

Mortimer



**SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT
& FUNDAMENTAL BRITISH VALUES AT MORTIMER**

SMSC OPPORTUNITIES AT MORTIMER COMMUNITY COLLEGE

At Mortimer Community College we recognise that a students' personal development plays an important role in their ability to learn and achieve. SMSC permeates the curriculum, assembly programme and thought for the day at Mortimer Community College. This school provides a myriad of ways for students to explore and develop morally, socially, spiritually and culturally.

SMSC education is delivered within the National Curriculum subjects and during tutorial. Enrichment activities are scheduled throughout the academic year to provide additional value to academic curriculum organisation. The provision of SMSC and career guidance has been mapped out so that key objectives are identified and delivered within the KS3 and KS4 curriculum.

Art			
We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
<p>By providing many opportunities for students to be creative and imaginative in their learning. This can be done through a variety of themes, materials and personal outcomes. We also study work from many artists/crafts people across the world allowing students to access the world around them.</p> <p>By encouraging students to reflect upon their own life, interests, surroundings and hobbies.</p> <p>By using group critiques on individual work students, developing an interest in and respecting different peoples' faiths, feelings and values.</p>	<p>By discussing the function of art and the works of various contemporary artists such as Banksy, students investigate and offer reasoned views about moral and ethical issues.</p> <p>By offering students the chance to appreciate the viewpoints of others in a visual response. We have collaborated with Culture Street and created a pilot for 'BBC Your paintings' with a number of our students accessing British artwork from the archives and discussing British artwork which is on display in galleries around the country.</p>	<p>By offering ArtsAward. We have specifically run this with boys groups in the past which has brought together students from different religious and socio-economic backgrounds. With such a group students have had to learn to co-operate with others and resolve conflicts effectively.</p> <p>By encouraging group work in the school garden. Students would like to make a commemorative garden and so have been preparing the ground and working together to develop a space for the whole school to use for lessons and reflective thinking.</p> <p>By using Graffiti to engage students in more community friendly activities and projects and try to contribute to the school and local community with our outcomes.</p>	<p>By understanding and appreciating a wide range of cultural influences. As a whole school (staff and students) have designed 'Munny Dolls' and 'Elephants' which emulate public art displays and allow students to explore a variety of cultures and themes through their outcomes.</p> <p>By participating in many varied cultural opportunities and our students have been fortunate enough to have worked with Alexander Millar and be part of his exhibition at the Great North Museum. We have had numerous students selected to exhibit at the National School art exhibition in London and our students continue to have many opportunities to showcase their work both in school and locally.</p> <p>By regularly collaborating with Culture Street our students have had the opportunity to create short films on artists work, help guides for visitors to Galleries and promotion materials for Big Draw events.</p>

Business Studies			
We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
<p>By giving the students the opportunity to explore their creativity in taking the lead on their learning by planning their own business opportunity; from coming up with their own business idea to the different ways to communicate and promote their business to potential customers.</p> <p>By students learning about the different type of people in business and how our human needs drive and the science behind this. Students also can reflect on what motivates them within this theory.</p>	<p>By studying the world of business ethics and businesses effect on the environment, investigating real business situations and deciding what they think is right and wrong and understanding the consequence of those actions.</p> <p>By students focussing on the different laws around protection of employees and health and safety in the work place.</p>	<p>By allowing students to work in a team as they would in a business and communicate with each other in order to lead to the success of their enterprise. Students are also encouraged to conduct their own primary research with local small business owners.</p> <p>By students learning the role of the British government and the EU and the different aspects of their priorities and the way Parliament is constructed.</p>	<p>By investigating the different successful businesses around the world and understanding the different customer group needs depending on their culture.</p> <p>By working closely with a close local small business as part of students' coursework. By doing this students must appreciate the need for different cultures and diversity in the work place.</p>

