

SMSC coverage in the curriculum at West Kirby School and College
Key Stage 3 and 4



Subject	Spiritual	Moral	Social	Cultural
Art	<p>Yr. 7 - pupils look at the wonder of the world around them, through studying Colour and Landscape art.</p> <p>Yr. 8 - Through the textile unit's pupils will investigate visual, tactile and other sensory qualities of their own and others work.</p> <p>Yr. 9 - Within the Photography project pupils reflect on where they have seen photographs and where they have taken them.</p> <p>Yr. 10/11- All outcomes are encouraged to show individuality that is purposeful and meaningful. Students are encouraged to explore their own ideas and meaning in order to promote self-identity. Independent reflections on own work through self-evaluations.</p>	<p>Yr. 7- pupils discuss cartoon graffiti artists and the law.</p> <p>Yr. 8 - through the recycled art project pupils discuss the consequences of their actions on the planet.</p> <p>Yr. 9 - In Photography they discuss photojournalism and whether it always is a truthful representation of events</p> <p>Yr. 10/11-Students explore aesthetics- and are given the opportunity to give an opinion as to what looks good and what does not. All students are taught to understand and read an artwork in order to relate to a concept or idea that conveys a meaning. Students are required to give an opinion on others' work with justification for their view.</p>	<p>Yr. 7 - pupils look at the theme of Identity in art and discuss differences and similarities</p> <p>Yr. 8 - pupils work collaboratively to produce artworks relating to the recycled art theme.</p> <p>Yr. 9 - pupils in the architecture unit discuss site specific work.</p> <p>Yr. 10/11 - pupils take part in group critics where they comment on and respond to each other's work and ideas.</p>	<p>Yr. 7 -Pupils look at cartooning and animation and cultural influences on it.</p> <p>Yr8 - look at the Pop Art movement and its cultural influences.</p> <p>Yr. - 9 - Pupils look at the work of John Piper, his role as war artist, his images or pupils and stained glass.</p> <p>Yr. 10/11Students will develop their knowledge and understanding of artist's ideas and concepts identifying how meanings are conveyed. 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.</p>
Drama	<p>Yr. 7 - Silent Movies - students develop their physical acting skills by exploring the genre of Silent Movie</p> <p>Yr. 8 - How can we use symbolism & metaphors in performance? Developing Ensemble skills to create abstract drama</p> <p>Yr. 9 - What type of theatre is more powerful, naturalistic or non-naturalistic? Explore a range of performance styles including Brecht, Stanislavski, Berkoff</p> <p>Yr. 9 - Using a piece of text to experience role play, improvisation and style</p> <p>KS4 - Young people show how they are developing their interest, knowledge and skills in a creative Arts</p>	<p>Yr. 7 - Drama Conventions - using The Arrival by Shaun Tan students will explore themes of migration and change using a range of drama conventions.</p> <p>Yr. 7 - Using historical facts to develop empathy, leading to a performance using the conventions to show the journey and life of an Evacuee</p> <p>Yr. 9 - Can drama help us be healthy? Theatre in Education – explore the effects of Mental Health and how to educate a Year 6 audience on the signs and how to get help</p> <p>KS4 - Young people</p>	<p>Yr. 7 - Using historical facts to develop empathy, leading to a performance using the conventions to show the journey and life of an Evacuee</p> <p>Yr. 8 - Exploring the true story of the disappearance of Dan Nolan – students explore the range of drama conventions & style of Verbatim Theatre</p> <p>Yr. 8 - Commedia and Pantomime Students to develop their physical comedy skills over a series of teacher led workshops, including the art of slapstick to retell a fairy-tale as a pantomime</p> <p>KS4 - Young people plan to pass on their</p>	<p>Yr. 7 - Greek Theatre – To explore the beginnings of theatre, including the amphitheatres, Greek mythology and features of Greek performance</p> <p>Yr. 7 - Macbeth – Students will explore plot, character, language, structure</p> <p>Yr. 8 - Romeo and Juliet - Exploring plot, character, language & structure of a tragedy</p> <p>KS4 - Young people go to at least one arts event. They reflect on why they enjoyed it, the quality of the event and the art form involved. They then share their views with others.</p>

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		use simple research methods to find out about an artist/ crafts person or arts practitioner who inspires them and communicates what they have learnt.	arts skill/knowledge to others by leading a short workshop or presentation which includes an explanation of their skills. They review how it went.	
