

Newman Catholic College SMSC Across the Curriculum Mapping



Rationale

At Newman Catholic College the personal development of students is a fundamental part of the academic and pastoral work of the school. To this end, we want to develop students spiritually, morally, socially and culturally and ensure that they are treated as individuals. We aim to deliver spiritual, moral, social and cultural education through all aspects of school life; curriculum, Citizenship and the Convention on the Rights of the Child, extra-curricular activities, school trips, the pastoral system, assemblies as well as themes events. No school can effectively promote the personal development of its young people without the partnership of parents and the wider community. We therefore do our best to engage these key stakeholders in this endeavour and work closely with them whenever possible.

Implementation of the policy

Newman Catholic College has a very clear ethos in terms of the way we treat ourselves and each other. As a school:

- We offer positive and realistic examples and role models for students to follow
- We provide opportunities for reflection, discussion, advice and support to enable them to set personal goals and develop self-awareness and self esteem
- All departments understand the importance they play in contributing to the personal development of each student
- Provide opportunities for all students to study Religious Education and Citizenship and follow parallel modules through the Work Skills programme
- Our pastoral teams work closely to ensure the tutor and assembly programmes have the aims of this policy in mind the delivery is appropriate for each year group
- Students have opportunities to reflect deeply on moral or social issues relating to school life and the wider world
- Students are offered first hand opportunities to meet different people, visit different places and discuss different belief structures and faiths

How will we monitor the implementation of SMSC?

- The Assistant Headteacher in charge of SMSC will be responsible for monitoring and maintaining the implementation and ensuring appropriate progression through the school
- The Assistant Headteacher, will report SMSC outcomes each year in the school Self Evaluation Form (SEF)
- Heads of Departments will be responsible for ensuring that SMSC development opportunities are exploited and flagged up wherever possible and evidence recorded in their departments
- Examples of good practice are shared at Staff meetings.

BV=Links to British Values

Department	Social	Moral	Spiritual	Cultural	Examples of SMSC
English	<ul style="list-style-type: none"> • Helping pupils to explore how characters resolve conflict in literary texts enables discussions about pupils' own lives. BV • The specific study of poetry under the headings 'Conflict' and 'Relationships' which is linked to discussions of real 	<ul style="list-style-type: none"> • Promoting moral issues and moral dilemmas through literature texts including Boy in the Striped Pyjamas, Pigeon English, An Inspector Calls, Of Mice and Men and To Kill A Mockingbird. BV • Discussions about literary characters and the decisions 	<ul style="list-style-type: none"> • Promoting resilience and responsibility through group work, presentations and investigations. BV • Exercising imagination through creative writing. • Discussing spirituality and religious meanings and symbols through literary texts 	<ul style="list-style-type: none"> • The specific study of novels, poetry and plays set in other cultures promotes cultural awareness and empathy texts include: Of Mice and Men, Milkweed, To Kill A Mockingbird, Curious Incident of the Dog in the Night time etc. BV 	<ul style="list-style-type: none"> • Teaching literature: poetry, plays, short stories and novels which have moral, spiritual or cultural relevance. • Teaching spoken language which encourages empathy and analysis of how others speak and how people react

Newman Catholic College SMSC Across the Curriculum Mapping

	<p>life scenarios and situations. BV</p> <ul style="list-style-type: none"> Promoting group work, compassion and empathy skills during everyday lessons. 	<p>they make promote understanding of peoples' behaviour and its consequences. BV</p> <ul style="list-style-type: none"> Constant evaluation of lesson contributions and contributions to group work scenarios promote self-reflection and consideration. BV 	<p>including Purple Hibiscus and Lord of the Flies. BV</p> <ul style="list-style-type: none"> Empathising is a specific reading skill taught in English at all levels. 	<ul style="list-style-type: none"> Teaching spoken language and analysing the language of belonging, accents, dialect etc. promote discussions about public attitudes and responses to language development. BV 	<p>to speech patterns.</p> <ul style="list-style-type: none"> Teaching the specific skills of empathising and projecting when delivering The Hackney Lit Programme at Key Stage 3. Encompassing drama activities, especially when teaching Shakespeare which role play scenarios of discrimination, unrequited love, conflict and string feelings. BV The relentless focus on group work, group discussions and contributions to group work BV.
Department	Social	Moral	Spiritual	Cultural	Examples of SMSC
Maths	<p>In Mathematics, students get to work in groups:</p> <ul style="list-style-type: none"> they discuss and plan a task, divide it up into smaller questions, and share these out amongst themselves according to each other's strengths. They develop team building and a sense of responsibility, which are important skills that will be used in everyday life. BV 	<ul style="list-style-type: none"> In Mathematics, students learn how to organise their work in a systematic way, so that it can be understood by others as well as themselves. They learn to distinguish between the right and wrong ways (methods) of successfully completing tasks. BV In Mathematics, they learn to develop a sense of purpose, through the ability to investigate a hypothesis, consider other view points and ethical issues, discuss their work logically and get their findings and opinions across sensibly. BV 	<p>Mathematics contributes to students' spiritual development in different ways.</p> <ul style="list-style-type: none"> For example, the feeling of excitement and delight that students experience when they are able to solve questions they once found difficult or even impossible to solve. Students are often inspired by the cross-curricular links with other subjects (Art, Design and Technology, Geography and Graphics amongst others). They pride themselves in understanding and being able to use mathematical tools applied in the business world. BV 	<p>Mathematics is constantly applied to real-life scenarios (Functional Maths) – these practical tasks give students the opportunity to understand and respect each other's cultural, spiritual and traditional practices. BV</p>	<ul style="list-style-type: none"> Pupils conducting an opinion survey on a moral issue BV Pupils investigating different number sequences and where they occur in the real world Pupils considering the development of pattern in different cultures including work on tessellations Allowing discussion and debate on the use and abuse of statistics in the media Allowing discussion on the cultural and historical roots of mathematics BV Pupils discussing the use of mathematics in cultural symbols and patterns

