



BRIDGEWATER
HIGH SCHOOL
LEARNING WITH PRIDE AND JOY



SMSC & British Values

Bridgewater High School recognises that the spiritual, moral, social and cultural element of students' education is crucial to their development as individuals, allowing them to take their rightful place as members of our school community and as local, national and global citizens.

As an inclusive and ethical school Bridgewater seeks to enable students to acquire a broad appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultures and traditions.

This document provides a flavour of where both SMSC and British Values are developed at Bridgewater within the wider school culture and ethos and also across the Personal Development and subject curriculums.

Year Group
Community &
Experiences
e.g. Conway Trip
& 'Humanutopia'

BRID
HIC
LEARNING



Supporting
good causes
e.g. charity
fundraising for
MacMillan &
Alderhey

Recognising significant
calendar dates
e.g. Holocaust Memorial Day

Whole School SMSC & British Values



Student Leadership
opportunities
e.g. Students as
Ambassadors &
Advocates
e.g. BBC School
Report
e.g. TCAT Parliament

Working alongside
community groups
e.g. Broomfields
Youth Project

Promoting positive
student/staff relationships
e.g. PAM/PAL, pastoral
support, form tutors

Academic & Pastoral
Mentoring Programmes

Marking milestones
e.g. graduation KS3 >
KS4,
School Prom

Supporting transition
e.g. KS2>3 & KS4>post-16

Primary Outreach
e.g. sport & music

PISP Process



Attendance
Strategy

Commitment to Inclusion
Designated Provision, Personal
Development Centre,
Re-Engage & Re-Track

Engaging with external
agencies e.g. Youth Services.
Health, Police, Human Utopia

Pride in Bridgewater
e.g. uniform, respect for the
fabric of the school

Restorative Justice

Youth Service's
Risky Behaviours
Programme

Promoting
Safeguarding
e.g. student
assemblies, staff CPD

Raising Awareness
e.g. Disability Awareness
Days

Preparation for life after school
e.g. CEIAG- Careers Day/Fair &
Careers Appointments

Team approach between
pastoral & SEN to foster
positive relationships

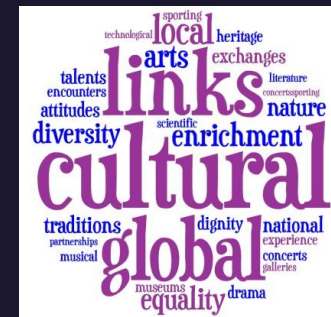
Boys Motivation Group



Signposting to
internal &
external support
e.g. school nurse
drop in & CAMHS
'MindWorks'.

SEN & Mental Health Lead's SEMH
programme's
e.g. social skills, anger management
& mindfulness sessions

Anti-Bullying Strategy e.g.
Policy, Assemblies, Conference



PSHE & PD
curriculum examples

Enrichment Offer
e.g. students exchanges,
trips & commitment to the arts



SMSC & FBV within the Personal Development Curriculum (Exemplar)



	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
YEAR 7	ASSEMBLY "Matters That Matter"	LIFE SKILLS "Empowering You: Exploring Personal, Social, and Health Education"	SKILL POWER "Unlocking Your Full Potential"	LOVE OF READING "Ignite Your Imagination: The Magic of Reading"	GLOBAL CULTURES "Exploring Global Cultures: A Journey Around the World"
YEAR 8	LIFE SKILLS "Empowering You: Exploring Personal, Social, and Health Education"	ASSEMBLY "Matters That Matter"	SKILL POWER "Unlocking Your Full Potential"	LOVE OF READING "Ignite Your Imagination: The Magic of Reading"	GLOBAL HEADLINES "What's Shaping the World Today?"
YEAR 9	ASSEMBLY "Matters That Matter"	LIFE SKILLS "Empowering You: Exploring Personal, Social, and Health Education"	SKILL POWER "Unlocking Your Full Potential"	LOVE OF READING "The Enjoyment & importance of Reading"	GLOBAL HEADLINES "What's Shaping the World Today?"
YEAR 10	LIFE SKILLS "Empowering You: Exploring Personal, Social, and Health Education"	ASSEMBLY "Matters That Matter"	SKILL POWER "Unlocking Your Full Potential"	LOVE OF READING "The Enjoyment & importance of Reading"	GLOBAL HEADLINES "What's Shaping the World Today?"
YEAR 11	LIFE SKILLS "Empowering You: Exploring Personal, Social, and Health Education"	READY FOR LIFE "Mastering GCSEs and Beyond"	SKILL POWER "Unlocking Your Full Potential"	READY FOR LIFE "Mastering GCSEs and Beyond"	ASSEMBLY "Matters That Matter"



