

Spiritual, Moral, Social & Cultural Development

Learning Outcomes

At Ivybridge Community College, we believe that our thoughtful and wide-ranging promotion of students' spiritual, moral, social and cultural development and their physical well-being enables them to thrive.

Students' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the College's ethos.

Students' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in College and in wider society.

All College staff consistently promote fundamental British values and students' spiritual, moral, social and cultural development.

	Ivybridge Students...	What we do	Impact
S P I R I T U A L	Have the ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.	We encourage this throughout the curriculum and through assemblies, visits and visitors. We encourage pupils to express themselves through creative means.	<i>We have fantastic examples of pupils expressing their beliefs and feelings through artwork which is related to RE activities and through writing across the curriculum,</i>
	Have a Sense of enjoyment and fascination in learning about themselves, others and the world around them.	We promote this through our planning and delivery across the curriculum. Planning engaging lessons using a variety of resources and presentation types	<i>We have numerous examples of pupils showing enjoyment and fascination in their work (photo, film etc) and many examples of pupils enhancing their learning through high quality work at home.</i>
	Use imagination and creativity in their learning.	This is expected in all subject-based planning and delivery.	<i>The school has won many national awards for imaginative and creative work – show racism the red card, Peace one Day and the spirited arts competition.</i>
	Demonstrate a willingness to reflect on their experiences.	This is encouraged in all learning situations and opportunities are given for reflection during and at the end of lessons. Lots of time to share thoughts.	<i>Students are able to reflect on and share their experiences</i>
M O R A L	Have great ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England.	We provide a safe school environment in which pupils can develop an understanding of right and wrong. We use our CPSHE curriculum, PACE policy and wellbeing awareness to enhance this. We have an active School Council.	<i>General conduct throughout the school is outstanding and older pupils have a growing awareness of civil issues. We have numerous visits from the police, health service, firemen, MPs to name a few who all add to the pupils' understanding of civic responsibility.</i>
	Clearly know the consequences of their conduct and actions.	School behaviour policies ensure that pupils are aware of the consequences of their actions. PACE policy enhances this learning	<i>There is a low repetition of poor behaviour showing that our pupils genuinely do learn from their mistakes.</i>
	Show interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues	Within the curriculum there are numerous opportunities for pupils to give reasoned views about moral and ethical issues. CPSHE curriculum has been designed to raise awareness of serious ethical issues.	<i>Charity Mufti days are often determined by students' opinions, we fully supported the Rowing Marine and raised over £2000, we have fully stocked the food bank and provided Christmas presents for the local community</i>

S O C I A L	Use of a range of social skills in different contexts, including working and socialising with students from different religious, ethnic and socio-economic backgrounds.	We have speakers and students from a variety of faiths and backgrounds.	<i>We have mentors and ambassadors who will give prospective parents a tour of the school and who are heavily involved in the interview process. Students play a large role in open evenings</i>
	Are always willing to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.	The College provides great opportunities for community service and working to make the town more attractive to younger people and safer (e-safety and cycle safety).	<i>There are numerous examples of our pupils playing a full role in the life of the community. Examples include: contributing to numerous charities, the food bank, the beauty bank, visiting the elderly, redesigning the safeguarding hub for Devon County Council</i>
	Demonstrate acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.	The School Council involves students from all years. The Council is designed to introduce democracy to the pupils. They can see that if they argue effectively then they can persuade governors and staff to change major aspects of how the school operates. British Values inc Tolerance of other attitudes forms a major part of our RS programme and part of the CPSHE curriculum. BV is a large part of the induction programme at the beginning of the year	<i>Students can use examples from their (RS) studies of where tolerance has been investigated more. Assemblies and outside speakers will reinforce the learning that happens in the classroom</i>
C U L T U R A L	Demonstrate understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.	The College offers numerous opportunities for pupils to develop an understanding of their heritage –History, Geography, RS and Science are all contributors to this knowledge	<i>High quality teaching allows students to understand, school trip to Hindu temples is one example of how this learning is enhanced</i>
	Have clear Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.	The College ensures that our resources reflect multi-cultural Britain. We have multi-cultural parents and governors that actively engage with pupils.	<i>RS lessons lead to a mutual respect and tolerance of others. Many different religions are considered and studied</i>
	Develop their knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.	We provide opportunities for our older pupils to develop an understanding of the parliamentary system. The local M.P. has visited and engaged with students in relation to the parliamentary system.	<i>The MPs have held debates with the student. Gary Streeter has asked for our students to comment directly on a Green Paper on Wellbeing</i>
	Have willingness to participate in and respond positively to artistic, sporting and cultural opportunities.	The school has a rich sporting, drama and dance heritage.	<i>The high quality outcomes seen in our productions and County Championship sports teams over the years are evidence of this.</i>
	Show Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.	The RS and CPSHE curriculum offers numerous opportunities for the pupils to develop an understanding and respect for different faiths.	<i>We have visited a Hindu temple, had Jehovah's Witness, Catholic Priests and Methodist Ministers have come to school. The Gideon group has distributed Bibles to KS3</i>

