

# Spiritual, Moral, Social, Cultural Policy 2022-2023

## Sponsorship & Review

### Sponsor

Mr C Pickering - SMSC

### Reviewed

September 2022

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September 2023

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## References

Ofsted requirements for S.M.S.C and statutory guidance for British Values

## Introduction

Under the 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum which: promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society, and prepares students at the school for the opportunities, responsibilities and experiences of later life. Our vision is to nurture happy, healthy young people who have the knowledge, academic achievement and strength of character to lead safe and successful lives in modern Britain.

## Aims

- To promote equality of opportunity and diversity effectively in order that pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share across cultural, religious, ethnic and socio-economic communities.
- To ensure that students develop to be mature, caring, sensitive and accept the beliefs of others.
- To show how the requirements for Spiritual, Moral, Social and Cultural development of students **are** applied in a practical context.

## Scope

It is recognised that some of the best opportunities for S.M.S.C occur unplanned and that SMSC is not a separate add-on, but integral to everything we do at Charlton School. We recognise that effective SMSC can be taught, sought and caught within the school day and have thought carefully about how to maximise this potential through our school vision, values, virtues and wider ethos.

## Applicability

All staff.

## Definitions

- **Spiritual** refers to the exploration of religious or philosophical questions related to the meaning of life expressed through a range of media.
- **Moral** refers to right from wrong and the expression of views on ethical issues.
- **Social** refers to how people co-operate within their community.
- **Cultural** refers to recognising and understanding cultural diversity.

**There are planned opportunities within schemes of work for good SMSC. However, it should be recognised that the best opportunities for SMSC will often occur unplanned and staff provide opportunities within their own teaching.**

# 1 Spiritual Development Policy Statement

This policy is operated in part through an agreed curriculum programme. An overview can be seen on the SMSC grid and a snapshot is provided at Appendix 1.

- (1) It is the policy of the school that the opportunity for spiritual development be available to all students.
- (2) Spiritual development is not confined to those with a pre-existing religious commitment.
- (3) We shall not seek to convert students to faith, nor any particular faith expression, but we shall seek to develop their awareness of faiths and principles through a range of experiences.
- (4) In order that we may be clear Spiritual Development is defined as concerning
  - a) The quality of relationships with people and, also for believers, with God.
  - b) The search for understanding of matters which transcend the merely observable and coming to terms with such matters: death, life, suffering, joy, beauty, ugliness, good, evil etc.
  - c) The search for a meaning and purpose in life.
  - d) The search for values by which we can live our lives
- (5) Spiritual Development will be sought through
  - a) Beliefs
  - b) The capacity for wonder and awe
  - c) Looking for meaning and purpose
  - d) Self-knowledge
  - e) Relationships with others
  - f) Creativity
  - g) Response to what is created
  - h) Experience and understanding arising from non-literal communication (art, music, poetry, etc.)
  - i) Quiet contemplation.

## 2 Spiritual Policy in Practice

This is fostered in lessons through the provision of opportunities that enable students to:

- Explore and use a range of artistic means of expression to explore ideas, values and beliefs.
- Experience the value of reflective silence as a means of deepening personal understanding.
- Investigate, question and consider values that provide, for themselves and others, a meaning and a purpose in life.
- Reflect on their own uniqueness, including their strengths and weaknesses.
- Build a wide range of relationships and to be aware of their importance and value.
- Explore the wonders, complexities and mysteries of the human personality and the natural world.
- Be aware that “ life is more than ...”

Where this Awareness, and these Opportunities can be seen:

### Whole School Context

- Policies – SMSC, British Values Statement, Behaviour for Learning, PSHEE and RSE policies
- Events - For example the winter craft fair, school production and ‘Charltonbury’ summer music festival
- Visits/visitors – Including the British Legion, GSUS Project and ‘playground pastors’
- Collective Worship/Assemblies – Including Harvest, Remembrance, Christmas, Valentines and Easter
- Displays – for example painted wall inscriptions, posters and classroom work displays

### Departmental Context

- Schemes of Work – For example ‘Oceans on the edge’ in Geography & ‘Mystery’ in RE. Please see page 9 of the policy for further detail of SMSC across the curriculum.
- Embedded values and virtues within the taught curriculum – Opportunities to embed Charlton Values and Virtues to reflect British Values are highlighted with specific PPT slides to generate discussion and draw focus to our underpinning school values and virtues.
- Lesson planning – Oracy tasks are built into every scheme of work to encourage class discussions and provide opportunities for teachers to respond to the moment.