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SMSC & FBV within the Personal Development Curriculum (Exemplar)

		Year 7	
	Area	Code	Lesson
Autumn Term 1	Relationships & Sex Education	R1	Connecting With Your Teachers
		R2	From Strangers to Friends
		R3	How To Have Healthy Relationships
		R4	Tackling Cyberbullying
		R5	Understanding Bullying
		R6	Safe & Healthy Relationships
		R7	Different Types of Families
Autumn Term 2	Living in the Wider World	L1	Examining the Equality Act 2010
		L2	The Role of Courts & Tribunals
		L3	Making Sense of Money
		L4	Budgeting Basics
		L5	Bank Accounts
		L6	Smart Saving Strategies
Spring Term 1	Health and Wellbeing	HW1	Combat Worry, Stress & Anxiety
		HW2	Dealing With Worry
		HW3	The Stress Scale
		HW4	Controlling Our Emotions
		HW5	Five-Minute Meditation
		HW6	Rewiring Your Brain
Spring Term 2	Health and Wellbeing	HW7	Managing Privacy Online
		HW8	The Dangers Of Your Internet Algorithm
		HW9	Social Media Addiction
		HW10	Alcohol And Your Health
		HW11	Smoking and Nicotine Addiction
		HW12	Vaping: A Global Dilemma
Summer Term 1	Relationships & Sex Education	R8	Positive Parenting
		R9	The Changing Adolescent Body
		R10	Body Changes During Puberty
		R11	Sexual Consent
		R12	Building Healthy Relationships
Summer Term 2	Health and Wellbeing	HW13	The Balanced Diet
		HW14	Sleep Essentials
		HW15	Phones And Sleep
		HW16	Investing In Your Health
		HW17	Healthy & Balanced Lifestyles
		HW18	Healthy Eating, Healthy Living
			Deep Fakes and AI





Curriculum SMSC &FBV

	<i>We promote spiritual development</i>	<i>We promote moral development</i>	<i>We promote social development</i>	<i>We promote cultural development</i>
English and Literacy	<p>By encouraging empathetic responses to texts e.g. responding to the treatment of men and horses in ‘War Horse’.</p> <p>In responding to a poem, story or text; pupils can be asked ‘I wonder what you think happens next?’</p> <p>Character Empathy- ‘How would you feel if you were the person in the story?’ ‘Where have you met these ideas before?’ e.g. through hot seating.</p> <p>By appreciating the beauty of language and by enabling students to articulate abstract concepts through carefully chosen vocabulary. e.g. through the concept based curriculum in Y7 allowing for the discussion of abstract ideas.</p>	<p>By exploring stimulus for thinking about the consequences of right and wrong behaviour; pupils 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. e.g. demonstrated through student speeches in Y10.</p> <p>By considering different perspectives. E.g. through issue based discussions e.g. ‘A Christmas Carol in Y8 and war poetry in Y9.</p> <p>By considering and evaluating the moral actions of characters within literature studied and relating these to pupils’ own experiences of life e.g. through the study of Macbeth</p>	<p>By supporting conceptual and language development through an understanding of and debates about social Issues e.g. through the study of ‘An Inspector Calls’.</p> <p>By providing opportunities for structured talk in a range of settings</p> <p>By establishing that talk and interaction is a powerful tool for learning and a means of shaping our own ideas e.g. through hot seating & the study of texts in role.</p>	<p>By pupils telling stories from their own cultures and backgrounds creating the idea that ‘everyone has a story to tell’.</p> <p>By providing opportunities for pupils to engage with texts from different cultures e.g. ‘I am Malala’.</p> <p>By reflecting on the ways in which society has become enriched through an understanding of different cultures and traditions and appreciating the dangers of cultural intolerance e.g. poetry through different cultures.</p>

