

Cardinal Langley **RC** High School



Spiritual, Moral, Social & Cultural Audit

'The school has an immense, positive impact on the spiritual, moral and academic development of the Students.'

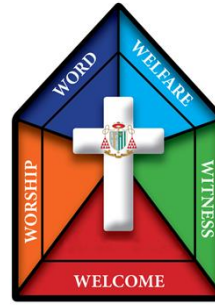
(Section 48 Inspection Report March 2012)

'Students' spiritual, moral, social and cultural understanding is extremely strong'

(Ofsted Inspection Report April 2015)

Introduction

'I have come that they may have life and have it to the full' John 10:10



At Cardinal Langley we work in partnership with parents and the local community to develop young adults with the academic qualifications and moral values to make a difference in society. As a Catholic and Lasallian school we are proud of the rounded education we provide and place great emphasis on the spiritual, moral, social and cultural development of students. Our Mission Statement guides all of our work as we seek to ensure all in our community **'walk with St John Baptist De La Salle in the footsteps of Jesus'**.

The SMSC Audit must be read in conjunction with the Salford Diocese 5Ws Self Evaluation Form, School Improvement Plan and British values Audit to gain a full understanding of the high priority placed on this aspect of educational provision and our commitment to ensure our students receive an outstanding experience. Specific articles are also included in our termly newsletter 'The Voice' to highlight the most recent activities.



Year 7 Mass of Welcome and Official Opening of new De La Salle Centre

At Cardinal Langley the **spiritual development** of students 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

At Cardinal Langley the **moral development** of students 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



Whole school community gathers in the Village Square on Remembrance Day



Students taking part in National Citizen Service Programme

At Cardinal Langley the **social development** of students is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other students, 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

At Cardinal Langley the **cultural development** of students 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



*School EU Referendum
56% Remain / 44% Leave*

Spiritual Development

Aspect	Examples of Evidence
<p>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</p>	<ul style="list-style-type: none"> • Celebration of religious festivals following the liturgical calendar • Weekly assembly celebrated in the chapel following religious themes throughout the year • Form time collective worship each day • Celebration of other faith festivals through lesson activities and school menu • Mission Week activities e.g. external speakers from CAFOD, Good Life Orphanage, Caritas Salford, Mercy bus • Study of other religions included in RE curriculum
<p>Sense of enjoyment and fascination in learning about themselves, others and the world around them</p>	<ul style="list-style-type: none"> • Year 7 Savio House retreat, Kintbury retreats, Lasallian summer camp • Year 7 Transition Day, team building activities, curriculum projects about the school and local area • Eco club activities in the garden area • Life Skills curriculum • Extra-curricular visits and annual reward trips
<p>Use of imagination and creativity in their learning</p>	<ul style="list-style-type: none"> • Creative writing club • Use of imagination and creativity in art, music & drama • Design projects in graphics, textiles, food technology and product design • Problem solving in mathematics
<p>Willingness to reflect on their experiences</p>	<ul style="list-style-type: none"> • Opportunities for reflection time in the chapel • Circle time activities • Whole school events e.g. Remembrance Day, Advent service, Lent service, Founders Day

Moral Development

Aspect	Examples of Evidence
<p>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</p>	<ul style="list-style-type: none"> • School policies for behaviour, anti-bullying, inclusion • Classroom Code of Conduct • Life Skills curriculum considering human rights, individual responsibilities & the importance of the law • RE curriculum considering the Ten Commandments, Gospel teaching and religious law
<p>Understanding of the consequences of their behaviour and actions</p>	<ul style="list-style-type: none"> • Discussion in RE and Life Skills of moral dilemmas • Anti-bullying assemblies which consider the impact of bullying on the victim • Curriculum topics on climate change and recycling which have impact on the environment • RE curriculum considering Just War Theory and the consequences of conflicts around the world • Life Skills curriculum considering the dangers of illegal drugs and their impact on society • Police and fire safety officers speaking in assembly about firework safety, water safety • Prison Me! No Way! Workshops with police and probation service to consider consequences of breaking the law
<p>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</p>	<ul style="list-style-type: none"> • Fundraising, volunteering and community projects which focus on social justice and Catholic social teaching • External speakers in assemblies from community and local organisations • Participation in Holocaust Education Trust visit to concentration camps and subsequent awareness raising in assemblies on racial tolerance • Staff 'sleep out' in Manchester to raise awareness of homelessness and the issues associated with being homeless in modern society

