

**Spiritual, Moral, Social and Cultural Development
@ Debenham High School**

The table below captures the work done across the school to nurture the whole child in aspects of spiritual, moral, social and cultural development. All of these aspects are considered essential to the educational development of young people in our care.

As a Church of England school our ethos is built around the Christian values of Humility, Peace, Creation, Compassion, Forgiveness, Wisdom, Reverence, Trust, Justice, Thankfulness, Endurance and Friendship. These are explicitly considered in assemblies but equally pervade all aspects of our work. Our whole school motto of “treat others as you would want to be treated” is the cornerstone of all SMSC development.

	Spiritual	Moral	Social	Cultural	British values
	Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.	Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.	Investigate and moral issues; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the fundamental values of British democracy.	Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.	Fundamental values of democracy, individual liberty, mutual respect, rule of law, tolerance and respect of those of different faiths and beliefs.
Curriculum	<p>Learning diaries for reflection and growth are used in tutor time and many subjects.</p> <p>PSHE Year 7: Transition unit at the start of the year looks at starting out in a new setting, how you deal with worries and concerns and how you make a positive impression and start. Year 8: Media and self-esteem explores stereotypes and self-image and hence the feeling of self worth. Year 10: Staying safe explores students' personal sense of self and identity with their family, the meaning of family and their own feelings about their life goals in this regard.</p> <p>French Students made aware of religious celebrations from French speaking countries. Exploring how languages influence development of cultures and faiths. Year9: Routine of a Catholic child – values, family, spiritual upbringing. Year11: Understanding different faiths in France, from Catholic to Muslim culture and issues of racism.</p>	<p>Our school positive management of behaviour policy ensures that our expectations are shared and clear and that our responses are consistent and proportionate.</p> <p>PSHE Year 7: Money management covers material worth and how your ideals are matched to financial circumstance. Year 8: Tobacco, Drugs and Alcohol covers effects of drugs on the body and then society as well as the laws around misuse.</p> <p>History Y9: Black peoples of the Americas- understanding the roots of 21st century racism in the USA. Contrasting the peaceful response of MLK with that of Malcolm X Y10: Nazism- what happens if the law itself becomes rotten. When is it right to break the law? (Christian response: Bonhoffer etc)</p> <p>Maths Consideration of bias and interpretation of statistics for different audiences and impact. Population density, exponential growth and human impact.</p>	<p>Collaborative working is encouraged across the curriculum. Students are expected to work together to improve the learning of all. Use of paired, group, ask the expert, shared presentational work and many other examples set the tone for all to support each others learning.</p> <p>PSHE Year 7: SRE explores friendships and how you develop your own personal voice but with appropriate ways of giving your opinion in different circumstances. Year 8: Coping with and avoiding anti-social behaviour covers bullying, crime, consequences of actions, vandalism and antisocial behaviour. Year 8: Community and First Aid covers a first aid course and how to help others. Year 8: Staying safe explores the appropriate use of social media and how this can be misused or dangerous. Year 8: Family explores the nature of family and how this is diverse. Year 9: Learning to learn explores how we are perceived as individuals and how we present ourselves in different circumstances. Year 9: Healthy balanced lifestyle explores drugs and modern culture,</p>	<p>The KS3 curriculum offers a breadth of lessons that ensure students experience culture and develop an appreciation for the sciences, arts, languages, sport and humanities in equal measure.</p> <p>At KS4 students have a core offer and can then chose from a wide range of options at GCSE.</p> <p>French Study of education, house and home in French speaking countries. Burkina Faso study in Year 9 understanding of poverty. Exploring the values, tolerance and racism within different cultures and languages.