English schemes cover a range of powerful topics including the class system and democracy in literature texts and respect and individual liberty through non-fiction texts. There are multiple opportunities to discuss these issues through the teaching of these texts.



Curriculum SMSC & FBV

Consideration of voting systems in Britain’s parliamentary democracy.
Discussion and debating key British values through numerical data e.g. the study of statistics used to identify the impact of legislative change.
Through discussion around the British tax system, it’s working and fairness.

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Maths and Numeracy	<p>By making connections between pupils’ numeracy skills and real life.</p> <p>By considering pattern, order, symmetry and scale both man made and in the natural world.</p> <p>Promoting problem solving by recognising patterns, sequences, patterns, symmetry and scale both in the man-made and the natural world.</p> <p>Use of real life experiences to equip students to succeed later in life- e.g. financial maths, algebra through recipes, shapes through buildings measurements. Decimals and percentages through mortgages.</p>	<p>Students are encouraged to analyse data and consider the implications of misleading or biased statistical data.</p> <p>Maths is the only area where human endeavour can definitely prove something to be true or false.</p> <p>Ethics is covered by studying where modern maths has evolved from.</p> <p>Morals are taught through the probability and the dangers of gambling.</p>	<p>By the sharing of resources within the classroom, the negotiating of responses and group problem solving.</p> <p>Problem solving is promoted so as to develop skills and teamwork that are fundamental to maths through creative thinking, discussion and explaining and presenting ideas.</p> <p>Students are always encouraged to explain concepts to each other and support each other in their learning. In this manner, students realise their own strengths and feel a sense of achievement which often boosts confidence. Over time they become more independent and resilient learners.</p>	<p>By asking questions about the history of maths e.g. ‘What did the Egyptians, Greeks and Indians discover that we still use in maths today?’</p> <p>Through the research of key mathematicians across cultures.</p> <p>By developing an awareness of both the history of maths alongside the realisation that many topics we still learn today have travelled across the world and are used internationally.</p>



The pace of scientific discovery and how this impacts on the world around us is constantly discussed within lessons. The faculty encourages all students to work together in achieving practical goals and offer various opportunities to engage in school to school collaboration on projects that focus on topics across the science discipline.

Curriculum SMSC & FBV

	<i>We promote spiritual development</i>	<i>We promote moral development</i>	<i>We promote social development</i>	<i>We promote cultural development</i>
Science	<p>By demonstrating openness to the fact that some answers cannot be provided by Science.</p> <p>By creating opportunities for pupils to ask questions about how living things rely on and contribute to their environment.</p> <p>By encouraging pupils to consider the relationship between themselves, our planet and the universe and how it might have been formed.</p> <p>By instilling desire for greater understanding of the world around us.</p> <p>By having an appreciation of development of life on earth through discussions around evolution and creationism.</p>	<p>By offering pupils the chance to consider the wonder of the natural world and the inventions which have made the world a better place.</p> <p>By considering that not all developments have been good because they have caused harm to the environment and to people.</p> <p>By encouraging pupils to speculate about how science can be used both for good and evil. Consideration of the implications of the use of embryos for cloning & stem cell research.</p> <p>By considering potentially contentious areas of scientific work e.g. animal testing.</p> <p>By achieving Eco-School status.</p>	<p>By using opportunities during Science lessons to explain how to keep other people safe and how they might protect a younger or vulnerable young person.</p> <p>By exploring the social dimension of scientific advances e.g. environmental concerns, medical advances, energy processes.</p> <p>By exploring different social relationships, attachment etc.</p> <p>By teaching scientific literacy.</p> <p>By following schemes of learning that encourage practical teamwork and 'job' sharing to meet specific goals.</p>	<p>By asking questions about the ways in which scientific discoveries from around the world have affected our lives.</p> <p>By asking questions about cultural bias within science.</p> <p>By discussing how 'human development' can impact upon ancient cultures and established habitats and ecosystems.</p>