Social Development

Aspect	Examples of Evidence
<p>Use of a range of social skills in different contexts, for example working and socialising with other students, including those from different religious, ethnic and socio-economic backgrounds</p>	<ul style="list-style-type: none"> • Student engagement in school and year councils • Retreat activities shared with other schools e.g. Kintbury • Lasallian summer camp with young people from across the Lasallian district of GB and Malta • Sporting activities and competitions with other schools • Team and group activities within curriculum lessons • Enterprise Day encouraging participation and teamwork • Educational exchanges with partner schools in France and Spain • Ethos leaders and Genesis group working with local homeless charities
<p>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</p>	<ul style="list-style-type: none"> • Students supporting disabled students from Hopwood Hall with their music development • Involvement in Salford Diocese pilgrimage to Lourdes to work with the sick and elderly • Good Life Orphanage visit supporting disadvantaged children in Kenya • Peer mentors and Guardian Angels • Participation in musical concerts and drama performances
<p>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</p>	<ul style="list-style-type: none"> • Life Skills curriculum includes specific topics on fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs • Student involvement in the National Citizen Service • EU referendum debate in school and subsequent vote • Prefect and student leadership roles within school and the local community

Cultural Development

Aspect	Examples of Evidence
Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others	<ul style="list-style-type: none"> • History curriculum considering the cultural and ethnic diversity that has shaped modern Britain • Specific activities to recognise Black History Month and Chinese New Year
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	<ul style="list-style-type: none"> • European Day of Languages to celebrate the cultural and linguistic diversity within the school community • Celebration days from other cultures e.g. Chinese New Year
Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain	<ul style="list-style-type: none"> • Life Skills curriculum considering the role of democracy and the British parliamentary system • A-level Government & Politics course which considers the political systems and democratic values from a range of countries across the world
Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities	<ul style="list-style-type: none"> • Wide range of extra-curricular activities available to students and high participation rate • Art department visits to Manchester galleries, Yorkshire Sculpture Park, London exhibitions • English department visits to see contemporary and classical theatre to complement their study in the curriculum • Drama department productions and involvement in Shakespeare Festival • Music department tour and performances in Rochdale Music Festival • MFL department visits to France & Spain • Local, regional and national competitions in a variety of sports including annual participation in the Greater Manchester summer and winter games. • Cardinal Langley is host of the Rochdale School Games Partnership

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

- In school theatre performances celebrating diversity and tolerance
- External speakers from other faith traditions
- Student participation in local, national and international appeals e.g. Syrian refugees, support for asylum seekers
- Literature studied in English lessons from a variety of different cultures to celebrate diversity and promote tolerance

SMSC in Life Skills

Spiritual development in Life Skills is shown by students through the way they reflect on their own beliefs and that of other cultures and religions. Students are expected to respect other's point of view in discussion and activities and consider the wonder in the variety of different cultures around the world. They demonstrate a sense of enjoyment and fascination in learning about their own body, mind and forming their own outlook on life.

Moral development in Life Skills is shown by students through learning about right and wrong in a number of different situations i.e. the impact of drugs, positive and negative relationships, bullying and intimidating behaviour. Students recognise the legal boundaries and consequences of unlawful behaviour in relation to drugs and alcohol, CSE, sexual consent and online behaviour. Students understanding their moral obligation to being an active citizen in our school and wider community and gain an appreciation of the need for a welfare system that supports those members of our community who cannot care for themselves along with an appreciation that welfare is not a 'lifestyle choice'.

Social development in Life Skills is shown by students through the 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. Students learn about an individual's rights and responsibilities and an appreciation of the consequences when these rights are in conflict or abused.

