

SMSC AUDIT



| SPIRITUAL DEVELOPMENT | EVIDENCE | AREA FOR DEVELOPMENT? |
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| <ul style="list-style-type: none"> ■ Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values | <ul style="list-style-type: none"> ■ RS – Y9 – issues of morality and ethics, ethical issues from religious/non-religious point of view. Y7-11 studies of different faiths, feelings and values. ■ History – World War One Y9, slavery Y8, British Empire Y8. ■ Geography – study of culture and development. ■ Sociology – values covered at KS4 eg feminism ■ Music – KS3 different styles/cultures ■ PSHE Y9 – unit of work on gangs ■ PSHE Year 7 Autumn 2. Building Relationships and Diversity-Prejudice. ■ PSHE Year 8 Spring 2. Discrimination: Race, Religion, Sexism, General Phobias. ■ Freddie’s Focus – every week, all year. ■ School representation of Remembrance Sunday. ■ Assemblies – key events discussed at different times of the year. ■ Music – main services of Christmas. ■ Christingle Service – Y7 at Xmas. | <p>Explicit tracking across SOLs of coverage. Y9 – 11 is very strong: Christian values covered with ‘A Christmas Carol’; morality in ‘An Inspector Calls’; socialisation with ‘Lord of the Flies’ and diversity in the collection of ‘Diverse Shorts’; Y7 and Y8 also have coverage via texts such as ‘Frankenstein’ and ‘Of Mice and Men’; however, could be strengthened with the Modern Text unit of Y7 and short story/allusion work in Y8.</p> <p>Development of RS curriculum.</p> <p>Development of Geography curriculum on the study of Asia</p> |

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| | <ul style="list-style-type: none"> ■ Drama – exploration through various schemes of learning. ■ Science – transplants, the use of STEM cells, IVF, genetic screening, drug testing, vaccinations and sustainability. ■ Computing – exploring ethics in computing development. ■ MFL – discussing and exploring religious festivals in French and Spanish speaking countries and how beliefs may differ from country to country. ■ DT – food across the world – festivals and celebrations in Y8 – consider and research food from different cultures including moral and ethical considerations. ■ English Literature – Diverse texts planned across the curriculum, canonical texts that deal with themes of morality/values, making religious allusions. | |
| <ul style="list-style-type: none"> ■ Sense of enjoyment and fascination in learning about themselves, others and the world around them | <ul style="list-style-type: none"> ■ HIGNY – every week covered in form time ■ Music/art/literature – coverage of different styles/perspectives – KS3/4. ■ English – PSHE Day. ■ PSHE Year 7 Autumn 2. Self-worth. ■ PHSE Year 11 Spring 2. Self-efficacy and future opportunities. ■ Geography – KS3/4 human geography. ■ MFL – culture/language development. | <p>Continue to broaden diversity and range of texts encountered. Specifically, via poetry and short stories.</p> <p>To develop HIGNFY in Humanities through Freddie’s Focus. Relevant news articles will continue to be discussed in lessons and the setting of relevant and up to date news articles and quizzes for homework will be developed further.</p> |