English	<p>Yr. 7 - Pupils study a range of poetry and analyse meaning</p> <p>Yr. 8 - Pupils discuss the concepts of dystopia and utopia</p> <p>Yr. 10 - Pupils study the play Blood Brothers and look at the power of fate</p> <p>Yr. 9 - pupils study seminal world literature and different cultures</p> <p>All pupils - Get the opportunity to exercise their imagination through creative writing</p>	<p>Yr. 7 - Pupils study newspapers, television and media. Pupils analyse the impacts that media has on society</p> <p>Yr. 7 - Pupils study fairy tales and the art of storytelling; analysing morals in stories</p> <p>Yr. 8 - Pupils study various plays by Shakespeare e.g. Romeo and Juliet</p> <p>Yr. 9 - Pupils study War Poetry to help understand the moral dilemmas surrounding war</p> <p>Yr. 9 - Pupils study Charles Dickens and read Oliver Twist</p> <p>Yr. 9 - Pupils study the novel War Horse</p> <p>Yr. 9 - Pupils study Hamlet</p>	<p>Yr. 7 - Pupils study the theme of childhood and read The Boy by Roald Dahl</p> <p>Yr. 7 - Pupils study the novel Skellig which looks at family dynamics</p> <p>Yr. 8 Pupils study "Romeo and Juliet" which looks at parental responsibility</p> <p>Yr. 10 - Pupils study the play Blood Brothers and discuss social injustice</p> <p>Yr. 10 - Pupils develop their speaking and listening skills through debate</p> <p>Yr. 10 - Pupils research different political parties</p> <p>Yr. 10 - Pupils analyse famous speeches</p>	<p>Yr. 8 - Pupils study poetry from different cultures</p> <p>Yr. 8 - Pupils study short stories from different cultures and look at identity</p> <p>Yr. 8 - Pupils study travel and tourism writing and journalism</p> <p>Yr. 9 - Seminal world literature and different cultures</p>
DT	<p>All - Pupils develop skills that can be used throughout their lives. Practical skills gained in this subject can positively affect the wellbeing of pupils as they gain resilience through solving problems and fixing things.</p> <p>KS4 DT - Pupils respond to briefs that focus on religious artefacts, researching faiths and cultures to influence practical outcomes.</p>	<p>Yr. 9 - Pupils have researched and designed products that meet the needs of users with mobility problems.</p> <p>Yr. 9 - Pupils evaluate how built-in obsolescence in new products has led for a 'throwaway' culture.</p> <p>Yr. 9 - Students investigate offshore manufacture of mass produced products in developing countries by multinational companies.</p> <p>Yr. 8 - Have created sustainable bug hotels that are recycled and biodegradable.</p> <p>KS4 DT - Pupils research and design</p>	<p>KS4 DT - Pupils carry out research interviewing peers in order to gain responses to their own work.</p> <p>Yr. 8 - Pupils study: Life on Mars. Pupils consider habitat, lifestyles and the prospect of humans living on Mars.</p>	<p>Yr. 9 - Pupils research British designers and how they have affected cultural movements within the design timeline.</p> <p>Yr. 9 - Pupils investigate how tolerance of different cultures to avoid offence influences the designing and manufacturing of products.</p>

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		products that follow the principles of upcycling and sustainability.		