Cultural development in Life Skills is shown by students through understanding the role of local and national democracy and its role in developing our society and culture. Students learn about the role of the police and judiciary in keeping us safe and how they deal with young offenders.

Examples of Spiritual, Moral, Social and Cultural Education in **Life Skills** include:-

- Reflecting on their own beliefs and that of other cultures and religions
- Recognising the legal boundaries and consequences of unlawful behaviour
- Students learn about an individual's rights and responsibilities

SMSC in Religious Education

Spiritual development in Religious Education involves the study of Christianity, Islam and Hinduism at KS3 and in-depth study of Christianity and Judaism at GCSE. Students also study Humanist beliefs and atheist views as part of the new GCSE. Teachers plan interesting and diverse lessons with outside speakers as an integral element of the course. This includes external input for both Judaism at GCSE and Catholic charities for the KS5 certificate in Catholic Religious Studies. Students take part in reflective activities considering religious artwork; God, Jesus, Jewish art, artwork reflecting theological ideas and concepts i.e. creation, salvation, The Trinity etc. Students also take part in meditation and prayer activities, often using religious music to deepen their understanding of God and their faith.

Moral development in Religious Education involves learning about the importance of Human Rights, including examples from across the world from when they have been broken. This links with the study of war and conflict to develop an understanding of 'just war theory' and encourages students to develop their own moral framework. Students study about crime and punishment, contrasting this with the scriptural message of forgiveness and reconciliation encompassing the Christian approach to behaviour and injustice. At A-level, more advanced ethical concepts are considered and students gain a detailed understanding of Natural Law Theory.

Social development in Religious Education involves students considering what it means to be a part of the Christian, Muslim, Hindu and Jewish communities. Students study the wide variety of religious, cultural and ethnic practises and activities that take place in Britain e.g. religious festivals and cultural events. This encourages students to develop an understanding of the importance of community cohesion and promoting racial harmony. Students reflect on injustice that occurs in Britain and around the world and how Catholic social teaching encourages us to respond. Catholic Religious Studies drop down days address pertinent issues such as migration, refugees and welcoming outcasts.

Cultural development in Religious Education involves learning about how the media represent issues e.g. the role of women in the life of the Church, and how this translates into cultural expectations. Students study the different cultures in the local area, including the contribution of the Jewish

community in Manchester, and the importance of prayer and significance of the Mosque in the Muslim community. This develops a consideration of different cultures and the similar/contrasting practises e.g. when Sacraments take place. Students explore the importance of racial harmony and community cohesion and how this is promoted by the Church.

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

- Creative homework activities e.g. developing prayer resources and reflections through the 'Takeaway Homework' model
- Considering famous speeches on human rights and the sanctity of human life
- Class debates on, amongst other things, the existence of God, when life begins, the role and importance of the family, the end of life and good and evil
- Class discussion comparing British values and Gospel values
- Students consider ethical dilemmas and discuss the question 'What would Jesus do?'
- Learning about the Lasallian network in the UK and around the world
- Year 7 unit on 'Community' both locally and in our school
- Study of the dignity of the human person and how organisations like CAFOD reflect Catholic Social Teaching
- Study of the Holocaust and what it tells us about human behaviour.
- Examples of food, festivals and cultural activities to develop students' knowledge and therefore reduce prejudice.
- Consider the difference between Christian, Jewish and non-faith perspectives on a range of issues e.g. the dignity of the human person, the existence of God and the creation of the world

SMSC in English

Spiritual development in English involves students acquiring insights into their own personal existence through literacy appreciation and analysis. Through reflection on literary works students consider the attribution of meaning to experience. Through careful selection of novels and plays students consider the belief that one's inner resources provide the ability to rise above everyday experiences. Through empathy with characters students develop a growing understanding of how ideology contributes to personal identity. Students are provided with opportunities to extract meaning beyond the literal, consider alternative interpretation and hidden meanings while engaging with ideas in fiction, non-fiction, poetry and drama. Students explore how choice of language and style affects implied and explicit meaning. Students are provided with opportunities to reflect on their own life and lives of others using diaries, journals, letters, biographies and autobiographies. Students experience a rich variety of quality language use, and learn how to use language in imaginative and original ways, drawing on their reading, and considering how words, usage and meaning change over time.