	<i>We promote spiritual Development</i>	<i>We promote moral development</i>	<i>We promote social development</i>	<i>We promote cultural development</i>
History	<p>By considering how things would be different if the course of events had been different; for example what difference would it have made if the Normans had not been successful in 1066?</p> <p>By speculating about how we mark important events from history and the people who shaped them e.g. Remembrance.</p>	<p>By exploring the results of right and wrong behaviour in the past and present e.g. Heroes & Villains.</p> <p>By considering some of the characteristics of people who have had a bad influence and caused suffering to others. What have others done to stop injustice? E.g. Holocaust.</p> <p>By going beyond the facts and asking pupils to make hypotheses and pose questions such as ‘what if...?’ ‘what would have turned a tragedy into a triumph?’</p>	<p>By studying different groups and communities from the past.</p> <p>By considering questions about social structure in the past.; for example, What might pupils say about the rights of children in earlier times? Is it important that society looks after young children? Are there people who still don’t get a fair deal? E.g. British Empire & Slavery.</p> <p>By encouraging pupils to talk to their parents and grandparents; for example, when learning about Votes for Women e.g. Suffragettes.</p>	<p>By exploring local history and history around us.</p> <p>By investigating how culture is shaped by history e.g. Crusades.</p> <p>By taking pupils on visits to e.g. London Medical Trip and Battlefields.</p>

Democracy- origins of democracy in Medieval England, French Revolution, Suffragettes & equal rights, Civil War & execution of Charles I, democracy v dictatorship-Weimar & Nazi Germany comparison.
 Mutual Respect- Understanding views of the past on medicine, Native Americans, Crusades.
 Individual Liberty- Native Americans, British Empire & Slavery, women’s rights
 Rule of Law- League of Nations 1919



Curriculum SMSC & FBV

The core values of FBV, specifically respect, tolerance and diversity are central to the curriculum taught at KS3 &4. RS lends itself to encouraging students to engage in the discussion and promotion of FBV.

The importance of law and democracy are covered at KS4 GCSE Religion and Society, this is further developed when students discuss religious laws and rules.

Students at KS3 study a wide variety of religious viewpoints. All students at KS3 study a wide variety of religious viewpoints. At KS4 student study Christianity and Islam and at KS3 students engage in the debate of religion and morality.

Supported through religious speakers e.g. Holocaust Survivors, Poland Trip.

	<i>We promote spiritual Development</i>	<i>We promote moral development</i>	<i>We promote social development</i>	<i>We promote cultural development</i>
RS	<p>By experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religion and Worldviews.</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 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 exploring morality including rules, teachings and commands such as The Golden Rule, the ten commandments, the sayings (hadith) of Muhammad.</p> <p>By investigating the importance of service to others in Sikhism, Islam and Christianity.</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 forgiveness and reconciliation.</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 exploring similarities and differences between faiths and cultures.</p> <p>By considering in particular different cultural expressions of religion.</p> <p>By engaging with text, artefacts and other sources from different cultures and religious backgrounds.</p>



Curriculum SMSC & FBV

The promotion of elements of FBV are built in to each year group scheme of work and include the consideration of individual liberty in China and one child policy. Mutual respect is promoted through studies on population growth, urban change, migration and multiculturalism.

