

'Improving awareness of knowledge, behaviors and skills through both abstract and formal practices.'



Dene

SMSC Subject Audit

Dene Academy



Dene Academy is part of
Advance Learning Partnership Multi Academy Trust



Maths

Spiritual

- Spiritual education involves the awe and wonder of mathematics that is shown to children.
- Mathematics can be used to explain the world and the mathematical patterns that occur in nature, such as the symmetry of snowflake patterns.
- There is a sense of wonder in the exactness of mathematics as well as a sense of personal achievement in solving problems.

Social

- Social education in Maths concerns pupils being given the opportunity to work together.
- Experimental and investigative work provides an ideal opportunity for pupils to work collaboratively.
- Mathematics also allows children to apply their own intuitive feelings and check these against what they have learnt in order to make more sense of the world.
- Lessons in Maths often link to social situations e.g. budgets, finance and travel plans/timetables.

Moral

- Moral education 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.

Cultural

- Cultural education 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 include:

- Students investigating different number sequences and where they occur in the real world
- Students considering the development of pattern in different cultures, including work on sequences that form a pattern.
- 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 discussing the use of mathematics in cultural symbols and patterns
- Students are given opportunities to take part in national competitions
- Students are also encouraged to explore mathematical options as a career
- Students explore finance and banking, as well as managing a budget
- Students explore reading of timetables for travel plans



English

Spiritual

- 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 will be 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.
- They explore how choice of language and style affects implied and explicit meaning.

Moral

- Moral development in English involves students exploring and analysing appropriate texts which furnishes them with the knowledge and ability to question and reason, which will enable them to develop their own value system and to make reasonable decisions on matters of personal integrity.
- 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, pupils 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 a range of texts read in class.
- They should be given opportunities to talk for a range of purposes including exploration and hypothesis, consideration of ideas, argument, debate and persuasion.

Social

- Social development in English involves pupils reading novels, short stories, poems and non-fiction texts 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 pupils are introduced to ways of negotiating consensus or agreeing to differ.

Cultural

- Cultural development in English involves a range of texts 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.
- Students cultural capital developed through a broad and varied curriculum

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

- Students address issues of discrimination (race/gender/age) within texts
- Students are encouraged to make reasoned judgements on moral dilemmas that occur in texts
- Students think through the consequences of actions: advertising, charitable campaigns or sensationalism in the media.
- Students give opportunities to visit the theatre
- Students are given regular opportunities to take part in national writing competitions
- Students are given opportunities to work with local authors, writing and press companies
- Students are encouraged to attend extra - curricular activities
- Students explore a range of time periods



Science

Spiritual

- Sometimes ,science and spiritual ideas do cause conflict but in a modern society, it is important to understand why these conflicts arise so we can respect the views of others and move forward.
- Science is using evidence to make sense of the world. It has the ability to make us feel both enormously insignificant (compared to the scale of the visible universe) and enormously significant (we are genetically unique).
- It helps us understand our relationship with the world around us (how the physical world behaves, the interdependence of all living things).
- Making new discoveries increases a student's sense of awe and wonder at the complexities and elegance of the natural world. For scientists, this is a spiritual experience and drives us onwards in our search for understanding.

Social

- Science is changing our society. Life expectancy is increasing, people are driving more efficient and more eco-friendly cars, and more and more people are putting solar panels on their rooftops. Our society has become dependent on scientific developments which we could not have foreseen 50 years ago. Also our lives are likely to change significantly in the future because of our reckless damaging activities to the environment as a human society.
- Scientists are collaborators. Sharing ideas, data, and results (for further testing and development by others) is a key principle of the scientific method.
- We encourage pupils to work together on scientific investigations and to share results (to improve reliability).
- Science has a major impact on the quality of our lives. In Science lessons, pupils consider the social impact (both positive and negative) of science and technology.
- Students must consider their impact on the world around them and start to look at what we can do to help the next generation have a habitable planet.

Moral

- Our understanding of Science has allowed us to develop technology we couldn't have imagined 50 years ago. Now however, we must start deciding if we should we do all the scientific activities we are able to or morally should we decide not to.
- Whether it's the ethics behind certain medical treatments, the environmental impact of industry, or how government funding is allocated to scientific projects; moral decisions are an important aspect of Science.
- Scientific discoveries and inventions need to be used responsibly, and decisions made based on evidence (not prejudice).
- As teachers, we encourage pupils to be both open minded (generating a hypothesis) and critical (demanding evidence) and to use their understanding of the world around them in a positive manner.