Computing	<p>Pupils develop empathy for those without technology and how this affects their life. KS4</p> <p>Pupils discuss the evolution of technology and how that helps/hinders humankind (weapons / the internet / social media) - KS3 / 4</p>	<p>Pupils learn how legal, ethical, safety and security issues affect how computers should be used. - KS3/4</p> <p>Pupils investigate online safety - KS3/4</p>	<p>Pupils investigate the digital divide- KS3/4</p> <p>Pupils learn how to report and tackle online issues such as cyberbullying including designing posters/websites etc. - KS3/4</p> <p>Pupils collaborate online with each other and staff - KS3/4</p> <p>Pupils create content for specific audiences. - KS3/4</p>	<p>Pupils use ethical and lawful access to images and sounds not infringing copyright - KS3/4</p> <p>Pupils look at the effect of mechanisation upon industry and the workforce. KS3/4</p> <p>Pupils investigate how to solve issues for businesses using technology KS4.</p>
Science	<p>Ks3- Promoting a lifelong interest in science and looking to work scientifically whilst looking at how to plan and use investigations then analysing and evaluating data.</p> <p>KS4- Pupils investigate the evolution of organisms through examining evidence. Pupils discuss the encroachment of man on habitats and the decrease in animal populations.</p> <p>KS4 - students learn about different forms of contraception, also that some religions are against use of contraception.</p>	<p>Ks4- pupils study the moral dilemmas of Stem cell use, fertility treatment, Genetic engineering and cloning.</p> <p>KS3 and 4 - Energy resources - focus on renewable energy and the impact on the environment.</p> <p>KS3 and 4 - Deforestation and the global consequences.</p> <p>KS4 - chemistry combustion of hydrogens and the haber process and the impacts of global warming and acid rain on the environment.</p>	<p>Ks3- Pupils study the effects on individuals and communities caused by drugs and alcohol</p> <p>KS3 and KS4 working collaboratively during investigations, discussing results and improving reliability.</p> <p>KS4 &3- Pupils investigate how diet and lifestyle can affect a person's health and the implications on the health service and society.</p>	<p>Ks4- Pupils study the cultural effects of drug taking and its causal link to diseases.</p> <p>Ks3 and 4- Pupils will look at scientific contributions and theories from different cultures and nationalities.</p> <p>KS4- Pupils investigate the effects of the rapid population growth of humans and the consequences, including climate change, land, and air and water pollution.</p> <p>KS4- Pupils look at the history of vaccines and antibiotic development. They then look at future developments in medicine, for example nanotechnology to aid drug delivery and the treatment of cancers.</p>
History	<p>Yr. 7 - Pupils study the impact of Norman England and William the Conqueror on England's future after 1066.</p> <p>Yr8 - Pupils will learn how people believed in the spiritual side in relation to how people became ill - medieval medicine / germ theory / miasma.</p> <p>Yr. 9 - Pupil study the spirituality of humans during the 1WW and 2WW</p>	<p>Yr. 7 - Pupils study the Peasants Revolt and the moral implications behind it.</p> <p>Yr. 8 - Pupil study how the Black Death affected Britain and surrounding areas of Europe and the wider world and the moral implications that came with it.</p> <p>Yr. 9 Pupils will learn the morality beyond</p>	<p>Yr. 7 - Pupils learn about the social implications in relation to the Feudal System and Domesday Book.</p> <p>Yr. 8 - Pupil study how the Black Death affected Britain and surrounding areas of Europe and the wider world. Pupils will learn about the social implications of poor hygiene.</p> <p>Yr. 9 - Study the social</p>	<p>Yr. 7 - Pupils will learn about different cultures - multicultural v mono culture in Medieval Britain and how different cultures were affected after William's conquering of England.</p> <p>Yr. 8 - Pupils study cultures in Medieval society - how the feudal system expanded through Europe.</p>

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	<p>and how people got through the wars</p> <p>KS 4 - Pupils have the opportunity to study History GCSE - module on spirituality - religion and medicine. Pupils also begin to learn where spirituality comes from, why some lean on it in times of war. How spirituality and belief helped people get through the wars.</p>	<p>war - 1WW and 2ww -Is war ever right? Pupils learn their morals to study this idea.</p> <p>KS4 - Pupils who choose History GCSE can engage in moral debates - League of Nations and The Treaty of Versailles and their effects. The morality of the Treaty of Versailles - was it right or wrong to punish Germany in 1919?</p>	<p>implications of war - how does war affect society as a whole?</p> <p>KS4 - GCSE History - pupils study the social implications within the 4 main topics - Germany 1890-1945, The Interwar years - 1918-1939, Norman England c1066-1100 and Medicine through Time - c1000 - present day. All have social implications which are studied, discussed and reviewed.</p>	<p>Yr. 9 - To look at the different cultures affected by the two world wars - throughout Europe and beyond.</p> <p>KS4 - History GCSE - study of different cultures - Germany 1890-1945, Norman England c1066-1100 - how cultures of people were affected during this time and the historical implications.</p>