### 3 Moral Development Policy Statement

In seeking to develop a strong moral sense in students we aim to develop in them

- a) The will or desire to behave in a morally acceptable way.
- b) An understanding and acceptance of the codes and conventions agreed by society in modern Britain.
- c) An understanding of the criteria for making responsible judgements.
- d) An ability to make judgements on right and wrong course of action.

In order to achieve these objectives, we shall seek to build on the child's experience in the home and seek the co-operation of parents where appropriate.

Morally educated school leavers should

- a) Distinguish between right and wrong.
- b) Be able to articulate their own values and to use those values to regulate their lives.
- c) Be responsible for their own actions.
- d) Be aware of the moral dimension in any complex decision.
- e) Understand that there are both long and short-term consequences of actions taken.
- f) Recognise that values and attitudes may have to change over time.

The school recognises that it has a potent influence on the moral development of students. Accordingly, it maintains a consistent set of values in its behaviour toward students. These include a concern for the welfare of individuals as well as a consistent requirement on them to behave likewise toward others.

Our ethos is built around three core values: **Respect, Responsibility and Resilience**. We expect all members of the Charlton community to exhibit these values at all times.

Underpinning our vision and values are our shared character virtues:

- Gratitude: feeling and expressing thanks.
- Compassion: exhibiting care and concern for others.
- Humility: estimating oneself within reasonable limits.
- Justice: acting with fairness towards others by honouring rights and responsibilities.
- Courage: acting with bravery in fearful situations.
- Integrity: having strong moral principles and standing up for what you believe in.
- Honesty: being truthful and sincere.

Our values reject, bullying, cheating, deceit, cruelty, irresponsibility and dishonesty.

The School rewards by means of public approval those behaviours and achievements which are worthy and rejects inappropriate behaviours by equally firm disapproval. The house point system is designed to reward our core values of respect, responsibility and resilience. The School reward and consequence systems take into account the capacity of the student to make a judgement on their own actions. Remorse and honesty are more kindly treated than stubbornness and dishonesty.

We provide opportunity for students to

- a) Discuss matters of personal concern.
- b) Gain experience of attitudes and behaviours appropriate to their dealings with adults and with their peers.
- c) Experience the trials, tribulations and rewards of belonging to a community.
- d) Understand and appreciate the feelings of others.

## 4 Social and Cultural Development Policy and Procedure

This policy is operated in part through an agreed curriculum programme. An overview can be seen on the SMSC grid and a snapshot is provided at Appendix 1.

We seek to give opportunities across the curriculum and through extra-curricular activities where students can:

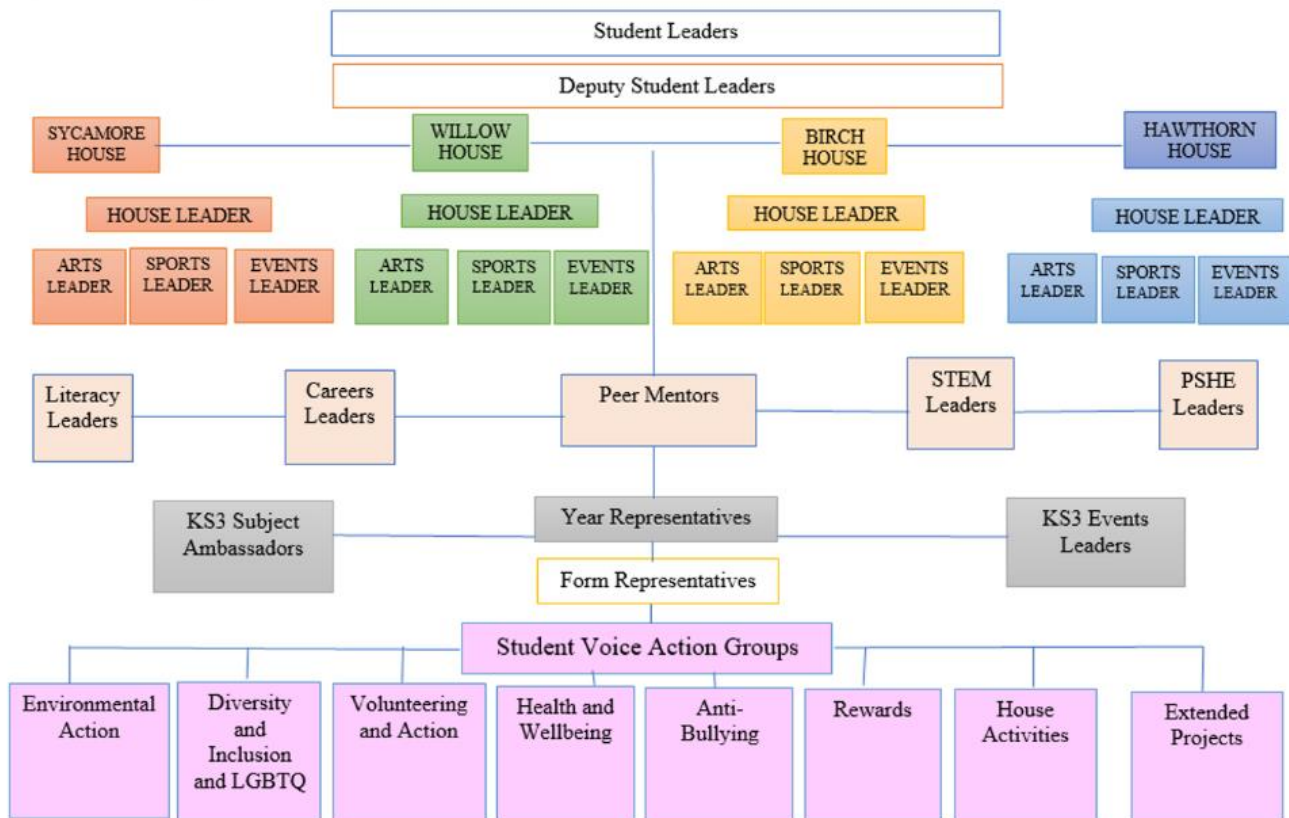
- Appreciate the values and characteristics of the social framework in which they live, especially the family, school and the local community
- Gain an understanding of how societies are organized and how they operate at a range of scales and in past and present, local and distant contexts
- Appreciate some of the ways in which individuals relate to each other and to the societies in which they belong
- Develop leadership and teamwork competencies and exercise appropriate levels of personal responsibility
- Contribute their skills, ideas and personality to the social organizations within the school to which they belong
- Appreciate the positive effects of considerate social attitudes and the negative effects of destructive social attitudes.

We seek to make these aims happen through providing:

- Planned opportunities to consider the social dimension of subjects and themes covered in lessons and extended curricular activities
- Opportunities for contributing to social groups within the school and local community
- Scope for students to exercise leadership and personal responsibility
- Opportunities for students, staff, governors and parents to contribute fully to the social life of the school and to its distinctive ethos.

The School Council is an elected body of students who discuss key issues for the students and help inform the senior management team and house staff about the requirements, needs and desire of the students.