Culture

- Scientific development comes from all across the world, from people of all backgrounds and cultures. Some of science's most important discoveries have come from other parts of the world and it's important for students to understand this as many believe that progress comes largely from the UK or America. It is also important to understand how the different cultures around the world can have different impacts on the planet.
- Science permeates modern culture, and has played a key part in developing it.
- It is (both currently and historically) an international activity.
- In Science lessons, we explore and celebrate research and developments that take place in many different cultures, both past and present.
- We explore how scientific discoveries have shaped the, beliefs, cultures and politics of the modern world.

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

- STEM
- Science to develop MAT Students
- Extra-Curricular opportunities
- Gaining an insight into the chemical nature of natural changes in the lithosphere, hydrosphere, atmosphere and biosphere
- 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
- Investigating the historical impact of scientists from around the world in numerous famous discoveries
- 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



Health & Social Care

Spiritual	Social
- We explore self-esteem, self-concept and self-image. Students conduct a self-assessment and two case studies reflecting on how self-esteem can be improved. - Spiritual education in Childcare allows students the opportunity to consider and discuss questions related to the meaning of life, the nature of humanity and the recognition of individual worth. - The concepts permeating the study of Childcare develop naturally from the sense of awe and wonder engendered by birth and human development across the life stages. - A large part of the course concerns caring skills and treating people well. - It also examines the barriers that exist that prevent some groups being treated as well as others.	- One of our assignments is linked to socialisation of children aged 0-5 - Social education in Childcare involves pupils developing their social skills as they work in pairs, small groups and whole class situations. - It involves them understanding the impact of social, emotional and cultural factors on health and wellbeing, and how society influences people's lives in many ways. - Opportunities also exist to consider questions of group identity, belonging and behaviours which influence individuals across the life stages. - Throughout the course, students will look at the impact of numerous factors on the quality of life. - They will learn that individuals differ in the extent to which different life quality factors affect them.
Moral	Culture
- One of the course assignments is linked to the importance of diversity within an early years setting. - Moral education in Childcare involves students recognising and understanding that values, attitudes and beliefs about what is right or wrong, good or bad, will differ in both individuals and communities. - Such issues impact directly on day-to-day decisions individuals make in their lives both regarding themselves and their loved ones: children and parents. - Values such as compassion, forgiveness, integrity and justice are considered in relation to service users and service providers. - The whole course encompasses the moral and ethical issues for both practitioners and clients and the importance of these in caring for individuals.	- Cultural education in Childcare involves students considering the values, attitudes and roles that prevail in communities. - They learn to develop tolerance and respect for those with different beliefs and customs to themselves and appreciate how important it is for individual rights to be upheld. - Questions of parental responsibilities, personal relationships and the provision of relevant communal services are also considered. - The potential impact of health conditions, their treatment and management, on the patients, their families and carers will also be studied.

Examples of Spiritual, Moral, Social and Cultural Education in Childcare include

- Students have the opportunity to study sexual health and the views of different groups of people on this issue
- Students study the development of the foetus, the process of birth and the views of different groups of people in relation to the process · Pupils have the opportunity to discuss issues such as birth control, abortion and euthanasia
- Students have the opportunity to consider how different groups of people have different approaches to lifestyle choices such as diet , alcohol and smoking
- During the interviewing of a practitioner, we examine ethically correct procedures
- Students complete work experience and are involved in the Real Life Choices Project
- Students learn about different types of family and the impact this can have on development
- Throughout the course, students will look at the impact of numerous factors on the quality of life
- Students learn how upbringing can be influenced by the society or community into which a child is born



Art & Design

Spiritual

- Respect for feelings and values of all
- Enjoyment in learning about themselves, others and the world around them
- Use of their imagination
- Willingness to reflect on experiences
- Students are continually taught new techniques to build confidence
- Nurture students' creativity and imagination by encouraging experimentation, independent thinking and risk taking
- Students are supported in their work and encouraged to have a sense of pride and achievement in their creations

Social

- Working and socialising with different pupils
- Co-operating with their peers
- Solving problems and conflicts
- Group work, pair work where all participants need a certain role
- Discussion within groups to problem solve tasks
- The students look at the impact of art and design on society
- The celebration of student work throughout the school and on social media