	<i>We promote spiritual Development</i>	<i>We promote moral development</i>	<i>We promote social development</i>	<i>We promote cultural development</i>
Geography	<p>By considering individual perceptions of the world.</p> <p>The department encourages opportunities for students to learn about and discuss controversial topics/issues e.g.</p> <ul style="list-style-type: none"> -overpopulation and family size -air travel and global warming -food miles and vegetarianism -local values- Warrington Bypass -Japanese culture -recycling -eco-tourism 	<p>By considering how people treat the environment; posing questions such as, 'How are we changing our surroundings – are some things for the better and others for the worse?' Who benefits and who suffers? What should be our personal response to these? Who should look after our environment?</p> <p>E.g.</p> <ul style="list-style-type: none"> 7: ethics of clothing sweat shops 8: sport and business 9: should tourism developments be allowed? 10: should the government build more houses ? 11 : should migration be allowed ? 	<p>By providing positive and effective links with the wider community, both locally and through linking with other schools with different demographics both in the UK and globally.</p> <p>By considering social responsibility e.g. care for the environment, impact of traffic on the local area, tourism.</p> <p>E.g.</p> <ul style="list-style-type: none"> 9: globalisation & environmental issues 10: urbanisation – quality of life 11: population- migration pressures and consequences 	<p>By making links with other countries through schools linking and cultural theme days.</p> <p>By exploring links through the British Council and European Union.</p> <p>By exploring cultures that have had, and still have an impact on the local area.</p> <ul style="list-style-type: none"> 8: investigation Brazil 9: investigation China 10 : urbanisation & multiculturalism 11: globalisation & global culture



PE promotes a love of sport and within this respect of fellow players/teams.

PE encourages belief, self esteem and confidence in the individual.

PE provides a sense of well being and an understanding of the benefits of physical exercise on the mind and body.

Socially PE offers opportunities for team work, leadership and links with wider communities.

PE teaches moral and regulatory rules and expectations and sporting etiquette.

PE encourages students to reflect on experiences of competition and a willingness to compete and take part.

PE offers opportunities to socialise and interact with other pupils from different ethnic and socio-economic backgrounds through enrichment and national competitions.

Curriculum SMSC & FBV

	<i>We promote spiritual Development</i>	<i>We promote moral development</i>	<i>We promote social development</i>	<i>We promote cultural development</i>
PE	<p>By appreciation of our movement, particularly when pupils are able to show spontaneity.</p> <p>By taking part in activities such as games and gymnastics which help pupils to become more focused, connected and creative.</p> <p>By being aware of one's own strengths and limitations.</p>	<p>By discussing fair play and the value of team work.</p> <p>Promotion of 'Sportsmanship' & correct etiquette for playing sport.</p> <p>By developing qualities of self-discipline, commitment and Perseverance.</p> <p>By developing positive sporting behaviour. Led by staff through the role of captains within sports teams.</p> <p>The link to promotion of positive effects of sport off the field.</p>	<p>By developing a sense of belonging and self-esteem through team work.</p> <p>By developing a sense of community identity through taking part in inter and intra school events.</p> <p>By developing school club links to promote life long involvement.</p> <p>Working with key stage 2 through primary school links.</p> <p>Links to outside sports clubs/groups/teams.</p>	<p>By making reference to the history of sport, and where they originate from.</p> <p>By making links with national and global sporting events such as the World Cup and the Olympics.</p> <p>By exploring rituals surrounding sporting activities E.g. the purpose of the haka.</p>



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The role and purpose of law and regulation is taught through understanding kite marks, 'BSI' 'COSHH' & food hygiene laws. Individual creativity and freedom is promoted through students' choice of project.

Teamwork, peer and self critique and assessment are used to develop mutual respect.

Extra curricular opportunities to promote independent learning and leadership- Cooking Club, STEM involvement, Catering for school events.
By engaging students in the benefits to the environment of British products.

By designing and creating trophies for the national Chemical Industries Awards.