English			
We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
<p>By responding to a poem, story or text; where students can be asked 'I wonder what you think happens next?' and 'where have you met these ideas before?'</p> <p>By exploring empathy for characters and writers as well as our personal responses to a text.</p> <p>By appreciating the beauty of Language.</p>	<p>By exploring stimulus for thinking about the consequences of right and wrong behaviour; students can speculate and apply their learning to their own lives. When they do this they are developing their speaking, listening and higher order thinking skills.</p> <p>By considering different perspectives.</p> <p>By exploring moral issues, such as banning advertisements aimed at children and the death penalty arguments.</p> <p>By exploring themes across texts and our reactions to them, for example the treatment of children in nineteenth century literary texts.</p>	<p>By supporting conceptual and language development through an understanding of debates about social issues.</p> <p>By providing opportunities for talk in a range of settings.</p> <p>By utilising group work and peer evaluation.</p> <p>By exploring units such as 'My Life, My Choices' which examine different viewpoints and interests.</p>	<p>By students telling stories from their own cultures and backgrounds, creating the idea that 'everyone has a story to tell'.</p> <p>By providing opportunities for students to engage with texts <i>from</i> different cultures, for example 'Of Mice and Men' or 'Heroes' as well as texts by British writers which <i>explore</i> different cultures, such as 'The Tempest'.</p>

Geography			
We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
<p>By promoting a sense of wonder and fascination within the physical and human world. Through the topic such as the natural world and the USA. We have introduced the value of stewardship into KS3 and KS4.</p>	<p>By exploring issues such as world poverty, food miles and the problem of global warming in both KS3 and KS4 through topics such as Globalisation and Introducing China.</p>	<p>By investigating the social impacts of migration including views on asylum seekers and refugees. In both KS3 and KS4. Students tackle issues on population change and how natural disasters can affect lifestyles in the richer world and the poorer world.</p>	<p>By looking at different cultures and beliefs and how they can impact on such issues as birth control in India or policies such as the one child policy in China. Students are made aware of different nations of the world and we try to improve the knowledge and</p>

			understanding of the world as a global community.
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Health and Social Care			
We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
By allowing students the opportunity to consider and discuss questions relating to the meaning of life, the nature of humanity and the recognition of individual worth, values of hope, thankfulness and wisdom. 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.	By using MORAL EDUCATION in Health and Social Care which involves students recognising and understanding that values, attitudes and beliefs about what is right or 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, parents. This links to our school values to ensure all students have the opportunity to succeed and reach their full potential. Students discuss the values of compassion, forgiveness, integrity and justice. They consider these in relation to service users and service providers.	By using SOCIAL EDUCATION in Health and Social Care which involves students 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. Opportunities also exist to consider questions of group identity, belonging and behaviours which influence individuals across the life stages. This includes employing a number of values such as compassion and forgiveness in classroom relationships.	By using CULTURAL EDUCATION in Health and Social Care which involves students 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. Questions of parental responsibilities, personal relationships and the provision of relevant communal services are also considered.

History			
We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> Development
By considering how things would be different if the course of events had been different. For example what if the Wall Street Crash had never happened? By exploring the results of right	By exploring how problems have been dealt with in the past and the consequences of actions. For example, reactions to terrorist plots, groups being used as scapegoats.	By considering the effect of legislations throughout history, changes in population, immigration, slave-trade and other factors that have helped shape our country.	By investigating how culture is shaped by history, exploring the 'cultural heritage'.

and wrong behaviour in the past.		By using local case studies to explore how history has helped form our community.	
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i-Media / Computing / ICT			
We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
<p>By providing students the opportunity to express their creativity and imagination through the medium of photography, design, film and animation.</p> <p>By encouraging self-reflection on creative outcomes, allowing students to develop their work fully.</p> <p>We research and look at work of photographers, designers, filmmakers, animators and artists from around the world.</p>	<p>By encouraging and discussing appropriate uses of ICT equipment both in and out of school. We discuss legal issues including trademark and copyright.</p> <p>Through photography we look at permissions issues, intellectual property rights and child welfare.</p> <p>By discussing the appropriateness of images, graphics and text in graphic design and their suitability for different target audiences.</p>	<p>By using photography and film as a means to encourage group work amongst students from different religious and socio-economic backgrounds.</p> <p>By encouraging students to consider the wider community through projects to advertise local attractions.</p> <p>By delivering an animation unit where students have to explore teenage issues and create an animation to help them stay safe out of school e.g. drugs, knife crime, cyber bullying, e-safety, road safety, teenage drinking. Animations are displayed using the school TVs.</p>	<p>By encouraging students to take part in competitions that develop their cultural understanding e.g. the Tyne Photographic completion, the Custom Reels film competition and the BAFTA young game designer competition.</p> <p>By encouraging students to take part in a creative careers event at Baltic to learn about opportunities in art, design and computing careers.</p> <p>By using a year seven and eight computing club to introduce students to additional creative areas outside of the school curriculum.</p>

