INTRODUCTION TO SMSC AT LUDLOW CE SCHOOL

We aim to create a climate and ethos at Ludlow School, where the development of Spiritual, Moral, Social & Cultural Development (SMSC), enables all our students to grow and flourish, become confident individuals, and appreciate their own worth and that of others.

Outstanding SMSC can be seen where SMSC development underpins all the school's curriculum and teaching. Impact is evident in and beyond all classrooms, and through our students' attitudes.

It is also present via our three core Christian Values of **Excellence, Resilience and Care.**

> *"No divisions among you, perfectly united in mind and thought"* Corinthians 1:10

Founded on Christian values, embracing those of all faiths and none, our school strives for Excellence Together, through developing knowledge, skills and an understanding of the world and its diversity, in a caring community of compassionate adults and young people; we will go forward together in celebration, reconciliation and ambition.

There is a different weekly theme for Classroom Worship, which fits in with assembly themes and takes into account national events, festivals and celebrations such as Remembrance, Christmas and Easter. There are three over-arching themes which last a half term each and match our **three core Christian values of Excellence, Resilience and Care.**

Christian Ethos Theme	**School Theme – "Excellence Together"**
Light of the World	**Excellence - being the best you can**
Sacrifice & Resurrection	**Resilience – overcoming obstacles**
Love thy neighbour	**Care -succeeding together**

School Prayer

Please bow your heads for a moment of reflection:

*For those of all faiths and none, we ask for guidance and love, in supporting us in achieving **Excellence Together,** in all that we do. Through the example of Jesus, help us to **care** for each other, **respect** each other, and **celebrate** our uniqueness, so that there are "no divisions among us, perfectly united in mind and thought."   Amen*

Excellent, Resilience and Care are at the core of everything we do including personal development, praise, sanctions and behaviour management.

Defining Spiritual, Moral, Social and Cultural Development

Providing a definition of SMSC that is universally accepted is not straightforward. However, the Ofsted Inspection Framework says (2019):

The spiritual development of pupils is shown by their:

ability to be reflective about their own beliefs (religious or otherwise) and perspective on life

knowledge of, 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

The moral development of pupils 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.

The social development of pupils 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.

The cultural development of pupils is shown by their:

understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others

understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain

ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities

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 and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

Desired Outcomes

At Ludlow School, we aim to ensure all students experience and demonstrate the following in the four SMSC areas:

Spiritual Education
- Develop personality and character
- Are self-aware and sensitive to the needs of others
- Think deeply and reflect
- Experience a sense of awe, wonder and mystery
- Have clear personal values and are open to new ideas
- Appreciate the importance of beliefs and values in human affairs
- Have a clear sense of identity and belonging
- Are able to express their feelings and emotions openly
- Are creative, imaginative and perceptive
- Are curious about the world around them
- Respond with interest and develop from new experiences

Moral Education
- Take personal responsibility for their actions
- Know the difference between right and wrong
- Tell the truth and keep promises
- Respect the rights and property of others
- Exercise self-discipline
- Understand the consequences of the actions of themselves and others
- Help those less fortunate than themselves
- Show a keen interest in ethical issues
- Make reasoned and responsible responses to moral dilemmas
- Reassess values in the light of experiences
- Articulate their own attitudes and values
- Help set guidelines to govern their own behaviour and behave consistently in accordance with these principles

Social Education
- Co-operate effectively with each other and participate successfully in the community as a whole
- Develop the inter-personal skills necessary for successful relationships
- Exercise responsibility
- Participate successfully as a member of a group or team
- Show respect for people, living things, property and the environment
- Relate well to other people's social skills and personal qualities
- Accept others' rights to hold different views / beliefs
- Respect others' needs and interests
- Resolve conflicts intelligently and seek consensus
- Challenge, when necessary and in appropriate ways, the values of a group or wider community
- Reflect on their own contribution to society and to the world of work
- Benefit from advice offered by those in authority or counselling roles
- Appreciate the rights and responsibilities of individuals within the wider social setting
- Understand how societies function and are organised in structures such as the family, the school and local and wider communities
- Participate in activities relevant to the community
- Understand the notion of interdependence in an increasingly complex society.

Cultural Education
- Understand that cultures are always changing and equip students to cope with change
- Have insight into their own and others' cultures
- Embrace and celebrate diversity
- Challenge any form of prejudice
- Recognise and understand their own cultural assumptions and values
- Appreciate cultural diversity and accord dignity and respect to other people's values and beliefs
- Are open to new ideas and demonstrate a willingness to modify cultural values in the light of experience
- Develop an ability to use language and understand images / icons – for example, in music, art, literature – which have significance and meaning in a cultural context
- Are willing to participate in, and respond to, artistic and cultural enterprises
- Experience a sense of personal enrichment through encounters with cultural media and traditions from a range of cultures
- Have a regard for the heights of human achievement in all cultures and societies
- Appreciate the diversity and interdependence

