Rushey Mead Academy Spiritual, Moral, Cultural and Social education mapping. (Not an exhaustive list).

	We promote spiritual development by …	We promote moral development by…	We promote social development by…	We promote cultural development by…..
Art	Studying different artists both contemporary and traditional and appreciating their views. Being able to express feelings about different themes and use art mediums to articulate awe and wonder about our world. Investigating different forms of art work both 2D and 3D.	Talking about how artists and designers represent moral issues through their work and question the world around us for example Hundertwasser. Exploring how artists comment on society through their work. For example Van Gogh had a non –elite attitude to subject matter and that patronage influenced much of art prior to 20th century.	Collaborating to create pieces of work. Respecting each other's ideas and opinions when talking about pieces of art and design including the work of others in the class. Recognising the need to consider the views of others. Developing collaborative, cooperative and team working skills.	Reflecting on the ways in which cultures are represented in art and design, understanding the ideas behind art, craft and design in different cultural contexts. Exploring a range of festivals and celebrations from various cultures for example the culture of Japan in year 8 and linking this to our own culture both similarities and differences.
Computing and IT	Exploring the Fibonacci sequence when programming.	Considering ethical and environmental considerations and their impact on business. Discussing the economic climate and its impact on businesses. Researching globalisation as a concept and its impact on business. Discussing the impact of Cyber Threats and Cyber Espionage.	Using problem solving skills and teamwork. Through creative thinking, discussion, explaining and presenting ideas and developing logical reasoning skills. Through communicating with others and explaining concepts to each other. Participating in Cyber Discovery, a hacking competition run by the government.	Understanding concepts of wages and working out profit/loss.

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Creative arts	Exploring various stimuli or play texts and considering the viewpoints of others. Considering how a character fits into the world and would therefore react to it. Investigating the role of sacred vocal music in the development of music over time. Musical performances that allow creativity and imagination to be put in to compositions.	Exploring bullying and questioning how it feels to be bullied. Questioning consequences and the decisions made by youths who commit a crime. By exploring the legalities of music production, copyright, MCPS and the support musicians can received from bodies like the PRS.	Performing in Creative Arts lessons. By having the opportunity to work in a large collaborative groups and recognising the rules of working as such. Participating in shows and respecting each other and their audience. Going out into the community to perform e.g. the choir visiting local primary schools.	Accessing stimulus material for devising, play texts that are explored and extra-curricular performance work, listening to and exploring the music of different countries and cultures.
Design and Technology	Through studying different designers and companies. Being aware of the different designers and movements, exploring different faiths/beliefs. Using imagination and creativity to explore ideas and feelings to produce innovative designs. Expressing thoughts and feelings through design work. Appreciating the achievements of other designers both contemporary and from the past. Exploring vegan and vegetarian beliefs in food.	Talking about how designers represent moral issues through their work. Considering the moral and ethical implications and consequences of making products in developing countries and the use of child labour i.e. for fast fashion. Understanding how fair trade is implemented and the importance of co-operatives. Discussing the environmental implications of using plastic and how to reduce this impact through the redesigning project and the upcycling.	Collaborating to create outcomes, e.g. the dress a girl around the world charity project. Respecting each other's ideas and opinions when talking about their own outcome and including the work of others in the class. Recognising the need to consider the views of others.	Reflecting on the ways in which cultures are represented in design. Exploring a range of festivals and celebrations from our own and other cultures for example the international cuisines project and Festivals & Celebrations project.

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EAL	Using poetry in intervention sessions to cover a range of topics from other cultures and backgrounds and including the poems: 'Search for my Mother Tongue',' Presents from my Aunts in Pakistan' and 'The British'.	Targeting mentoring where most needed.	Developing skills that cover aspects of using language to communicate successfully in social interaction.	Celebrating the diversity of language across the school.

Exploring British culture especially with NTE students |
| English | Studying Greek mythology and the History of English Language.

Studying literature from other time periods and cultures. | Discussing morality and ethics for example Jekyll and Hyde – and the morality of drug use/altering self. | Using spoken language student presentations. Attending Debate club and in-class debates. Providing public speaking opportunities. | Studying rhetoric and looking at famous speeches from politicians and public figures to see how these have influences us: Emmeline Pankhurst; Malala; Winston Churchill; Obama; Martin Luther King. |
| Geography | Exploring ethnicity and diversity and the benefits and problems that this can create.

Reflecting on the multicultural nature of Leicester.

Developing the ability to be evaluative a range of different view-points. | Discussing the law and moral issues relating to behaviour and our consumption of food.