Curriculum SMSC & FBV

	<i>We promote spiritual Development</i>	<i>We promote moral development</i>	<i>We promote social development</i>	<i>We promote cultural development</i>
Technology	<p>By enjoying and celebrating personal creativity.</p> <p>By reviewing and evaluating created things.</p> <p>Through the development of skills for life. Both technical skills and skills of perseverance.</p> <p>Personal opinions and values are encouraged and respected.</p> <p>Tasks and projects are devised to encourage working together and inter dependency.</p>	<p>By raising questions about the effect of technological change on human life and the world around them.</p> <p>Students follow schemes of work that encourage them to build in sustainability and an understanding of the need for new eco friendly materials and designs for a better future.</p> <p>By considering the ethics of products and their production and use in society.</p>	<p>By exploring dilemmas that individuals may face and developing practical solutions to these problems in a way that is relevant in the current social climate.</p> <p>By understanding that as a designer there is a responsibility to ensure products are suitable for the target market. Through the use of market research and feedback from consumers.</p> <p>Technology encourages respect for others' work. Students present their work.</p>	<p>By considering cultural influences on design and food technology e.g. halal, special diets.</p> <p>By asking questions about functionality v aesthetics.</p> <p>By promoting awareness of multi-cultural design.</p>



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Curriculum SMSC & FBV

By promoting mutual respect amongst learner; listening to others, forming ideas, sharing points of view.

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MFL	<p>By exploring the beauty of Languages.</p> <p>By understanding how religion is promoted in French & German schools.</p>	<p>By helping pupils to have an accurate and truthful understanding of another Culture.</p> <p>By challenging stereotypical ideas that can lead to racism.</p> <p>By promoting tolerance and acceptance of alternative points of view.</p> <p>By discussing environmental issues e.g. renewable energy & homelessness.</p>	<p>By learning the skill of communicating in different ways.</p> <p>By exploring different social conventions e.g. forms of Address.</p> <p>By exploring variations between countries in terms of social acceptability.</p>	<p>By appreciating the language and customs of others.</p> <p>By exploring the literature, media and culture of other countries.</p> <p>By taking part in exchange visits or cultural occasions.</p> <p>By exploring the way language is constructed.</p>



Through consideration of employment law and trading standards e.g. understanding of sexism/discrimination acts & role of trading standards.

Decision making through the democratic process.

By promoting understanding the importance of identifying and combatting discrimination.

Curriculum SMSC & FBV

	<i>We promote spiritual Development</i>	<i>We promote moral development</i>	<i>We promote social development</i>	<i>We promote cultural development</i>
Business & IT	<p>By preparing students for the challenge of living and learning in a technologically enriched and increasingly inter-connected world.</p> <p>By appreciating the power of the digital age.</p> <p>By understanding the advantages and limitations of ICT.</p> <p>By using the internet as a gateway to everyday life across cultures, society, religion and everyday life across the world.</p>	<p>By exploring the moral issues surrounding the use of data.</p> <p>By exploring the issues surrounding misuse of information and inaccurate information on the internet.</p> <p>By considering the benefits and potential dangers of the internet e.g. Internet campaigns as a force for good. e.g. cross curricular/PD/PSHE- e-safety modules & assemblies.</p> <p>By considering the vision of those involved in developing of the first world wide web.</p>	<p>By highlighting the ways to stay safe when using online services and social media.</p> <p>By being prepared to work with technology to forge new relationships e.g. MOS.</p> <p>By discussing the impact of ICT on the way people communicate.</p> <p>Understanding the debates around carbon footprints of businesses & environmental charges on businesses.</p>	<p>By appreciating how the internet can be used for wider understanding of other cultures.</p> <p>By developing an appreciation of human ingenuity in the creation of new technologies.</p> <p>By learning about international trade and multi national businesses.</p>