Evidence
Evidence can be found in many different forms. It could include:
- Positive attitudes and values
- Lesson observation of teachers' promotion of SMSC opportunities
- Curriculum contribution to SMSC of different subject areas – see audits
- The range and uptake of opportunities provided by the school outside the formal curriculum
- Assemblies and tutor time activities
- PSHE, RE, RSHE and Citizenship programmes
- Analysis of behaviour/ bullying/ racist/ discrimination incidents
- Evaluation of students' attitudes and changes over time – student voice
- Classroom climate for learning: students' attitudes and response from lesson observations and learning walks
- School ethos (from student/parent surveys, external evaluation, learning walks, visitor feedback)
- Relationships developed by the school with the wider community

ENGLISH

The English Department is proud to offer a range of Spiritual, Moral, Social and Cultural experiences through English lessons and extra-curricular activities.

Spiritual
Spiritual education in English focuses on reflective and empathy skills, celebrating individual differences. Through studying a range of novels, poetry, plays and non-fiction texts, students engage with the real and imaginary worlds around them. The variety of texts we study also provides opportunities to explore our spiritual world, with texts specifically chosen to explore themes such as death, compassion, forgiveness and the human condition. Responding to texts from our literary heritage allows students to understand that the human condition transcends time and place, and that our failings do not have to define us.

Moral
The exploration of morality is a cornerstone of study of both Literature and Language. Our texts are deliberately chosen to enable students to consider issues such as discrimination, prejudice, gender, justice and responsibility. Students are encouraged to question and reason; this will enabling them to develop their own value system and to make reasonable decisions. Texts offer up situations where what is right or wrong is not universally agreed, thereby forcing students to explore both society's views and their own moral compass. Texts such as *The Boy in the Striped Pyjamas, An Inspector Calls,* and *Macbeth,* alongside a variety of non-fiction material, encourage exploration of what constitutes 'right' and 'wrong' decisions. Students are given opportunities to talk for a range of purposes, including exploration and hypothesis, consideration of ideas, argument, debate and persuasion. In discussion, they should be encouraged to take different views into account and construct persuasive arguments.

Social
Social development in English involves students reading a range of fiction and non-fiction that offers perspectives on society and the community, and their impact on the lives of individuals. Students are provided with opportunities to read texts that portray issues and events relating to contemporary life or past experience. For instance, students will study clusters of poetry on themes such as relationships, power and conflict; exploring how characters resolve issues relating to such themes enables discussions about pupils' own experiences. Furthermore, social development in English centres on being a successful communicator. Students are provided with opportunities to take different roles in group discussions and develop their understanding of what makes an effective speaker and listener. In preparation for the GCSE speaking and listening endorsement, the KS3 curriculum offers ample scope for students to discuss, present and accurately express their ideas using Standard English.

Cultural
The English department is committed to making students aware of a range of seminal texts and writers who form part of the literary canon so that all students are able to successfully navigate the cultural references which pervade our society. In addition, students, through literature from other cultures, are encouraged to think of themselves as global citizens. Texts offer students windows into cultures and values which are different to our own, encouraging empathy and understanding, even when we do not agree with actions, in order to encourage students to be tolerant of others. We offer students a chance to think about a world beyond school and we aim to use our curriculum to broaden horizons, through the texts we study and the discussions we have, so that they are able to think critically about their world and feel empowered to change it if they wish to.

MATHS

Within the Mathematics department we try to develop the spiritual, moral, social and cultural well-being of the students through the teaching and learning within the lessons and through extra-curricular activities. Our Maths teaching actively encourages risk taking which enables students to explore and try new ideas without the fear of failure.

Spiritual Development in Mathematics
Developing deep thinking and questioning the way in which the world works promotes the spiritual growth of students. In Maths lessons students are always encouraged to delve deeper into their understanding of Mathematics and how it relates to the world around them.

Examples of the spiritual development in mathematics include:
- Investigating Rangoli patterns and Islamic art and the uses of symmetry.
- Investigating Fibonacci sequence and its links to nature.

Moral Development in Mathematics

In lessons the department strive through the teaching to encourage the students to accept responsibility for the behaviour and respect for others within the lessons, and teach the students to understand the consequences of their actions on themselves and others around them. The department encourage the students to develop self-confidence within mathematics, and to build their self-esteem within the subject.

Social Development in Mathematics

Problem solving skills and teamwork are fundamental to Mathematics, through creative thinking, discussion, explaining and presenting ideas. Students are always encouraged to develop their Mathematical reasoning skills, communicating with others and explaining concepts to each other. Self and peer reviewing are very important to enable students to have an accurate grasp of where they are and how they need to improve.

Examples of the social development in mathematics include

- UKMT Team Maths challenges
- The art of origami
- Revision day for year 11
- Maths Clinic for the students to help them develop their own reasoning and thinking to solve maths problems, through discussions with peers and teachers alike.