## Student Leadership Team and Student Voice



The School also provides opportunities for students to develop socially through the promotion of volunteering and service to others. We have sustained links with national organisations to support this work:

- Duke of Edinburgh Award Scheme
- Arts Council England Arts Awards
- The Careers and Enterprise Company
- The Jubilee Centre for Character Development
- The National Citizen Service
- Red Cross First Aid Training
- Young Enterprise

The school offer a range of experiences which aim to enhance cultural capital

- Trips and visits including annual celebration trips
- Visitors and speakers
- Celebrations and commemorations
- Character Education lessons
- PSHEE activities
- Sporting trips and experiences (e.g. skiing)
- Modern Language Exchanges, and pen pals
- Cultural visits, e.g. to Paris
- Theatre trips
- Music concerts
- Art gallery visits
- Outward bound trips

SMSC related activities and teaching experiences in lessons are tracked on the SMSC Grid and on the Personal Development and PSHE overview.

## **Cultural Development**

Through the work and life of the school we will seek to help students to:

- Widen and deepen their cultural interests through all subjects of the curriculum and through additional opportunities provided in sport, music, drama, visits, exchanges and work experience
- Appreciate the characteristics of their own cultural background and the nature of their own roots
- Appreciate the richness and diversity of the cultural traditions represented in Shropshire, the West Midlands and modern Britain
- Recognise some of the ways in which cultural values and practices change with time
- Explore and evaluate the contribution made to music, literature, technology, science and the creative arts of people from diverse cultural backgrounds
- Consider the political, social, economic and technological achievements of representative developed and less developed countries.

We will work to achieve these aims through providing students with opportunities to:

- Explore the cultural dimension of all subjects of the curriculum, especially through literature, religion, drama, art, music, sport, history, food, textiles, geography and modern foreign languages
- Develop positive attitudes to people from differing cultures and ethnic backgrounds
- Participate in a range of cultural activities and visits
- Sample business culture

## **5 British Values Statement**

British Values are promoted in Charlton as an integral part of the Personal Development programme. The expectation is that as students' progress through the programme during their time at school they will be supported in growing into safe, responsible, active and fair minded citizens of this country, with an understanding of how citizens can influence decision-making through the democratic process; an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety; an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence; an understanding that the freedom to choose and hold other faiths and beliefs is protected in law; an acceptance that other people having different faiths or beliefs to oneself should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and an understanding of the importance of identifying and combatting discrimination.

## **Footnote**

Section 80A of the Education Act 2002 and section 403 of the Education Act 1996 require schools to place emphasis upon relationships, supporting pupils understanding and skills in developing positive and healthy relationships through a programme of RSE. The RSE, PSHEE and SMSC programmes and policies are written with reference to each other and delivery is coordinated through a Personal Development team led by the Assistant Head for Personal Development and Ethos.



## Appendix 1

This document places the School Policy Statement in a practical context that is applicable to each curriculum area. To ensure that students develop to become mature, caring, self-disciplined, sensitive and accept the beliefs of others.

Students are expected to.

- show curiosity, insight and imagination, and reflect seriously on life's fundamental questions.
- show a very good understanding of, and respect for, themselves, and other people's cultures. value strongly social, cultural and ethnic diversity and treat others with high levels of interest and compassion, listening to them in a disciplined manner.
- take full responsibility for their actions which they can regulate closely.
- base their values and behaviour on openness, equality, honesty and justice.
- take a well-informed stance on neighbourhood, national and global issues.

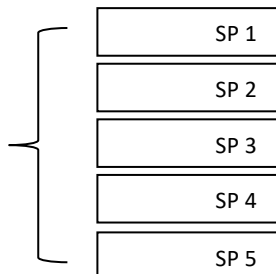
We work to achieve these characteristics by tracing the criteria detailed on page 10 within each curriculum area. Following the criteria illustrating with 4 core subjects how the school curriculum regularly covers all aspects of SMSC within normal planned lessons. A full record of what is delivered is found on the SMSC tracking grid accessible on the school IT system to all staff.

SMSC is also covered through PSHEE in tutor sessions, dedicated personal development lessons, three annual curriculum enhancement days, house, year and full school assemblies. The extensive extra-curricular programme contributes to whole school SMSC as do the responses of staff to unplanned opportunities that naturally arise throughout the school day.