Geography	<p>KS3 - pupils will study different countries and continents of the world and understand their beliefs. Geography inspires awe and wonder at the natural world: both at the physical and human features. It also inspires wonder of the natural environment such as rivers, mountains, hills, volcanoes and the effect of weather and climate. It also includes the effect that the environment continues to have on settlement and peoples' daily lives.</p>	<p>KS3 pupils to look at the effects on the Earth of deforestation and other such dilemmas. Geography provides opportunities for students to recognise that development takes place within a global context and that local decisions affect and are affected by decisions and processes in other countries for example river pollution. Issues of justice, fairness and democracy are central and can be debated in terms of students' own experiences as well as using geographical issues as contexts.</p>	<p>Comparing and contrasting the importance of certain types of farming/sustainability etc. Geography involves the study of real people in different societies. In looking at their own locality and others in the world, students' sense of identity and community can be strengthened</p>	<p>KS3 pupils will look into the effects of climate change and other people's views. Cultural education involves the study of real people in real places in the present. It provides opportunities for multicultural education through recognising commonalities and differences. It also encourages students to reflect on their own personal reality of sense of space.</p>
Maths	<p>All Key Stages Make sense of the world around them and we strive by enabling students to explore the connections between their numeracy skills and every-day life. Developing deep thinking and an ability to question See the sequences, patterns, symmetry and scale both in the man-made and the natural world and to use maths as a tool to explore it more fully</p>	<p>All Key Stages- Opportunities to use their maths skills in real life contexts, applying and exploring the skills required in solving various problems. Analyse data and consider the implications of misleading or biased statistical calculations. Make a choice that relates to the result they are looking for. The logical aspect of this relates strongly to the right/wrong responses in maths.</p>	<p>All Key Stages Problem solving skills and teamwork are fundamental to mathematics through creative thinking, discussion, explaining and presenting ideas. Students are always encouraged to explain concepts to each other and support each other in their learning. Students realise their own strengths and feel a sense of achievement which often boosts confidence.</p>	<p>All Key Stages Mathematics is a universal language with a myriad of cultural inputs throughout the ages. Various approaches to mathematics from around the world are used and this provides an opportunity to discuss their origins. Develop an awareness of both the history of maths alongside the realisation that many topics learnt today have travelled across the world and are used internationally</p>

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<p>Lifeskills</p>	<p>Year 7/8/9/10/11 - Preparation for work</p> <p>Year 8 - Rights and Responsibilities Discussed the human Right to be able to practice their chosen religion</p> <p>Year 8/9 - working towards goals</p>	<p>Year 7/9/10/11 - Parenting awareness</p> <p>Year 7/8/9/10/11 - Managing own money</p> <p>Year 8 (level 2) - Rights and responsibilities - learning about your rights as a human being. Learning about Laws and who upholds the laws</p> <p>Year 8/9/12 - Dealing with problems in daily life</p> <p>Year 12 - Planning and reviewing learning</p> <p>Year 12 - Preparing for and giving a presentation</p> <p>Year 12 - Developing self</p>	<p>Year 7/8 - Community action</p> <p>Year 7/8/9/11 - Making the most of your leisure time.</p> <p>Year 7/8/9 Personal safety and community</p> <p>Year 8 (level 2) Healthy living Learning about healthy diet</p> <p>Year 8/9 - working as part of a group</p> <p>Year 9/10/11 - Managing social relationships</p> <p>Year 9/11 - Food safety in the community</p> <p>Year 12 - Introduction to working with others</p> <p>Year 12 - Planning and carrying out research</p>	<p>Year 7/9/10 - Healthy living</p> <p>Year 7/8 - Using technology and home and the community</p> <p>Year 7/8/9/10/11 - Environmental awareness</p> <p>Year 8/10 - Making the most of Leisure time, how we can visit Museums, Art galleries etc. in our leisure time</p> <p>Year 10 - Identity of Cultural Diversity</p> <p>Year 11 - Healthy eating</p>