</p> <p>History Y7: Islamic Civilisations (contrast achievements centred around a look at the intellectual-capital Baghdad, and a contrast of Saladdin with King Richard. Y8: Can empires be justified? Y10: Nazism- the opposite of modern British values</p>	<p>Tolerance and respect for each other during work is evident in all curriculum areas through the ethose and school values. Group work and collaborative working is particularly evident in ADT and Music lessons where students frequently work in groups.</p> <p>PSHE Year 7: Transition unit at the start of the year students agree a class charter and how working together is important in any community. Year 7: Britain as a diverse society covers human rights, individual liberty, racism and the diversity of Britain and how it fits into a global community. Year 8: Politics covers the make-up, nature and purpose of government. Year 9: Crime and the justice system covers the meaning of democracy, a mock trial, absolute and non-absolute rights, punishment and reform. Year 10: Human rights covers UN declaration, rights, pressure groups and campaigning.</p> <p>History Y8: the emergence of a Constitutional Monarchy. Contrast with revolutionary France. Y9: Universal suffrage: importance, consequences, and the best way to</p>

	<p>History Y8: The Reformation and birth of the CoE Y7: Black Death Pre-scientific superstitious world-views in the past/present Y7: Church/state relations in the Middle Ages Y10: Nazis and the church</p> <p>Maths Religious symbols – symmetry meaning, tessellations, sequences and golden ratio</p> <p>Art Project work inspired by Celestial cities linked to diocesan anniversary. Year 7: Expressing emotions and feelings through Art. Year 8: Explore beliefs (own, Christian and others) and expression of these in Art Year 9: Identity projects in Art. GCSE: Learning about art forms from artists around the world and how this relates to themselves and their beliefs as a sense of expression.</p> <p>DT Reflection and creativity</p> <p>RE Study of three major religions, looking at aspects of a further six Personal exploration study in Year 9 – who am I?</p> <p>English and Drama Religious beliefs (particularly Biblical teaching) explored as part of understanding of texts. Many opportunities to write creatively poetry/prose/drama. In Drama students explore and interpret practically family, peer pressure and feelings.</p> <p>Science Year 9/10 (all students) and Year 11 (triple award students) discuss the origins of the universe from a scientific</p>	<p>PE Team games (invasion games)</p> <p>DT Ethical choices with regard to manufacturing, supply and human impact of any product.</p> <p>ICT Adherence to legislation and codes of practice, especially in regard to use of the internet, acknowledging sources and copyright.</p> <p>Science Ethical implications of scientific advancement such as environment, genetics, abortions, animal testing.</p> <p>English Discussion based on stimulus texts around morality/ethics – links between texts and own social surrounding. Discussion on changing moral values</p> <p>SEN Tackling bullying and social pressure</p> <p>ICT Students consider the impact of age, gender and disability on individual choices/use of digital devices</p> <p>RE Christianity: ethics course for all students in Year10/11: this includes medical ethics, environment, global poverty and just war.</p> <p>Science All groups of students look at the ethics of making decisions. For example, Year 10 look at PGD, decisions about genetic testing and screening, saviour siblings and such in Biology. In physics they look at renewable energy, nuclear energy and the impact developments will have on society. In chemistry and physics we look at climate change and the impact it will have on variety of groups, and</p>	<p>self-esteem in relation to this and healthy body: healthy minds. Year 10: Sports leaders all learn skills of communication and volunteering with younger students. Year 10: Staying safe explores issues encountered as a teenager and how one keeps a balance and safe actions in these settings.</p> <p>French Students consider the different forms of address and through this etiquette in both their own and a foreign languages. Year10/11: Understanding issues of immigration and employment in France. Work on French suburbs outside main cities and foreign social and political issues.</p> <p>History Y7: Did feudalism work? How did the Normans keep control, and what are the pros and cons of this style of rule? Magna Carta (limits) Y9: Capitalism v Communism Y11: Why is it hard to evaluate Communism/Cold War impartially?</p> <p>DT Moral and social issues – bag for life, fairtrade, ethical sourcing etc</p> <p>PE/Drama Expectations when working as a team, with a variety of abilities. Roles and responsibilities when working towards a to performance.