# Key Priorities for SMSC

## Spiritual

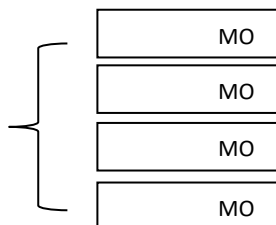
The exploration of religious or philosophical questions related to the meaning of life expressed through a range of media



- Discuss matters of personal concern and give views and commitments
- Explore religious and philosophical questions related to the meaning
- Begin to recognise limitations of human language and value other media to express ideas and
- Value the need for stillness and quiet reflection in a hectic world
- Discuss experiences of awe and wonder and relate them to other human

## Moral

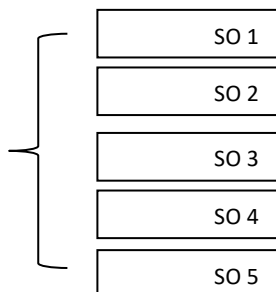
Right from wrong and the expressions of views on ethical issues



- Distinguish right from wrong
- Consider the consequences of their own and others actions
- Express views and make responsible and reasoned judgement on moral
- Set codes of behaviour

## Social

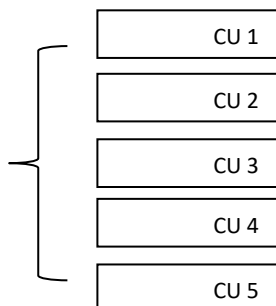
How people co-operate within their community



- Foster a sense of community
- Work co-operatively in teams and groups
- Recognise and respect social differences and similarities
- Participate in decision making
- Show respect for people, living things, property and the environment

## Cultural

Recognising and understanding cultural diversity



- Recognise and understand their own culture and the influences that have shaped
- Understand and appreciate cultural diversity
- Have high regard for human achievements in all cultures and societies
- Show openness to new ideas and be willing to modify their beliefs in the light of what they have
- Participate in, and respond to, artistic and cultural experiences

## 1.1 Spiritual – Learning Objectives

<b>Criteria</b> Students should have the opportunity to;	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Key Stage 4</b>
<b>SP1</b> Discuss matters of personal concern and give personal views and commitments.	RE: Abraham & sacrifice EN: Non-fiction: acceptance & belonging.	RE: Initiation/growing up EN: the dangers of social media	RE: FQ Interaction tasks EN: '19 Minutes': peer pressure. HSC: Rights of Service users & patients	RE: Living the religious Life EN: 'Sexuality' unit. HSC: Communication & Barriers to Communication
<b>SP2</b> Explore religious and philosophical questions related to the meaning of life.	RE: What is 'religion'? EN: Frankenstein – is it right to create life?	RE: It's a Mystery EN: Outnumbered: What's a family?	RE: FQ Core Beliefs tasks EN: Romeo & Juliet –forgiveness	RE Matters of Life & Death EN: Dr Jekyll: science v religion. HSC : End of Life Care
<b>SP3</b> Begin to recognise limitations of human language and value other media to express ideas and feelings.	RE: Religion & Art EN: picture stimuli in every unit	RE: It's a Mystery EN: picture stimuli in every unit	RE: FQ Holy Symbols tasks EN: picture stimuli in every unit	RE: Christianity – Trinity EN: picture stimuli in every unit
<b>SP4</b> Value the need for stillness and quiet reflection in a hectic world.	RE: Pilgrimage EN: Write for 5 opportunities in all units	RE: Buddhism EN: Write for 5 opportunities in all	RE: FQ Ways of Living tasks EN: Write for 5 opportunities in all units	RE: Living the religious Life EN: Write for 5 opportunities in all units
<b>SP5</b> Discuss experiences of awe and wonder and relate them to other human experiences.	RE: Moses EN: exploration of Fantasy genre.	RE: It's a Mystery EN: exploration of Fantasy genre.	RE: FQ Core Beliefs tasks EN: Power & Conflict poetry – power of nature.	RE: Beliefs (Creation) EN: Power & Conflict poetry – power of nature.