Cultural Development in Mathematics
Mathematics is a universal language with a myriad of cultural inputs throughout the ages. We also explore the Mathematics applied in different cultures such as Rangoli patterns, symmetry, tessellations and Islamic geometric patterns. The ability to use exchange rates for foreign travel are also important life skills students will learn. The skills of analysing data are taught from Year 9 to Year 11 to enable students to make sense of vast amounts of data available in the modern world around them. Sixth Form students are able to extend this knowledge through the study of Statistics.

Examples of cultural development in mathematics include:
- The uses of symmetry and Art in Rangoli and Islamic art
- Statistical analysis of data through the year groups that will enable students to understand results and representations of data in the news.

SCIENCE

Spiritual

Spiritual Education in Science involves the search for meaning and purpose in natural and physical phenomena. It is the wonder about what is special about life, an awe at the scale of living things from the smallest micro-organism to the largest tree, and the interdependence of all living things and materials of the Earth. It concerns the emotional drive to know more and to wonder about the world and aesthetically appreciate its wonders, including for example the enormity of space and the beauty of natural objects or phenomena, plants, animals, crystals, rainbows, the Earth from space etc.

Moral

Science encourages students to become increasingly curious to develop open-mindedness to the suggestions of others and to make judgements on evidence, not prejudice. Students realise that moral dilemmas are often involved in scientific developments. When considering the environment, the use of further natural resources and its effect on future generations is an important moral consideration. The ethics of cloning and GM food are given due thought.

Social

Social Education involves group practical work, which provides opportunities for pupils to develop team working skills and to take responsibility. Students must take responsibility for their own and other people's safety when undertaking practical work. Science has a major effect on the quality of our lives. Students are encouraged to consider the benefits and drawbacks of scientific and technological developments and the social responsibility involved.

Cultural

Science involves thinking of scientific discoveries, as much of a part of our culture as great music and films. Credit is given to scientific discoveries of other cultures. Science is also seen as a contemporary activity and developments are made all over the modern world. It is, therefore, an activity undertaken by a wide range of men and women in many different cultures, both now and I the past. The interdependence of the world in environmental issues is central to science.

Spanish

Spiritual

Development in Spanish concerns not only students' awe and wonder of the Hispanic world and in making comparisons to their own cultures, but also at the differences and similarities that people have developed to express themselves and their ideas. Students also look at the simplicity and the complexity of these ideas and the ways in which we learn and construct our languages.

Moral

Moral Education in Spanish concerns students using the vehicle of languages they have to make a personal response to right and wrong. All languages carry messages about every aspect of life, including moral development, and pupils are able to consider other people's responses to moral issues.

Social

In Spanish, students learn to communicate for a purpose with people from other cultural and social backgrounds. The social element of language learning comes both from learning about other societies and collaboration in the classroom. Through our curriculum, students have the opportunity to reflect upon a number of social issues such as poverty, environment and homelessness.

Cultural

Through both linguistic and cultural study, students are able to celebrate not only Hispanic but are also able to reflect on British cultures and values. Therefore, students recognise a range of cultures and develop an awareness of the multicultural nature of society, here and abroad.

Examples of Spiritual, Moral, Social and Cultural Education in Spanish include:

- Looking at cultural festivals for example seeing how Christmas is celebrated in different countries, as well as looking at festivals, such as La Tomatina in Spain or Day of the Dead in Mexico.
- Aiming to breakdown stereotypes and looking at the similarities as well as the differences between countries and cultures – Nationalities/Foods/School day.
- Researching projects on different countries and preparing presentations to express our ideas
- Allowing students to develop an appreciation of theatre, music, art and literature by listening to Spanish music and watching Spanish films.
- Encouraging students' involvement in debates and discussions on healthy lifestyles, environmental issues, marriage/divorce, single parent families, poverty and charitable organisations. Students also discuss issues such as bull fighting in Spain, vegetarianism and cultural differences between countries.
- Students working together collaboratively on a range of activities

HUMANITIES - Geography

Spiritual
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.

Moral
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.

Social
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. At the heart of Human Geography is an investigation of the tensions that exit between different groups and between humans and their environment.

Cultural
Cultural education involves the study of real people in real places in the present. It provides opportunities for multi-cultural education through recognising commonalities and differences. It also encourages students' to reflect on their own personal reality of sense of space.

Examples of Spiritual, Moral, Social and Cultural Education in Geography include:

- Students learning about the power of the Earth's forces, for instance the effects of earthquakes and their impact on people
- Understanding the threats to the planet, both now and in the future, including global warming
- Students understanding and debating the conflicting values and opinion held by different groups of people involved in issues such as tourism and conservation
- Students discussing the consequences of globalisation and its impacts on workers and their possible exploitation
- Students discussing the changing urban environments, as well as discussing people's role in the decision making process
- Students becoming aware of the social problems of settlement decline
- Understanding the social consequences of a variety of topics, including trade and aid around the world

HUMANITIES - History

Spiritual

Spiritual education in History involves the mystery of how and why events in the past happened and their many causes, and helping students to a realisation that events did not have to happen that way; they could have taken other directions. It also involves realising the incredible significance that some individuals have had in the past, the distortions that can take place through time, and the multitude of different interpretations that can be made about one single event. History allows students to see the similarities between people now and in the past, and sometimes through sources and artefacts, we feel that we can almost reach and touch them. Artefacts, for example, can bring us closer to people through touching what they felt, feeling their shoes, clothes etc.