Newman Catholic College SMSC Across the Curriculum Mapping

		<ul style="list-style-type: none"> All these skills prepare them for the real world. BV 	<ul style="list-style-type: none"> Mathematics helps students to make informed decisions in life, based on the skills and confidence gained from choosing the most appropriate method in solving problems. These skills are transferrable to real-life situations, and therefore help the boys become reflective, responsible and insightful individuals. BV 		<ul style="list-style-type: none"> Pupils learning how mathematics is used to communicate climate change
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Science Science is changing our society. The life expectancy is getting larger, people are driving more efficient cars, and more and more people are putting solar panels on their rooftops. Reproduction (KS3) Vaccines (KS3 / 4) IVF / Fertility (KS3 / 4) Keeping Healthy (KS3 / 4) Growing Up (KS3) Group Work, Discussion, Collaboration, Listening, How Science Works (KS3 / 4)	Moral development is a vital part of any scientist's development. Students will need to develop a good understanding of it to firstly pass exams which always comprise of ethical questions but more importantly to become a good rounded scientist. Behaviour / Courtship (KS3) Bacterial Cultures (KS3 / 4) Investigations using plants / animals (KS3 / 4) Stopping Distances (KS4) Genetic Engineering (KS4) Cloning (KS3 / 4) Energy Efficiency (KS3 / 4) Drug Testing (KS3 / 4)	Sometimes science and spiritual ideas do cause conflict but in a modern society it is important to understand why these conflicts arise so we can respect the views of others and move forward. BV IVF / Fertility (KS3 / 4) Genetic Engineering (KS4) Cloning (KS3 / 4) Solar System (KS3) Lab Safety (KS3 / 4) Evolution (KS3 / 4) Reproduction (KS3 / 4) Creation of the Universe (KS4)	It is important to understand 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. This will also be vital into the future as we need to monitor the impact of quickly developing cultures around the world on our environment. BV Reproduction (KS3) IVF / Fertility (KS3 / 4) Space Race (KS3) Father of Genetics (KS3 / 4) Splitting of the Atom (KS4) Other historical scientific figures (KS3 / 4) How Science Works (KS3 / 4) Dissection (KS4) Organ Systems (KS3 / 4)	Reproduction – aspects of life and relationships (social) When is it right to have sexual intercourse or other relationship matters (moral) Religious view on reproduction for example intercourse only allowed after marriage (spiritual and cultural) BV Cloning / Genetic Engineering – demand for food for example crop production / GM foods (social) Impact on the environment (moral) Is it right to go against Gods natural creations (or play God)? (spiritual) Views of inheritance before and after Mendel (cultural) Evolution – the need to look after all species / the prevention of extinction (social)	

Newman Catholic College SMSC Across the Curriculum Mapping

			*All of these topics listed are also covered and expanded upon in KS5		Did humans really evolve from apes? (moral) God vs evolution (Darwin) (spiritual) Theories of evolution (cultural)
Department	Social	Moral	Spiritual	Cultural	Examples of SMSC
Religious Education	<ul style="list-style-type: none"> • Social education in RS involves celebrating our own faith, exploring similarities and differences in religions and cultures through which pupils should begin to link religion to personal action in everyday life. BV • This is reflected in their relations with others in the classroom and their ability to work together co-operatively. BV • This has also been taken further with our charity work. Eg Catholic Childrens' Society, CAFOD, Samaritan's Purse etc. BV • All units encourage students to develop their sense of identity and belonging, preparing them for life as citizens in a plural society BV 	<ul style="list-style-type: none"> • Moral education in RE allows pupils to learn about shared and differing moral values. BV • RE allows pupils to debate moral dilemmas about right and wrong, good and bad, peace etc. BV • RE allows pupils to discuss issues such as people's responsibility towards the world and future generations. BV • Through RE pupils have the opportunity to make a personal response to right and wrong and to consider other peoples' responses to moral issues. BV • Religious Education lessons enable us to make a link between our own faith to our sense of morality. BV • All units encourage students to consider and respond to areas of morality using their knowledge and understanding of religious and ethical teaching. This enables students to assume informed and reasoned 	<ul style="list-style-type: none"> • Spiritual education in RE involves the experience and search for meaning, the purpose in life and the values by which we live. • In learning about different religions and why people believe, pupils should have the opportunity to learn from their experiences, to reflect on and interpret spirituality and their own lives and discuss and reflect on ultimate questions. • All units encourage students to consider and respond to questions of meaning and purpose in life, and questions about the nature of values in human society BV 	<ul style="list-style-type: none"> • Cultural education in RE involves learning about other religions, giving pupils an opportunity to learn what it means to belong, to develop confidence in themselves and be able to respond positively to similarities and differences in our multi-faith and changing society BV • All units foster students' awareness and understanding of a range of beliefs, practices and values in their own society and in the wider world. Students explore issues within and between religions and develop their understanding of the cultural context within which they live. BV 	<ul style="list-style-type: none"> • Pupils having the opportunity to reflect upon our school's faith and links to their personal faith development BV • Pupils being given the opportunity to explore the beliefs and values from a range of different religions and cultures and learning about shared and differing views and beliefs BV • Pupils exploring beliefs and values on key moral and ethical issues from different perspectives e.g. euthanasia, abortion, life after death, why we are here and science vs religion • Pupils exploring and examining a range of different religions and cultures, giving them opportunity to develop an understanding of multiculturalism, diversity and respect for others BV • Students becoming aware of the positive impact in society of different religions through knowledge of how religion

Newman Catholic College SMSC Across the Curriculum Mapping

		judgments on moral and ethical issues BV			<p>can affect daily life and moral decisions made by religious people BV</p> <ul style="list-style-type: none"> • Students examining a unit on multi-culturalism and multi-faith society and how this links into the nature of freedom, liberty and democracy BV • Students being given the opportunity to explore different artistic images and literature sources from religious and cultural perspectives BV • Students examining aspects of religious architecture, religious paintings and religious symbols and their meanings • KS4 Units cover Marriage and the Family, Matters of Life and death (abortion, contraception, euthanasia)
Department	Social	Moral	Spiritual	Cultural	Examples of SMSC
Geography	Geography involves the study of real people in different societies. Pupils develop a sense of identity and community. Opportunities are given for pupils to interact with the local community. BV	Through geography pupils can explore local actions within the global context. Issues of justice, fairness and democracy are central and can be debated in terms of pupils' own experiences as well as using geographical issues as contexts BV	Geography inspires awe and wonder at the natural world. Opportunities are given for reflection on the stewardship of our environment . BV	Geography provides opportunities for students to explore the social and cultural characteristics of societies. Given the international nature of the student body there is a great deal of scope within this subject. BV	<ul style="list-style-type: none"> • Pupils learning the power of the Earth's forces, for instance the effects of earthquakes and their impact on people (Year 9 and 10) • Understanding the threats to the planet now and in the future, including global warming (Year 9) • Pupils understanding and debating the conflicting values of tourism (Year 8)

Newman Catholic College SMSC Across the Curriculum Mapping

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Department	Social	Moral	Spiritual	Cultural	Examples of SMSC
Business & Computing	<ul style="list-style-type: none"> • Preparing the children for the challenges of living and learning in a technologically-enriched, increasingly inter-connected world; BV • Making clear the guidelines about the ethical use of the internet; BV • Acknowledging advances in technology and appreciation for human achievement. • Using the internet to ensure that every pupil makes use of e-mail facilities to work with pupils from other societies; • Pupils being able to 	<ul style="list-style-type: none"> • Pupils exploring moral issues relating to access when considering the use of large information systems e.g. who should know about criminal records BV • ICT helps pupils to explore aspects of real and imaginary situations and enables them to reflect on the possible consequences of different actions and situations BV • It can raise issues such as whether it is morally right to have computer games whose aim is killing and 	<ul style="list-style-type: none"> • involves students being encouraged to explore sexism, racism and discrimination in the workplace through the discussion of employment laws. BV • Students are encouraged to express their own opinion and explore different examples. • Students also explore their own feelings and meaning and reflect upon topics such as ethics. Students are encouraged to explore these concepts and challenge the 	<ul style="list-style-type: none"> • Involves students being given the chance to see how the functions of a business operate. • Students look at the changes within society and how they may impact on businesses. In year 11 students look at the topic of the EU and how this impacts upon business trade. • Students are encouraged to explore the wealth of different countries and how developed they are. • Students also have the opportunity to look at how 	<ul style="list-style-type: none"> • Pupils looking at the moral issues associated with business promotion and advertising and considering what the "correct" conduct is for a business to undertake • Pupils considering the impact that various businesses both local and national will have upon their local areas and communities BV • Pupils looking at the impact that businesses have upon the different stakeholders who have an interest in the