Moral

- Recognising right from wrong
- Understanding the consequences of their actions
- To be interested in investigating ideas and concepts
- Have a reasoned argument
- Behaviour expectations are high and students must conduct themselves appropriately
- Discussion of work at all levels
- Exploring the work of artists from every corner of the globe both historical and contemporary
- Respecting others' ideas and values

Culture

- Appreciation of cultural influences and what effect they have
- Participation in artistic and technological opportunities
- A willingness to explore and respect cultural diversity
- SOW include contextual influences from far and wide
- Students are exposed to a variety of cultures, beliefs, ideas and religions
- Developing a knowledge of arts, creativity and celebrating it
- Promoting Art as a legitimate career path
- The celebration of student work throughout the school and on social media

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

- Trips to local, national and international galleries
- Use of the local area for inspiration, especially at GCSE level
- Students are encouraged to participate in local and National 'live' art and design competitions
- Participation in the local Apollo 50 project – including meeting artists, song writing, art workshops and creating a Zine
- Working collaboratively across different departments, most recently English, DT, and Media
- Established links with the local art colleges, especially CCAD, taking students a variety of educational visits
- Creating a whole school Poppy display to highlight how proud we are of our soldiers



Design Technology

Social

- Using purposeful differentiated pairs of students to assess, critique and support each other can help to build positive relationships; as well as progress students gaged on peers work
- Students working in groups learn how to cooperate with each other
- Students learn communication skills and how to function as a group when assessing and critiquing.
- DT trips and out of school activities support students social development and designing and making skills
- Flexible after school time can be allocated to groups or individuals to catch up on work and support more able students
- Robotics in social settings adapt learner's views on future designs

Moral

- Student's conscious decisions of right and wrong within behavioural circumstances can help to create a positive moral outlook on life and their studies
- Understanding the consequences of their actions towards behaviour, homework and practical work can progress students in a positive way
- Investigating their own concepts and ideas can create reasoned views about morals and ethics.
- Discussing moral and personal issues of designers, during the time of their created work, can help aid understanding.
- Students are encouraged to control their behaviour and be aware of how it affects others in the class.
- Moral developments in design throughout history address racist and sexist issues.
- Ethical design is addressed using design problems.

Spiritual

- Students' spiritual beliefs can be intertwined with their personal responses to projects, units of work and exams.
- The enjoyment of learning can help to fascinate the student within his or her own concepts and responses.
- The use of creativity and imagination within lessons can help to flourish teaching and learning in the classroom.
- The willingness to reflect on self, peer and teacher assessments can help build confidence and create resilience.
- Students learn how to question different DT concepts.
- Paired students can support each other's emotional needs when completing work.
- Scaffolded questioning with parallel planning for individual students, helps to create self-confidence when answering questions.

Culture

- Students show appreciation for a wide range of cultures and influences in their individual research and work.
- Participation in creative activities from around the world when learning techniques and processes throughout history, can help to create and understanding of development within Religious Education. (Cross Curricular).
- Students explore cultural diversity within religious groups when researching.
- Students show respect and celebrate different cultures within their annotation and personal responses, based on concepts and design of religious figures.
- Religious imagery is used in many lessons, to convey designers work.
- Students are expected to explore contemporary designers and how the local cultures inspire different designing techniques and products.
- Inspiration is found in lesson planning, out of school trips, visiting lectures and designers.
- Students are expected to gain work experience so they are better prepared for working life.



History

Spiritual

- Spiritual education in History involves the mystery of how and why events in the past happened and their many causes, helping students to a realization that events did not have to happen that way. They could have taken other directions.
- It also involves realizing 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 and so on.

Social

- Social education in History encourages students to think about what past societies have contributed to our culture today.
- Students are encouraged to study non-European societies in order to understand ways of life and belief systems.
- Pupils' 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 through writing and speaking.

Moral

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

Culture

- Cultural education involves students developing a better understanding of our multicultural society through studying links between local, British, European and world history.
- Students are encouraged to access a wide range of historical cultural materials.

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

- Students are 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 explore and question the moral codes of different societies.
- Students explore 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 explore why men joined the army in 1914 and the issues of right and wrong in fighting for your country.
- Students explore the treatment and persecution of minorities in Hitler's Germany.
- Students consider the Ripper murders and social and economic changes as well as attitudes towards women.
- Students are given opportunities to visit local museums
- Education visits are organised to visit local places of interest.