Moral

History involves students being encouraged to comment on moral questions and dilemmas. History is a story of right and wrong, and students develop the ability to empathise with the decisions which ordinary people made at the time, based on their historical situation.

Social

History encourages students to think about what past societies have contributed to our culture today. Students own social development is encouraged through working together and problem solving. History also has a role to play in helping people to express themselves clearly and communicate better.

Cultural

Cultural education involves students developing a better understanding of our multicultural society through studying links between local, British, European and world history.

Examples of Spiritual, Moral, Social and Cultural Education in History include:

- Students being given the opportunity to explore the beliefs and values from past societies and from a range of different countries. They are then able to use this information to compare and contrast with their own values and beliefs and also those of modern Britain
- Students questioning the moral codes of different societies
- Students exploring the nature of slavery and the slave trade in the 18th and 19th centuries. They compare the values with their own beliefs about rights and slavery
- Students exploring why men joined the army in 1914, and the issues of right and wrong in fighting for your country
- Students examining the Bayeux Tapestry and the story it tells
- Students exploring the treatment and persecution of minorities in Hitler's Germany

HUMANITIES - RE

Spiritual
RE involves the experience and search for meaning, the purpose in life and the values by which we live. In learning about different religions and why people believe, students should have the opportunity to learn from their experiences, to reflect on and interpret spirituality and their own lives and discuss and reflect on ultimate questions.

Moral
RE allows students to learn about shared and differing moral values. RE allows students to debate moral dilemmas about right and wrong, good and bad, peace etc. RE allows students to discuss issues, such as people's responsibility towards the world and future generations. Through RE, students have the opportunity to make a personal response to right and wrong and to consider other peoples' responses to moral issues.

Social
RE involves exploring similarities and differences in religions and cultures through which students should begin to link religion to personal action in everyday life. This is reflected in their relations with others in the classroom and their ability to work together co-operatively.

Cultural
Cultural education in RE involves learning about other religions, giving students an opportunity to learn what it means to belong, to develop confidence in themselves, and be able to respond positively to similarities and differences in our multi-faith and changing society.

Examples of Spiritual, Moral, Social and Cultural Education in Religious Education include:

- Students being given the opportunity to explore the beliefs and values from a range of different religions and cultures, and learning about shared and differing views and beliefs
- Students exploring beliefs and values on key moral and ethical issues from different perspectives e.g. euthanasia, abortion, life after death, why we are here and science vs religion
- Students exploring and examining a range of different religions and cultures, giving them opportunity to develop an understanding of multiculturalism, diversity and respect for others
- Students becoming aware of the positive impact in society of different religions through knowledge of how religion can affect daily life and moral decisions made by religious people
- Students examining aspects of religious architecture, religious paintings and religious symbols and their meanings

CHILD DEVELOPMENT

Spiritual
Child Development allows students the opportunity to consider and discuss questions relating to the meaning of life, the nature of humanity and the recognition of individual worth. The concepts permeate the study of Child Development and will develop naturally from the sense of awe and wonder engendered by the birth and development of a child.

Moral
Child Development involves students recognising and understanding that values, attitudes and beliefs in what is right or wrong, bad or good, will differ in both individuals and communities. These issues will impact directly on the day-to-day decisions that have to be made by parents, or those considering parenthood, with regard to their responsibilities towards their child.

Social
Social Education in Child Development involves students learning to understand and respect different approaches to child development and how these are influenced by the society into which a child is born. Opportunities also exist to consider questions of group identity, belonging and behaviour which directly influence both parents and children. They will also investigate the stages of socialisation.

Cultural
Child Development involves students considering the values, attitudes and roles of people that prevail in societies and communities. They will learn to understand and respect different approaches to child development and how these are influenced by the community into which a child is born. Questions of parents' responsibilities, attitudes to child care and provision of communal services will be particularly relevant. Students also consider the ways in which children are brought up in different cultures, which is both interesting and valuable.

Examples of Spiritual, Moral, Social and Cultural Education in Child Development include:

- Students having the opportunity to study birth control and the views of different groups of people on this issue
- Students having the opportunity to study the views of different groups on the conception of a child
- Students studying birth and then considering the views of different groups of people in relation to pain relief during birth
- Students having the opportunity to consider how different groups of people have different approaches to raising a child including the diet and health of the child
- Students learning how child development can be influenced by the society or community into which a child is born
- Students studying types of child care provision and the economic factors that affect the choices people make on the types of care and support provided for children

CREATIVE AND PERFORMING ARTS

Spiritual
Spiritual education is encouraged and provided for through the experience and emotion of a response to the creative process. Through a sensual and reflective approach to feeling, seeing and hearing students respond creatively themselves. We aim to nurture feelings of appreciation and inspiration; enhance moods and enable students to reflect on the beauty and creativity of artistic expression in art, music, dance and drama.