</p> <p>ICT Students explore ideas, feelings and meaning whilst interpreting a project brief and creating promotional material</p> <p>PSHE+ Group withdrawn from the curriculum in Year7/8 for development of social skills and self-esteem.</p>	<p>ADT and Music Work influenced by different cultures e.g aboriginal art</p> <p>PE Olympic legacy unit – link with Olympic and Paralympic events</p> <p>Maths Exchange rates and foreign currency. Understanding of historical exploration and discovery of modern mathematical concepts.</p> <p>English Several units in all years which focus on texts from different cultures and identities.</p> <p>Music Year 7: Gamelan Music – culture and traditions and rules for performance linked to Gamelan music. Year 9: African music culture and identity links to music. West African traditions and music, particularly how drumming is used for communication within tribes. Year 9: Blues music – explore the slave trade and links from West African music to music from Deep South – Blues – Jazz – Modern Pop. GCSE: Indian music, African Music, Celtic Fusion, Scottish Folk music fused with western pop influences.</p> <p>Art Year 9/10/11: Historical and contemporary cultures, within the UK and beyond.</p>	<p>achieve it Y10: Contrast of British and Weimar democracy (proportional representation) Y11: Course includes impact of communism and one party state on political and social life in the Eastern block compared to democracy in the West.</p> <p>English Selection of texts such as Animal Farm, Hangman and war poetry that consider the historical development of a democratic society. Issues such as patriotism and duty.</p> <p>Art All work discussed and respected. Own opinions given and importance of viewpoint and expression in all working.</p>
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	<p>background. This often leads to a discussion about the similarities and differences between science and religion.</p> <p>Year 9/10 all students look at the origins of life and evolution. Lamarckian and Darwinian theories, which can lead to religious views.</p> <p>Music</p> <p>Year 7: Gamelan music – explore how Indonesian music is linked to Buddhist religion.</p> <p>Year 8: Indian music – explore how this is linked to Hinduism, Performance relates to stay of Krishna.</p> <p>GCSE: Handel’s Messiah – exploring the oratorio – biblical story set to music..</p>	<p>the decisions we need to make about it.</p> <p>Art</p> <p>Year 9/10/11: Grafitti and laws around this.</p> <p>GCSE: Art projects explore moral issues e.g. perception of teenagers, racism etc</p>	<p>ICT</p> <p>Refecation upon the impact of ICT in your own life and others, considering the social, economic, legal and moral issues. Codes of conduct for business.</p> <p>English</p> <p>Group and whole class discussion on sensitive issues with focus on respecting viewpoints of others. Research into issues that students feel strongly about, having to consider the view point of others.</p> <p>Texts chosen to explore tolerance and understanding e.g. The Curious Incident of the Dog in the Nighttime.</p> <p>Science</p> <p>A key aspect of the science course is collaboration between different groups (such as countries, institutions, public and private sectors). We use current examples to emphasise the collaborations (such as Philae, looking for vaccines for Ebola).</p> <p>Art</p> <p>Year 7/8: Group work in all units</p> <p>Year 9: Looking at identity through contemporary art – understanding the viewpoints of others.</p>		
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<p>Ethos</p>	<p>Tolerance of different views in a multi-denominational school that is built around Christian values. Expectation of tolerance to the views and feelings as others through the whole school mantra “treat others as you would wish to be treated”. Consequences of action through a clear and consistently applied principles of behaviour.</p> <p>Willingness to reflect on “big”/“ultimate” questions or Lost in the Dark on light/darkness.</p> <p>In History students develop an understanding of why religious change mattered so much, and how it was often inter-twined with politics. Linked with present day Jihadism & other extremism.</p> <p>KS4 languages students build an awareness of Muslim culture in France and French speaking countries.</p>	<p>Expectation of understanding different views on diverse topics – abortion, euthanasia, use of medical technology, racism, sexism, sexual relationships. The school creates an environment where students are able to give their perspective and consider those of others.