



The spiritual, moral, social and cultural development of students

Spiritual development

- ❖ The English department explore the use of religious imagery and the contextual relevance of religion in a range of Literature and non-fiction texts.
- ❖ Science looks at some of the decisions people make around ethical issues because of their religious beliefs.
- ❖ The Devon RE Curriculum promotes the study of spirituality from the main 6 faiths. Students learn about spirituality and learn from it – there are opportunities to experience prayers, music and religious art. As part of Holocaust Memorial Day, students experience prayers, reflection, listening to stories and poetry. They also present their own reflections on aspects of the Holocaust. We also have a lunchtime Christian union group and a meditation group.
- ❖ By undertaking a variety of roles, including performer, coach and official during PE lessons, students develop their compassion and empathy for others. In the Junior Sports Leader Award programme, this is developed further through providing opportunities to organise and coach primary-aged children.
- ❖ In ICT, students are taught about the impact that films and games can have on us.
- ❖ In Geography, the Christian Aid Trading Game and water bucket lessons are taught on Speaking and Listening Days. This enables the students to fully understand the issues for people in less economically developed countries.
- ❖ Art contributes to spiritual development through considering the different beliefs of other people, times and cultures such as the Ancient Egyptians, Aborigines and the North American Indians.
- ❖ In Drama, students in KS3 and KS4 discuss religious and spiritual issues. We use play texts ranging from *Millions* by Frank Cottrell Boyce to *Shakespeare* to allow the students to involve themselves in religious thought. There are many opportunities to approach spirituality through improvisations.
- ❖ Students participate enthusiastically in designing and making products linked to religious events. Design and Technology encourages all students to understand and respect the beliefs of others. We also ensure that the curriculum is suitable for all beliefs and religions.
- ❖ The carol concert in the Church allows students to reflect on their beliefs and spiritually. Students are given the opportunity to look at music from different churches.
- ❖ Regular assemblies encourage students to explore differences in culture, religion and global issues in order to promote the development of an individual conscience.

Moral development

- ❖ The English department encourages discussion of a wide range of moral issues stimulated by the study of both fiction and non-fiction.
- ❖ Registration groups are run in maths where pupils help those in the year below them. They are paired up and work through numeracy skills with other students. The 'ambassador' needs to empathise and encourage the student they are helping.
- ❖ Science covers a range of moral issues including genetic testing, the use of STEM cells, biodiversity and sustainability.
- ❖ In RE, students study and reflect on a number of belief systems and their rules and codes of conduct. Students also look at their own sense of morality and how their environment influences their decisions.
- ❖ When participating in both curricular and extra-curricular PE activities, students are expected to adhere to traditional values of fair play and sportsmanship. Students develop their skills in responsibility, self-control and the management of others.
- ❖ In ICT, students are taught how to report issues of bullying and computer misuse.
- ❖ In KS3 and KS4 Modern Foreign Language lessons, students learn to discuss environmental and community issues in the target language.
- ❖ Students are encouraged to think of history from a variety of viewpoints and engage with moral aspects of history such as social history, the development of democracy, the use of atomic weapons, the Holocaust and a study of slavery and civil rights.
- ❖ The geography curriculum enables pupils to be aware of how their actions might impact the future generations. We learn how individual actions can increase CO2 and the impact this is having on the climate. We also learn how over consumption might have an impact on finite resources such as oil. We consider the importance of recycling in terms of over-full landfills and re-using finite resources. This is supported by an eco-group that works on 'Project Zero' within the school. Currently, pupils are aiming to have zero plastic bottles going to landfill by setting up a recycling campaign. This has been highly effective with over 300 plastic bottles being recycled in 3 months.
- ❖ Students explore the background of musical genres including the Blues and the link to the slave trade. Students look at the emotions these people and wrote a piece of music based on this.
- ❖ Art contributes to moral development through learning about atrocities such as wars and the plight of the Aboriginal people.
- ❖ In Drama, most, if not all schemes of work, ask for students to tackle moral dilemmas. Students gain experience through a range of activities where they are exploring situations that require a moral judgement.
- ❖ Design Technology contributes to the shared values of the school through ensuring all students understand and work within our safety rules. They are also encouraged to be kind to others, listen to others' views and take care of equipment. They understand that their actions have consequences which they are responsible for.
- ❖ Students are a vocal part of the school council, which delegates them responsibility to voice their opinions about the development of the school.
- ❖ Extra-curricular activities provide opportunities for students enjoy activities outside their normal teaching groups/year groups, offering opportunities to engage with younger/older students and gain an understanding of the wider school community.

- ❖ Students are actively encouraged to fundraise for both the school and charities within the local community.
- ❖ Consistent application of sanctions/rewards to promote positive behaviour.
- ❖ Student assemblies where students present an assembly on current topics/themes where they work on a topic i.e. bullying, internet safety awareness collating info from Year 8/9 or whole school to present ideas, issues and solutions.

