



### Scissett Middle School SMSC Curriculum Map

Please note this is not an exhaustive list, just some examples of what takes place across the curriculum

Subject	Spiritual development	Moral Development	Social Development	Cultural Development
Art	<p>Spiritual education involves the awe and wonder of art that is shown to the pupils. Our schemes of learning are dependent on the pupils' ability to enquire and communicate their ideas, meanings and feelings. Pupils investigate visual, tactile and other sensory qualities of their work and others work. Independent thinking is encouraged that will enable Pupils to develop their ideas and intentions and express them in an appropriate manner.</p> <p>Pupils demonstrate their spiritual development through their pride in their work, curiosity in investigating styles, genres and artists from a range of movements. Their interpretation of objects, emotions and development of their own unique, creative style is encouraged throughout the curriculum. For example, in Year Seven we study the work of African Art and it's spiritual meaning. Pupils learn about various African tribes and their uses of masks within</p>	<p>Moral education is delivered through opportunities to discuss and debate pieces of art, their meaning and how moral issues are portrayed through art. Pupils are often asked to discuss their work and that of their peers and be sensitive to others feelings when doing so. They may be asked to examine art that addresses morality and are asked to reflect on the context and time in which these were made and how it relates or impacts in the world that we now live (E.g. Guernica). Pupils are encouraged to understand the world and also appreciate the diverse forms in which art may be presented. For example, in Year 6 we study Picasso and his different periods and learn about how outside influences effected this.</p>	<p>Social development is delivered through the celebration of pupils work throughout the school and displayed in many areas. Pupils work independently and collaboratively to develop pieces of artwork. Pupils will understand, appreciate and accept others, opinions, tastes, talents and interpretations. They often peer and self-assess their work Pupils learn that art is a method of communication that is worldwide and it is a form of language that may be communicated without any writing or speaking. In Year 8 we study the work of the pop artists and the reasons it began and learn about the role it plays in fashion today. Pupils then design and produce their own portrait that reflects their life. Pupils attend extra- curricular Art clubs at lunchtime.</p>	<p>Cultural education involves the investigation and appreciation of how other countries, cultures, religion and beliefs influence art pieces, movements and genres. Art also examines responses to art dependent on culture, background and understanding of issues that may have led to a piece of art. An appreciation of the pupils' community and culture is important to cultural development in art as well as their respect and appreciation of diversity. Pupils enter competition on varying themes e.g. Climate change. Pupil's work is exhibited in the annual Holmfirth Arts week and Honley show. Pupils produce art and craft in extra-curricular activities. In year 6 we study the artwork associated with the Mexican day of the dead and the influences it has on modern day.</p>

Subject	Spiritual development	Moral Development	Social Development	Cultural Development
	<p>their society and then learn about how other art movements have used African Art to influence Western Cultures.</p>			
<b>Computing</b>	<p>Pupils reflect on how people of different backgrounds will have their own opinion online and it is important to respect that opinion. Pupils reflect on the life of Computer pioneer Alan Turing in Year 7 and his treatment due to his sexual orientation.</p>	<p>Pupils are regularly reminded on the effects of social networking and the consequences of cyber bullying. Pupils consider a moral obligation of what is shared online and its positive and negative effects on others.</p>	<p>Pupils develop their skills in a range of programs they work within the classroom environment with encouragement to support their shoulder partners where relevant.</p>	<p>Computational thinking encourages Pupils to develop and explore their problem-solving skills. Computing empowers Pupils to apply their Computing skills and to gain knowledge of how programming links between subjects for instance maths for programming and Art for graphics editing.</p>
<b>DT</b>	<p>Spiritual development is important and the process of creative thinking and innovation inspires Pupils to develop their talents and self-confidence.</p>	<p>Pupils are taught to think about the impact of their designing and making on the environment and people. Pupils are taught about moral choices when deciding on materials and ingredients. Pupils use the 6 Rs of sustainability to understand how to conserve resources. Reusing materials is encouraged where appropriate. In year 7 we look at fair trade, seasonality and food miles and explain the impact of food choices.</p>	<p>Mutual respect is encouraged through teamwork and peer evaluation. Pupils have to work within constraints and share available equipment and resources. We encourage respect of the environment and the equipment.</p>	<p>Cultural awareness is developed through researching influences on product design. In year 7 we look at 1960s culture and use this as inspiration for a design project. In year 8 we look at 20th century designers and choose one to inspire textile designs. We encourage the Pupils to research using primary and secondary sources to improve their cultural awareness.  In our extra-curricular craft club we encourage Pupils to develop products for various cultural and religious celebrations and festivals.  We take part in Holmfirth Art Week and Honley Show which are both established cultural community events.</p>