Curriculum SMSC & FBV

	<i>We promote spiritual Development</i>	<i>We promote moral development</i>	<i>We promote social development</i>	<i>We promote cultural development</i>
Art	<p>By providing rich opportunities for pupils both to explore the spiritual dimension and natural phenomena.</p> <p>By exploring different artists' interpretations of a key figure or event and asking what the artist was trying to convey.</p> <p>By allowing pupils to show what they know through their own expression of big ideas about life e.g. morality, ethical issues.</p> <p>By promoting the process of 'reviewing and evaluating'.</p>	<p>By exploring how emotions and inner feelings are expressed through painting, sculpture and textiles.</p> <p>By responses to and use of visual images to evoke a range of emotions and how words can translate in to images and vice versa.</p>	<p>By sharing of resources.</p> <p>By exploring social conflict and resolution. E.g. Peace Poster & ceramic project.</p> <p>By exploring art as a powerful social tool e.g. graffiti projects</p> <p>Year 9 Bee Award</p>	<p>By experiencing a wide range of creative media from around the world and responding to other cultures.</p> <p>By developing aesthetic and critical awareness.</p>

Individual liberty is encouraged through the promotion of individualism, through the use of themed projects e.g. 'own identity'.

FBV approached through independent learning and the encouragement of personal responses with projects.

Mutual respect of space, materials, abilities and their learning environments.



Curriculum SMSC & FBV

Drama schemes cover conflict and consequence e.g. consequence of conflict and crime e.g. War Poem 'Dulce'.
Conflict resolution is promoted through plays such as 'Blood Brothers'.

Group work in rehearsals is used to promote the tolerance of others.

Individual responsibility is promoted through specific roles within the creation of plays e.g. choreographer, director, lighting etc.
Anti-bullying performances.

Front of house leadership opportunities .

	<i>We promote spiritual Development</i>	<i>We promote moral development</i>	<i>We promote social development</i>	<i>We promote cultural development</i>
Dance & Drama	<p>Promoted across key stages 3 & 4- By allowing for insight, self expression and the chance to walk in someone else's shoes.</p> <p>By taking part in activities which help pupils to become more focused, connected and creative.</p> <p>By using imagination to explore topics through movement and expression.</p>	<p>Promoted across key stages 3 & 4- By exploring the impact of choices on self and others and the moral consequences associated e.g. y8 'The Identification' & 'The Evacuees'.</p> <p>By working as a group, recognising right and wrong in group work activities.</p> <p>By developing qualities of self-discipline, commitment and Perseverance.</p>	<p>By exploring similarities and differences and how respect for others can be expressed.</p> <p>By building self- esteem and encouraging self-worth.</p> <p>Whole school productions & Theatre in Education performances.</p> <p>By developing a sense of belonging and self esteem through group work.</p> <p>By engaging he local community through dance related activities and performances.</p>	<p>By taking different roles from other backgrounds.</p> <p>By exploring various genres/styles e.g. African dance.</p> <p>By using different dramatic Conventions to encourage empathy e.g. 'Lion King Experience' 'Our Day Out'</p> <p>By exploring a range of different dance styles, genres and eras.</p>



Music lessons promote the respecting of others within a group and allows for everyone's thoughts to be heard.

Curriculum SMSC & FBV

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Music	<p>By looking at music with a fundamental spiritual basis : e.g. African spiritual songs.</p> <p>By allowing pupils to show their delight and curiosity in creating their own sounds.</p> <p>By making links between their learning in literacy (or other curriculum area) with music being played as background.</p> <p>By considering how music makes one feel and can 'move us' deeply and being creative and imaginative.</p>	<p>By exploring how music can convey human emotions such as sadness, joy, anger.</p> <p>By appreciating the self discipline required to learn a musical instrument.</p> <p>By using moral codes to sustain independent work as a soloist or group member.</p>	<p>By exploring how to work in a team in a group performance.</p> <p>By discussing What would happen if musicians in a band/group didn't cooperate.</p> <p>By appreciating how music is used in different ways in different settings e.g. for pleasure, for worship, to help people relax.</p> <p>e.g. Bee Award.</p>	<p>By giving all pupils an opportunity to learn a musical instrument and to take part regularly in singing.</p> <p>By encouraging pupils to listen and respond to traditions from around the world. e.g. African drumming.</p> <p>By appreciating musical expression from different times and places e.g.: Indian music, music from the 17th century.</p>