Spiritual. Moral, social and cultural teaching is essential to the ethos and vision of Walton- le-Dale High School.

**‘We also believe that education is for life and is more than preparing students for exams. We want our students to leave with the best exam results possible, but we also want them to leave us as well rounded people. We want our students to live effectively, now and in the future, as individuals, members of groups and in society at large, with due respect for their community and the environment.’**

Our aim is to help students develop into confident, happy young people. We acknowledge the diversity of society and recognise that everyone is unique, with individual strengths and weaknesses, needs, likes and dislikes and this is celebrated. We ask of all our staff and students to

**‘To show respect for others and be supportive of the needs and rights of others.’**

SMSC is delivered through many practices within our school learning culture.

Every week there is a theme for thought and consideration during form time and assemblies.  These give a good insight into the values of the school community. Alongside the theme, we have introduced picture news. Picture news allows for further discussion within form periods about a topical issue.

Both the theme and picture news allow for detailed discussions about society, culture and beliefs.

SMSC learning is promoted in all subjects. Below are examples of how subjects contribute to our commitment to encouraging students to be curious about people, beliefs and the world in which live.

**Spiritual**

* Spiritual education in Geography inspires awe and wonder at the natural world: both at the physical and human features. The fact that Geography is the study of people and places means that it constantly links and develops students spiritually.
* An appreciation of other cultures and an understanding of different religions and beliefs is explored in Modern Foreign Languages.
* Spiritual development is encouraged regularly by providing pupils opportunities to appreciate many concepts. The idea of truth is central to all History lessons that use sources.
* In Religious Studies, students are encouraged to develop their own identity and belief systems whilst exploring others. Reflection time is given to allow students to focus on their experiences whilst showing respect for the religions studied.
* Health and Social Care allows pupils the opportunity to consider and discuss questions related to the meaning of life, the nature of humanity and the recognition of individual worth. The concepts permeating the study of Health and Social Care develop naturally from the sense of awe and wonder engendered by birth and human development across the life stages.
* Spiritual education in English is often centred around the literary texts that are studied.
* Wellbeing is a fundamental theme within physical education. Students have the opportunity to discover and reflect on their own achievements.

**Moral**

* At both KS3 and KS4, moral and ethical issues are discussed, both in response to analysis of literary texts and as a stimulus for creative and transactional writing
* Geography is a subject that lends itself to investigations, debates and a consideration of different viewpoints and most geographical topics have a moral element to them.
* Health and Social Care involves students recognising and understanding that values, attitudes and beliefs about what is right, wrong, good, or bad, will differ in both individuals and communities. Such issues impact directly on day-to-day decisions individuals make in their lives both regarding themselves and their loved ones e.g. children and parents.
* Within GCSE French, students study a theme about environmental issues.
* Environmental issues are also a reoccurring theme in Technology - being mindful of recycling, minimising waste, using renewable resources etc.
* Students have the opportunity to reflect on political events and how they shape the laws of England for example the English Civil War and Votes for Women. Students use their investigation skills to offer judgement on moral dilemmas such as the Holocaust within the History curriculum.
* In Religious Studies, moral dilemmas such as euthanasia, capital punishment, animal rights, gender equality, wealth and poverty are discussed. Students are encouraged to know right from wrong whilst demonstrating an understanding of the law. Students investigate and offer reasoned views about ethical issues. Ideas surrounding radicalisation and extremism are discussed openly in a safe environment.
* Within all sports, fair play, etiquette, and abiding the rules are essential to ensuring a safe environment is created. Students must also demonstrate respect for others, the officials and equipment.
* Opening Minds allows students to explore a number of topics that include the study of crime and punishment and the death penalty. Within one unit life in slums and working conditions in sweatshops are researched. Students study a unit of work entitled ‘Divided’ this topic relates to the Holocaust and persecution, with research about human rights.

**Social**

* Social education in Geography involves the study of real people in different societies. In looking at their own locality and others in the world, pupils’ sense of identity and community can be strengthened. Social issues are common themes within Geography.
* In History, students have the opportunity to work within social situation and develop their understanding of democracy within lessons.
* Within Religious Studies, students have the opportunity to question and share viewpoints. They learn about the moral and religious views of others within society and our local community. Opportunities are given to allow students to explore faith in their community and wider afield. Students engage with their own and other belief systems showing respect and tolerance.
* Health and Social Care involves pupils developing their social skills as they work in pairs, small groups and whole class situations. It involves them understanding the impact of social, emotional and cultural factors on health and wellbeing, and how society influences people’s lives in many ways.
* Students learn about customs and traditions in France and Germany in Modern Foreign Languages discovering the differences between French and German schools and UK schools.
* All students have the opportunity to participate in physical activity and within these lessons, students learn about the links to different sporting activities and within KS4 study the theory on how culture can affect participation.
* The people strand within Opening Minds focuses upon the development of teamwork, communication, stress management, coaching or helping others. The Citizenship strand of skills are developed across all themes in Yr7 and Yr8 which look at our social responsibilities within groups, communities, society, globally.
* It is impossible to study a text in English Language and English Literature, without exploration of the context in which the text was created and the purpose that the text is trying to achieve.  Students are encouraged to explore different cultures and beliefs at different time periods both through fiction and non-fiction texts across both key stages.

**Cultural**

* As designers within Technology, students learn to be mindful not to cause offence to minority groups through choice of logos, colours, words etc. Being socially responsible manufacturers’, consumers and designers.
* Celebrations and festivals in France and Germany are explored in Modern Foreign Languages.
* Students are encouraged to learn teamwork in Physical education and Sportsmanship. When working in a team communication is vital.
* Students consider social issues as part of their study of literary texts.  Furthermore, social issues are considered as stimulus for narrative and transaction writing.  Students are asked to complete writing challenges that explore a variety of social issues; they plan their ideas and write at length about the topic studied.
* Through its study of real people in real places, Geography makes a major contribution to cultural development. Understanding different cultures is an important part of Geography. We look at how different cultures and beliefs can impact on a range of important issues.
* In History students learn about the wide range of cultural influences such as when studying the Slave Trade and a Nation of Immigrants which have influenced their own heritage.
* Both world and British cultures are celebrated and shared. Students recognise a diversity of cultures and explore ways to develop community cohesion. Festivals, traditions and practises are looked at in many different cultures within Religious Studies.
* Health and Social Care involves pupils considering the values, attitudes and roles that prevail in communities. They learn to develop tolerance and respect for those with different beliefs and customs to themselves and appreciate how important it is for individual rights to be upheld.