Geography

Spiritual

- 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.
- Students are also given a sense of place – indigenous places and group. For example Amazonian Tribes.
- They also develop an understanding of community after a natural disaster. This is so we constantly developing their thinking, understanding and empathy skills.

Social

- Social education in Geography involves the study of real people in different societies.
- In looking at their own locality and others in the world, pupils' sense of identity and community can be strengthened.
- Students are given opportunities to explore their British Values and elements of Citizenship.
- Students look at the challenges and opportunities facing their local community
- Students are given an understanding of the levels of uneven development around the world and this impacts the lives of the people who live there.

Moral

- 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 – 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.
- Students are also given an opportunity to develop an understanding of migration (causes, effects and solutions)
- Encouraging students to take responsibility for their actions; and look at the impact's actions have on the planet as whole e.g. plastic pollution

Culture

- Cultural education involves the study of real people in real places in the present.
- It also provides an opportunity to discuss globalization
- It provides opportunities for multi-cultural education through recognising commonalities and differences.
- It also encourages pupils to reflect on their own personal reality of sense of space.
- Students can discover how different cultures can impact the development, sense of place and view of an area.

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

- Students are given opportunities to conduct Field Study work and visit places such as Space to get a cultural understanding
- Students learn 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 and the threats of plastic pollution
- Students understand and debate the conflicting values of tourism and spirituality
- Students discuss the consequences of globalisation and its impacts on workers and their possible exploitation.
- Students discuss the changing urban environments as well as discussing people in the decision making process
- Students becoming aware of the social problems of rural decline
- Students develop an understanding of Fairtrade, International Aid and EU Migration
- Students are given the opportunity to go on trips to visit national and international communities
- Students study the serious geographical issues facing countries around the world e.g. migration in the USA, deforestation in Brazil and industry in India.
- Students look at the major issues facing their local community and what decisions Peterlee Town Council needs to make to manage the community..



Languages

Spiritual

- Spiritual development in MFL concerns students wondering at the number of ways that people have developed to express themselves and their ideas.
- Students also look at both the simplicity and the complexity of these ideas.
- Students explore ways in which we learn and construct our languages.

Social

- 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.

Moral

- Moral education in MFL concerns pupils using the languages they have as a vehicle for discussing right and wrong.
- All languages carry messages about every aspect of life, including moral development and pupils are able to consider other peoples' responses to moral issues.

Culture

- Cultural education is achieved through students valuing all languages and therefore learning to understand and respect other people from different backgrounds.
- Through learning about other countries and cultures, students develop a deeper understanding of their own culture, customs and traditions.
- Students develop a cultural awareness through studying films and authentic texts, in the target

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

- Looking at festivals and traditions that we celebrate, and discovering how those celebrations might be different in other countries.
- Discovering traditions and festivals that we do not celebrate, and learning why they are important in different parts of the world.
- Breaking down stereotypes and looking at the similarities, as well as the differences, between countries and cultures.
- Researching projects on different countries and regions of the world, where our target language is spoken.
- Pupils taking part in educational visits to France to give students the opportunity to experience another culture and speak another language.
- Students have the opportunity to correspond with students from French Secondary Schools.



Computing & ICT

Spiritual

- Students explore their own creativity and imagination, when designing and constructing digital products. They must also consider the attitudes and views of a particular target audience, when creating digital products.

Social

- Many of our lessons involve problem solving and we insist on students working things out for themselves.
- We encourage appropriate social behaviours in the classroom itself and we also emphasise the importance of their online behaviour (their digital footprint) and how they portray themselves outside of school.

Moral

- Students explore moral issues around the use of digital technology for example, copyright, plagiarism and their own online etiquette with regards to E-safety.
- Students are encouraged to respect other people's views and opinions, as well as being expected to take care of the equipment in the classroom.
- Students are also actively encouraged to reduce their impact on the environment - for example by printing less out and when they do print, do so more efficiently.

Culture

- We encourage the sensible use of digital technology in the classroom and more of our students are now using Office 365 at home, to access their emails and complete homework.
- This has empowered students to apply their ICT and computing skills and knowledge to the wider curriculum and acknowledge links between subjects.
- We also encourage an awareness and appreciation of the digital divide and to be aware of differing cultural and spiritual or religious views towards the use of digital technology.