Social Moral Spiritual Cultural Education

Students' spiritual development is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning willingness to reflect on their experiences.

Students' moral development is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

Students' social development is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- Acceptance and engagement with the fundamental **British values** of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Students' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

PSHE CONTENT		SMSC
HEALTH AND WELLBEING		
Week 1	Students should have the opportunity to learn Ground rules, what is CPSHE, growth mindset- how to manage transition, ice breakers, logic problems	SOCIAL
Week 2	<i>To be able to accept helpful feedback and reject unhelpful criticism – inside out approach</i>	MORAL SPIRITUAL
Week 3	<i>The characteristics of emotional health and wellbeing</i> what does this look like?, what does this mean for me? How can I improve my health and wellbeing?	SOCIAL MORAL
Week 4	<i>The characteristics of mental health and wellbeing</i> what does this look like?, what does this mean for me? How can I improve my health and wellbeing?	SOCIAL MORAL
Week 5	<i>The characteristics of physical health and wellbeing</i> what does this look like?, what does this mean for me? How can I improve my health and wellbeing? <i>including links to diet</i>	SOCIAL
Week 6	<i>How are all aspects of health linked? What are the vulnerabilities? including links to diet</i> What can I do to stay healthy on all levels?	SOCIAL MORAL SPIRITUAL CULTURAL
Week 7	<i>5 steps to wellbeing – what can I do? How to access help and keep themselves safe</i>	SOCIAL MORAL CULTURAL
OCTOBER HALF TERM		
Week 8	The role and influence of media on lifestyle	SOCIAL MORAL CULTURAL
Week 9	Drug education – Habit, addiction and dependence – what do these words mean? What do they words look like in real life? Images of a methamphetamine addict over the years	SOCIAL MORAL CULTURAL
Week 10	Drug education Types of drugs and the risks involved KS3 alcohol and cigarettes KS4 illegal and prescription drugs inc safe use KS5 illegal drugs and safe use	SOCIAL MORAL CULTURAL
Week 11	<i>HIV AIDS</i> What is it? How is it transmitted? What are the risks? Who is at risk? What are the costs? How can I protect myself from HIV?	SOCIAL MORAL CULTURAL
Week 12	<i>Active steps to wellbeing- Give and Connect</i> Christmas hampers, food bank, poverty	SOCIAL MORAL SPIRITUAL CULTURAL
Week 13	Body Image How to recognise and manage feelings about, and influences upon, their body image including the media's portrayal of idealised and artificial body shapes KS4 to include reference to pornography	SOCIAL MORAL CULTURAL
Week 14	Body Image Recognise the risks with tattoos and piercings; sunbeds and tanning salons Tanorexia	SOCIAL MORAL CULTURAL
Week 15	Celebration of achievements this term – positive praise for others in the tutor/ thank teachers	SOCIAL MORAL SPIRITUAL