Moral
Students express their own response to moral dilemmas and ethical issues by using challenging and thought-provoking stimuli. They can evaluate and appreciate the work of practitioners in expressing unfairness or injustice and in celebrating the power of good over evil. As an integral part of their learning and development, students are encouraged to engage in critical discussion in response to contemporary and/or historical issues, and to devise a response through art, dance, drama and music.

Social
Creative and Performing Arts provide an individual and collective experience which contributes to students' social development. Through group collaboration, students develop social skills in sharing ideas, then selecting and developing them through co-operation and mutual agreement. Similarly, a performer requires the ability to accept their appropriate place in the group, whether it is the solo or a supportive role. Students are guided towards an understanding that they have a responsibility to the rest of the group and must not let them down. All creative and performing arts provide the opportunity to explore and express ideas and feelings. Throughout this process, students will develop their ability to identify, listen to, understand and respect the views and values of others in discussion.

Cultural
Cultural education is provided for as students develop an aesthetic appreciation of the arts drawn from a wide variety of traditions with a diversity of genres, forms and purposes. Students have an opportunity to explore aspects of their own culture and begin to recognise, and appreciate, differences in music, dance, drama and art from different times and places. They can also begin to make connections between different cultures.

Examples of Spiritual, Moral, Social and Cultural Education in **Creative and Performing Arts** include:

- Students speaking about difficult events, e.g. bullying, death etc.
- Students being involved in community events, including collaboration with the local church, primary schools, Ludlow Green Festival, Ludlow Fringe.
- Students being given resources (play scripts, songs, images, dances) from different countries and cultures.
- Students participating in a variety of different educational visits e.g. theatre/concert/art trips.
- Students listening and responding appropriately to the views of others.
- Students learning an awareness of treating all as equals, accepting people who are different because of physical and learning difficulties.
- Students discussing their beliefs, feelings, values and responses to personal experiences.

TECHNOLOGY

Spiritual

Spiritual education within Technology involves giving students the opportunity to react to, reflect on, and wonder at the contribution of past generations to the simplicity and complexity of the manmade world and the variety of resources available to them.

Moral

Involves understanding that decisions to make things can have both positive and negative effects on environments. Students are guided to consider ethical and practical issues regarding technological development, Health and Safety, healthy living, environmental impact, and commercial fairness.

Social

Students' ability to co-operate are enhanced through activities such as collaborating on design ideas and making products together. Through discussion and group collaboration, students develop social skills in sharing ideas, then selecting and developing them further to create new and inventive outcomes. It also gives new and different goals in order to make something unique, and helps students to assess objects in terms of usefulness, function, aesthetics and cost effectiveness. This creates an awareness that simple solutions can be used to solve complex problems.

Cultural

Students have the opportunity to appraise artefacts and food from their own culture and other cultures. They also compare similarities and differences between how things were made in the past, compared with how they are made today.

Examples of Spiritual, Moral, Social and Cultural Education in **Technology** include:

- Students having the opportunity to reflect and consider how technology controls and contributes to aspects of the made world.
- Students having opportunities to consider cultural trends in design.
- Students having opportunities to consider the development of cooking and nutrition and its wider impact on a healthy lifestyle.
- Students producing a wide range of food dishes from various cultures and discussing the historical, cultural, religious, and geographical contexts that have created this diversity.
- Students reflecting on the development of their ideas and evaluating their outcomes in collaboration with others, including members of their own family.
- Teachers demonstrating the Computer Aided Manufacturing (CAM) process and pupils comparing and contrasting CAM with historical methods of manufacture.
- Students using images from cultural festivals from around the world and developing a textiles product in response to those images.
- Students dissembling a range of manufactured products and discussing problems concerning the recycling of materials that have fulfilled their use.
- Consideration of the constraints of materials and relevant inventions to the design process and discussing the number and range of countries which produce for markets all over the world today.

PHYSICAL EDUCATION

The PE Department is proud to offer a range of Spiritual, Moral, Social and Cultural experiences through lessons and extra-curricular activities.

Spiritual

Students develop their knowledge and understanding of the body's performance when exercising; this leaves students amazed at the body's ability. This is also linked to the Christian value 'Endurance', as students have to show endurance when exploring the body's capabilities. Through sports such as Gymnastics pupils are being creative, expressing feelings and emotions in their performances. Allowing students' reflection time to evaluate their experiences allows them to build a positive mind-set and promotes progression. Students will also see a sense of awe and wonder when observing elite performance from professional athletes and their peers.

Moral

Living a healthy lifestyle and promoting healthy living is apparent in each P.E lesson at Ludlow CE School. Students develop the ability to tell between right and wrong through fair play, sportsmanship and correct etiquette in sporting events and participating in competitive situations, giving students a sense of justice, and how to respond appropriately when they feel there is an injustice. The frequent opportunity given to students to lead sessions, coach others, umpire and referee supports the importance of abiding by rules. Students are challenged to consider ethical and moral issues by discussing the use of enhancement drugs in sport and how fair or unfair this may be during GCSE PE and BTEC Sport lessons.