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

Spiritual: in ICT, students are encouraged to recognise their own creativity. This includes coming up with solutions to a design brief. In Computing, students touch upon the history of Computing to gain an appreciation of the achievements of innovators and understand how they overcame historical attitudes towards Technology

Moral: in Computing, students explore methods for combating online crime and protecting ICT systems. In ICT they investigate ways in which ICT can be used to monitor individuals' movements and communications.

Social: in ICT, students consider the impact of e-commerce on organisations and on society. In Computing students learn about the Data Protection Act, Computer Misuse Act, Copyright, Designs and Patents Act. Computing students also consider the ethical, environmental and legal considerations, when creating computer systems.

Culture: in Computing, students discuss hardware and software developments that are changing the way we live. In ICT students consider the impact on lifestyles and behaviour of the availability of goods and services online.



Performing Arts

Spiritual

- Spiritual education in Performing 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.

Social

- Social education in Performing Arts provides an individual and collective experience that contributes to a students' 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 cooperation 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 will develop their ability to identify, listen to, understand and respect the views and values of others in discussion.

Moral

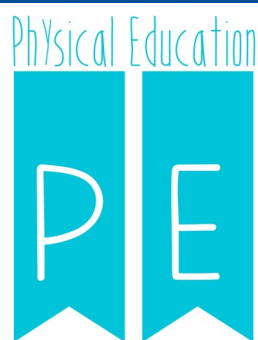
- Moral education in Performing Arts involves pupils expressing their own response to moral dilemmas and emotions.
- They can appreciate the work of practitioners in expressing unfairness, injustice and in celebrating the victory of good over evil.
- Encouraging critical discussion in response to challenging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

Culture

- Cultural education in Performing 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 Performing Arts include:

- Students explore life changing events and life experience
- Students are given the opportunity to work with other local providers
- Students are given the opportunity to visit local theatres
- Students are been given the opportunity to meet people from different cultures and countries
- Students participate in a variety of different educational visits: theatre, concert and art trips
- Students listen, share and respond appropriately to the views of others.
- Students learn an awareness of treating all as equals, accepting people who are different because of physical and learning difficulties
- Students discuss their beliefs, feelings, values and responses to personal experiences.
-



Physical Education

Spiritual

- Students explore, creativity through producing dance and gymnastic routines
- Students create and develop their own attacking and defensive set plays and tactics
- Students reflect and critique their own and others performances
- Students display emotions through their dance routines
- Using discovery style to allow pupils to have their own thoughts, ideas and concerns
- Questioning pupils throughout lessons – WHY, WHAT, WHERE and HOW?

Social

- Students create a sense of community in lessons and clubs
- Students interact with the community and primary schools through the sports leaders awards
- Students encourage pupils to recognise and respect social differences and similarities
- Students celebrate success both in and out of school
- As a department, we offer running clubs and activities
- We also actively encourage extracurricular activities
- We promote team work throughout lessons. We also provide peer mentoring in the Gifted and Talented program

Moral

- We Promote fair play and team work in lessons
- Students understand the importance of respecting equipment both when using and storing it
- Students show respect for their facilities and the environment they are active in
- We encourage and reward good behaviour
- Students listen to teacher and peer feedback
- We promote trust with peers through team building activities
- Students are given opportunities to take part in Sports Leadership Initiatives

Culture

- Exploring and respecting a variety of different cultural dances
- Gaining an understanding of different sports and their foundations
- Use of international examples of different athletes and their achievements
- Cultural engagement through elite performers, both at school and in their own sporting environment
- School trips such as, Rugby to Twickenham and Skiing to America

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

Dene PE department are an active member of the School Sports Partnership and have a high level of commitment to the development of competition across various sports and at all levels. With this in mind, we deliver all lessons with a key focus on personal excellence and instilling passion, self-belief, respect, determination, honesty and team work. Spiritual education involves pupils developing a variety of skills, such as performing a sequence in gymnastics, which allows them to express their feelings and emotions as well as be amazed by what their bodies can achieve. Moral education in PE concerns pupils 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. Pupils 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 involves pupils having the opportunity to work as a team, as well as reflect on feelings of determination and enjoyment. Pupils 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 PE means pupils 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.