Moral development in English involves students exploring and analysing appropriate texts which furnishes them with the knowledge and ability to question and reason, which enables them to develop their own value system and to make reasonable decisions on matters of personal integrity. Students develop an awareness that life throws up situations where what is right or wrong is not universally agreed. Novels and plays are selected that extend students' ideas and their moral and emotional understanding. Through reflection on a writer's presentation of ideas and the motivation and behaviour of characters, Students express informed personal opinions. Students learn to articulate their own attitudes and values through being provided with opportunities to discuss matters of personal concern, related to books and plays read in class. They are given opportunities to talk for a range of purposes including exploration and hypothesis, consideration of ideas, argument, debate and persuasion. In discussion they are encouraged to take different views into account and construct persuasive arguments.

Social development in English involves students reading novels and short stories that offer 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 in ways that are interesting and challenging. In taking different roles in group

discussions students are introduced to ways of negotiating consensus or agreeing to differ. Students are provided with opportunities to consider the coinage of new words and the origins of existing words, explore current influences on spoken and written language, examine attitudes to language use, and consider the vocabulary and grammar of Standard English and dialect variations.

Cultural development in English involves short stories and plays being selected which encourage students to empathise with the feelings and experiences of others in order to develop their understanding of other people's attitudes, ideas and behaviour. Students develop sensitive awareness of, and the ability to respond constructively to, the backgrounds, experiences, concerns, feelings and commitments of others through poetry, imagery, drama, role play, myth and historical narrative.

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

- Students being given the opportunity to compare their own culture and community with that which is different
- Students becoming aware of how different societies function and different social structures
- Students addressing issues of discrimination (race/gender/age) within texts
- Students being given the opportunity to develop empathy for characters and understand the feelings and emotions of characters in the text
- Students being encouraged to make reasoned judgements on moral dilemmas that occur in texts
- Students covering intangible concepts such as love, beauty and nature in poetry
- Students thinking through the consequences of actions – e.g. advertising, charitable campaigns or sensationalism in the media.

SMSC in Mathematics

Spiritual education at Cardinal Langley involves the awe and wonder of mathematics that is shown to students. Mathematics can be used to explain the world and the mathematical patterns that occur in nature, such as the symmetry of snowflake patterns or the stripes of a tiger. There is a sense of wonder in the exactness of mathematics as well as a sense of personal achievement in solving problems. Further mathematics can also be used to consider the idea of infinity. Students are involved in a range of problem solving activities, including calculating the size of Noah's ark to fit two of each species.

Moral education at Cardinal Langley concerns the use and interpretation of data that is becoming more prevalent in society. Students are given the opportunity to be aware of the use and misuse of data in all issues including those supporting moral argument. Topics covered include probability with discussion on the issue of gambling.

Social education at Cardinal Langley in Maths concerns students being given the opportunity to work together. Experimental and investigative work provides an ideal opportunity for students to work collaboratively. Mathematics also allows students to apply their own intuitive feelings and check these against what they have learnt in order to make more sense of the world.

Cultural education at Cardinal Langley concerns the wealth of mathematics in all cultures and the opportunities students are given to explore aspects of personal culture and identity through mathematics. Recognition is given to symmetry patterns, number systems and mathematical thinking from other cultures.

Examples of Spiritual, Moral, Social and Cultural Education in **Maths** at Cardinal Langley include:

- Focus on 'Philosopher of the Month'
- Students conducting an opinion survey on a moral issue
- Students considering the development of pattern in different cultures including tessellations
- Allowing discussion and debate on the use and abuse of statistics in the media
- Allowing discussion on the cultural and historical roots of mathematics
- Students learning how mathematics is used to communicate climate change

SMSC in Science

Spiritual education at Cardinal Langley in Science involves the search for meaning and purpose in natural and physical phenomena. It is the wonder about what is special about life and 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 phenomenon, plants, animals, crystals, rainbows, the Earth from space etc.

Moral education at Cardinal Langley in 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.