Social

The nature of PE allows all students to develop the necessary skills to work collaboratively in teams or pairs, as the majority of activities are based around team games or creating sequences in groups, co-operation with others is paramount to success. Giving the students roles such as leaders, coaches, or umpires, offers students the opportunity to develop their communication skills, leadership skills and the ability to settle any discrepancies which may occur. Students are encouraged to reflect upon feelings of enjoyment and determination.

Culture

Students are given the opportunity to experience sports from different cultures across the world and celebrate sporting events, such as Common Wealth Games, World Cups and Olympics in lesson time. Students also have the opportunity to attend sporting trips. Students also recognise and discuss the differences between male and female roles within sport, at both elite and amateur levels. Compassion and respect for other culture and traditions is also displayed by all when exploring unfamiliar games. Students will discuss how culture affects what sports different nations excel at and how cultural traditions can affect which sports men and women participate in.

Specific examples of Spiritual, Moral, Social and Cultural Develop in PE include:

- Students discussing learning objectives and reflect upon issues as well as listening to others opinions.
- Strategies and tactics being introduced to Students
- The role of coaches, leaders, and umpires are used to develop pupils' sense of right and wrong. Students have many opportunities to lead and coach sessions in the wider community as we as at school.
- •Students witnessing positive behaviour in PE and are allowed the opportunity to reflect upon the need for rules and fair play.
- Students becoming aware of different cultural attitudes towards aspects of physical activity.

- Discovering the role of sport within society including learning games from different traditions and attending sporting events.
- Students learning to cope with their emotions in socially acceptable way during competitive situations.

BUSINESS STUDIES

Spiritual

In Enterprise and Marketing, students explore beliefs and experiences; understanding values; appreciating customer needs and wants; using imagination, creativity and empathy. Students are encouraged to explore success and failure through the discussion of laws and business structures and the implications on businesses. They have opportunities to form opinions supported by research, and reasoning. Students also investigate their viewpoints and reflect on these. The course offers the opportunity to consider how business has changed the way people go about their daily lives (including communication, shopping, entertainment, education and training, banking, social networking, online/remote working)

Examples within Curriculum

- Reflecting on own business performance and looking at predicted and actual data.
- Team members
- Feelings and emotions.

Moral

Students recognise the difference between right and wrong; respecting the law; understanding consequences of your behaviour and actions; investigating moral and ethical issues; offering reasoned views. Students learn about appropriate conduct of businesses, malicious use of this property and the damage this can cause, and the safe and responsible conduct of a business. When marketing a product, students look at a company's values—honesty, transparency, responsibility, or adherence to fair trade principles—as a promotional strategy. These companies communicate their business ethics in marketing materials to reach target audiences with similar principles.

Examples within Curriculum

- Analysing and evaluating data
- Justifying selected sources of finance
- Customer Service
- Legislation and the Law

Social

Students work collaboratively on a range of tasks, particularly on developing a business proposal where they must work together providing peer support and feedback as a small business and develop product ideas and marketing strategies They use a range of social skills; participating in the local community; appreciating diverse viewpoints; participating, volunteering, and cooperating; resolving conflict; engaging with the 'British values' of democracy, the rule of law, students are encouraged to develop their team working skills through collaborative work and research.

Students learn about social issues that can affect businesses, such as the response to negativity in the media relating to business practice, rising unemployment etc. Students need to understand that the changes on advertising and branding depending on their product and target market; marketing on social media has changed from a nice-to-have to a must-have for modern brands.

Examples within Curriculum

- Personal qualities needed to be an entrepreneur
- Presentations and group work including SWOT analysis
- The study of Stakeholders and their impact upon businesses.

Cultural

In Enterprise and Marketing students learn cultural influences; understanding the role of banks and public office; participating in cultural opportunities; to understand, accept, respect, and celebrate diversity. The students appreciate that businesses contribute to the development of our culture, becoming increasingly central to our future and how cultural awareness of the audience needs to be shown when communicating in business. They learn how cultural differences can cause marketers problems when attempting to market their products overseas. These include: (a) language, (b) colour, (c) customs and taboos, (d) values, (e) aesthetics, (f) time, (g) business norms, (h) religion, and (i) social structures.

Examples within Curriculum

- How customer respond to promotions / key market influences
- Advertisement techniques
- Market Research (bias and unbiased)

COMPUTER SCIENCE

Spiritual
Students explore information, taking pride in learning about individual, other individuals, and around the world. They look at how technology can bring rapid benefits to discussions and tolerance to an individual's beliefs. However, students are also exposed to the limitations and abuse of the internet where they question and justify the aims, values and principles of their own and others' belief systems.