Subject	Spiritual development	Moral Development	Social Development	Cultural Development
<b>Drama and Performing Arts</b>	<p>Using world faith and beliefs to develop ideas for performance</p> <p>Using their own experiences to use as examples in pieces of drama and dance. Links to Stanislavski and the theories he developed using personal experience and circumstance.</p> <p>Upcoming intergeneration project with elderly members of the community - taking part in a gentle exercise &amp; dance class with members of the community who attend the class to support restricted movement due to illness or injury.</p> <p>Dance to study Diwali. Use of Indian dance steps, lights and appropriate music.</p>	<p>Reading texts and plays to explore the characters and deciding if their actions are correct, morally and respectfully.</p> <p>Clear boundaries set within the performing arts studio so that Pupils understand and adhere to acceptable behaviour and actions.</p> <p>Listening to others opinions and respecting their thoughts.</p>	<p>Group work to undertake the creative process and to develop performances.</p> <p>Forming opinions on theatre genre, play writers and practitioners.</p> <p>Accepting ideas from other members of the group and being co-operative to develop those ideas.</p> <p>Text and script-based project to develop modern British values. This is also explored through devising performances in drama.</p> <p>Taking it in turns to listen, discuss and debate with others.</p>	<p>Study of Shakespeare texts and the themes within them. Relating these issues to our present society.</p> <p>Dance project that uses the history of dance through the ages to show the differences in culture and community over the years.</p> <p>Pupils use dramatic techniques to put themselves into a variety of situations to explore how people feel in those situations. Using the same techniques to explore how we should react or respond as citizens.</p>
<b>English</b>	<p>Year 6 - Harry Potter unit – develop Pupils’ imagination through the fantasy genre. Pupils create their own wizards, write diary entries as a character from the text and use their imagination to write their own short narrative based around the Harry Potter series.</p> <p>Year 6 – Room 13 Fiction around vampires (the Dracula legend) - religious symbols such as the</p>	<p>Year 8 – Of Mice and Men - treatment of Crooks (racism) and women (Curley’s wife) - discussion/exploration of the marginalisation and discrimination of the 1930’s.</p> <p>Should George have killed Lennie?</p> <p>Year 7 – Holes – focus on the law and discussion around the effectiveness of ‘detention centres’ similar to the camp that Stanley is sent to (retribution vs. Rehabilitation).</p>	<p>Year 8 – Journey’s End As it is a play script, Pupils take on particular roles to develop empathy and an understanding of setting and context.</p> <p>They have the opportunity to take on a role during whole class reading or when working in small groups/pairs.</p>	<p>Year 8 – Extreme Sports Awareness of how technology has advanced/sporting skills (variety) in society.</p> <p>Year 6 – Room 13 Myths/legends around Dracula – links to Whitby</p> <p>Year 8 – Of Mice and Men Context of the Great Depression and attitudes of 1930’s America</p>