Social education at Cardinal Langley involves group practical work which provides opportunities for students 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 education at Cardinal Langley in 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 in the past. The interdependence of the world in environmental issues is central to science.

Examples of Spiritual, Moral, Social and Cultural Education in **Science** at Cardinal Langley include:

- Students gaining an insight into the chemical nature of natural changes in the lithosphere, hydrosphere, atmosphere and biosphere
- Students debating the ethical issues surrounding current issues such as stem cell cloning to cure diseases
- Learning about the future implications of the use of finite resources and landscape changes
- Learning about theories concerning the creation of the universe and evolution of life with consideration of religious beliefs
- Looking into the future options for the production of electricity, alternative fuels, and methods to reduce pollution with discussion of how these can improve people's lives and the environment in general
- Students investigating the historical impact of scientists from around the world in numerous famous discoveries
- Students considering how scientific perceptions can alter across the planet; from the phases of the moon, the safety of food additives and the local importance of recycling

SMSC in Modern Foreign Languages

Spiritual development in MFL concerns students wondering at the number of different and similar ways that people have developed to express themselves and 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 education in MFL 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 students are able to consider other peoples' responses to moral issues.

Social education in MFL concerns communicating 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 learning together in the classroom.

Cultural education in MFL is achieved through students valuing all languages and therefore learning to understand and respect other people. Travelling to other countries enables students to directly experience different cultures and speaking in the local language allows a greater understanding of the architecture and events taking place around them.

Examples of Spiritual, Moral, Social and Cultural Education in **Modern Foreign Languages** include:

- Looking at cultural festivals such as Christmas and seeing how these are celebrated in different countries
- Aiming to break down stereotypes and looking at the similarities as well as the differences between countries and cultures
- Researching projects on different countries and preparing presentations and leaflets to express our ideas e.g. healthy eating posters and environment projects
- Students taking part in educational visits to France and Spain to give students the opportunity to experience another culture and speak another language
- Allowing students to develop an appreciation of theatre, music, art and literature by listening to French and Spanish music and watching French and Spanish films.
- Encouraging student involvement in debates and discussions on healthy lifestyles, environmental issues, marriage/divorce, single parent families, poverty and charitable organisations

SMSC in Creative Arts

Spiritual education in Creative Arts is encouraged through the experience and emotion of response to the creative process. Through a sensual approach to feeling, seeing and hearing, students respond creatively themselves. We aim to nurture feelings, enhance moods and enable students to reflect on the beauty and wonder of artistic expression in art, music and drama.

Moral education in Creative Arts involves students expressing their own response to moral dilemmas and emotions. They can appreciate the work of practitioners in expressing unfairness, injustice and in celebrating the victory of good over evil. Encouraging critical discussion in response to challenging art, drama and music is an integral process in learning and development.

Social education in Creative Arts provides an individual and collective experience that contributes to a student's social development. Through group collaboration, students develop social skills as they realise the necessity of pooling ideas, then selecting and developing them with a large degree of 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. They should also be aware 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 develop their ability to identify, listen to, understand and respect the views and values of others in discussion.

Cultural education in Creative Arts involves students developing 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, 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 Arts** include:

- Students speaking about difficult events, e.g. bullying, death etc.
- Students being given the opportunity to meet people from different cultures and countries
- 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

SMSC in Physical Education

Spiritual education in Physical Education involves students developing a variety of skills, e.g. performing a sequence in dance or gymnastics, which allows the students to express their feelings and emotions as well as be amazed by what their bodies can achieve.

Moral education in Physical Education concerns students having the opportunity to understand how PE can influence their healthy living and lifestyle. PE highlights the advantages of health and lifestyle through team sports and health related fitness. Students are also able to understand the rules of activities and the reasons why they need to abide by them and understand what fair play is.

Social education in Physical Education involves students having the opportunity to work as a team, as well as reflect on feelings of determination and enjoyment. Students are given the role of a coach or leader to develop their social skills in co-operation, communication, commitment, loyalty and team work.

Cultural education in Physical Education means students are given the opportunity to learn games and dances from different traditions, including their own as well being able to appreciate the differences between male and female roles within sport.