</p> <p>In History students understand why victims resort to violence, but the consequential vicious circle of perpetuated xenophobia. How are we ourselves prone to fear-based racism, particularly re: Islamic cultures</p> <p>In PE students consider the roles within a team, the meaning of fair play and the responsibility of all to ensure this takes place.</p> <p>In Art GCSE students can explore issues within their work such as Media and Beauty and expectations on young people, exploring beneath the surface of looks.</p>	<p>In History understand why we might be tempted to want more authoritarian governance, and the pros/cons of ‘dictator envy’</p>	<p>History lessons include discussion of the dangers of exaggeration in our reassessment of ‘cultural enemies’. In Year 10:Includes discussion of how British liberal values can also themselves be manifest as intolerance</p>	<p>The school positive behaviour management policy enforces our expectations of tolerance and equality in a framework with clear stages and degrees of consequence. School staff, students, parents and governors support this.</p> <p>In The News fortnightly tutorial activity links students to a range of relevant news including democracy, human rights, scientific developments.</p> <p>History take every opportunity to connect with current affairs (eg. Scottish referendum). What is good about our political system, and why democracy is the “worst form of government... apart from all the others” (Churchill)</p> <p>Student year leaders act as role models for other students. Their election by their peers models a democratic process and their representation of the school then echoes the ethos and expectations of all.</p> <p>Student Council – representatives are chosen from each tutor group who then meet in years and as a whole school. The School Council are actively involved in an area of whole school improvement.</p> <p>Assemblies tackle issues of tolerance, mutual respect and liberty. These are led by guest speakers, staff or students themselves.</p>
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<p>Community links (within and beyond school)</p>	<p>Visitors from Christian faith leaders (Church of England and other Anglican) as well as those from Jewish and Muslim community.</p> <p>The Bishop of St Edmundsbury and Ipswich is the Chair of the Academy Trust and provides spiritual direction to the school.</p> <p>Exhibitions in art at Church and Cathedral.</p>	<p>History Y9: Frank Bright's visit (Holocaust survivor – local resident)</p> <p>Restorative justice sessions after incidents where appropriate. This may include verbal or written apologies by the perpetrator.</p> <p>The local PC and PCSO have conducted work on e-safety and staying safe with students. Both regularly visit the school to work with students and staff.</p> <p>Matt Levett – local Anglican Youth Worker mentors a small number of vulnerable students.</p> <p>Dave Hannah - local Anglican Youth Leader mentors a small number of students and visits the school for talks and workshops across the year on self-esteem, drugs awareness and moral development.</p>	<p>Peer mentoring – Year9/10 students working with Year7 to integrate them into the school community/ease transition</p> <p>Older students leading mentoring training and sessions on self-esteem</p> <p>Sports leaders – students lead primary school students in sports activities.</p> <p>Student volunteering through community charity organisations</p> <p>PE Sports clubs – Debenham Leisure Centre</p> <p>Work from KS3 art students displayed at Ipswich hospital</p> <p>Summer fayre – display and workshop led by students linked to WW1.</p>	<p>WW1 Commemorative Art project led by the school and has included contributions from local groups from Dementia Support to History Society.</p> <p>Crow's Hall Country Fayre – the school makes contributions and is involved in this local event.</p> <p>Diversity week includes a range of cultural experience.</p> <p>Visits to post-16 institutions to experience subjects beyond GCSE, including art workshops and bigger picture.</p>	<p>Guest speakers in assembly, PSHE and curriculum settings include: local incumbent, PCSO, local PC, local community groups (Debenham Project).</p> <p>Dr Poulter, our local MP is a regular visitor to the school. He meets with student groups to gather their views and experiences and meets with school leaders.</p>