Languages			
We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> Development
By exploring the beauty of languages from around the	By helping students to have an accurate and truthful understanding of another culture.	By learning the skill of communicating in different ways.	By appreciating the language and customs of others. By exploring the literature and

<p>world, including Spanish speaking countries and the development of Bengali.</p> <p>By exploring the way language is constructed.</p>		<p>By exploring different social conventions e.g. forms of address.</p>	<p>culture of other countries.</p> <p>By taking part in cross curricular department trip to France and Belgium.</p>
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Maths			
We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> Development
<p>By considering pattern, symmetry and scale both man-made and in the natural world.</p> <p>By making links between classrooms skills and applying them to real life i.e. using pie charts to compare how leisure time is used in different cities throughout the world.</p>	<p>By reflecting on data from a wide range of real life resources. Such as the wages paid to factory workers in different regions of the world.</p> <p>By ensuring that within the classroom, students have respect for one another and share responsibilities when packing resources away etc.</p>	<p>By discussing the real life implications of interest rate rises on mortgage payments and savings accounts.</p> <p>By working in small groups to solve problems.</p> <p>By working on long term projects, such as 'Designing and running a theme park' to introduce the concept of profit/loss and cash flow.</p>	<p>By discussing the history of maths such as how Egyptians used fractions or how Pythagoras was a leader of men.</p> <p>By introducing Rangoli patterns as part of investigation/problem solving work.</p>

Music			
We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
<p>By encouraging through the curriculum, experience and emotion of responding to performing, listening and composing music. We encourage our students to</p>	<p>By encouraging students to engage in critical discussions of musical performances and presentations from other students and also visiting</p>	<p>By students collaborating in group tasks where they take responsibility for their own learning outcomes and progress.</p> <p>We encourage the skills of</p>	<p>By the resources and musical examples used across both Key Stages for our students, encourage a respect and deep appreciation for cultures around the</p>

<p>express their feelings verbally and in written form to improve their levels of articulation. Where students are sensitive about expressing their feelings we nurture the confidence to do this by creating a supportive environment.</p>	<p>professionals. Where there is a specific cultural or social reference that is explicit in the work examined we encourage students to reflect upon this. Where Students present their own work we ensure fair and objective assessment and evaluation of their work.</p>	<p>independence, resilience and time management. Where they engage in group tasks we build a sense of unity which leads to them addressing their individual abilities and strengths and learning to build upon these collaboratively. Where they are required to express their feelings students are encouraged to do this sensitively with an awareness of the needs of others. Through our programme of extra-curricular activities and clubs we ask students to pool ideas for repertoire and organise themselves.</p>	<p>world that have contributed to the development of our current popular musical styles. This philosophy also underpins our selection of music for performance events whether they are informal or formal occasions. We encourage students to create their own music and to incorporate different musical influences in their own composition, particularly at KS4. We use a wide variety of instruments from around the world including African Djemba drumming and Latin American Samba to enrich the cultural experiences of our students.</p>
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PE			
We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
<p>By developing a sense of enjoyment during the range of activities that students participate in whether core PE lessons, BTEC Sport lessons, exam subjects or extra-curricular PE sessions students develop a sense of enjoyment and fascination in learning about themselves, others and the world around them. Students are consistently encouraged to use their imagination and creativity in their learning, and showcase a willingness to reflect on their experiences.</p>	<p>By using PE in general to teach students about code of conduct, etiquette, handshake before and after matches, applauding the opposition, fair play, unwritten rules and sportsmanship. In every lesson students abide by the rules and regulations, gaining a good understanding of rules of sport and the importance of infringements such as penalties and red cards allow students to understand the consequences of their actions which in turn helps students apply this understanding to their own lives. The concepts of self-discipline to excel are essential. Students are taught that the only way you can achieve in sport to a high standard is if you work hard and if you can discipline yourself to train and apply yourself.</p>	<p>By using Social Development in PE <i>students use of a range of</i> social skills in different contexts, including working and socialising with students from different religious, ethnic and socio-economic backgrounds. The willingness to participate in a variety of social setting, cooperating well with others and being able to resolve conflicts effectively. An interest in, and understanding of, the way communities and societies function at a variety of levels.</p> <p>Many practical lessons provide students with the chance to lead warm-ups, skill practices and officiate games to enhance social skills.</p> <p>Sports activities and teams ran at lunchtime and after-school focuses upon developing students' social skills such as meeting new people, communicating with others and how to communicate with adults i.e. referees.</p> <p>Community Team captains are integral to our sports teams, liaising with everyone in the team and often arranging fixtures. Students not only play against other communities within the school but also regionally.</p>	<p>By encouraging a willingness to participate in sporting opportunities that will help to develop positive attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.</p>

