



How do we identify the starting points of our students?

Understanding their values, beliefs, cultural background, and personal experiences. This can be done through open discussion, reflection exercises, case studies, and exploring hypothetical scenarios, such as

- How friendship can be valuable;
- We are not obligated to do the impossible;
- Do children bear less moral responsibility than adults;
- Justice is a very important good;

Explore an introduction and a thematic learning to the 6 major religions;

- Their shared human experiences
- What is personal to them (if appropriate)



What should pupils be able to do at the end of this sequence/topic/key stage?

- Understand the importance of what is being learnt
 - Reflect on the differing viewpoints of the topics
 - Constructively listen to the differing viewpoints and challenging them when not aligned to them
 - Be able to Empathise with others by understanding their circumstances of their actions
- To be able to embed the following,
- Confidence, Independence & Resilience
 - Be Kind via Empathy & Compassion whilst valuing diversity
 - Cultural awareness
 - Aspirations



How do we assess and track progress?

1. Formative Assessments: Termly Marking
2. Termly RAP Meetings to identify below and above working at grades:
3. Debates and Discussions:
4. Written Responses:
5. Group Projects:
6. Mock Elections:
7. Self-Reflection Activities:
8. Real-world Civic Engagement Projects via discussions and debate:
9. End-of-Term Evidence of Learning Celebration:

In addition: -

- Their Development is measured via Debate of argument
- Discussion of current topics in the news
- Evidence of Learning of their views



What do we want pupils to learn?

- **SMSC** - Spiritual, Moral, Social and Cultural to make sense of the world they live in.
- **Religious Education** - an understanding of different religions
- **British Values** - Democracy, Rule of Law, Respect and Tolerance, Individual Liberty.
- **Basic rights and freedoms** that belong to every person in the world, from birth until death.
- **Worldly vs Spiritual** - importance of the invisible, the intangible, the spiritual, and the eternal, whereas the world tends to major in things that are material, measurable, temporal, and advantageous to one's own interests.
- **Embedded Values both natural Law and civil responsibility**
 - Morals and Values and commonsense
 - Encouraging students to take responsibility for their own learning
 - Opportunities for students to participate in leadership roles
 - Peer mentoring,
 - Community service projects that are opportunities to put theory into practice

What key threads flow through our curriculum?

- Year 7:** Foundations of Democracy
Year 8: Civic Awareness and Responsibility
Year 9: Practical Engagement and Preparation
- This long-term plan for Key Stage 3 in Votes for Schools aims to progressively build students' understanding and engagement with democracy, critical thinking, and civic responsibility. It provides a structured and comprehensive approach to prepare students for active participation in democratic processes within the social, moral, social and cultural context.
- Year 10:** Advanced Democratic Studies
Year 11: Advanced Civic Engagement / Civic Leadership and Global Perspectives
- This long-term plan for Key Stage 4 in Votes for Schools aims to offer an advanced and comprehensive study of democracy, critical thinking, and civic engagement. It progressively challenges students to engage with complex issues, refine their skills, and actively contribute to their communities within the social, moral, social and cultural context.

How we uncover and respond to gaps in knowledge?

To uncover gaps:

- We extensively use verbal & informal questions and answers to examine whether students have retained information or understand it.
- We also use fortnightly formative assessment, applying the school's marking & feedback policy.
- We also adhere to the school's termly summative assessment to formally identify gaps in learning.

We respond to gaps in knowledge by...

- Providing scaffolding and support.
- By explaining key information to the individual on a 1:1 basis.



How do we adapt our content to help our students know more?

Essentially, SMSC is about helping students develop a range of personal and social skills that will enable them to become well-rounded, responsible, and engaged members of society

- The ethics of debating both sides of the argument
- Use of drama to encourage empathy
- Interactive activities to explore ethical or moral issues
- Encourage critical thinking
- Cross curricular related tasks
- Apply Practical with Theory



How do we promote reading?

- Read Extracts and discuss stands taken by students
- Formulate speeches to re-iterate their stand
- Use of Audio, Video and re-enactment
- Subtitles on clips and suggestions for better ways of putting words to their intentions



How do we deepen knowledge?

Critical Thinking Skills:

- Developing analytical skills to assess information and form independent opinions.
- Engaging in activities that stimulate critical thought and reflection.

Current Affairs Exploration:

- Investigating and discussing contemporary social issues.
- Analyzing multiple perspectives on relevant topics to encourage open-mindedness.

Civic Responsibility:

- Emphasizing the importance of civic duty and active participation in community affairs.
- Exploring the impact of individual actions on the broader community.

Debating and Discourse:

- Building effective communication skills through structured debates.
- Encouraging respectful dialogue and the exchange of diverse viewpoints.
- Allowing for debate by listening to opposing views
- Listening Skills by encouraging both side of the debate to be heard

What we do to make sure students retain knowledge during this sequence?

- Repeat and reiterate through Plenaries and TOE tasks
- Incorporate key points in starters where pupils can recap previous knowledge
- Recap in different Units of work via debate and discussions