Subject	Spiritual development	Moral Development	Social Development	Cultural Development
	<p>'crucifix' are used to present the idea of 'good' overcoming 'evil'.</p> <p>Year 7 Poetry unit – Tiger, Tiger – questioning beliefs in gods/deities Connotations of words such as 'immortal' that link to otherworldly beings.</p> <p>Year 7 – Holes Discussion around superstition, thoughts about curses. Stanley's journey up the mountain lifts the family curse.</p> <p>Year 7 Gothic Horror/Supernatural – Pupils reflect on reality vs fantasy. Read non-fiction texts about UFO/ghost sightings and discuss/explore the validity of the evidence they are presented with.</p> <p>Year 8 – Journey's End Camaraderie/friendship - the power and importance of that in frightening and testing times.</p> <p>Year 8 – Woman in Black (classic ghost story – fear of the unknown, religious symbolism.) Superstitions</p> <p>Year 8 – Of Mice and Men – the idea of hopes, dreams, justice and kindness.</p> <p>Year 7 – A Monster Calls</p>	<p>Year 7 – Poetry – Badger – discussion around hunting – is it acceptable/cruel/necessary?</p> <p>Year 7 – A Monster Calls – Pupils focus on Conor's behaviour and feelings throughout the novel and how it impacts himself and his family/friends (empathy) Discussions around morality – the three tales of the monster.</p> <p>King Lear – discussion around King Lear's relationships with his daughters. Focus on the way particular actions lead to consequences.</p> <p>Year 8 – Journey's End Discussion/focus on war and conflict and the negative effects war had on those that signed up at a young age in WW1. Pupils are encouraged to be empathetic and discuss/debate the idea of war being 'a futile or necessary act.'</p>	<p>Explore how language/attitudes have shifted to reflect the changing times</p> <p>Year 8 – King Lear Pupils work together in groups to perform key scenes of the play e.g. Gloucester's blinding, to develop confidence in using Shakespeare's language and a better understanding of characters and plot.</p> <p>Explore how language and attitudes have shifted to reflect the changing times.</p> <p>Year 8 - Of Mice and Men Discussions around the role of women, attitudes towards the disabled, racism and the notion of the American Dream.</p> <p>Year 7 – Journalism Explore the role of a journalist – the ability to interview and ask pertinent questions.</p>	<p>Year 7 – Journalism The role journalists play in society. Tabloids vs. Broadsheets</p> <p>The Woman in Black Victorian England – insight into the time period – clothing, modes of transport, gothic settings.</p> <p>Year 7 - Holes Racism of the late 1800s/early 1900s. Katherine Barlow and her relationship with Sam Barlow the black onion picker – discussion around the historical/social context of the time.</p>

Subject	Spiritual development	Moral Development	Social Development	Cultural Development
	Exploring the feeling of 'grief' through the metaphor of a monster personifying sadness and anger. Mature discussions around death/illness and feelings of hope/hopelessness.			
<b>French</b>	Year 6- Sense of identity via language, country, culture and tradition. 14th July. Year 8- Willingness to experiences different countries – holidays topic. All years- Cultural awareness lessons on some religious festivals: Christmas and Easter. Pupils will learn about how these religious festivals are celebrated differently to the UK. Language/countries they study or their own. Year 7- French education secular education system.	Year 6- Classroom rules and classroom practise. Year 7- French school rules: Pupils are introduced to the concept of 'redoublement' where Pupils must re-sit a year if they don't meet a specific standard or grade.	Year 6- Learning to greet each other in a different language. Learning customs of another country. Pupils introduced to how the French 'faire les bisous' 'kiss on both cheeks', when they meet each other. The number of kisses varies between the north and the south. How the French express politeness: the formal and informal 'you'. Year 7- The secular French school system: lack of religious clothing and jewellery. Year 8- Les pays francophones – education and housing.	All years-Bastille Day lesson All years- European Day of language celebration – whole school. Understanding European cultures. Year 7- French education secular education system. Hobbies and interests: famous French cultural figures (descriptions) Gender neutral pronouns: iel.
<b>Humanities</b>	Study of religious beliefs and ways of life in countries vastly contrasting to the UK. Middle East study allows Pupils to reflect on their own beliefs in comparison to the Islamic way of life in the Middle East. This allows them to develop an empathy and respect for their religious beliefs. Expression of their opinion and views in relation to their experiences with different beliefs around the world. Study of the changing religious structure and beliefs of Britain through History – e.g. Romans,	Decision-making skills developed within Geography will allow Pupils to make more informed choices and decisions in their own lives. Cause/consequence in a range of geographical topics can be applied to contexts outside of geography e.g. British law, British values and developing reasoned views. Study of the key theme of cause and consequence in History.	Development and study of British values and the differing values and societies that other British citizens may have been brought up in prior to migration. Settlement and continent based areas of study will develop this. Opportunity to attend a geography fieldwork visit in a UK national park – conflict resolution may be needed and applied as needed. Pupils will be actively aware and develop their sense of their impact on the environment and other people's lives.	Continent studies inform the Pupils learning of new and contrasting cultural 'norms' around the world and how they contrast to British 'norms'. Through the study of industrialisation, migration and settlement, Pupils will develop an understanding of how culturally the UK and society has developed to secure our British values. We study the impact of migration on the UK and the ways in which settlements and places are structured following socio-cultural development.