Newman Catholic College SMSC Across the Curriculum Mapping

	<p>understand and access other value systems through electronic communications of all kinds</p> <p>Business contributes to children's SMSC Development through:</p> <ul style="list-style-type: none"> • the opportunity to consider a variety of information relating to real life business scenarios in order to make valid judgments. • proportion of the course investigating the impact of a businesses action upon society and the local community in which they operate. For example, students consider the political, social, environmental and technological issues arising as a result of a business decision. BV 	<p>violence, and whether it is fair that some people in this country and in other countries cannot use the internet</p> <ul style="list-style-type: none"> • Involves students being required to evaluate, comment upon and discuss various moral issues relating to business practices. They will do this through the use of observations, gathering of information and studying given case studies to support this. BV • The use of case studies in ICT encourages students to draw conclusions through evidence rather than their preconceptions whilst allowing the students the time to reflect on the origins of their own personal perceptions of a topic. • Through real life case studies, students also consider issues surrounding the misuse and access rights to personal data. BV • Awareness of the moral dilemmas created by technological advances; How different cultures have contributed to technology; BV 	<p>actions that businesses should take.</p> <ul style="list-style-type: none"> • This also helps to develop student's empathy and compassion skills and allows them to take into consideration other people aims, values, principles and beliefs. BV 	<p>organizations work by visiting businesses. Students benefit from visits to school by business people, to enhance their knowledge and skills.</p> <ul style="list-style-type: none"> • Understanding the use of and limitation of automatic foreign language translators in the understanding of other cultures BV • Considering the potential use of identity cards and similar systems, to balance up people's rights and responsibilities BV 	<p>way that a business operates</p> <ul style="list-style-type: none"> • Pupils investigating business ethics and considering the ethical boundaries in which businesses must operate within
Department	Social	Moral	Spiritual	Cultural	Examples of SMSC
Design & Technology	<ul style="list-style-type: none"> • Students are encouraged to work in pairs/groups BV • More able students are 	<ul style="list-style-type: none"> • Teachers encourage all students to respect the rights, opinions and property 	<ul style="list-style-type: none"> • Students are encouraged to seek divine guidance when they are faced with 	<ul style="list-style-type: none"> • Students are made aware of different cultural practices as they relate to design and 	<ul style="list-style-type: none"> • At KS4 & 5, all students have to have an awareness of how SMSC can and does

Newman Catholic College SMSC Across the Curriculum Mapping

	encouraged to assist less able ones, especially during practical lessons BV	of their peers. BV <ul style="list-style-type: none"> Students are made aware that some designs may have a moral predicament as technology advances. 	challenging tasks in lessons	manufacturing. BV	influence their choice of designs. It is mandatory for these students to produce an A3 page of researched information about SMSC as evidence for their coursework. <ul style="list-style-type: none"> At KS3, students have to be aware of the importance of SMSC when generating and developing their design ideas. They are shown various YouTube clips on why this is important. They do group discussions on these topics and feedback to the class. In addition, they complete a task sheet on SMSC and its relevance to DT as evidence.
Department	Social	Moral	Spiritual	Cultural	Examples of SMSC
Food Technology	<ul style="list-style-type: none"> Reflect on the social issues around food such as price and income BV 	<ul style="list-style-type: none"> Reflect on the moral issues concerning food production be it commodities being used or food from third world countries 	<ul style="list-style-type: none"> Acknowledging government guidelines for health and dietary requirements BV 	<ul style="list-style-type: none"> Giving the opportunity to examine cultural differences in food and diets BV 	<ul style="list-style-type: none"> All students in KS3 are taught SMSC alongside the curriculum particularly in areas like, healthy and different diets, use of commodities, recycling etc BV At KS4 for their controlled assessment all students have to take that into consideration when planning their dishes and menus
Department	Social	Moral	Spiritual	Cultural	Examples of SMSC
MFL	<ul style="list-style-type: none"> Language learning helps to re-discover and develop skills which are really vital for day to day communication and 	<ul style="list-style-type: none"> The study of MFL presents pupils with an opportunity to view attitudes and values that shape the template of their own moral 	<ul style="list-style-type: none"> The study of Modern Foreign Languages is replete with opportunities for the spiritual development of pupils. MFL lessons are 	<ul style="list-style-type: none"> The study of MFL offers pupils the opportunity to travel to French and Spanish-speaking countries. It broadens their cultural 	<ul style="list-style-type: none"> Pupils looking at the conflict affecting the French speaking world and debating on these issues Pupils considering the

Newman Catholic College SMSC Across the Curriculum Mapping

	<p>exposes pupils to a vast array of job and career prospects through higher education. BV</p> <ul style="list-style-type: none"> The study of languages not only provides pupils with knowledge, but also broadens their abilities through the acquisition of important oral and written communication skills highly demanded by employers. For these reasons, teaching and learning in languages rely heavily on collaborative approaches evidenced in pair and group work activities. For instance, role plays and drama, which are prevalent in the MFL classroom, make abundant use of independent enquiry, creative thinking, reflective learning, team working, self-management and effective participation, all of which are essential ingredients for the promotion of social cohesion and harmony. 	<p>development through a broader spectrum and to question that own moral reality. It allows them to judge, define and appreciate their own moral or ethical orientation. Through annual residential visits to the target language countries and reading authentic learning materials, pupils are able to overcome stereotypes to achieve a deeper sense of right and wrong, and empathy, which pre-disposes them to adjust accordingly as good global citizens. BV</p> <ul style="list-style-type: none"> Many modules and topics in MFL require pupils to convey either in speaking or writing their own position regarding moral issues that arise in discussions around such topics as relationship of teenagers with parents, responsibility towards the environment, smoking, pollution, etc. Group work with pupils from different moral backgrounds inform and helps to shape the moral development of the entire group. BV 	<p>designed as very effective tools for impressing upon pupils the reality of the existence of a much bigger world around them to ponder over and to discover. This realisation impacts on and expands their range of thinking. For example, by learning about the population of people that speak the languages that they study, pupils begin to reflect on the vastness of the universe. French and Spanish course books contain information that makes pupils reflect on, and understand the beliefs and social traditions of other people. Progress in speaking activities in MFL trains pupils to stand out from the crowd and challenges the way that they perceive their own individual identity. Activities like role plays, reading and listening to authentic materials are known to create a longing in pupils to experience the realities of life in target language countries within the global human context. BV</p>	<p>base and breeds a new sense of belongingness, which makes pupils feel as part of a new community. The ability to understand and communicate in other languages is, first and foremost, a linguistico-cultural reality which is increasingly important in the English society and in the global economy. Languages contribute to the cultural and linguistic richness of our society, to mutual understanding, to commercial success and to international trade and global citizenship, all of which in turn, lead to personal fulfilment. As culture is defined as the total way of life of a group or people, the curriculum content of MFL can only be understood against the background of the culture of the target language countries from which it cannot be easily divorced. For this reason, teaching and learning in MFL never ceases to appear like an exercise in subtle comparison of cultural traits. BV</p>	<p>impact of living in a country where you do not speak the language and the importance of broadening your horizon through the learning of MFL. BV</p> <ul style="list-style-type: none"> Pupils reflecting other countries cultures and comparing them with their own BV Pupils travelling to France to practice their language skills and broaden their cultural vision
Department	Social	Cultural	Spiritual	Cultural	Examples of SMSC
Performing Arts	Performing Arts is encouraged through the experience and emotion of response to the	Performing Arts, involves pupils expressing their own response to moral dilemmas	Performing Arts provides an individual and collective experience that contributes to	Performing Arts involves students developing an aesthetic appreciation of the	Examples of Spiritual, Moral, Social and Cultural Education in Creative and Performing Arts