RE			
We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
<p>By exploring spiritual practices such as worship and prayer, and considering the impact of these on believers and any relevance to their own life.</p> <p>By asking and responding to questions of meaning and purpose.</p> <p>By considering questions about God and evaluating truth claims.</p>	<p>By exploring morality including rules, teachings and commands such as the ten commandments, the sayings (hadith) of Muhammad.</p> <p>By investigating the importance of service to others in Sikhism, Hinduism and Buddhism</p> <p>By exploring religious perspectives and responses to evil and suffering in the world.</p> <p>By asking questions about the purpose and meaning of reconciliation and salvation</p>	<p>By exploring the qualities which are valued by a civilised society thoughtfulness, honesty, respect for difference, independence and Interdependence.</p> <p>By asking questions about the social impact of religion.</p>	<p>By looking at differences between faiths and cultures and exploring the diversity within our own school and community.</p> <p>By engaging with text, artefacts and other sources from different cultures and religious backgrounds.</p>

Science			
We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
<p>By demonstrating an openness and understanding that science is unable to answer all questions.</p> <p>Delivering lessons in ecology where students learn to appreciate the nature of interdependence.</p> <p>Providing opportunities for students to study concepts such as the universe and realise their ultimate insignificance within its enormity.</p> <p>Encouraging students to reflect on the ethical implications of scientific discoveries and procedures.</p>	<p>By allowing students opportunities to consider the natural world and how human influences can make this better or worse.</p> <p>Encouraging students to consider how scientific discoveries can and should be used responsibly.</p> <p>Allowing students to develop an open mindedness regarding scientific and religious beliefs and how these are not necessarily conflicting.</p>	<p>By providing opportunities for students to examine issues surrounding sex and healthy relationships.</p> <p>Through sharing information and practices which could help to protect young and vulnerable people for coming to harm.</p> <p>Educating students that scientists are collaborators who create, share and discuss data. This is a key principle of science.</p> <p>Discussing the impact of our actions on the environment.</p>	<p>By exploring and sharing scientific discoveries made in different countries.</p> <p>Sharing an understanding that science predates modern civilisation.</p> <p>Delivering lessons and discussing scientific principles in a way which is sensitive to a rich and varied cultural mix.</p>
<p>Specific examples of Spiritual, Moral Social and Cultural Develop in Science include:</p> <ul style="list-style-type: none"> • Learning about the scientific perspective on the start of the universe and the evolution of life (with consideration of religious beliefs) • Studying and discussing the impact on human beings on the environment, the problems created by industry and possible solutions. • Investigating the impact of significant scientists from around the world • Debating and discussing ethical issues in science such as cloning, genetic modification, nuclear power, climate change • Studying the scientific method and how scientists collaborate to share and test ideas 			

Technology			
We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
<p>By encouraging creativity within the constraints of a task and celebrating the strengths and support offered by the class.</p> <p>By developing a sense of pride in the work that is produced and using evaluation techniques to help students to understand others opinions, views and the cultural influence/impact they have on a piece of design work.</p> <p>By exploring different design movements used to create final products and exploring how we could use these ideas to impact on future designs.</p>	<p>By exploring technological advances and the impact they have on society and individuals.</p> <p>By discussing key moral issues e.g. food miles; care of animals; dietary choices; cost of labour and the impact on the environment of using materials.</p>	<p>By creating opportunities for students to work as part of a team to produce a design outcome.</p> <p>By providing a supportive environment which enables students to develop and create ideas that meet a set brief.</p> <p>By developing an ethos of pride and share and display work of high quality or effort via displays and social media.</p> <p>By encouraging students to discuss the social impact of products taking into consideration the views of others, issues that could arise and discussing possible solutions.</p> <p>By promoting subjects for all students avoiding the general stereotypical views linked to subjects within the technology faculty.</p> <p>Designing and making products for a customer.</p>	<p>By embracing different cultural ideas, beliefs and religions during the designing and making of contexts used.</p> <p>By encouraging modifications of multicultural recipes to meet the needs of the students when looking at their own personal dietary choices/needs.</p>