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| | <ul style="list-style-type: none"> ■ Drama – Y7 positive learning scheme and various other schemes of learning taught across both key stages. ■ History – study of people and changes and continuity over time (a number of different units). ■ RS – multicultural society, self-reflection of personal beliefs and how they relate to the beliefs of others. ■ Science – the use of dissections in learning about body processes, the use of experiments to solve hypotheses, learning about Space and The Universe. ■ PSHE- Year 7 Summer. Developing Skills and Aspirations. ■ PSHE- Year 9 Summer. Employability Skills. ■ Computing – exploring the digital world around us. ■ MFL – students participate in our successful French trip, Bastille Day celebrations, European Languages Day. ■ Y9 Food project 'Tyldesley High Street'. ■ DT Food Yrs. 8 and 9 produce a number of dishes from different cultures. ■ Maths – enrichment weeks and lessons incorporating Maths in the real world. ■ Careers – KS3 'career discovery'. | <p>PSHE curriculum is under review to build in further SMSC areas.</p> <p>Maths enrichment weeks are built into the SOL (summer term) – develop the resources to be delivered during these weeks. RFO careers champion to enhance SOL & incorporate real world maths explicitly.</p> |
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| <ul style="list-style-type: none"> ■ Use of imagination and creativity in their learning | <ul style="list-style-type: none"> ■ PSHE – Y8. World at work. Different types and patterns of work. ■ Music – individual extra – curricular tuition (high numbers involved). ■ All arts subjects cover this area. ■ Use of displays in different areas around school. ■ Arts KS3 exhibition. ■ English – Exploration of Creative writing and writing challenges; 'Just Write' books in Y7 and Y8. ■ School production – excellent numbers involved. ■ Science – building rockets and bridges to investigate forces, designing fireworks for the reactions of metals with oxygen, making models eg cells, the blood. ■ Drama in Assembly productions. ■ Computing – the use of IT to create programmes and different media products. ■ MFL – role plays and different scenarios to assume different roles. ■ Drama – practical curriculum several opportunities to be creative, and extensive EC programme. ■ DT – embedded in all SoL when practical work is produced – generating ideas from design work and creation of design briefs. Use of product analysis to develop and create own ideas. ■ Careers – STEM activities throughout the year. | <p>Evaluate impact of 'Just Write' and continue to review SOL coverage to ensure opportunities are provided to creatively engage and respond to texts.</p> <p>'Press Gang!' has lapsed due to Covid disruptions and the departure of the member of staff running the group. Look to see if there is an opportunity to relaunch this either in previous or new form to celebrate creativity.</p> |
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| | <ul style="list-style-type: none"> ■ D of E expedition. ■ KS4 Princes Trust Achieve group projects. | |
| <ul style="list-style-type: none"> ■ Willingness to reflect on their experiences | <ul style="list-style-type: none"> ■ PSHE self-assessment ■ Y7 PSHE day. Spring 1. Healthy routines, influences on health. ■ Y8 PSHE Autumn 1. Drugs, health and emotional wellbeing. ■ Y8 PSHE in Autumn 2. Relationships and Identity. ■ Y9 PSHE Spring 2. Healthy lifestyle. Lifestyle balance and healthy choices. ■ Y10 Autumn 1. Mental Health and Safeguarding health. ■ Y10 PSHE day on 'civil liberties' – areas such as terrorism covered. Spring 2 Addressing extremism and radicalisation. ■ Progress review – students bring pieces of work to reflect on and be proud of. ■ Freddie's Focus provides an opportunity for weekly self-reflection. ■ Humanities – after each assessed piece of work students reflect on their progress and identify steps for future success. ■ Science – topic reviews are completed after each KS3 assessment to identify what students know and what they need to do to progress further. | <p>Cross curricular/inter disciplinary tracking of writing types to support Literacy across the curriculum.</p> <p>To continue to identify students' own areas for developing their assessed pieces of work.</p> <p>To reflect on relevant news articles in Humanities subject areas.</p> <p>PSHE curriculum is under review to build in further SMSC areas.</p> |

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| | <ul style="list-style-type: none">■ Computing – reflection upon own online experiences and that of others.■ MFL – the use of opinions and reasons, contrasts and justification across multiple contexts.■ DT – Ys 7 to 10 peer and self-assessment included in projects at various points, leading to summative assessments egs Y9 architecture project and Tyldesley High St.■ Y10 Spring 1 work experience – reflecting on personal skills and qualities and assessing what they have learnt – summer 2022.■ Y11 Autumn 1 Careers Conference involving all Y11 students.■ English – viewpoints and perspectives writing and writing challenges. Exploring perspective and viewpoint and engaging with different viewpoints and experiences.■ English Literature – development of personal engagement with range of texts exploring different experiences, e.g. Y7 Thematic unit on experiences of school across ages/cultures; Y8 Persuasive writing to encourage community involvement.■ Children have the opportunity to reflect during all interventions in The Inclusion Centre, for example in nurture provision and well-being groups. | |
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HIGH SCHOOL



| MORAL DEVELOPMENT | EVIDENCE | AREA FOR DEVELOPMENT? |
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| <ul style="list-style-type: none"> ■ Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England | <ul style="list-style-type: none"> ■ School behaviour policy and outstanding behaviour across the school. ■ BEST standards and expectations. ■ Y9 Autumn 2 choices – drugs/alcohol/gang culture/PED's. Peer influence, substance use and gangs. ■ Y10 Summer PSHE – SRE age of consent and relationships. Healthy Relationships and sex expectations, myths, impact of media. ■ SRE policy implemented. ■ Acceptable use of ICT policy for students. Cyber-crime and ethics, rights, responsibilities and repercussions. ■ Staff code of conduct/expectations for staff. ■ History – Crime & punishment in Middle Ages, Holding others to account e.g. Execution of Charles I, Jack the Ripper – role of police. ■ PSHE Year 9 Autumn 2. Healthy and Unhealthy relationships. ■ PSHE Year 11 Spring 1. Communication in relationships. Relationship Challenges. ■ PSHE Year 11 Autumn 1. Careers Convention. | <p>Continue to review and develop text coverage, including topical non-fiction extracts as wider reading.</p> <p>To make any legal aspects of the curriculum in humanities explicit to students</p> |