The amazing ways in which technology can be used to discuss and learn about various aspects of life are the focus of computer science. Students explore how the progression of technology has led to an increase in tolerance and understanding, but also question how much of the internet is positive. In the world of education, the disciplines of spirituality and computer science may seem like an unlikely pair, however there is a growing movement to explore the intersection of these two seemingly disparate; as technology becomes more integral to our daily lives, we are recognizing the need to incorporate values and ethics into computer science education.

Examples within Curriculum

- The progression of technology. Before and after.
- Artificial Intelligence

Moral
Computer ethics are a set of moral standards that govern the use of computers; they form society's views about the use of computers, both hardware and software. In computer science students will learn about Privacy concerns, Intellectual property rights and effects on society. Students learn to recognise the difference between right and wrong; respecting the law; understanding consequences of your behaviour and actions; investigating moral and ethical issues; offering reasoned views. Computer science requires moral responsibility with the care and use of equipment: Making clear the guidelines about the ethical use of the internet and how we keep ourselves and others safe for example discussing the moral and social implications of cyber-bullying. This also includes the dangers around sexting and sexual exploitation. Student also look at how ICT developments have had an impact on the environment as technology has meant that old ways of working have been changed to help the environment been changed to help the environment.

Examples within Curriculum
- Privacy Concerns: Hacking, Malware, Data Protection, Anonymity
- Effects on Society: Jobs, Environmental Impact, Social Impact
- Intellectual Property Rights: Copyright, Plagiarism, Cracking (breaking) into a system, Software License

Social
Using a range of social skills; participating in the local community; appreciating diverse viewpoints; participating, volunteering and cooperating; resolving conflict; engaging with the 'British values' of democracy, the rule of law, liberty, respect and tolerance. Students undertake Computer Science lessons which look at the theoretical topics as well as practical based programming lessons. Students will need to work with a variety of people when they go into the world of work and so studying with groups and providing peer support with problem solving will develop their social skills. Students are required to understand about social media and the advantages these sites have brought as well as the numerous problems such as cyber bullying. Students also learn about the social isolation that technology has brought to some jobs as workers find themselves sat at computers and not necessarily working face to face with other people.

Examples within Curriculum

- Legal implications
- Communication
- Terrorism & Crime
- Privacy

Cultural
The introduction of computers has changed society, including issues such as the digital divide that exists with those who are able to use technology and those not so comfortable, the changing nature of employment including working from home. In Computer Science the students are prepared for the challenges of living and learning in a technologically enriched, increasingly interconnected world; students understand the acknowledging advances in technology and appreciation for human achievement and how the development in technology impacts different cultures and backgrounds in different ways. Students learn about how this can impact on the cultural issues.

Examples within Curriculum

- Legal implications
- Different views across countries include languages, character sets, use of social media, use of colour.
- Appreciating how different cultures have contributed to technology in terms of Problem Solving and Computer Programming

<u>Computer Ethics</u>

Computer ethics are a set of moral standards that govern the use of computers. It is society's views about the use of computers, both hardware and software. Privacy concerns, intellectual property rights and effects on society are some of the common issues of computer ethics.

Privacy Concerns
- **Hacking** – is unlawful intrusion into a computer or a network. A hacker can intrude through the security levels of a computer system or network and can acquire unauthorised access to other computers.
- **Malware** – means malicious software which is created to impair a computer system. Common malware are viruses, spyware, worms and trojan horses. A virus can delete files from a hard drive while a spyware can collect data from a computer.
- **Data Protection** – also known as information privacy or data privacy is the process of safeguarding data which intends to influence a balance between individual privacy rights while still authorising data to be used for business purposes.
- **Anonymity** – is a way of keeping a user's identity masked through various applications.

Intellectual Property Rights
- **Copyright** – is a form of intellectual property that gives proprietary publication, distribution and usage rights for the author. This means that whatever idea the author created cannot be employed or disseminated by anyone else without the permission of the author.
- **Plagiarism** – is an act of copying and publishing another person's work without proper citation. It's like stealing someone else's work and releasing it as your own work.
- **Cracking** – is a way of breaking into a system by getting past the security features of the system. It's a way of skipping the registration and authentication steps when installing a software.
- **Software License** – allows the use of digital material by following the license agreement. Ownership remains with the original copyright owner, users are just granted licenses to use the material based on the agreement.

Effects on Society
- **Jobs** – Some jobs have been abolished while some jobs have become simpler as computers have taken over companies and businesses. Things can now be done in just one click whereas before it takes multiple steps to perform a task. This change may be considered unethical as it limits the skills of the employees.
- There are also ethical concerns on health and safety of employees getting sick from constant sitting, staring at computer screens and typing on the keyboard or clicking on the mouse.
- **Environmental Impact** – Environment has been affected by computers and the internet since so much time spent using computers increases energy usage which in turn increases the emission of greenhouse gases.
- There are ways where we can save energy like limiting computer time and turning off the computer or putting on sleep mode when not in use. Buying energy efficient computers with Energy Star label can also help save the environment.
- **Social Impact** – Computers and the internet help people stay in touch with family and friends. Social media has been very popular nowadays.
- Computer gaming influenced society both positively and negatively. Positive effects are improved hand-eye coordination, stress relief and improved strategic thinking. Negative effects are addiction of gamers, isolation from the real world and exposure to violence.
- Computer technology helps the government in improving services to its citizens. Advanced database can hold huge data being collected and analysed by the government.
- Computer technology aids businesses by automating processes, reports and analysis.