Investigating the Housing Crisis and the importance of provision of housing for all.

Exploring the Global Community and Globalisation and sport. Considering how what we do has an impact globally.

Considering the moral and ethical issues linked to coastal management. | Discussing the law, specifically relating to freedom of speech.

Exploring Sporting Life Climate & ecosystems, energy, coastal living and transport.

Encouraging students to recognise a range of diverse viewpoints about issues in the world around them.

Running a World Challenge. | Exploring diversity and encouraging students to reflect on the multicultural nature of Leicester.

Discussing Brexit and the link to foreign policy, industry and agriculture. |

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History	Examining the importance of Christian beliefs in English society. Examining the issues surrounding the decision by Henry VIII to implement the reformation, Mary's counter reformation, Elizabeth's Middle Way, treatment of Catholics after the gunpowder plot.	Debating right/wrong as well as the impact of actions on others. Examining the age of criminal responsibility. Exploring the moral and ethical issues surrounding the concept of empire and the treatment of people within the British empire. Reflecting on whether statues/memorials/street names which glorified empire should be removed/replaced in the C21st. Debating whether we should apologise for the past. Examining the moral issues regarding conscientious objectors and their treatment during the war. Discussing the Holocaust and the treatment of Jews, Roma Sinti community, disabled, political opponents and gay people during Nazi rule.	Addressing the concept of diverse viewpoints through the historical skill of interpretation.	Exploring the creation of the current political union, how this came about, the significance of the flag, the change from the rule of absolute monarchs to a constitutional monarch and key turning points in this transition. Exploring the English Civil War and the Bill of Rights. Examining the role of the poppy in remembrance.

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RE	Understanding how cultures have developed and studying topics such as • Prayer and Pilgrimage • Festivals • Future Planet • Science V's religion • Religious Leaders • Inspirational Leaders • Buddhism • Christianity • Family and Relationships • War and Conflict • Crime and Punishment • Religion and Life"	Discussing how we treat the environment. Types of Crime, examining punishment/ death penalty arguments. Considering sex before marriage, same sex relationships/families. Discussing abortion/euthanasia arguments. Exploring just war theory and nuclear weapons	Examining the criminal justice system, /death penalty arguments. Discussing sex before marriage/ same sex relationships/families. Examining abortion /euthanasia arguments.	Discussing same sex relationships/families Presenting speeches about inspirational leaders. Learning about a variety of people from different backgrounds who have had a great influence.
MATHS	Delving deeper into the understanding of Mathematics and connecting how it relates to the world around. Examining the Fibonacci to gain a deeper understanding of patterns around us. Analysing data to make sense of and interpret vast amounts of data available in the modern world. By being sensitive to students' individual needs and backgrounds and experience during lessons.	Spending time on Maths in real life contexts, applying and exploring the skills required to solve various problems. Being aware of sexist, stereotypical bias in materials/worksheets. Analysing real life data to encourage deeper understanding of the world around. Encouraging respect, rewarding good behaviour, valuing and listening to others views and opinions on problem solving.	Collaborating on certain problems and developing the social skills. Creative thinking, discussion, explaining and presenting ideas, students are always encouraged to develop their Mathematical reasoning skills. Developing an awareness of others and being respectful of their learning barriers. Competing in a Maths Team Challenge (UKMT) where we compete against pupils from both state and private schools.	Appreciating mathematics, its language and symbols and realising that it developed from many different cultures around the world: e.g. Egyptian, Indian, Islamic, Greek and Russian roots Exploring other cultures approaches to maths for example Chinese methods.

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MFL	Describing what others think about us. Respecting each other's feelings when giving feedback on work. Learning about France being encouraged to visit France or a French speaking country in the future. Learning about festivals and customs in France and French speaking countries.	Learning to recognise right and wrong through the school behaviour policy, and also through the faculty behaviour system. Exploring school rules to reinforce what is acceptable and what is not acceptable.	Communicating via all 4 skills (speaking, listening, reading and writing). Developing their social skills with others. Understanding other people's opinions on a wide range of topic areas.	Having the opportunity to attend film club to learn about French culture and discuss films. Having the opportunity to attend Spanish club to learn aspects of another language. Having the opportunity to go to Normandy on a residential trip and the opportunity to go to Rouen on a homestay to experience travelling to France and life in a French family, and visiting key cultural sites. Asking questions about teacher experiences in France to learn about France and French speaking countries.