## 1.2 Moral – Learning Objectives

<b>Criteria</b> Students should have the opportunity to;	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Key Stage 4</b>
<b>MO1</b> Distinguish right from wrong.	RE: Holy Books EN: child exploitation in Trash PE: Rules in competitive sport	RE: Leaders Hi: The Rise of the Nazis PE: Leadership & communication	RE: FQ Ethics & Morality task EN: An Inspector Calls: responsibility. HSC: Rights/Dignity/Respect	RE: Peace & Conflict EN: crime & punishment PE: Drugs in sport & cheating
<b>MO2</b> Consider the consequences of their own and other’s actions.	RE: Abraham & sacrifice EN: Fathers Help - lies	RE: Prejudice EN: dangers of social media. Food: Hygiene / Cross Contamination	RE: FQ Ethics & Morality task EN: 19 Minutes- a school shooting. HSC: Care Plans	RE: Peace & Conflict EN: Power & Conflict poetry: the impact of war
<b>MO3</b> Express views on ethical issues and personal values and make responsible and reasoned judgements on moral dilemmas.	RE: Abraham & sacrifice EN: poverty in Trash	RE: Buddhism Hi: The Holocaust	RE: FQ Ethics & Morality task EN: Mental Health unit.	RE: Peace & Conflict Hi: Weimar & Nazi Germany PE: Money, funding and sponsorship in sport H&C Religious Observance
<b>MO4</b> Set codes of behaviour.	RE: Holy Books EN: Superman and Paula Brown’s Snowsuit – bullying RM Health & Safety practice.	RE: Buddhism Eng: Generation Z unit: Snapchat and Instagram Food: Hygiene standards	RE: FQ Ethics & Morality task EN: An Inspector Calls: social responsibility. HSC: Rights	RE: Beliefs EN: prison sentences unit.
<b>MO5</b> Investigating moral values and ethical issues	EN: Child exploitation in Trash PE: Rules in competitive sport	RE: Prejudice Hi: The rise of the Nazis	RE: FQ Ethics & Morality task EN: 19 Minutes-a school shooting	RE: Matters of Life & Death PE: Drugs in sport & cheating EN: prison sentences unit

### 1.3 Social – Learning Objectives

<b>Criteria</b> Students should have the opportunity to;	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Key Stage 4</b>
<b>SO1</b> Foster a sense of community.	RE: Pilgrimage EN: biography & autobiography	RE: Initiation EN: Apartheid	RE: FQ Key Practices EN: exploitation in An Inspector Calls	RE: Living the religious Life EN: Grenfell Tower disaster
<b>SO2</b> Work co-operatively in teams and groups.	RE: Art & Religion EN: group work in all schemes	RE: Leaders MU: How disciplines of Expressive Arts work together Food: All practical sessions	RE: FQ My Interaction PE: Leadership focus in sport HSC: First Aid H&C Team leadership roles	RE: Matters of Life & Death PE: BTEC Sport Unit 6 Leadership in sport
<b>SO3</b> Recognise and respect social differences and similarities.	RE: What is Religion? Hi: Industrial Revolution	RE: Prejudice Hi: Slave Trade PE: Games from different cultures Food: Cultural Food Awareness	RE: FQ Ways of Living EN: An Inspector Calls: social class HSC: All aspects	RE: Beliefs (prayer) Hi: Crime and Punishment HSC: All aspects H&C Food choices
<b>SO4</b> Participate in decision making.	RE: Moses EN: decision making in all group work	RE: Buddhism EN: decision making in all group work	RE: FQ Ethics & Morality EN: decision making in all group work	RE: Matters of Life & Death EN: decision making in all group work
<b>SO5</b> Show respect for people, living things, property and the environment.	RE: World Religions EN: biography: Malala Yousafzai.	RE: Religion & Science EN: Of Mice and Men: racism & sexism.	RE: Ways of Living EN: Environment unit. HSC: Care, Dignity & Respect	RE: Matters of Life & Death Hi: American West