			CULTURAL
CHRISTMAS BREAK			
RELATIONSHIPS			
Week 16		Reminder of class rules – importance of listening to and respecting each other. Introduce new theme for the term Relationships What are the features of a positive and stable relationship and of an unhealthy relationship	SOCIAL MORAL SPIRITUAL CULTURAL
Week 17		Families Different types of families in different cultures and different types of relationships	SOCIAL MORAL SPIRITUAL CULTURAL
Week 18		Relationships can cause strong feelings and emotions (including sexual attraction) how should we deal with these emotions?	SOCIAL MORAL SPIRITUAL CULTURAL
Week 19		The media's portrayal of relationships and how it might not reflect real life and the possible impact of this on people's expectations of relationships KS4/5 refer to pornography.	SOCIAL MORAL SPIRITUAL CULTURAL
Week 20		Marriage, civil partnership and other stable long term relationships for raising children.	SOCIAL MORAL SPIRITUAL CULTURAL
Week 21		Relationship breakdown, divorce, separation and bereavement	SOCIAL MORAL SPIRITUAL CULTURAL
FEBRUARY HALF TERM			
Week 22		Identity – are we all different? The terms associated with gender identity, sexual orientation and sex. Types of genders including the unacceptability of any homophobic language or behaviour and why it is unacceptable.	SOCIAL MORAL SPIRITUAL CULTURAL
Week 23		Relationships To consider what expectations might be of a girl-friend boy-friend, to accept that there is diversity in sexual attraction and developing sexuality	SOCIAL MORAL SPIRITUAL CULTURAL
Week 24		Faulty relationships To recognise bullying and abuse in all of its forms	SOCIAL MORAL SPIRITUAL CULTURAL
Week 25		To recognise peer pressure and have strategies to manage it. Sexting and sharing of explicit images	SOCIAL MORAL CULTURAL
Week 26		Understand the support services that are available should they feel the need, or believe that others are being abused or in an unhealthy relationship – and how to access them	SOCIAL MORAL SPIRITUAL CULTURAL
Week 27		Celebration of achievements this term – positive praise for others in the tutor/ thank teachers	SOCIAL MORAL SPIRITUAL CULTURAL
EASTER BREAK			
LIVING IN THE WIDER WORLD			
Week 28		Financial knowledge Minimising risk: debt and financial management including pay day loans and what they really mean for those in	SOCIAL MORAL CULTURAL

		debt	
Week 29		Minimising risk: gambling (many forms) and consequences; life stories of gamblers; where to go for help	SOCIAL MORAL CULTURAL
Week 30		Explore social and moral dilemmas about the use of money? How much do we need to live and have the things we want? Should we donate to charity on a regular basis?	SOCIAL MORAL SPIRITUAL CULTURAL
Week 31		Managing stress with a focus on exams for year 11 and 13. Organisation skills	SOCIAL SPIRITUAL CULTURAL
Week 32		Staying safe online – protecting their own and others reputations, further link to sexting	SOCIAL MORAL CULTURAL

MAY HALF TERM

Week 33		Charity focus – the beauty bank Why do we give to charity? what is the beauty bank? who benefits? why is this important?	SOCIAL MORAL SPIRITUAL CULTURAL
Week 34		Minimising risk: Contraception and STI protection	SOCIAL MORAL CULTURAL
Week 35		Euthanasia / Abortion debate puberty	SOCIAL MORAL SPIRITUAL CULTURAL
Week 36		Careers – what jobs are out there, what are my aspirations, what are the routes into the different jobs? What the pros and cons with the different jobs?	SOCIAL SPIRITUAL CULTURAL
Week 37	ENRICHMENT WEEK		
Week 38		Celebration of achievements this YEAR– positive praise for others in the tutor/ thank teachers	SOCIAL MORAL SPIRITUAL CULTURAL
Week 39		Celebration of achievements this YEAR– where next? www and ebi for self as a learner, what promises do you have for yourself for next year	SOCIAL MORAL SPIRITUAL CULTURAL