Newman Catholic College SMSC Across the Curriculum Mapping

	<p>creative process. Through a sensual approach to feeling, seeing and hearing pupils respond creatively themselves. We aim to nurture feelings, enhance moods and enable pupils to reflect on the beauty and wonder of artistic expression in drama</p>	<p>and emotions. They can appreciate the work of practitioners in expressing unfairness, injustice and in celebrating the victory of good over evil. Encouraging critical discussion in response to challenging art, drama and music will be an integral process in learning and development. BV</p>	<p>a pupils' social development. Through group collaboration pupils develop social skills as they realise the necessity of pooling ideas, then selecting and developing them with a large degree of co-operation and mutual agreement. Similarly, a performer requires the ability to accept their appropriate place in the group, whether it is the solo or a supportive role. They should also be aware that they have a responsibility to the rest of the group and must not let them down. All creative and performing arts provide the opportunity to explore and express ideas and feelings. Throughout this process, students will develop their ability to identify, listen to, understand and respect the views and values of others in discussion. BV</p>	<p>arts drawn from a wide variety of traditions with a diversity of genres, forms and purposes. Pupils have an opportunity to explore aspects of their own culture and begin to recognise, and appreciate, differences in music, drama and art from different times and places. They can also begin to make connections between different cultures. BV</p>	<p>include:</p> <ul style="list-style-type: none"> • Pupils speaking about difficult events, e.g. bullying, death etc • Pupils being given the opportunity to meet people from different cultures and countries e.g. Romanian Folk group BV • Pupils participating in a variety of different educational visits e.g. theatre/concert/art trips • Pupils listening and responding appropriately to the views of others. BV • Pupils learning an awareness of treating all as equals, accepting people who are different because of physical and learning difficulties BV • Pupils discussing their beliefs, feelings, values and responses to personal experiences. BV
Department	Social	Moral	Spiritual	Cultural	Examples of SMSC
History	<p>Social education in History encourages pupils to think about what past societies have contributed to our culture today. Pupils own social development is encouraged through working together and problem solving. History also has a role to play in helping people to express themselves</p>	<p>Moral education in History involves pupils being encouraged to comment on moral questions and dilemmas. History is a story of right and wrong and pupils develop the ability to empathise with the decisions which ordinary people made at the time, based on their</p>	<p>Spiritual education in History involves the mystery of how and why events in the past happened and their many causes, and helping pupils to a realisation that events did not have to happen that way, they could have taken other directions. It also involves realising the incredible</p>	<p>Cultural education involves pupils developing a better understanding of our multicultural society through studying links between local, British, European and world history. BV</p> <ul style="list-style-type: none"> • How society has changed • How technology changed peoples' lives. 	<p>Pupils being given the opportunity to explore the beliefs and values from past societies and from a range of different countries. They are then able to use this information to compare and contrast with their own values and beliefs and also those of modern Britain BV</p>

Newman Catholic College SMSC Across the Curriculum Mapping

	<p>clearly and communicate better.</p> <ul style="list-style-type: none"> • Development of towns • Life in Medieval village • Role of monarchy • Development of Empire • Role of Women • Revolutions in History • Changes in society due to wars BV 	<p>historical situation.</p> <ul style="list-style-type: none"> • What was wrong in society • How were the poor treated • Did the rich lead very different lives • Who should have power in society • Democracy • Dictatorship • War • Holocaust BV 	<p>significance that some individuals have had in the past, the distortions that can take place through time and the multitude of different interpretations that can be made about one single event. History allows pupils to see the similarities between people now and in the past and sometimes through sources and artefacts we feel that we can almost reach and touch them. Artefacts, for example, can bring us closer to people through touching what they felt, feeling their shoes, clothes etc.</p> <ul style="list-style-type: none"> • What did people in the past believe in • Arguments between the Church and state 		<p>Pupils questioning the moral codes of different societies</p> <ul style="list-style-type: none"> • Medieval village life • Holocaust • King against Parliament Britain at war • Development of Roman Empire Elizabethan poor • Slave Trade • Impact of the Black Death • Beckett and Henry 11 • Suffragettes • The vote BV
Department	Social	Moral	Spiritual	Cultural	Examples of SMSC
Physical Education	<ul style="list-style-type: none"> • Social education involves pupils having the opportunity to work as a team, as well as reflect on feelings of determination and enjoyment. • Pupils are given the role of a coach or leader to develop their social skills in co-operation, communication, commitment, loyalty and team work. BV 	<ul style="list-style-type: none"> • Moral education in PE concerns pupils having the opportunity to understand how PE can influence their healthy living and lifestyle. • PE highlights the advantages of health and lifestyle through team sports and health related fitness. • Pupils are also able to understand the rules of activities and the reasons why they need to abide by them and understand what fair play is. BV 	<p>Spiritual education involves pupils developing a variety of skills, e.g. performing a sequence in gymnastics, which allows the pupils to express their feelings and emotions as well as be amazed by what their bodies can achieve.</p>	<p>Cultural education in PE means pupils are given the opportunity to learn games from different traditions, including their own as well being able to appreciate the differences between male and female roles within sport. BV</p>	<p>Examples of Spiritual, Moral, Social and Cultural Education in PE include:</p> <ul style="list-style-type: none"> • Pupils reflecting on values surrounding competition which includes 'winning at all costs' as well as sportsmanship and fair play BV • Pupils learning to handle success and defeat with dignity BV • Giving time for focus group discussions on lesson objectives and outcomes as