- PSHE Year 11 Autumn 2. Mock Interviews. Application Process.
- PSHE Year 9 Summer. Employability Skills.
- Year 8 Summer. Equality of opportunities in careers, life choices.
- Geography Year 11 Spring 1 – Laws and ecosystems (e.g. deforestation laws), Planning laws.
- Sociology – role of Police, courts, prisons (crime unit), informal and formal sanctions – family, education, crime units. Family law.
- RS – crime & punishment – types of punishment (capital, corporal & custodial), links between laws & religion in the UK and beyond, moral opinions of the law e.g. euthanasia, abortion, drugs.
- MFL – global and social issues discussed.
- Drama – exploration of societal issues and historic events e.g. Hillsborough tragedy.
- Careers work experience placements.
- PE – ability to accept rules/fair pay through all team games situations KS3 and 4.
- PE Development of sportsmanship throughout the curriculum and specific units taught at GCSE and Btec KS4.
- Representing the school in fixtures and at tournaments – students appreciate different contexts and school situations.

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| | <ul style="list-style-type: none"> ■ DT Food – food hygiene and law, responsible food handling taught as part of KS3 curriculum. ■ English Literature – Engaging with literature texts that raise questions of moral and legal rights and wrongs. | |
| <ul style="list-style-type: none"> ■ Understanding of the consequences of their behaviour and actions | <ul style="list-style-type: none"> ■ School policy on litter – sanctions/rewards. ■ School behaviour policy. ■ Use of exclusions/Internal Exclusions. ■ Use of restorative justice/whole school approach. ■ FLHS 5 behaviour strands key to whole school approach. ■ SRE work – teenage pregnancy & parenting in Y10/Y11 PSHE. ■ PSHE Year 10 Autumn 2. Financial decision making. Impact of debt/gambling. ■ PSHE Year 11 Spring 1. Communication in relationships and families. ■ PSHE Year 10 Summer. Healthy relationships, including sex expectations/pleasure and challenges. ■ PSHE Year 8 Autumn 2. Identity, consent, sexting and sexual orientation. ■ PSHE Year 11 Spring 2. Stress Management and responsible choices. ■ Global issues covered in History/Geography/RS – holocaust, climate change, terrorism. | |

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| | <ul style="list-style-type: none"> ■ Assemblies covering major historical events – all year. ■ Safeguarding policy and training for staff. ■ Online work with staff, students and parents. ■ Y10 & 11 Sociology unit on crime/consequences. ■ Reward system now embedded within the school. ■ MFL – healthy and unhealthy lifestyles discussed re drugs and alcohol. ■ Drama – exploration of societal issues and historic events e.g. Hillsborough tragedy. ■ H and S taught in practical rooms as an integral part of DT. ■ English Literature – Tracking of events/actions and consequences as part of characterisation work. Identification with character archetypes. ■ Work in The Inclusion Centre to support negative behaviours, reflect on issues and to calm situations if students are experiencing periods of crisis. | |
| <ul style="list-style-type: none"> ■ Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues | <ul style="list-style-type: none"> ■ Nuclear warfare covered in KS3 RS. ■ RS Y9 unit on abortion. ■ Y10 – civil liberties covered in PSHE. ■ PSHE Year 10 Spring 2. Addressing extremism and radicalisation. ■ HIGNFY – key topics discussed with all year groups. | <p>Continue to monitor breadth of coverage and embedding of 'Big ideas' that run through Literature.</p> <p>Development of RS curriculum.</p> <p>Decision making tasks on real world issues to be implemented across the Geography Department.</p> |

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| | <ul style="list-style-type: none">■ Racism/multi-cultural issues covered in Y8 AHS day.■ Anti-bullying work in PSHE, school policy and assemblies.■ PSHE Year 7 Autumn 2. Diversity, prejudice, boundaries, bullying.■ Y9 PE PSHE – performance enhancing drugs. Substance abuse.■ PSHE Year 8 Spring 2. Discrimination all forms including; race, disability, religion, general orientation.■ Y7 'Ignite Talks' encourage students to prepare and present a speech on something that they are passionate about in their life or society.■ Humanities – range of units in all subject areas.■ Science – IVF, transplants, genetic screening, genetic engineering, the use of stem cells in research and treatment.■ MFL – poverty and homelessness, global issues and the environment.■ DT 6 Rs taught in Yr. 8 chair project. Access FM used to analyse products in all years, at KS4 students research SMSC.■ DT sustainability and environment impact is taught at KS4 – food packaging, waste, energy use.■ Students taught about different food choices at KS3 and awareness of different cultures – students able to make informed choices. | |
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| | <ul style="list-style-type: none"> English/English Literature – viewpoints and perspectives non-fiction topics/articles that run alongside Literature texts encouraging students to consider issues of class/social, difference (age, gender, race), division, morality from different perspectives. | |
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HIGH SCHOOL