Cultural development

- ❖ Besides encouraging students to engage with and enjoy Literature, the English department also organise theatre trips and enter students for the Carnegie Award.
- ❖ In Maths, we look at different voting systems that can be used by political parties and assess how different systems are beneficial to different people.
- ❖ In Science, we look at a variety of issues and the consequences to society and the environment, including the role of the government in health and safety issues as well as subjects such as climate change.
- ❖ We follow the Devon RE curriculum which promotes studying the religious and cultural beliefs of the 6 main faiths and Humanism. We have visits from the faith communities include The Gideons, Tibetan Monks, Humanist Society, and local Church staff. Each year, students take part in the Holocaust Memorial Day.
- ❖ In PE, students are provided with a vast array of activities and respond with a willingness to get involved. At GCSE, students study factors and influences that affect a person's participation in sport.
- ❖ Students are taught about the impact that ICT has on our society; both positive and negative.
- ❖ At KS3, students write to pen friends in our partner schools in Bremen and Ploudalmezeau to develop an awareness of other countries and cultures. Some students go on to take part in our Exchange programme with Bremen and other students experience visiting German students and staff. Throughout KS3 and KS4, students learn about the culture, geography, currency and traditions of the target language countries.
- ❖ The history curriculum includes different eras such as Ancient, Medieval and Modern. Students also study aspects of history from different countries and continents.
- ❖ In Geography, students learn about the various cultures of the world including Masi Mara, Amazonian Tribes, African cultures and taught about respecting these differences.
- ❖ Both KS3 and KS4 study music from around the world and the meaning of music to certain cultures.
- ❖ Art contributes to cultural development by researching into a range of art craft and design selected from the huge breadth of movements and practitioners around the world and through time.
- ❖ Students are introduced to a full range of cultural experiences through the study of drama. All students will explore both western and non-western seminal texts.
- ❖ In DT, students are challenged to research, design and make products that stem from a wide variety of cultural backgrounds.
- ❖ Groups of students sing and perform in the local community, including at local Nursing Homes and in fundraising performances.

- ❖ Assemblies/ citizenship during registration are **ensuring** that students have a good understanding of cultural development. One of our Hindu students shared her experiences of Diwali with year 8/9 and presented an assembly which included dance and the importance of the rituals celebrated during Diwali.
- ❖ The school works alongside the community to support local events, for example acting and creating costumes for the Christmas light switch on, learning the Dragon Dance where a local business owner came in and shared ideas/dances and traditions from his culture with students.
- ❖ The music and drama department have worked closely with talented musicians and drama students to put on school musicals, performances in the local community which are open to the public.

Social development

- ❖ Speaking and Listening is integral to the English curriculum and so the social skills essential to communication are explicitly taught and practised in English lessons.
- ❖ Year 7, 8 and 10 pupils interact and help on maths Gifted and Talented events for year 5 and Maths event for all of Year 6. Older students in the school (year 9/10) have had opportunities to work with Exeter Maths School and have met new people to experience maths outside of the classroom.
- ❖ Students work collaboratively in Science lessons in a variety of groupings to carry out practical work and other learning. They are able to meet other professional scientists at the Science café who talk about their work. We also teach sex education in Year 7.
- ❖ Through the RE curriculum we promote a tolerance to all faith communities and towards each other.
- ❖ In PE, students work collaboratively building teamwork skills being respectful of others opinions. This is reinforced within the school sports teams.
- ❖ In ICT, students are taught how to behave appropriately online.
- ❖ In Modern Foreign Language lessons throughout KS3 and KS4, students are used to cooperating and working with all other students in the classroom, not just their friends. For example "speed dating" pair work activities for speaking, reading or writing tasks, and group work tasks for peer speaking assessments.
- ❖ Students are encouraged to form opinions and contribute to discussions during History lessons. Themes of racism, prejudice and inequality, for example, are incorporated into the history curriculum.
- ❖ The Geography curriculum covers learning and understanding of the local community in year 7 examining what makes Cullompton unique and the surrounding physical and human geography. Children work collaboratively in geography having the opportunity to work in pairs and groups. There are also many opportunities to present ideas via debates, student led teaching and questioning. Children have the opportunity to go to the Eden project and Exmouth beach. This develops them socially by working in teams and representing the school.
- ❖ The study of music gives students the opportunity to interact socially outside of the curriculum with a number of after school activities including singing groups, musical theatre and instrumental groups.
- ❖ Art contributes to social development through cross-curricular group projects such as masks and banners for Drama and Music projects.
- ❖ In Drama, social and personal interaction are at the heart of studying drama. Students learn to develop confidence in working with a range of different people from both inside and outside of school.

- ❖ In DT, students are encouraged to work well together when designing and making things. They often have to work in groups to share specialist equipment and ensure the working environment is a safe and enjoyable place to learn.

- ❖ Links have been developed with other schools and sporting organisations to both host and visit teams for various sporting events, such as football, rugby and swimming. Individuals are encouraged to value the strength of a team and learn vital life skills, like collaboration and sportsmanship. Voicez sing at the nursing home at Christmas.

- ❖ Students support and welcome other schools for Fairtrade events, Enterprise days and other long term projects such as the Blood Hound Challenge.

- ❖ Through registration periods and Personal Safety and Relationships Days students learn about positive relationships, the importance of tolerance and mutual respect, the risks associated with some drugs/alcohol, the dangers of peer pressure, contraception and making safe decisions. For example, Year 7 students learn about positive relationships and the impact of bullying, Year 9 students learn about the different types of contraception and Year 10 students learn about sexual health. The curriculum also teaches students about a number of other social topics such as the impact on relationships of drugs/alcohol, LGTB issues and the importance of keeping safe online.

- ❖ Another example of developing positive relationships is the assembly, as part of the 'Local Heroes' scheme, delivered to Year 10 students. Some of these students are also being trained to help promote positive relationships with a particular emphasis on anti-bullying.