## 1.4 Cultural – Learning Objectives

<b>Criteria</b> Students should have the opportunity to;	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Key Stage 4</b>
<b>CU1</b> Recognise and understand their own culture and the influences that have shaped them.	RE: What is Religion? MU: How context influences creative style	RE: Birth EN: Poetry – Imtiaz Dharker ‘The Right Word’.	RE: FQ Origins Eng: 19 Minutes – teenage attitudes and values.	RE: Beliefs Hi: Henry VIII
<b>CU2</b> Understand and appreciate cultural diversity.	RE: World Religions EN: non- fiction: Nelson Mandela. Food: Cultural Food Awareness	RE: Prejudice EN: Poetry – Presents from my Aunts in Pakistan HSC: Cultural Awareness	RE: FQ Key Practices EN: Power & Conflict poetry from a variety of cultures and traditions.	RE: Living the religious Life EN: Power & Conflict poetry from many cultures and traditions. H&C Cultural difference
<b>CU3</b> Have a high regard for human achievements in all cultures and societies.	RE: World Religions EN: celebrate the best writers	RE: Prejudice EN: celebrate the best writers	RE: FQ Ethics & Morality EN: celebrate the best writers	RE: Living the religious life EN: celebrate the best writers
<b>CU4</b> Show openness to new ideas and be willing to modify their beliefs in the light of what they have learned.	RE: What is Religion? EN: opportunities for students to discuss ideas & modify beliefs	RE: Religion & Science EN: opportunities for students to discuss ideas and modify beliefs	RE: FQ My Interaction EN: opportunities for students to discuss ideas and modify beliefs	RE: Living the religious life EN: opportunities for students to discuss ideas and modify beliefs HSC: End of life Care
<b>CU5</b> Participate in, and respond to, artistic and cultural experiences.	RE: Religion & Art EN: World Book Day, visiting authors and theatre companies.	RE: It’s a Mystery EN: National Poetry Day PE: Games from different cultures	RE: FQ My Interaction EN: BBC Young Reporter	RE: Visits to Places of Worship EN: Shakespeare Schools Festival

A more detailed worked through example of tracking from one department (Technology):

**SPIRITUAL - MORAL - SOCIAL – CULTURAL DEVELOPMENT SMSC in Charlton**

**SPIRITUAL** It is recognised that sometimes the best opportunities for spiritual development occur unplanned

Criteria Students should have the opportunity to;	Year 7 Plush Toy	Year 8 Cushion Cover	Variety of Skills
<b>SP1</b> Discuss matters of personal concern and give personal views and commitments.	Annotations on work, analytical writing skills, writing of evaluations of work	Exploring ideas, feelings and issues, making a personal response, developing self-esteem, valuing different ideas and respect of others opinions, developing an understanding of how artworks reflect social, political and cultural values.	Exploring ideas, feelings developing self-esteem, opinions, developing an political and cultural values
<b>SP2</b> Explore religious and philosophical questions related to the meaning of life.			What makes you happy?
<b>SP3</b> Begin to recognise limitations of human language and value other media to express ideas and feelings.	Evaluate and analyse their own and others artwork using suitable language	Evaluate and analyse their own and others artwork using suitable language	Evaluate and analyse the language
<b>SP4</b> Value the need for stillness and quiet reflection in a hectic world.	Annotations on work, analytical writing skills, writing of evaluations of work	Annotations on work, analytical writing skills, writing of evaluations of work	Looking at artwork from Listening to the opinions
<b>SP5</b> Discuss experiences of awe and wonder and relate them to other human experiences.	Have you ever been to a theme park? How did it make you feel?	Have you ever graffitied anywhere?	Where is your favourite