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

- Students reflecting on values surrounding competition which includes 'winning at all costs' as well as sportsmanship and fair play
- Students learning to handle success and defeat with dignity
- Giving time for focus group discussions on lesson objectives and outcomes as well as listening to other people's opinions and giving feedback
- Students being introduced to tactics and strategies in sport
- Students developing their moral stance through developing a sense of fair play and positive sporting behaviour as well as reflecting on the need for rules
- Students discovering the role of sport in society
- Students becoming aware of different cultural attitudes towards aspects of physical activity

SMSC in Geography

Spiritual education in 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 education in 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, e.g. river pollution. Issues of justice, fairness and democracy are central and can be debated in terms of student's own experiences as well as using geographical issues as contexts.

Social education in Geography involves the study of real people in different societies. In looking at their own locality and others in the world, student's sense of identity and community can be strengthened.

Cultural education in Geography 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 identity of sense of belonging.

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

- Students learning the power of the Earth's forces, for instance the effects of earthquakes and their impact on people
- Understanding the threats to the planet now and in the future, including global warming
- Students understanding and debating the conflicting values of tourism and spirituality
- 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 in the decision making process
- Students becoming aware of the social problems of rural decline

SMSC in History

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 we feel that we can almost reach and touch them.

Moral education in 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 education in History encourages students to think about what past societies have contributed to our culture today. Student's 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 education in History 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 exploring the treatment and persecution of minorities in Hitler's Germany

SMSC in ICT & Computing

Spiritual education in ICT & Computing provides opportunities for reflection of awe and wonder about the achievements in technology today and the possibilities for the future. ICT & Computing allows students to have the opportunity to reflect on, for example, how computers can sometimes perform better in certain activities than people.

Moral education in ICT & Computing helps students to explore aspects of real and imaginary situations and enables them to reflect on the possible consequences of different actions. It can raise issues such as whether it is morally right to have computer games whose aim is killing and violence, and whether it is fair that some people in this country and in other countries cannot use the internet. Through real life case studies, students also consider issues surrounding the misuse and access rights to personal data. Through e-safety topics, students explore the acceptable use of social media and the consequences of misuse.

Social education in ICT & Computing involves collaborative work which encourages social development. It also helps all students to express themselves clearly and to communicate. As students progress through their learning, they consider more complex social needs and are encouraged to research and work collaboratively to find appropriate solutions to issues that may affect particular groups within society.

Cultural education in ICT & Computing involves the breaking through of linguistic and cultural barriers. It is possible to e-mail or chat across the world and to word process in different languages. ICT creates new opportunities to communicate such as social networks. Whilst studying various aspects of ICT, students are asked to reflect on how different cultures are portrayed on the internet and why or who is portraying them in this way. Students are also challenged to think about how differing cultures access and use the internet and what implications this has on the individual and the culture.

Examples of Spiritual, Moral, Social and Cultural Education in **ICT & Computing** include:

- Students exploring moral issues relating to access when considering the use of large information systems e.g. who should know about criminal records
- Understanding the use of and limitation of automatic foreign language translators in the understanding of other cultures
- Understanding the need for online safety and the range of criminal activities which take place over the internet

SMSC in Design Technology

Spiritual education in Design 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 man-made world and the variety of resources available to them.

Moral education in Design Technology involves understanding that decisions to make things can have both positive and negative effects on environments. Students learn about the range of materials that can be recycled and the methods used to turn them into useful products.

Social education in Design Technology enhances students' ability to co-operate together through activities such as designing and making. It also gives new and different goals in order to make something unique and helps students to assess objects in terms of usefulness, beauty, taste and cost effectiveness. This creates awareness that simple solutions can be used to solve complex problems. It can enhance their ability to respect ownership and to resist destructive behaviour.

Cultural education in Design Technology allows students the opportunity to value artefacts and foods from their own culture and from other cultures. They compare similarities and differences between how things were made or cooked in the past compared with how they are made today.