<p>PSHEE</p>	<p>Year 7: Self- concept</p> <p>Year 8: Choices and pathways</p> <p>Year 9: Mental Health and emotional well-being.</p> <p>KS4: Self-concept. Mental Health and Emotional Wellbeing</p>	<p>Year 7: Positive relationships Relationship values</p> <p>Year 8: Bullying, abuse and discrimination</p> <p>Year 9: Drugs, alcohol and tobacco. Consent</p> <p>KS4: Drugs, Alcohol and Tobacco Managing Personal Safety. Consent Bullying, abuse and discrimination</p>	<p>Year 7: Forming and maintaining respectful relationships</p> <p>Year 8: Managing risk and personal safety Social influences</p> <p>Year 9: Drugs, alcohol and tobacco.</p> <p>KS4: Positive relationships Relationship values Forming and maintaining respectful relationships</p>	<p>Year 7: Media literacy and digital resilience</p> <p>Year 8: Puberty and sexual health</p> <p>Year 9: Contraception and parenthood Employment rights and responsibilities Financial choices</p> <p>KS4: Media Literacy and digital resilience</p>
<p>Food Tech</p>	<p>Foods from religious celebrations.</p> <p>Health and hygiene.</p>	<p>Fairtrade</p> <p>Vegetarianism</p> <p>Diet and health</p>	<p>Developing skills to prepare meals for family and friends.</p> <p>Preparing products for charity and school events.</p> <p>Producing items to sell for Whole school Enterprise projects.</p>	<p>Traditional British recipes</p> <p>Where does our food come from?</p> <p>Cakes from other cultures.</p> <p>International street food.</p> <p>International breads.</p>

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<p>PE</p>	<p>Explore creativity through producing gymnastics and dance routines.</p> <p>Reflect and analyse their own and others performances.</p> <p>Create and develop own unique attacking and defensive set plays.</p>	<p>Promote fair play, teamwork and sportsmanship throughout all lessons</p> <p>Highlight and promote the advantages of health and lifestyle through PESSPA</p>	<p>Promoting teamwork throughout lessons as a team member</p> <p>Pupils adopt different roles such as leader, coach, umpire and analysts to develop communication and listening skills.</p> <p>Extra-curricular/option clubs to promote positive relationships</p>	<p>Explore dances from different cultures and backgrounds other than their own</p> <p>Gaining an understanding of different sports and their foundations</p> <p>Use of international examples of different athletes and their achievements</p>
<p>MFL</p>	<p>Exploring religious and non-religious celebrations in target language and reflecting on their meanings and significance.</p> <p>Discussing the role of faith/religion in target language countries.</p> <p>Promoting job and educational opportunities in the target country – widening student horizons.</p> <p>Recognizing the role language can play in promoting good self-esteem and confidence.</p>	<p>Studying and debating moral questions in target language.</p> <p>Students listening to and evaluating the work of others. Considering the value systems of different countries; how they compare or contrast to UK values</p> <p>Explaining the importance of following grammatical rules and laws.</p> <p>Discussing ways to create a sustainable environment and problems of pollution.</p> <p>Exploring the sustainable development of tourism.</p> <p>Discussing wealth and poverty Discussing ethical issues relating to scientific technological and medical research.</p>	<p>Studying the political systems and parties of the target language country.</p> <p>Discussing the effect of immigration on the target language country.</p> <p>Studying independence movements and other political groups within target language country</p> <p>Developing interpersonal skills necessary for successful relationships.</p> <p>Studying and debating social issues pertaining to the target country.</p> <p>Teaching social etiquette and manners through the spoken word.</p> <p>Promoting core British values such as individual liberty and free speech through the teaching of a foreign language.</p> <p>Exploring relationships between family members.</p> <p>Discussing qualities of friendship. Exploring healthy lifestyles and the impact of smoking, alcohol and drug abuse.</p> <p>Discussing marriage and cohabitation.</p> <p>Exploring issues surrounding inclusion,</p>	<p>Studying classic and modern literature of the target language country.</p> <p>Studying classic and modern art of the target language country.</p> <p>Understanding regional and cultural differences within the target language country.</p> <p>Studying national heroes and important historical figures from target language country</p> <p>Reflecting on how different cultures are portrayed in their textbooks.</p> <p>Experiencing media from the target country.</p>

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			poverty and homelessness Discussing the need for collaboration and cooperation	
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