**SPIRITUAL - MORAL - SOCIAL – CULTURAL DEVELOPMENT SMSC in Charlton**

**MORAL** The best opportunities for moral development will often occur unplanned

Criteria Students should have the opportunity to;	Year 7	Year 8	
<b>MO1</b> Distinguish right from wrong.	Discussions about own, peers and other artist's work.	Graffiti Art or vandalism? Discussions about own, peers and other artist's work.	Discussions about own, p
<b>MO2</b> Consider the consequences of their own and other's actions.	Health and Safety Discussions about own actions and peers	Health and Safety Discussions about own actions and peers	Health and Safety Discuss
<b>MO3</b> Express views on ethical issues and personal values and make responsible and reasoned judgements on moral dilemmas.	Health and Safety Discussions about own actions and peers	The impact that graffiti art has on the community. Health and Safety Discussions about own actions and peers	Health and Safety Discuss
<b>MO4</b> Set codes of behaviour.	Health and safety Needle	Health and Safety for the Classroom expectations	Use of craft knives Sewing

**SPIRITUAL - MORAL - SOCIAL – CULTURAL DEVELOPMENT SMSC in Charlton**

**SOCIAL** - many opportunities for social development occur outside the formal learning environment

Criteria Students should have the opportunity to;	Year 7	Year 8	
<b>SO1</b> Foster a sense of community.	Designing for a purpose.	Produce an Item for another person	Freedom to express thems when gathering inspiration
<b>SO2</b> Work co-operatively in teams and groups.	Looking at existing products to analysis different aspects of each to aid new design work.	Art or Vandalism Graffiti	Looking at artwork from di
<b>SO3</b> Recognise and respect social differences and similarities.	Different religious meanings for icons.	Graffiti- Banksy focus	Looking at artwork from di Listening to the opinions a
<b>SO4</b> Participate in decision making.	Evaluate and analyse their own and others artwork using suitable language	Graffiti Discussion work. Right or Wrong	Which artists to focus on t
<b>SO5</b> Show respect for people, living things, property and the environment.	Health and Safety of a practical environment.  Use of materials Understanding and being respectful about what they have the privilege to have and use.	Exploring ideas, feelings and issues, making a personal response, developing self-esteem, valuing different ideas and respect of others opinions, developing an understanding of how artworks reflect social, political and cultural values.	Democracy- Consider the v for outcomes The Rule of L class rules during projects. Understand the consequer Liberty Work within bound design Make own choices v of those with different faith art and design work from o

**SPIRITUAL - MORAL - SOCIAL – CULTURAL DEVELOPMENT SMSC in Charlton**

**CULTURAL many opportunities for cultural development occur outside the classroom**

Criteria Students should have the opportunity to;	Year 7	Year 8	Key Stage 4	
<b>CU1</b> Recognise and understand their own culture and the influences that have shaped them.	Religious Community Family Education		Looking at photographs from different cultures/countries/ backgrounds	
<b>CU2</b> Understand and appreciate cultural diversity.	Evaluate and analyse their own and others artwork using suitable language	Looking at photographs from different cultures/countries/ backgrounds	Projects looking at religious buildings for pattern and form	Diffe Rese abou
<b>CU3</b> Have a high regard for human achievements in all cultures and societies.	Looking at different types of fabrics Then the development of Biomimicry and Nano fibres	Revisiting at different types of fabrics Then the development of Biomimicry and Nano fibres	Exploring ideas, feelings and issues, making a personal response, developing self-esteem, valuing different ideas and respect of others opinions, developing an understanding of how artworks reflect social, political and cultural values.	Expl pers valu opin artw valu
<b>CU4</b> Show openness to new ideas and be willing to modify their beliefs in the light of what they have learned.	One to one discussion on technique knowledge.	One to one discussion on technique knowledge.	One to one discussion on technique knowledge.	One know
<b>CU5</b> Participate in, and respond to, artistic and cultural experiences.	Exploring ideas, feelings and issues, making a personal response, developing self-esteem, valuing different ideas and respect of others opinions, developing an understanding of how design and artworks reflect social, political and cultural values.	Exploring ideas, feelings and issues, making a personal response, developing self-esteem, valuing different ideas and respect of others opinions, developing an understanding of how design and artworks reflect social, political and cultural values.	Looking at photographs from different cultures/countries/ backgrounds	Field Visit Takin at th