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

- Students producing a wide range of food dishes from various cultures and encouraging them to discuss the historical, cultural and geographical contexts that have created this diversity
- Demonstrating the Computer Aided Manufacturing (CAM) process and contrasting CAM with historical methods of manufacture
- Wondering at the contribution of past generations to modern manufacturing techniques
- Students disassembling a range of manufactured products and discussing problems concerning the recycling of materials that have fulfilled their use
- Working together in teams to design and manufacture a complete product
- Discussing 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

SMSC in Business & Economics

Spiritual development in Business Studies & Economics involves students being encouraged to explore sexism, racism and discrimination in the workplace through the discussion of employment laws. Students are encouraged to express their own opinion and explore different examples. Students also explore their own feelings and meaning and reflect upon topics such as ethics. Students are encouraged to explore these concepts and challenge the actions that businesses should take. This also helps to develop student's empathy and compassion skills and allows them to take into consideration other people's aims, values, principles and beliefs.

Moral development in Business Studies & Economics involves students being required to evaluate, comment upon and discuss various moral issues relating to business practices. They do this through the use of observation, gathering information and case studies. Students are given the opportunity to consider a variety of information relating to real life business scenarios in order to make valid judgements. Students spend a large proportion of the course investigating the impact of business and government decisions upon society and the local community in which they operate.

Social development in Business Studies & Economics involves students being encouraged to develop their team working skills through collaborative work and research. The students also explore the concept of teams and the roles that individuals have to play and how this can impact on a business. Throughout the curriculum, students are given the opportunity to exercise their leadership skills. Students often work collaboratively to understand new concepts and share information researched, thus giving the students responsibility over their work.

Cultural development in Business Studies & Economics involves students being given the chance to see how the functions of a business operate. Students look at the changes within society and how they may impact on businesses. Students explore the economic wealth of different countries and the development of their infrastructure. Students also have the opportunity to look at how organisations work by visiting businesses. Students benefit from visits to school by business people, to enhance their knowledge and skills.

Examples of Spiritual, Moral, Social and Cultural Education in **Business Studies & Economics** include:

- Students looking at the moral issues associated with advertising and consider how business promote themselves
- Students considering the impact that business decisions have upon their local area and communities
- Students investigating business ethics and considering the ethical boundaries in which businesses must operate within
- Students explore the cultural differences between customer groups which businesses may be targeting their products/services towards and how these differences impact upon sales
- Students learn about a range of economic policies and their impact on unemployment, considering how this impacts on society

SMSC in Social Science

Spiritual education in Social Science involves giving students the time and opportunity to consider, discuss and reflect on questions relating to their own personal development and the development of others. This is explored through various topics such as the social influence of families and households. Students are encouraged to examine their own thoughts and beliefs and analyse how they behave in certain situations. For example, during the topic of Social Influence and beliefs in society, students learn about the process of social change and explore real world examples of the Suffragette and Civil Rights Movement. In the topic of families and households, students are asked the questions what is the ideal family type and is one type more effective than the other.

Moral education is developed through students considering the ethics of theories and research. This runs through all courses and topics and allows students to consider, discuss and reflect on the values, attitudes and beliefs of themselves and others in a critical way. Within Psychology students examine the different biological and psychological treatments available for psychological disorders and consider the moral implications of treatments such as ECT and chemotherapy. These topics allow students to examine the moral issues surrounding academic concepts in a real-world context. During the A2 topic of crime and deviance, students are asked to examine causes of crime and consider different causal explanations which challenge their existing ideas about crime and deviance.

Social development within Social Science involves students examining their own behaviour, attitudes and beliefs, as well as the behaviour, attitudes and beliefs of other cultures. Sociology considers this from a societal point of view and looks at the influence of social institutions such as the education system and the media. Students examine the behaviour, attitudes and beliefs of other cultures through cultural variations in research and theories. This is an area of focus throughout all courses and topics, students are introduced to cultural variations in behaviour and asked to consider how this might differ from their own culture and to explore the reasons for this.