Health & Social Care

Spiritual

- We explore self-esteem, self-concept and self-image. Students conduct a self-assessment and two case studies reflecting on how self-esteem can be improved.
- Spiritual education in Childcare allows students the opportunity to consider and discuss questions related to the meaning of life, the nature of humanity and the recognition of individual worth.
- The concepts permeating the study of Childcare develop naturally from the sense of awe and wonder engendered by birth and human development across the life stages.
- A large part of the course concerns caring skills and treating people well.
- It also examines the barriers that exist that prevent some groups being treated as well as others.

Social

- One of our assignments is linked to socialisation of children aged 0-5
- Social education in Childcare involves pupils developing their social skills as they work in pairs, small groups and whole class situations.
- It involves them understanding the impact of social, emotional and cultural factors on health and wellbeing, and how society influences people's lives in many ways.
- Opportunities also exist to consider questions of group identity, belonging and behaviours which influence individuals across the life stages.
- Throughout the course students will look at the impact of numerous factors on the quality of life.
- They will learn that individuals differ in the extent to which different life quality factors affect them.

Moral

- One of the course assignments is linked to the importance of diversity within an early years setting.
- Moral education in Childcare involves students recognising and understanding that values, attitudes and beliefs about what is right or wrong, good or bad, will differ in both individuals and communities.
- Such issues impact directly on day-to-day decisions individuals make in their lives, both regarding themselves and their loved ones: children and parents.
- Values such as compassion, forgiveness, integrity and justice are considered in relation to service users and service providers.
- The whole course encompasses the moral and ethical issues for both practitioners and clients and the importance of these in caring for individuals.

Culture

- Cultural education in Childcare involves students considering the values, attitudes and roles that prevail in communities.
- They learn to develop tolerance and respect for those with different beliefs and customs to themselves and appreciate how important it is for individual rights to be upheld.
- Questions of parental responsibilities, personal relationships and the provision of relevant communal services are also considered.
- The potential impact of health conditions, their treatment and management, on the patients, their families and carers will also be studied.

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

- Students have the opportunity to study sexual health and the views of different groups of people on this issue
- Students study the development of the foetus, the process of birth and the views of different groups of people in relation to the process · Pupils have the opportunity to discuss issues such as birth control, abortion and euthanasia
- Students have the opportunity to consider how different groups of people have different approaches to lifestyle choices such as diet, alcohol and smoking
- During the interviewing of a practitioner, we examine ethically correct procedures
- Students complete work experience and are involved in the Real Life Choices Project
- Students learn about different types of family and the impact this can have on development
- Throughout the course, students will look at the impact of numerous factors on the quality of life
- Students learn how upbringing can be influenced by the society or community into which a child is born
- We also examine issues of: discrimination, stereotyping and labelling

SEND

Spiritual

- Relax Kids / Chill Skills, promoting techniques for self – regulation
- Mindfulness, relaxation and Lego therapies.

Social

- Social skill groups
- Teenager focus groups on developing aspects of social development and interaction
- Lego – build to express

Moral

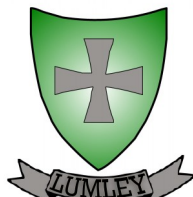
- Learning the importance of supporting a range of people with different needs.
- Learning the importance of accepting themselves and others for who they are.
- Recognising that despite having additional needs, a positive contribution can be made to the wider community and society as a whole.

Culture

- Developing a culture of acceptance and understanding of the differences found in all people.

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

- Students are encouraged to develop resilience and build self-esteem, through the various intervention groups that take place. The aim is for the students, who have identified SEND needs, to arrive at a point where they are able to transfer the skills that they have learned into their lives, both within school and in the wider community.



House Champions - Rewards and Competitions

Spiritual	Social
Improving students' self-esteem through rewards culture and working as part of a team. The House system fosters a sense of community amongst our students. Students are encouraged to work as a community within their House, in order to raise money for charity and also to gain the most amount of class chart points per House.	- Rewards trips and competition allow students to be involved in social activities both inside and outside of school. Students are encouraged to work alongside other students within their House from different year groups to win House Competitions. This develops the improvement of relations between students across year groups. - Whole School Sports Day encourages students to take part in healthy competition.
Moral	Cultural
Charity events give the students an opportunity to think and empathise with less fortunate members of society and also to think about how to help them improve their situation. Students are given the opportunity to decide the charities in which money is raised for within the school. This encourages them to consider the importance of different charities and their role in aiding society.	House assemblies have had such cultural events as Halloween and Remembrance Day as themes. Through assemblies, students are encouraged to think about the cultural value of the key topics covered.