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PE	By developing deep thinking and questioning the way in which the body works. Analysing and seeking ways to improve performance Expressing feelings and emotions through dance and gymnastics Being inspired by events – e.g., The World Cup, Olympics, etc. Developing team building skills and being motivated and be determined. Accepting and rising to challenges. Taking part in Sports Days and Eat Fit Keep Fit Week.	Understanding the rules of activities, and the reasons they are in place, as well as developing and deepening an acute sense of fair play. Understanding the impact of a healthy lifestyle students. Learning about codes of conduct, rules, etiquette, fair play, unwritten rules and sportsmanship. Having opportunities to develop leadership skills and to officiate games to apply rules and regulations. Developing respect for others. Exploring role models in sport – discussing the influence (both positive and negative) famous people can have.	Having the opportunities to work collaboratively as part of a team, as well as reflect on feelings of determination and enjoyment. Using problem solving skills through creative thinking, discussion, performance of and explaining and presenting ideas whilst listening to and respecting others' thoughts and ideas. Completing self and peer review Opportunities to • Play as part of a team. • Participate in intra-school competitions. • Develop effective communication skills. • Have opportunities to participate in inter-school competitions. • Are given leadership opportunities. • Celebrate successes both in and out of school.	Encouraging the learning of games and dances from different traditions. Exploring various sports from around the world and becoming more aware of how sport is part of every culture. Developing respect of musical diversity in Dance. Having opportunities to explore different cultures through dance and gymnastics Reflecting on diversity in sport.

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PSHE	Exploring an individual's identity in terms of sexuality and race/religion. Discussing issues that can surround the discrimination of others for example homophobia and hate crime. Learning that people have different beliefs and identities and that an individual's right to choose is enshrined in law. Learning to discuss and value difference of opinion. Learning to be self- aware and examining skills and abilities alongside ambitions and aims. Understanding our laws and the process of creating and adapting laws to protect the individual and wider society. Exploring that laws are not the same all over the world and that freedom of speech is an important human right.	Learning about laws around protection of the individual including laws around sexuality and race/religion. Learning about the age of responsibility (10) and discussing opinions about this. Understanding that there are consequences of breaking the law and that the punishments are decided by the judicial system. Having the opportunity to express and discuss opinions around race and sexuality. Discussing the impact of religion and culture on moral attitudes. Learning that we live within the laws of the UK whatever our personal religious or cultural views are. Learning about laws around the work place including laws around part time work. Learning that laws are there to protect us.	Participating in work experience in year 10 and learning that skills such as communication, social awareness and resilience are vital in the work place. Working with employers in interview situations and workshops to develop social skills. Learning that volunteering in the community not only helps others but helps social development. Learning to be tolerant of people who may hold different viewpoints. Learning that being able to air their views and question the views of others is a vital part of the democratic process.	Learning about the voting process through mock elections. Learning that our voting system is 'first past the post' and that different countries have different voting system. Learning about laws around LGBTQ+ and race/religion and that Britain is a diverse community that is accepting of others and celebrates diversity. Learning that British culture is an amalgamation of influences from all over the world.

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SCIENCE	Learning about a variety of viewpoints making educated choices as to what to believe in. Discussing topics with a spiritual context such as cells as basic building blocks of life and interdependence. drug testing, genetic modification and Biotechnology. Discussing environmental industrial impact, Biodiversity and sustainability.	Considering "Should we test medicines for humans that could save lives on animals causing them cruelty?" Linking in current affairs with topics. Discussing issues such as the use of nanoparticles in cosmetics and the long term effects of this. Examining moral topics such as • Fertility drugs and treatments • Selective breeding • Genetic modification • Energy resources and climate change	Understanding a variety of viewpoints and expressing educated thoughts. Understanding the impact of how we live today and the impacts this will have on future generations. Understanding social responsibilities as a scientist. Discussing topics such as • Development of atomic model • Importance of diet and exercise • Crude oil- • Evolution • Use of mobile phones • Government's role in regulations and legislation	Understanding that scientific progress comes from all over the world. Understanding how the different cultures around the world can have different impacts on the planet and what impact more economically developed countries have on poorer areas. • Discussing cultural context include Climate change – how different countries contribute. Culture collaboration periodic table • Crude oil importance • Salt production in different cultures • Contributors to air pollution / global warming • Importance of collaboration in Science.
Assemblies	Raising awareness of • LGBTQ • British Values • Remembrance • Holocaust • Protected Characteristics • International Women's Day	Encouraging discussion of LGBTQ International Women's Day Holocaust Protected Characteristics	Examining the Holocaust	Highlighting issues of • LGBTQ • British Values • Remembrance • Holocaust • Protected Characteristics • International Women's Day