Newman Catholic College SMSC Across the Curriculum Mapping

					<p>well as listening to other people's opinions and giving feedback BV</p> <ul style="list-style-type: none"> • Pupils being introduced to tactics and strategies in sport • Pupils developing their moral stance through developing a sense of fair play and positive sporting behaviour as well as reflecting on the need for rules BV • Pupils discovering the role of sport in society • Pupils becoming aware of different cultural attitudes towards aspects of physical activity BV
Department	Social	Moral	Spiritual	Cultural	Examples of SMSC
EAL	<ul style="list-style-type: none"> • Working on projects, posters, preparing them in small groups followed by presentations. These are to promote a number of skills: • in discussion: • taking turns • agreeing and disagreeing • presentation and teamwork: • compromising • sense of responsibility • friendship • Reinforcing respect towards one another and each other's culture BV • Zero tolerance on disrespect 	<ul style="list-style-type: none"> • On induction day, all students are informed of school rules, expectations, etc. to be part of the wider community. BV • In our lessons, we provide texts that stimulate students' thoughts and help them to reflection right and wrong and how to deal with conflict and temptation. BV • Students have an opportunity to reflect on positive and negative consequences of various former actions and that it is our choice of what life we want to live BV 	<ul style="list-style-type: none"> • In EAL department, we aim to welcome new arrivals, reassure them and support them, e.g. on an induction day during their first few weeks so that they feel happy, motivated and they gain confidence BV • In period 3 every day withdrawal lessons, we encourage all students to take active part in lessons which content and concepts reflect students' own lives, interests and studies so that they experience imagination, curiosity, creativity and intuition. They finish they 	<ul style="list-style-type: none"> • In EAL lessons, students learn about different cultures and how they affect people lives. Students research about the climates and ways of life of the people around the world (e.g. outdoor activities - investigation). Students have a chance to appreciate and reflect on the way people live and to choose things that could be adopted their ways of life. BV • EAL students are encouraged to use bilingual dictionaries, Where possible books and to be proud of 	

Newman Catholic College SMSC Across the Curriculum Mapping

	<p>of any kind (manners' programme) BV</p> <ul style="list-style-type: none"> The aim of the EAL department is to encourage and promote students' help for new arrivals and vulnerable students when it is needed it (e.g. Y8 – support for a boy with a vision impairment) 	<ul style="list-style-type: none"> Students analyse different characters and their personalities as well as their actions. They are encouraged to reflect and comment on them in order to become more considerate and sensitive towards other people's needs BV 	<p>each unit with the project (posters, cover books, etc) which they research for and discuss the topic in small groups or pairs. It is to make them proud and motivated. This way of work promotes consistency/engagement, and calmness in the classroom as well as the sense of achievement. BV</p> <ul style="list-style-type: none"> All students are praised verbally by recording their classwork on SIMs or /and by sending EAL reward cards home. All EAL students respect the environment of the EAL classroom and are willing to help to prepare classroom for lessons and tidy them up after. This promotes sense of belonging to our community. BV In EAL dept. teachers explain to students that learning a second language is difficult and challenging and requires hard work and hardship and commitment so that students make informed choices about their learning in and out of the school. BV We share the joy of students' birthday celebrations by singing 'Happy Birthday' in different languages. To encourage students to 	<p>them. We exchange words/phrases in different languages and learn to appreciate and respect different languages and cultures. BV</p> <ul style="list-style-type: none"> We discuss/ research 'celebrations from around the world'(singing 'happy Birthday' in different languages) In school, students are encouraged to take GCSE exams in their home language (e.g.pl. Port, etc) to promote these languages and to promote the sense of achievement 	
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Newman Catholic College SMSC Across the Curriculum Mapping

			<p>empathize with others, we celebrate other students' successes and are sorry to hear that someone is leaving BV</p> <ul style="list-style-type: none"> • By learning about other climates and disasters, we appreciate our welfare and empathise with the ones who live in challenging conditions BV 		
Department	Social	Moral	Spiritual	Cultural	Examples of SMSC
Music	<ul style="list-style-type: none"> • Encourage class/group collaboration on musical projects BV • Create a sense of community BV • Celebrate successes, both in and out of school BV • Interact with the community through occasional comments, events or visits BV 	<ul style="list-style-type: none"> • Encourage respect for others BV • Encourage respect for a whole range of music BV • Encourage respect for instruments BV • Encourage respect for the music rooms/practice rooms BV • Explore moral issues through a range of listening, performance or composition 	<ul style="list-style-type: none"> • Explore emotions through music • Reflect on different kinds of music • Explore creativity in composing • Use imagination in group work, songwriting and composing • Explore collective thinking in group music making • Seek to understand how music reflects the beliefs of others • Compose music which explores your beliefs 	<ul style="list-style-type: none"> • Respect diversity in music BV • Respect the musical heritage of different cultures and learn to play the music of other cultures BV • Gain an understanding of British and World Musical Heritage (classical, folk and popular) BV 	
Department	Social	Moral	Spiritual	Cultural	Examples of SMSC
Art	<ul style="list-style-type: none"> • Students work is celebrated throughout the school and displayed in many areas. Pupils work independently and collaboratively to develop public and 	<p>Throughout the course students are encouraged to look at work that will often pose a moral question. The student's outcomes are supported with a rationale or a</p>	<ul style="list-style-type: none"> • The Art course is dependent on the students' ability to enquire and communicate their ideas, meanings and feelings. BV • Students will investigate 	<ul style="list-style-type: none"> • Throughout the units of work explored Students will develop their knowledge and understanding of artist's ideas and concepts identifying how meanings 	<ul style="list-style-type: none"> • Year 10 and Year 11 Work Journals • Year 12/13 assembly powerpoint • Harlesden Gallery online gallery displaying students

Newman Catholic College SMSC Across the Curriculum Mapping

	<p>community artworks that express relationships between the students and local community. BV</p> <ul style="list-style-type: none"> • Student discussion of a range of artists and art work, encouraging and developing communication skills • Extensive displays of student art work in the art department and around the school • Art lessons develop the pupils aesthetic appreciation through oral and visual expression. • In Year 10, the Out of Nature unit gives pupils the opportunity to reflect on nature and their environment • BTEC London Architecture project BV • The Art Exhibition at the end of the year. • BTEC Work ready projects 	<p>meaning that will often convey a message. BV</p> <ul style="list-style-type: none"> • Ethical issues discussed with artists such as Kahlo in year 11, and the controversy caused by the Sensation Gallery (Year 13) BV • Year 13 Powerpoint assembly linking the above and the death of Stephen Lawrence with Black History Month. • Reflections on Mandela (Year 13) 	<p>visual, tactile and other sensory qualities of their own and others work.</p> <ul style="list-style-type: none"> • We encourage independent thinking that will enable students to develop their ideas and intentions and express these in an appropriate manner. BV • Pupils annually engage in a Christmas Card Competition culminating in a display in the hall • The Saints representing our houses are an ongoing out of school project • Memento Moro Years 10/12 	<p>are conveyed.</p> <ul style="list-style-type: none"> • Students will be exposed to a wide variety of cultures, beliefs and religions. Through their investigations they will research and explore the religious and non-religious beliefs adopted by a variety of cultures from around the world. BV • Celebration of diverse cultural roots starting with Year 7 and culminating with the Year 11 Fusion Mock Exam BV • Celebration of diverse foods relating to roots- Years 7/8 BV • Aboriginal Art- Year 7 	<p>work</p> <ul style="list-style-type: none"> • Year 7 cultural background homework BV • Year 11 Fusion Mock Exam • Year 13 Unit 3a booklets responding to controversy in Art • Black History Month Exhibition in the hall • Large scale images of St Paul, Joseph, Francis, and Benedict • Year 11 Self Portraits • BTEC Level 2 pupils commission to design sets. • Pupils participating in a variety of different educational visits e.g. art gallery • Pupils discussing their beliefs, feelings, values and responses to personal experiences. BV
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Newman Catholic College SMSC Across the Curriculum Mapping