Subject	Spiritual development	Moral Development	Social Development	Cultural Development
	<p>Vikings, Normans, Tudors and Reformation etc. Changing roles of crime and punishment in Britain – study of prisons and punishment systems.</p>		<p>Study of British values and the improved standards in Britain through British History. Children’s rights and their standards of work and living during the Industrial Revolution. How does it compare to your life? The role of women during WWI and equality in the 21st Century.</p>	<p>Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others – through the study of different regions and their historical influences on Britain and our lives. Knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.</p>
<b>Maths</b>	<p>Developing deep thinking and questioning the way in which the world works promotes the spiritual growth of Pupils. In Maths lessons pupils are always encouraged to delve deeper into their understanding of Mathematics and how it relates to the world around them. The skills of analysing data are taught from Year 6 to Year 8 to enable Pupils to make sense of vast amounts of data available in the modern world around them.</p>	<p>The moral development of pupils is an important thread running through the entire mathematics syllabus. Projects include designing an emergency shelter to protect people who have lost their homes due to natural disasters and applying their data analysis skills in a real-life context.</p>	<p>Problem solving skills and teamwork are fundamental to Mathematics, through creative thinking, discussion, explaining and presenting ideas. Pupils are always encouraged to develop their Mathematical reasoning skills, communicating with others and explaining concepts to each other. Self and peer reviewing are very important to enable pupils to have an accurate grasp of where they are and how they need to improve. Working together in pairs or groups and supporting others is a key part of Maths lessons.</p>	<p>Mathematics is a universal language with a myriad of cultural inputs throughout the ages. We encourage the teaching of various approaches to Mathematics including the Chinese lattice method for multiplication. We also explore the mathematics applied in different cultures such as Rangoli patterns, symmetry, tessellations and Islamic geometric patterns. The ability to use exchange rates for foreign travel are also important life skills pupils will learn.</p>
<b>Maths Examples</b>	<p>Examples of Spiritual lessons in maths: 1. Pupils considering the development of pattern in different cultures including work on tessellations such as using Rangoli designs or the use of religious symbols for symmetry.</p>	<p>Examples of Moral lessons in maths: 1. Pupils to have an awareness of sexist, stereotypical bias in materials. 2. Finance &amp; Pay Day Loans. 3. Why learn Algebra?</p>	<p>Examples of Social lessons in maths: 1. Allowing discussion and debate on the use and abuse of statistics in the media. 2. Pupils learning how mathematics is used to communicate in the news. Misleading statistics and graphs. 3. Maths Mile Challenge.</p>	<p>Examples of Cultural lessons in maths: 1. Pupils investigating different number sequences and where they occur in the real world. (Fibonacci) 2. Allowing discussion on the cultural and historical roots of mathematics.</p>

