

SMSC in Social and Religious Studies at Stationers' Crown Woods Academy

All students in the academy are enabled to develop their understanding of social, moral, spiritual and cultural aspects of life and society as a whole; this is made possible through the curriculum that is covered and a variety of activities both within and beyond the classroom.

The units of work below are just some of the areas where SMSC aspects of development are covered.

The Social and Religious Studies curriculum comprises of Religious Studies, Citizenship and PSHE content and is delivered through the medium of specialist teaching within curriculum time as well as 'wellbeing' sessions with non-specialist form tutors.

Spiritual Development in Social and Religious Studies

The SRS curriculum is fundamentally focused on issues of spirituality, throughout KS3 pupils focus on the 6 major world religions in depth, enabling them to draw links and comparisons both within and between them. This is then further developed through thought provoking thematic units of work that intentionally combine a range of theistic and atheistic attitudes to explore a range of perspectives.

Fundamental to SRS learning is the impact that an individual's belief has upon their day-to-day actions, this is explored as pupils consider a range of spiritual responses to ethical questions on issues such as abortion, euthanasia and the death penalty through KS3 and KS4.

Through the wellbeing curriculum pupils explore issues of diversity and the rights and responsibilities that individuals have to uphold this within society. Pupils are encouraged to think and discuss these concepts in their wellbeing sessions before being given time for independent reflection using the tracker documents.

Moral Development in Social and Religious Studies

The SRS curriculum aims to encourage students to develop an understanding of the nature of a moral action, throughout KS3 and KS4 their conception of

morality is challenged and questioned over a range of ethical issues such as abortion, euthanasia and the death penalty.

A consistent system of praise and reward is used extensively throughout to reward pupils for strong contributions as well as for responses of a high academic standard. Furthermore, due to the discursive nature of the content and the methods of learning commonly employed in an SRS classroom there is an ethos of strong moral responsibility for actions and respect for others that runs throughout lessons with clear rules and guidelines.

Within the wellbeing curriculum pupils at KS3 and KS4 are challenged to improve the morality of their actions, identify and stand up for what they believe in. The two active citizenship units (in year 7 and year 9) encourage pupils to think through the consequences of their actions and the impacts that they have upon other people within the local, national and global community.

Social Development in Social and Religious Studies

Throughout the wellbeing curriculum pupils are challenged to engage in a range of major social issues, both within and out of the classroom through assemblies and events. These activities further enrich pupils ability to interact with each other and function in a social environment. The curriculum starts off with a resource aimed at building relationships and bonds within year 7 form groups and builds to create a cohesive relationship and identity as a result of shared mutual experience and respect.

The SRS curriculum also encompasses fundamental aspects of the Sex and Relationships Education that require being delivered by specialist staff (contraception, condoms and consent). These sessions focus on ensuring that students are prepared for the social environment into which they will leave school. Furthermore, pupils are encouraged through a variety of projects to engage in volunteering opportunities in order to further their interaction with others within their local society. For example year 10 students invite elderly guests from local care homes to the school and run a Christmas event called 'Bridging the Gap'.

Throughout the SRS and wellbeing curricula group work is a fundamental aspect, with projects that develop fundamental teambuilding skills being linked

with key content throughout the schemes. The SRS team also work frequently with outside organisations such as Greenwich University, Growing Against Violence and Little Fish Theatre Company in order to provide a well-rounded and enriching curriculum that engages pupils.

Cultural Development in Social and Religious Studies

Pupils are encouraged to experience a range of diverse cultural opportunities through the SRS curriculum. With each of the 6 major world religions placed into the appropriate cultural context and connecting with current affairs and events. We run excursions to local places of worship to provide students with the opportunity to immerse themselves in the cultural variety that exists on their doorstep.

Through wellbeing sessions pupils consider the benefits and impacts of multiculturalism and the nature of Britain as a multicultural society. In these sessions pupils consider the role that the UK plays on the international stage, the impact that the UK government has upon other nations and questions about its responsibility for doing so.