Further SMSC Opportunities beyond the Curriculum

	Social	Moral	Spiritual	Cultural
Collective Worship: Masses, Assemblies	<ul style="list-style-type: none"> •celebrating together 	<ul style="list-style-type: none"> • influence of values on behaviour 	<ul style="list-style-type: none"> • reflection on their own beliefs and values, and those of others 	<ul style="list-style-type: none"> • celebration of own and others' religious and cultural traditions
Management of behaviour	<ul style="list-style-type: none"> •living together in the school community 	<ul style="list-style-type: none"> • recognition of difference between right and wrong • Behaviour for Progress 	<ul style="list-style-type: none"> • sense of well-being in a secure and fair environment 	<ul style="list-style-type: none"> • recognising the culture of their school community
Codes of conduct: Class & school rules	<ul style="list-style-type: none"> •fostering good relationships and respect for property 	<ul style="list-style-type: none"> • living by the rules for the benefit of each other 	<ul style="list-style-type: none"> • learning respect for themselves and others and that holding values matters 	<ul style="list-style-type: none"> • communities need values and rules for living together
Awards and merit systems	<ul style="list-style-type: none"> •recognising the worth and achievement of others 	<ul style="list-style-type: none"> • positive actions and behaviour are rewarded 	<ul style="list-style-type: none"> • sense of being appreciated 	<ul style="list-style-type: none"> • reinforcement of the cultural values of the community
Equal opportunities: SEN, gender, multicultural, multi-ethnic	<ul style="list-style-type: none"> •diversity in society •challenging discrimination •equal opportunities for boys and girls – encourages complete integration 	<ul style="list-style-type: none"> • recognising values and beliefs that may be different from their own • challenging prejudice and stereotyping 	<ul style="list-style-type: none"> • values of mutual respect, equal worth • good relationships • a sense of being included 	<ul style="list-style-type: none"> • richness and diversity of cultures
Community links	<ul style="list-style-type: none"> •working together •Harlesden Young Voices •North London Citizens 	<ul style="list-style-type: none"> • recognition of the needs of others 	<ul style="list-style-type: none"> • being involved, participating, playing a part 	<ul style="list-style-type: none"> • insight into one's own and other cultures
Extra-curricular activities including educational visits	<ul style="list-style-type: none"> •team work, meeting others, working with interest groups •The US Charitable Trust-Music, Drama, Media and Digital Skills 	<ul style="list-style-type: none"> • channelling interests, talents or skills positively 	<ul style="list-style-type: none"> • sense of achievement and enjoyment when pursuing an interest, talent or skill 	<ul style="list-style-type: none"> • extending interests, talents and cultural pursuits
Student Council	<ul style="list-style-type: none"> •representation and democracy 	<ul style="list-style-type: none"> • making decisions • commitment • Anti Bullying Council • UNICEF RRSA 	<ul style="list-style-type: none"> • views and values recognised 	<ul style="list-style-type: none"> • belonging, playing a part in school life, community life
Preparation for adult life: PHSE and Citizenship, Sustainable development, Culture and creativity, Work and Careers	<ul style="list-style-type: none"> •social skills •being a 'good citizen' •democratic process •Work Ready programme •a better society/environment •working together in groups and 	<ul style="list-style-type: none"> • right and wrong behaviour • actions have consequences • responsibility and roles • care for the environment as a moral imperative • Links with MET Schools Officers 	<ul style="list-style-type: none"> • social skills • being a 'good citizen' • democratic process • a better society/environment • working together in groups and teams 	<ul style="list-style-type: none"> • appreciation of environment, art, music, literature • aesthetic and creative qualities

Newman Catholic College SMSC Across the Curriculum Mapping

	teams			
Healthy School Breakfast Club	<ul style="list-style-type: none"> •eating and sharing together •using social skills •opportunities to assist with serving and cleaning •team work, meeting others 	<ul style="list-style-type: none"> • recognition of needs of others • making decisions • caring for each other • rules of mealtimes 	<ul style="list-style-type: none"> • eating and sharing together • using social skills • opportunities to assist with serving and cleaning • team work, meeting others 	<ul style="list-style-type: none"> •experiencing breakfasts of English and other cultures •belonging to a group
Literacy Keywords	<ul style="list-style-type: none"> • Team, Skills, Community, Qualities, Reflect, Appreciate, Opinions, Social, Resolve, Responsibility, Group, Share, Sensitive, Behaviour, Participate, Respect, Understand, Appreciate 	<ul style="list-style-type: none"> • Respect, Rights, Views, Opinions, Responsibility, Right, Wrong, Principles, Considerate, Values, Explore, Consequences, Personal, Reasonable, Expression, Proud, Essential, Safety 	<ul style="list-style-type: none"> • Reflection, Respect, Values, Creative, Imaginative, Peace, Calm, Reflection, Persistence, Values, Mysterious, Whole, Awareness, Expressive, Appreciation, Challenge, Intangible, Empathy, Emotions, Beliefs 	<ul style="list-style-type: none"> • Traditions, Heritage, Diversity, Societies, Respect, Beliefs, Dynamic, Language, Equality, Values, Beliefs, Dignity, Evolutionary, Interdependence, Participate, Achievement, Nature, Appreciate

Citizenship at NCC

At Newman Catholic College, Citizenship education is recognised as a necessary part of a young person's' full educational entitlement. Citizenship should engage young people at the following three interrelated levels:

- Gaining knowledge and understanding about becoming informed citizens
- Developing skills of enquiry and communication
- Developing skills of participation and responsible action

At Newman Catholic College, Citizenship is delivered and supported within a whole school approach, which includes a combination of:

- Discrete Citizenship provision within curriculum areas through the UNICEF Rights Respecting Schools Award based on the Convention of the Rights of the Child
- Religious Studies
- Discrete subject teaching of Citizenship in GCSE
- Teaching Citizenship through tutor led activities in registration
- Citizenship events, including suspended timetable events such as Mass Days, Growing against Gangs, Your Life You Choose

Newman Catholic College SMSC Across the Curriculum Mapping

- Outside agencies, including theatre groups.
- Through community projects such as Brent Anti Bullying Council, Youth Travel Ambassadors, London Citizens, Brent Youth Parliament, Harlesden Young Voices
- The work of the School council

Aims

The aim of Citizenship education is to enable young people to:

1. Gain knowledge and understanding about the basis of cultural heritage and the development of different communities through a cross-curricular input and community involvement.
2. Develop their self-confidence and their decision-making skills
3. Enquire about the differences, injustices, rights and responsibilities within their own and the wider community.
4. Gain an appreciation of the necessary part they play within the community of our school and how this is reflected in the wider community.
5. Learn about institutions, issues, problems and practices in our democracy.

Citizenship and the Curriculum

The school curriculum should aim to provide opportunities for all pupils to learn and to achieve.

The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

These two aims reinforce each other. The personal development of pupils spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. Development in both areas is essential to raising standards of all pupils.

Citizenship assists in supporting a range of outcomes that includes to:

- Be Safe
- Be Healthy
- Be able to enjoy and achieve
- Achieve economic well-being.
- Make a positive contribution.