Subject	Spiritual development	Moral Development	Social Development	Cultural Development
	<p>2. Fibonacci pattern and how it applies in nature.</p>		<p>4. UKMT Maths challenge at Bradford Grammar School. 5. UKMT Individual Challenge. 6. Teaching data gathering involving questionnaires.</p>	<p>3. Pupils discussing the use of mathematics in cultural symbols and patterns. 4. Mathematics is a universal language. 5. Use of the Chinese lattice &amp; Russian method when teaching multiplication. 6. Pupils to have the ability to use exchange rates for foreign travel. 7. Rangoli patterns, symmetry, tessellations and Islamic geometric patterns.</p>
<b>Music</b>	<p>Music is fundamentally a creative subject, where our pupils compose, perform and reflect on their work regularly.</p> <p>Develop a sense of enjoyment of and reflect on a variety of music.</p> <p>Understand how music can raise emotions and explore the range of feelings it can invoke.</p>	<p>Listening to others opinions and respecting their thoughts. Considering the purpose of a piece of music, for example for a carnival in Samba topic. Explore the influence famous artists can have, for example looking at The Beatles in our Rock Band topic.</p>	<p>Specific focus on team working and collaboration so that Pupils understand and adhere to acceptable behaviour and actions. Experience working in mixed groups that contain members of different religious, ethnic and socio-economic backgrounds. Accepting ideas from other members of the group and being co-operative to develop those ideas.</p>	<p>Performance opportunities both within and beyond the classroom.  Study of composers through history and styles from other cultures.</p>
<b>PSHCE</b>	<p>In all year groups, pupils reflect on their own beliefs and consider their perspective on life. They consider the feelings and values of others, and we learn how to celebrate the differences we have. We think about how we are part of a community, and how those communities fit into a wider world. In every unit of learning, we self-reflect and share experiences together.</p>	<p>As part of our citizenship learning, we look at law abiding citizens and consider the difference between right and wrong. Topics such as anti-social behaviour are discussed, alongside learning about government, and how laws are passed in Britain. We look at rights, responsibilities, rewards and consequences, in a school setting and beyond. Children listen to others and appreciate different options and viewpoints. Children develop the</p>	<p>Children work in pairs, small groups, and often contribute to whole class debates and discussions. We look at what it means to be British, and how stereotypes can be damaging. We consider minority groups, and how we can integrate everyone into society. All units of learning aim to allow children to demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in</p>	<p>Children consider diversity, and the range of differences we have in our local communities and beyond. We consider the advantages and disadvantages of diverse societies and share our points of view. We explore racism and improve understanding of showing respect for different faiths and cultures. We also explore discrimination, prejudice and inequality.</p>

Subject	Spiritual development	Moral Development	Social Development	Cultural Development
		ability to make responsible and reasoned judgements on moral dilemmas through debates. They gain an understanding of who they are and their own beliefs.	modern Britain. Children develop their ability to Accept differences of opinion, and review and reflect on world beliefs. We explore issues in society- such as family life.	
<b>PE</b>	PE supports spiritual development by developing knowledge and understanding of what happens to our bodies when we exercise. Through Dance and Gymnastics children can be creative and express their feelings and emotions through performance. They are given time to reflect on their own and others performance.	PE supports Moral development by promoting Healthy, Active lifestyles. It teaches the importance of rules in games and activities and promotes fair play and respect in sporting activities, competitions and events.	PE supports social development by providing children with the skills they need to work in pairs and teams. It teaches them that cooperation is crucial to success. They will have opportunities to play co-operatively and competitively during intra school competitions and against other local schools.	PE supports cultural development by giving opportunities to explore dances and games from other cultures and traditions. It allows children to appreciate and enjoy sporting success alongside and against individuals and teams from other cultures both locally and nationally.
<b>RE</b>	By its very nature RE offers an intensive opportunity to pupils to consider their own and other people's spiritual development. Through the teaching of a range of major world religions RE offers pupils the opportunity reflect on their own beliefs as well as the beliefs of others. It also provides a secure space where they can explore their individual beliefs as they encounter moral and ethical dilemmas which can challenge some of the most deeply held spiritual beliefs that individuals can hold. It further deepens their knowledge and respect for different people's faiths, feelings and values by investigating the rich and varied nature of a range of religious/spiritual beliefs. RE lessons also have a dedicated time at the end of each	By its very nature RE offers an extensive contribution to the moral development of pupils. We use dedicated lessons on moral and ethical teachings from religion to inform and enhance pupils understanding of where right and wrong can be established. Through both religious and non-religious beliefs we investigate a range of perspectives on right and wrong, moral and ethical dilemmas, how the consequences of moral and ethical decisions which are made impact of the lives of others and how they might play out in the lives of the current learners in the classroom. This is always done within a context of a firm understanding of how UK law currently stands and is applied in England and Wales.	RE offers an opportunity for pupils to learning from the lives of other Pupils within the school. We hold a strong belief that the lives of our pupils and their religious and non-religious beliefs on a range of issues are to be celebrated. RE offers a safe place for Pupils to engage with their peers in a place of mutual respect and tolerance. In RE we offer the opportunity to visit religious buildings within our local community as well as extend invitations to religious groups to visit school. This allows pupils to understand members of our multi-cultural local community. RE lessons consistently reflect the fundamental beliefs. Pupils learn to develop their understanding of democracy in the widest sense of	In RE we offer an opportunity for pupils to understand how religion(s) has influenced the heritage of different groups within UK society. RE also creates a safe and secure space for pupils to understand how a range of cultures exists in the local, national and international communities in which they are members of. We show how engagement with differing cultures and beliefs is a fundamentally important tool for a life lived in modern Britain. RE shows how democratic systems create a protection for the right to individual beliefs and actions as well as explaining parliamentary law is the supreme authority within the UK.