| SOCIAL DEVELOPMENT | EVIDENCE | AREA FOR DEVELOPMENT? |
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| <ul style="list-style-type: none"> Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds | <ul style="list-style-type: none"> Teaching and Learning policy - group work. PSHE Year 7 Autumn 2 - building relationships and diversity. School induction programme for students. School trips – Winmarleigh/Spain Disney/Paris trip/ D of E/Sports Tour/ Belgium History trip. MFL – links made with French teaching staff and children. Team working. PSHE Year 7 Autumn 1. Transition to secondary school. PSHE Y8 Summer. Community and careers World at Work. | |

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| | <ul style="list-style-type: none"> ■ PSHE Year 11 Spring 1. Personal Values. Family responsibilities and changing relationships. ■ PSHE Year 11 Spring 2. Self-efficacy, stress management , healthy choices, future opportunities. ■ Extra-curricular arts and PE programmes. ■ Student guides at open evenings. ■ Use of inclusion centre for new students to build relationships. ■ Use of the nurture group to support students who may be vulnerable. ■ Geography – place knowledge, global development. Fieldwork studies ■ Sociology – poverty, ethnicity, gender, social class, social inequality covered throughout the course. ■ RS – understanding of beliefs and practices of others, poverty. ■ DT paired work and importance of clear communication, planning roles e.g. afternoon tea project. ■ Science – working in groups or pairs completing experiments. ■ Maths – enrichment weeks at KS3 working as part of teams. ■ Y10 work experience for all students 2022. ■ Princes Trust Teamwork unit. Y10 ■ English – speaking and Listening work, including the adapting talk for different purposes: to interact as a | <p>Maths enrichment weeks are built into the SOL (summer term) – develop the resources to be delivered during these weeks.</p> |
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| | <p>group, to question, to make a formal presentation, leading to the Spoken Language Endorsements in Y10. Real World Learning units in Y7 – 8 all have a heavy focus on group work and presentation.</p> | |
| <ul style="list-style-type: none"> ■ Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively | <ul style="list-style-type: none"> ■ Excel students KS4 community work experience projects and Manchester Children’s Hospital Mosaic Arts Project Y10. ■ OAP party/dance leaders/sport leaders. ■ Student prefects and leader involvement of KS4. ■ School council – all year groups. ■ Students leading assemblies on anti-bullying. ■ PSHE Year 7 Summer. Developing skills and aspirations. ■ PSHE Year 8 Summer. Community and Careers, World At Work. ■ PSHE Year 9 Summer. Employability. ■ Y8 charity day for cancer research. ■ School band involvement in numerous concerts. ■ Y7 Autumn 1 team building day and transition programme. ■ Y11 Autumn 1 careers convention – working with external providers. ■ Y7 Autumn 1 and 2 anti-bullying and transition programme. ■ Restorative justice approach throughout school. ■ Y9 ‘gangs’ – being able to say no/peer pressure. | <p>Decide upon re-introduction of the Community Day for 2022 onwards.</p> <p>Development of fieldwork studies in Geography</p> |

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| | <ul style="list-style-type: none"> ■ Summer/Christmas Concert. ■ DT Food OAP Party. ■ Duke of Edinburgh Bronze Award Scheme run with Y9 students. Each year very healthy numbers involved in this and 4 staff. ■ Winmarleigh Trip in Y7 – excellent numbers involved. ■ All Y10 students taking part in work experience – returning back for the first time for a number of years. | |
| <ul style="list-style-type: none"> ■ Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain | <ul style="list-style-type: none"> ■ Refer to British Values audit (which is extensive). ■ PSHE Y7 Spring 2. Financial Decision Making. ■ PSHE Y10 Autumn 2. Financial Decision Making ■ PSHE Year 7 Autumn 2. Building relationships and diversity. ■ PSHE Year 9 Autumn 1. Setting goals. ■ PSHE Year 9 Summer. Employability skills. ■ Democracy covered in KS3 history – women and the vote. ■ KS4 Hitler and totalitarian government covered in history. ■ School council and student voice activities. ■ Youth parliament vote – ballot for all students. ■ School council election – all students individual. | |