<p>Trips and events</p>	<p>Prayspace week – advent annual week of reflection for the whole school. Encourages deeper personal thinking and awareness of self.</p> <p>Year7 visit to St Mary's Church</p> <p>Year7 spiritual reflection trip to Sizewell Hall</p> <p>Year7/8 Remembrance Service at St Mary's Church</p> <p>All school Carol service at St Mary's Church</p> <p>Year 8 visit to Coventry – multi-cultural faith and worship</p> <p>Year10/11 trips to London (Judaism) and Berlin (Judaism)</p> <p>Diversity week: Belief carousel for Year 8 which included Humanism, Buddhism, Islam and Christianity.</p>	<p>Year Y10/11: Berlin Study Tour Understand how easily racism can be institutionalized, and how devastating are the consequences</p> <p>Year11: Marriage ceremonies to understand vows and commitment</p> <p>Year8: Science Museum trip allows students to consider the ethic developments in Science</p>	<p>Parental workshops on e-safety and healthy body: healthy mind.</p> <p>School talk-therapist to explore emotional development of individual students.</p> <p>Trip to the Houses of Parliament – school debating club.</p> <p>Activities week – allows students to experience new activities and build relationships in a different social setting.</p> <p>Year7: Bushcraft experience – residential teamwork activity for whole year group. Challenges boundaries and build cooperative skills.</p> <p>Visiting artists (adult and Year 12 students) – gaining understanding from the experiences of others.</p>	<p>Dutch Link with high achieving school. Students visit our school, take part in lessons and link with our students.</p> <p>French Exchange – students stay within families and experience life in another country.</p> <p>Residential trips abroad: France, Germany, Iceland.</p> <p>French Play for KS3</p> <p>Art gallery exhibitions; Year 10 art day – exploring and celebrating culture through art; Year 11 art trips, contemporary and historical.</p> <p>Visit to the Houses of Parliament by the Debating Club</p> <p>Diversity week – includes a range of opportunities to experience, learn and understand those from different groups. Building tolerance, broadening knowledge and experience (especially in a rural mainly WBR community). 2015 week included workshops and</p>	<p>History Y9: Home Front trip (Duxford). Examining the 'Blitz Spirit' notion as a British value/myth.</p> <p>Elected School Council members meet at lunchtime provide a vehicle for student voice and opportunity for those who wish to take representative roles.</p> <p>Election special 2015: 8 student candidates ran a mock election campaign. Including hustings to all students and an official polling day.</p> <p>Question time event for Mat 2015 election with two local candidates answering questions prepared by students in a formal hustings setting.</p>

				<p>student presentation on belief, disability, radicalisation and travelling community.</p> <p>Year 7: Author visit</p> <p>Year 9 Shakespeare Theatre visit</p> <p>Year11 Poetry live visit</p> <p>Year 10/11 ASDAN group trip to London theatre – often an experience that these students would never experience.</p> <p>Year 10/11 theatre trips</p>	
Extra-curricular opportunities	Christian Union club	<p>House structure allows for inter-house friendly competitive events to foster healthy competition and the spirit of fair play.</p> <p>Year11 study of the Extended Project. Students given free choice of topic to explore. Project dissertation expects collation of literary review of the views and experiences of others along with a personal response.</p> <p>3 whole school charity weeks. Charities chosen by the students following presentations and democratic choice. Information on the chosen charity and the reason for support as well as organisation of events led by students throughout the week.</p>	<p>Form challenges – across year groups. Team activities that cover a range of activities.</p> <p>Achievement assemblies: recognition of achievement (academic and otherwise).</p> <p>Student leadership structure: Head Boy/Girl, prefects and year leaders. Use at key events, with governors, visitors and parents.</p> <p>Praise and reward culture for participation and engagement.</p> <p>Revision clubs – in many subjects open-house and equality of provision across teachers.</p>	<p>Many creative clubs – art, textiles, knitting.</p> <p>Numerous music clubs and performances.</p> <p>Drama clubs and performances.</p>	<p>Understanding of the election process (during general election)</p> <p>Debating club</p> <p>Extended project: students in KS4 have the opportunity to study the EPQ. The title must include an element of moral and social argument. 2015 titles include: Was the Soviet Union a genuine manifestation of Marx's communist ideal? Do Christianity and the Big Bang Theory contradict each other? How far does the Milgram experiment prove or disprove the behaviour of the Germans during the Nazi regime? How effective was the military operation in Afghanistan?</p>