Cultural education in Social Science involves students studying human behaviour in different cultures and societies. Students are given the opportunities to compare cultures, discuss any differences and similarities as well as exploring reasons for these. Students will learn to understand and respect

different cultures and examine how this may impact behaviour. Students learn about mental disorders such as schizophrenia and the prevalence of these in western and non-western countries. They also examine how culture may play a part in the onset and maintenance of mental illness

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

- Helping students develop self-knowledge including an awareness and understanding of their own beliefs, values and emotions
- Giving students opportunities to explore and develop moral concepts and values - for example fairness and respect
- Challenging students' assumptions, stereotypes and prejudices
- Encouraging students to relate positively to one another and work effectively through collaborative learning tasks including group work, discussions, class presentations, sharing findings from research. These tasks develop inter-personal skills and encourage students to work cooperatively whilst sharing their views and opinions
- Developing an informed awareness of and sensitivity to the lives, needs and problems of others e.g. through analysis of research into ethnicity, disability, ageing population etc.

Cardinal Langley RC High School Mission Statement



I have come that they may have life and have it to the full. John 10:10



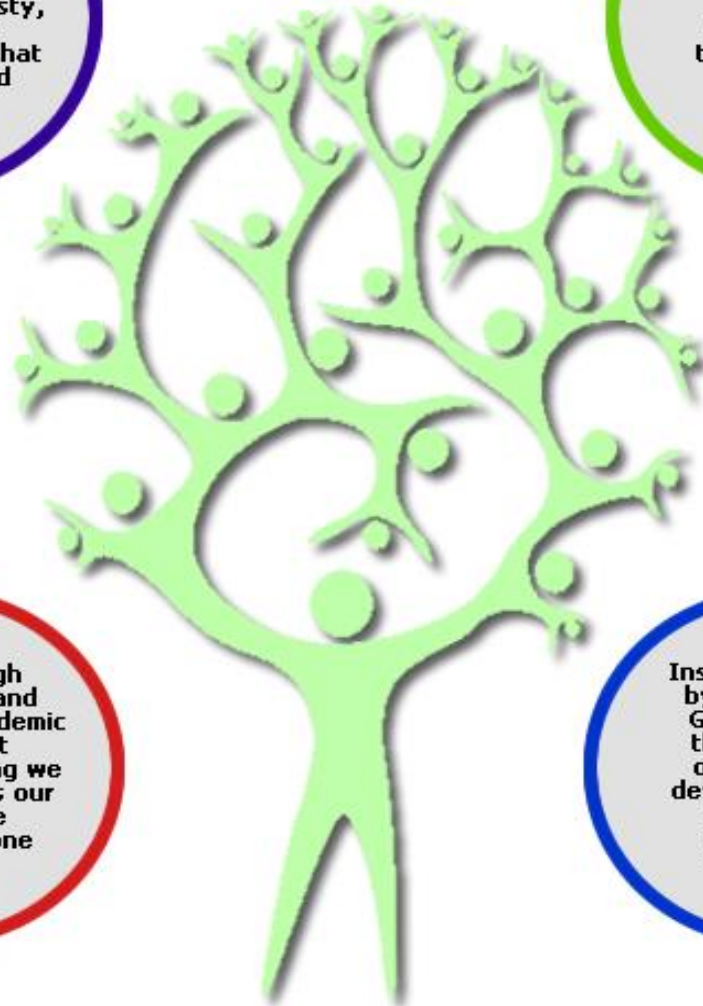
Living the values of love, respect, forgiveness, compassion, honesty, fairness and responsibility so that all feel safe and valued.

Striving to recognise, value and respond to the needs of all so that they may take their place in modern society, acting justly, loving tenderly and walking humbly with God.

Celebrating the presence of God, the talents and abilities of all and supporting those in need as we journey in faith.

Promoting high expectations and excellence in academic achievement and in everything we do; we see it as our duty to care and support one another.

Inspiring children by the word of God, to live in the service of others and to develop their full potential as unique individuals.



Rooted in Christ and in the tradition of St John Baptiste de la salle, Cardinal Langley is a school community in the Diocese of Salford where the Catholic faith is taught, lived and celebrated so that all may have life and have it in abundance. It is our mission to educate the whole person in the footsteps of Jesus Christ.