Newman Catholic College SMSC Across the Curriculum Mapping

Delivery of Citizenship by Department at Keystage 3

- Each department has been assigned articles of the Convention of the Rights of the Child which they are to deliver in lessons either as a discreet part of their existing curriculum or as stand-alone lessons.
- Themes have been chosen according to the citizenship curriculum audit completed in 2011.
- Departments are free to choose the best methods of delivery and recording of the Citizenship programme, however evidence should be retained for potential external citizenship inspections as well as rolling departmental reviews. Delivery and work evidence will be requested at the end of each term.
- Pupils are expected to record that they have completed each article in the RRSA section of the planner.
- Departments are requested to retain pupil's work as evidence (separate to normal departmental work). This should be retained in evidence folders, but may also be evidenced through displays, video/photographic evidence.
- Lessons should be delivered one per half-term, yet may be better suited as a mini-project (ie over 5-6 lessons)
- Departments to teach an aspect of these themes to ALL year groups

Subject: Music

Article 1 – Definition of the Child: MUSIC

Everyone under the age of 18 has all the rights in this Convention.

Article 39 – Rehabilitation of Child Victims: MUSIC/ART

If you have been neglected or abused, you should receive special help to restore your self-respect.

Article 41 – Respect for better national standards: MUSIC

If the laws of a particular country protect you better than the articles of the Convention, then those laws should stay.

Subject: Maths

Article 3 – Best interests of the Child: MATHS

All organisations concerned with children should work towards what is best for you.

Article 18 – Parental Responsibilities; State Assistance: MATHS

Both parents share responsibility for bringing up their children, and should always consider what is best for each child. Governments should help parents by providing services to support them, especially if both parents work.

Article 26 – Social Security: MATHS

The government should provide extra money for the children of families in need.

Article 27 – Adequate standard of living: MATHS

You have a right to a standard of living that is good enough to meet your physical and mental needs. The government should help families who cannot afford to provide this.

Article 42 – Knowledge of Rights: MATHS/ART

The government should make the Convention known to all parents and children.

Subject: English

Article 9 – Separation from Parents: ENGLISH (Drama)

You should not be separated from your parents unless it is for your own good - for example, if a parent is mistreating or neglecting you. If your parents have separated, you have the

Newman Catholic College SMSC Across the Curriculum Mapping

right to stay in contact with both parents, unless this might harm you.

Article 10 – Family reunification: ENGLISH (Drama)

Families who live in different countries should be allowed to move between those countries so that parents and children can stay in contact or get back together as a family.

Article 12 – Respect for the views of the child: ENGLISH

You have the right to say what you think should happen when adults are making decisions that affect you, and to have your opinions taken into account.

Article 13 – Freedom of Expression: ENGLISH

You have the right to get, and to share, information as long as the information is not damaging to yourself or others.

Article 17 – Access to information from Mass Media: ICT, ENGLISH (Drama)

You have the right to reliable information from the mass media. Television, radio, and newspapers should provide information that you can understand, and should not promote materials that could harm you.

Article 29 – Goals of Education: ENGLISH

Education should develop your personality and talents to the full. It should encourage you to respect human rights as well as respect your parents, your own cultures and the environment.

Article 40 – Juvenile Justice: ENGLISH

If you are accused of breaking the law, you should receive legal help. Prison sentences for children should only be used for the most serious offences.

Subject: Religious Education

Article 2 – Without Discrimination: RE

The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say, no matter what type of family they come from.

Article 5 – Parental Guidance: RE

Governments should respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use their rights properly.

Article 14 – Freedom of thought, belief and religion: RE

You have the right to think and believe what you want and to practise your religion, as long as you are not stopping other people from enjoying their rights. Parents should guide children on these matters.

Article 23 – Children with Disability: SCIENCE/RE

If you have a disability, you should receive special care and support so that you can live a full and independent life.

Article 34 – Sexual Exploitation: RE

The government should protect you from sexual abuse.

Subject: Science

Article 19 – Protection from all forms of Violence: SCIENCE

Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents or anyone else who looks after them.

Article 21 – Adoption: SCIENCE

If you are adopted, the first concern must be what is best for you. The same rules should apply whether the adoption takes place in the country where you were born or if you move to another country.

Article 23 – Children with Disability: SCIENCE/RE

If you have a disability, you should receive special care and support so that you can live a full and independent life.

Article 24 – Health and health services: PE/SCIENCE

You have the right to good quality health care and to clean water, nutritious food and a clean environment so that you can stay healthy. Rich countries should help poorer countries achieve this.

Article 25 – Review of treatment in care: SCIENCE

Newman Catholic College SMSC Across the Curriculum Mapping

If you are looked after by your local authority rather than your parents, you should have your situation reviewed regularly.

Article 33 – Drug abuse: SCIENCE

The government should provide ways of protecting you from dangerous drugs.

Subject: Geography

Article 11 – Kidnapping and Trafficking: GEOGRAPHY

Governments should take steps to stop children being taken out of their own country illegally.

Article 22 - Refugee Children: GEOGRAPHY

If you are a child who has come into a country as a refugee, you should have the same rights as children born in that country

Article 28 – Right to Education: GEOGRAPHY

You have a right to an education. Discipline in schools should respect children’s human dignity. Primary education should be free. Wealthy countries should help poorer countries achieve this.

Article 32 – Child Labour: GEOGRAPHY

The government should protect you from work that is dangerous or might harm your health or education.

Subject: History

Article 4 – Protection of Rights: HISTORY

Governments should make these rights available to you.

Article 15 – Freedom of Association: HISTORY

You have the right to meet with other children and young people and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 37 – Detention: HISTORY

If you break the law, you should not be treated cruelly. You should not be put in a prison with adults and you should be able to keep in contact with your family.

Article 38 – Warm and Armed Conflicts: HISTORY

Governments should not allow children under 16 to join the army. In war zones, you should receive special protection.

Subject: Art

Article 30 – Children of minorities: MFL/ART

You have a right to learn and use the language and customs of your family whether or not these are shared by the majority of the people in the country where you live.

Article 31 – Leisure, Play and Culture: PE/ART/D&T

You have a right to relax, play and join in a wide range of cultural and artistic activities

Article 39 – Rehabilitation of Child Victims: MUSIC/ART

If you have been neglected or abused, you should receive special help to restore your self-respect.

Article 42 – Knowledge of Rights: MATHS/ART

The government should make the Convention known to all parents and children.

Subject: Physical Education

Article 6 – Survival and Development: PE

You have the right to life. Governments should ensure that children survive and develop as healthily as possible.

Article 24 – Health and health services: PE/SCIENCE

You have the right to good quality health care and to clean water, nutritious food and a clean environment so that you can stay healthy. Rich countries should help poorer countries achieve this.

Article 31 – Leisure, Play and Culture: PE/ART/D&T

Newman Catholic College SMSC Across the Curriculum Mapping

You have a right to relax, play and join in a wide range of cultural and artistic activities

Subject: MFL

Article 7 – Registration name, nationality, care: MFL

You have the right to a legally registered name and nationality. You also have the right to know and, as far as possible, to be cared for by your parents.