Subject	Spiritual development	Moral Development	Social Development	Cultural Development
	<p>Lesson to quietly reflect on their experiences and learning through religious and non-religious beliefs.</p>		<p>the word, respect the individual liberty they have and others hold, understand how the rule of law relates to religion and how religious beliefs and non-religious beliefs are protected and framed by the law.</p>	<p>We offer a secure place where pupils can gain, develop and enhance of the diverse nature of faiths, cultures and beliefs and from this develop a respect of the fundamental rights of others to be different with their local, national and global communities.</p>
<b>Science</b>	<p>Evolution – understanding the role of the church and different beliefs within the evolution of species.</p> <p>Reproduction – the role of IVF,</p> <p>Human biology – digestive system, respiratory, skeletal and circulatory systems, how they allow living.</p> <p>Space and interdependence – the world and beyond, considering the role of humans.</p> <p>Science club and science fair (biannual)</p> <p>Investigative science – creating models, designing experiments, reflecting on investigative practices.</p>	<p>Risk assessments and working safely.</p> <p>Concluding and evaluating scientific data – supporting ideas and understanding the ideas of other based on evidence presented.</p> <p>Health and drugs – impacts of drugs, smoking and alcohol on the body and the effects on the wider community. Legality of drugs and alcohol.</p> <p>Chromatography – the use of chromatography to solve crimes and problems.</p> <p>Organ donation and the moral obligations.</p> <p>Evolution and science through time – understanding how different viewpoints change, the influences of outside sources and the understanding of the role of evidence.</p> <p>Selective breeding – the moral and ethical impacts of selective breeding.</p>	<p>Practical science – group work, debate activities.</p> <p>Science club and science fair.</p> <p>University visits, careers trips.</p> <p>Science in the news, current developments in science.</p> <p>The role of science in the wider world – feeding relationships (bioaccumulation), reproduction, drugs and health, climate change and sustainability, rocks, structure of the Earth.</p>	<p>Variation, genetics and evolution – the development of different characteristics.</p> <p>Climate change and sustainability, interdependence – topics encourage Pupils to consider the ethical and ecological issues surrounding our planet and the organisms living in it.</p> <p>Science club and science fair.</p> <p>University visits, careers trips.</p> <p>Practical science enforces the need for following rules and encouraging Pupils to take responsibility of their own actions, with a knowledge that breaking the rules have consequences.</p> <p>Practical work and group work in lesson ensures that pupils work with others, with a mutual respect and allowing the investigation of questions, Pupils are able to develop their own conclusions based on evidence.</p>