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| | <ul style="list-style-type: none">■ RS understanding of different faiths at KS3.■ Judaism/Islam/Christianity/Buddhism/Sikhism.■ Y8 tolerance unit on PSHE day.■ KS4 Science – considering the ethics of certain decisions such as but not limited to transplants, genetic screening and IVF and how different groups of people may have different opinions. Science cannot answer these questions as they are ethical judgements.■ KS4 Science – considering the validity of information presented in the media and how bias can affect different viewpoints. Equally the importance of peer review against the global science community to obtain valid evidence and how this may be presented.■ Computing – cyber security and the law.■ DT KS4 Construction – students taught how to follow safe practices and British safety standards. KS4 food laws – HASAWA, COSHH, Units on responsible employment and consequences of breaking rules.■ DT Legislation and regulations in Building and Construction.■ English – viewpoints and perspectives. Opportunities to reflect on values and being 'British' incorporated in non-fiction work and specifically in Y8 and Y10 whilst looking at rhetoric and persuasive writing and 'Speaking Out' about society/to members of the community. | |
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| CULTURAL DEVELOPMENT | EVIDENCE | AREA FOR DEVELOPMENT? |
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| <ul style="list-style-type: none"> ■ Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others ■ Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain ■ Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain ■ Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities ■ Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and | <ul style="list-style-type: none"> ■ History KS3 and 4 curriculum – numerous history events covered e.g. British Empire. ■ Awareness and respect of different faiths and cultures e.g. multiculturalism. ■ Music/arts/dance – different cultures explained. ■ Y8 art multicultural day PSHE. ■ PSHE Year 7 Autumn 2 Diversity. ■ PSHE Year 8 Spring 2 Discrimination ■ PSHE Year 10 Spring 2. Communities belonging and challenging extremism ■ GCSE Sociology – units taught on culture ■ Student surveys and questionnaires demonstrate that all students feel safe and free from issues such as bullying - low number of racist incidents ■ MFL – development of language in modern Britain and how students develop as global citizens understanding the world around them and different cultures, beliefs and value systems. ■ Range of drama/music/dance/PE activities with excellent numbers. ■ Outstanding provision for the arts across all areas. | <ul style="list-style-type: none"> ■ This is a potential area for further development - to explore other ideas for cultural development. This area is developing. ■ Continue to review developing SOLs. Specifically, in Y7 – 9 with the key texts/extracts used to ensure wide and varied coverage/perspective. Y7 modern text and Y8 short stories to continue to be updated. The development of place knowledge in Geography lessons, including a SoL on exploring Asia. Real world learning and opportunities for trips post Covid-19. |

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| <p>attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities</p> | <ul style="list-style-type: none"> ■ Y9 PSHE mock elections and Y8 + 9 history of the vote in history lessons. ■ GCSE Sociology – role of the media and power/politics. ■ HIGNFY – key events discussed eg Brexit/Government elections. ■ Outstanding numbers options for the arts and PE KS4. ■ PE – world cup competition exploring different countries and nationalities. ■ Major school trips to Paris and Spain. ■ British history of medicine explored in GCSE history. ■ Y8 PSHE multicultural/challenge of discrimination. ■ PSHE Year 8 Summer-World of Work. Communities and careers. ■ RS curriculum – whole areas covered. ■ Poverty covered in GCSE Sociology and Y8 RS ■ School policy on pupil premium and plans for PP students. ■ Low numbers of bullying incidents involving different groups. ■ Diversity celebrated through Y8 body image PSHE day. ■ Y8 & 9 English – new SOW on media and controversy. | <p>The development of the RS curriculum.</p> <p>Humanities involvement in HIGNFY to show a greater awareness of news stories from around the world from a variety of different cultures.</p> |
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- Y8 & 9 English – new SOW on crime and punishment.
- Science trips and the STEM club.
- Sports Tour and fixtures across KS3 and 4.
- Appreciation of different contexts/ situations, rules.
- Emerging sports introduced into the curriculum and students taught about their development.
- DT – food from across the world – appreciation of different styles and tastes and their origins.
- Careers programme challenges gender stereotypes and careers choices promoted to all students irrespective of gender.
- Y8 & 9 English – new SOW on media and controversy.
- Y8 & 9 English – new SOW on crime and punishment.
- Y7 English PSHE – individuals/differences are celebrated.
- Y9 – 11 English – different perspectives regarding conflict are covered through poetry anthology. It includes physical and emotional conflict regarding identity.
- English Y9 – diverse shorts collection of extracts/short stories; literature to promote critical thinking.
- English Y9 – Lord of the Flies and exploration of democracy vs autocracy and significance of context

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| | (postcolonial Britain and privileged white perspective). | |
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