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

Spiritual

- House Assemblies – Student are brought together with other members of their House from different year groups and their achievements are celebrated as a House community
- House competitions – This encourages students to work together and raises House spirit as an element of competition

Moral

- Bake sales for Charity – Students are encouraged to make or buy cakes to sell at school in order to raise money for our school chosen charity of the term. Money has been raised in this format for charities such as: Macmillan, Bradley Lowery, Children in Need, Comic Relief, Local Food Bank, Friends of Dene (our school charity), RSPCA,
- Non-School Uniform Days have been used to raise awareness and support for charities such as: Children in Need and Comic Relief
- House Assemblies are run to raise awareness of the charities that will be supported through our whole-school fundraising events

Social

- Sporting Competition – Football and Table Tennis competitions are run at lunch times and are open to students of all year groups. As this is a House Competition, it fosters friendly rivalry whilst also encouraging students to work together as a team outside of lessons
- Rewards – Students are rewarded based on their attendance and behaviour in lessons. The rewards they receive encourage them to socialise with other members of their year and their house in a positive setting. Examples of rewards: Metro Centre and Bowling, Movie Afternoons, DJ session, Hog Roast, Inflatables afternoon, Christmas Party, Donuts.
- Games Club is run on a Wednesday afterschool for an hour. This encourages pupils in a friendly environment to compete against each other at board games.

Cultural

- House Assemblies – during House assemblies we explore concepts such as Halloween, Black History, Chinese New Year and Remembrance Day – through these assemblies we encourage students to consider other countries, cultural values as well as our own.

Whole School STEM³ Week

Dene STEM³ week is an opportunity for our Year 7 to 9 students to come off timetable to carousel around a variety of activities - from building and programming simple robots to producing stop-frame animation with human actors - all with a common link in STEM skills of science, technology, engineering and maths.

For a number of years we have invited a range of providers from further education and industry, including Caterpillar, Rolls Royce, Centre for Life and EDF Energy. These providers lead the challenges and tasks which help our students to apply and develop their STEM skills. The primary aim of this event is to highlight and inspire a wealth of opportunities and careers made accessible through science, technology, engineering and maths. Some of our local feeder schools are also invited to come and take part. The year 5 children are timetabled into the day as well.

Here is an example of what some of the sessions include:

Inspire a Doctor [Operating Theatre Live]: 60 students from Y7 and 8 will get a literal hands-on, day-long experience of anatomy and physiology when dissecting and studying pig organs, as models of our own human digestive and respiratory systems.

Storytelling and STEM: Groups of students will use a combination of technical effects to produce a series of animations, big and small, to tell stories of science that are often difficult to explain in words. Last year, students create a movie showing a fantasy journey to Dene School, and the pupil's dream jobs to pursue. This was told through STEM technologies which turned us into the stop-motion actors.

Animal Encounters: Getting up close with some of the world's more unusual creatures to learn about their unique habitats and adaptations with **Zoolab**, and to become more familiar with our own pets through a better understanding of psychology and welfare with Toffy from **Stray Aid**.

Roaming Robots: Competitors and collaborators from previous series of Robot Wars join us to adjudicate over a build and battle robot challenge.

The red box's that are highlighted in red are external visits that the students go to.

Different Sessions

Backwoods & Survival
Bee Education
Blackhall Cadets - Survival Training
Bottle Rockets [Dene Challenge]
CSI [Dene Challenge]
Durham Uni - Black Holes
Durham Uni - Black Holes
Durham Uni - Skeleton Science
Durham Uni - Sport Science
DLI - Real Life Stories / Medicine in
DLI - Rockets
Energy Quest
Energy Quest STAFF B
Extreme Robots
Extreme Robots STAFF B
Hartlepool 6th Form - Sports Science
Masters of Disaster [Dene Challenge]
Jitterbugs [Dene Challenge]
Marine Engineering
Maths [Dene Challenge]
Motion Capture
Storytelling through STEM
Inspire a Doctor
Planetarium - Centre for Life
P&G
Photography [Dene Challenge]
Psychology [Dene Challenge]
Rocket Factory
RHS - Gardeners
Solar for Schools
St James' Park
Stray Aid - Animal Welfare
STEM [Dene Challenge]
Sunderland Software City : VR / AR
Teeside Uni - Newsroom Green
Ultimate Animal A [Dene Challenge]
Zoolab