<u>Social Issues</u>

The growth in the availability of affordable computing technology has caused several major shifts in the way that society operates. The majority of these have been for the better, with home computers and the internet providing unlimited access to all the information ever created and discovered by humanity.

There are, however, some less positive social issues generated as a direct result of technological advances. In the interests of balance, it is important to analyse these and assess the severity of their impact so that steps can be taken to better understand and combat the negative effects.

1. Communication Breakdown
Socialising within a family unit has always been important, as it strengthens the bonds between us and ensures cohesion within the group. But with more and more households owning several computers and numerous portable devices granting access to information and entertainment, some argue that this is leading to a lack of family communication. If each member is engrossed in their laptop, smartphone or tablet each evening, even communal things like watching television are compromised. Meanwhile, you can see whole families who are out to dinner and still staring into a touchscreen rather than talking to one another. And if you're the one driving to that family dinner and texting while driving, you're a distracted driver, increasing your risk of crashing, and potentially causing death and injury. Increase your digital wellbeing by allowing technology to improve your life and not to become a distraction to your life and others. Your life and others are more important than technology.

2. Defamation of Character
The only means of getting in touch with major corporations or famous people in the public eye prior to the advent of digital communication was via a stiffly written letter. This was, of course, accessible only to the intended recipient and thus a very private way for the disgruntled to vent their spleen. But first message boards and now social media services like Facebook and Twitter are being used to defame people and businesses in an intrinsically public manner. This has led to arrests, lawsuits and the threat of placing stricter controls over what can and cannot be posted to such services. It has also caused heartache and woe for many individuals, helping to perpetuate a massive, international rumour mill which pays little heed to facts or the threat of legal action.

3. Identity Theft
Fraud is another spurious activity that has been able to evolve in the wake of easily accessible computers and the internet. Perhaps most problematic and prevalent of the various fraudulent activities is identity theft, in which personal details of innocent people are harvested by a third party so that they can be used for malicious purposes. This includes carrying out illicit online transactions and other damaging activities that can have serious ramifications.

4. Cyber Bullying
As with the defamation of public figures, the internet and computers have also made it easier for spiteful people to attack people they know personally as well as perfect strangers via the anonymous platforms that are available to them. This has led to serious incidents of cyber bullying involving both children and adults, sometimes with tragic consequences. The problem with these techniques is that they tend to go under the radar to an even greater degree than traditional bullying, which makes it harder to detect and correct.

5. Gaming Addiction

Whilst computers and the internet have made it easier for gambling addicts to get their fix, a new type of addiction has also arisen, in the form of addiction to videogames. This is something that can impact people of all ages and leads inevitably to several problems, from the social to the financial. Professionals are beginning to take gaming addiction seriously and combat it in the same way as other diseases.

6. Privacy

Whilst high profile cases of online identity theft and fraud should have caused people to become more careful about how they use their personal information, issues of privacy and a lack of appreciation for the risks are still widespread. This extends beyond simply giving away private data via chat rooms, message boards and e-commerce sites and extends into the compromising world of social media. Employers are now combing Facebook and Twitter to effectively do background checks on potential employees, paying particular attention to those that have not chosen to use privacy settings to prevent anyone from getting a look at their details.

7. Health & Fitness

We are living increasingly sedentary lifestyles, because computers are removing the need for us to physically carry out many tasks, as well as keeping us rooted to one spot throughout our working days and during our leisure time. Not to mention the physical issues that can arise from constantly looking down at our smart devices, forever buried in a blur of **FOMO** (**F**ear **O**f **M**issing **O**ut) delirium. This is leading to an epidemic of childhood and adult obesity throughout the developed world, with the UK possessing one of the worst records in this respect of any of its Western neighbours.

8. Education

The educational properties of computers are well known and universally lauded but having all the information in existence on tap has its own issues.

In particular, the practice of plagiarism has become a major problem, as students can simply copy and paste whole chunks of text from online sources without attributing the work to anyone else. This has become the bane of educational institutions, which tend to come down hard on detected plagiarists to discourage similar activities from others.

9. Terrorism & Crime

Computers have been a positive force in allowing for the creation of global movements and righteous activism in several forms. However, the other side of the coin is that terrorists and organised criminals also exploit the web for their own nefarious purposes. Businesses, governments and individuals are all at risk of cyber-attack and the perpetrators can often act anonymously from a country with no extradition agreements.

10. Sexuality

This is a less clear-cut topic, but there are fears that unmitigated access to pornography for adolescents is shaping the sexual proclivities and expectations of young people in problematic ways.