Article 20 – Children deprived of a family: MFL

If you cannot be looked after by your own family, you must be looked after properly, by people who respect your religion, culture and language.

Article 30 – Children of minorities: MFL/ART

You have a right to learn and use the language and customs of your family whether or not these are shared by the majority of the people in the country where you live.

Subject: Design Technology

Article 8 – Preservation of Identity: D&T

Governments should respect children's right to a name, nationality and family ties.

Article 31 – Leisure, Play and Culture: PE/ART/D&T

You have a right to relax, play and join in a wide range of cultural and artistic activities

Article 35 – Abduction: D&T

The government should ensure that you are not abducted or sold.

Article 36 – Other forms of exploitation: D&T

You should be protected from any activities that could harm your development.

Subject: ICT

Article 16 – Right to Privacy: ICT

You have the right to privacy. The law should protect you from attacks against your way of life, your good name, your family and your home.

Article 17 – Access to information from Mass Media: ICT, ENGLISH (Drama)

You have the right to reliable information from the mass media. Television, radio, and newspapers should provide information that you can understand, and should not promote materials that could harm you.

Citizenship at Keystage 4

Citizenship is taught as a subject in GCSE. The Year 10 course broadly follows the OCR specification. It includes topics/themes and issues relating to:

- What do we mean by the 'British'?
- Identity
- Migration
- The Justice system including the Youth courts and sentencing.
- Human rights
- How laws are passed

Newman Catholic College SMSC Across the Curriculum Mapping

- Politics today
- Political parties
- Pressure groups
- Votes for Women
- Non democratic countries
- The European Union
- The work of the United Nations

Student Council and Citizenship

- Ensure that all students have a voice, where appropriate, in the development of the school
- Involve students in the concept of Convention on the Rights of the Child- Rights and Responsibilities
- Become involved in suitable projects to enhance the quality of life for the students and the wider community.
- All students are responsible for: Their full participation in the Citizenship and Pastoral programmes, taking up training and learning opportunities
- Ensuring they are aware of both their Rights and Responsibilities as students of this school and the wider community.

British Values

Newman Catholic College recognises its responsibility to ensure that our students develop into well rounded, confident adults and responsible, open minded citizens with an appreciation of life in modern Britain.

Newman Catholic College promotes fundamental British values and principles which all those living in the UK should respect and support. These values are reflected in the responsibilities, rights and privileges of being a British citizen or permanent resident of the UK. They are based on history and traditions and are protected by law, customs and expectations. There is no place in British society for extremism or intolerance.

The fundamental principles of British life that we promote at Newman Catholic College are linked to the UNICEF RRSA and include:

Democracy- Elections are held for head boy/girl, Student Council and Brent Youth Parliament representatives. Local councillors are invited in to speak about democracy. The Student Council meets fortnightly. The school is represented on the Brent Youth Parliament

Article 4 (protection of rights)

Article 5 (parental guidance)

The rule of law- Close relationships with the Metropolitan Police schools team who speak at assemblies/work in partnership with behaviour and safety, The Your Life You Choose programme, Citizenship curriculum

Article 27 (adequate standard of living)

Article 28 (right to education)

Newman Catholic College SMSC Across the Curriculum Mapping

Article 29 (goals of education)

Article 40 (juvenile justice)

Article 41 (respect for better national standards)

Individual liberty- The UNICEF Convention on the Rights of the Child is embedded in the school and ensures students are aware of their individual rights and freedom

Article 12 (respect for the views of the child)

Article 13 (freedom of expression)

Article 14 (freedom of thought, belief and religion)

Article 15 (freedom of association)

Tolerance of those with different faiths, beliefs, cultural backgrounds and languages- We are an inclusive school welcome and accepting of all

Article 2 (without discrimination)

Article 30 (children of minorities)

Participation in community life- An extensive range of extended school activities is on offer to all students, Students participate in the community through their involvement in Student Council, London Citizens, Brent Anti Bullying Council, Brent Youth Parliament, Youth Travel Ambassadors Programme, Harlesden Young Voices.

Article 31 (leisure, play and culture)

Embedding British Values at Newman Catholic College

The DfE have recently reinforced the need *“to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”*

The government set out its definition of British values in the 2011 Prevent Counter Terrorism Strategy, and these values have been reiterated by the Prime Minister in 2014. At Newman Catholic College these values are reinforced regularly and in the following ways:

Democracy:

Democracy is active within the school. The election of the School Council members reflects our British electoral system and demonstrates democracy in action: candidates make speeches, pupils consider characteristics important for an elected representative, pupils vote in secret. Made up of two representatives from each class, the School Council meets fortnightly to discuss issues raised by the different classes. Pupils have the opportunity to have their voices heard through our Student Council and Pupil questionnaires. The elections of Student Council representatives, Head Boy and Head Girl are based solely on pupil votes. Our school's Behaviour for Progress Policy involves rewards which the pupils earn. We recently carried out a School Mock election before the General Election where every student had the opportunity to cast their vote. Our London Citizens students took part in a hustings with local political candidates and held them to account on the London Citizens manifesto issues. Local councillors are invited into speak to the school council. Our local Member of Parliament is a friend and supporter of the school. The School Council, GCSE Citizenship students and Youth travel Ambassadors groups have lobbied for the Zebra Crossing in front of the school. This was achieved. Using Pupil Feedback forms, children are asked to respond and

Newman Catholic College SMSC Across the Curriculum Mapping

reflect on the teaching and learning as part of the rolling department reviews. We encourage pupils to take ownership of not only their school but also of their own learning and progress. This encourages a heightened sense of both personal and social responsibility and is demonstrated on a daily basis by our pupils.

The Rule of Law:

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities and a strong partnership with the Police; etc. are regular parts of our calendar and help reinforce this message.

Individual Liberty:

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through of provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our E-Safety and Citizenship as well as SMSC across the Curriculum in subject specific lessons. Whether it is through choice of challenge, of how they record, of participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices. A London Citizens listening campaign established that safety to and from school was a concern. As a result they have set up the largest City Safe Zone in London with over 64 businesses signed up. Traffic safety was another issue and a collective effort from the Student Council, Youth Travel Ambassadors and GCSE Citizenship students has ensured that we now have a zebra crossing in front of the school.

Mutual Respect:

Part of our school ethos and Behaviour for Progress Policy has revolved around Core Values such as 'Respect', and pupils have been part of discussions and assemblies related to what this means and how it is shown. Posters around the school promote respect for others and this is reiterated through our classroom and learning rules, as well as our Behaviour for Progress Policy.

Tolerance of those of Different Faiths and Beliefs:

This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE. The school has a high-profile EAL department who make links to languages spoken by our EAL pupils. We have over 50 different languages spoken. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school. Regular class masses take place weekly. Our Muslim Staff and Students pray together every Friday lunchtime. Although we are a Catholic school recognition and awareness is given to key non-Christian religious events such as Diwali, Ramadan, Eid

Appendices & Evidence

- SMSC Evidence Grid January 2019
- Sex and Relationships Education policy
- School Masses and Assemblies Rota
- Extended School Activities
- Educational Visits Folder
- E Safety Policy
- Drop Down Day schedule