



SMSC within the Academic Curriculum 2023-24

Spiritual, Moral, Social and Cultural learning permeates all aspects of school life and provision at The Prep and is certainly not limited to Thrive and the co-curricular offer. Certain subjects lend themselves more clearly to the development of our SMSC agenda. Below is a snapshot of some the key topics and events by subject:

History	Year 3
	• Egyptian Day (Topic-themed day to support study of Ancient Civilisations) • Roman Day (Topic-themed day to support study of Ancient Civilisations) • Trip to Corinium Museum (Ancient Civilisations) • Building the River Nile collaborative task
	Year 4
	• Viking Day (Topic-themed day to support study of UK's past) • Anglo-Saxon Day (Topic-themed day to support study of UK's past) • Explorer booklets (collaborative and independent research task)
	Year 5
	• Victorians (Study of UK's past) • First World War (exploring of College Site for evidence and focus on Remembrance Day) • Second World War (Trip to the Imperial War Museum)
	Year 6
	• Tudors (Study of UK's past and links to Religion through Protestant and Catholic arguments)

	• Stuarts (Study of UK's past and links to Religion through Protestant and Catholic arguments) • Trip to Coughton Court (Historical House with Tudor and Stuart background, link to Religion through two Chapels on site – Protestant and Catholic) Year 7 • 1066 The Norman Conquest (Study of UK's past) • William I (Study of UK's past) • The Norman Kings (William II, Henry I - Study of UK's past) • The Anarchy (Civil War between Stephen and Matilda - Study of UK's past) • Henry II and Thomas Becket (link to Religion through argument between the Church and Crown - Study of UK's past) • The Crusades (link to Religion through 'Religious Wars' - Study of UK's past and involvement in European/World affairs) • Trip to Kent (Visit to the Bayeux Tapestry Exhibition in Reading, Canterbury Cathedral and Hastings Battlefield) Year 8 • English Kings (most recently John, Edward I, Edward III, Richard II, Richard III) • The Black Death (Study of UK's past and involvement in European/World affairs) • The Hundred Years War (Study of UK's past and involvement in European/World affairs)
Latin	Year 6 • Roman Britain; the annexing of Britons' homes and lifestyles by the Romans. • The concept of Romanisation and comparison to modern society values and belief systems • The pupils examine life in Roman Britain, focusing especially on whether life was fairer and better before the Romans invaded and the life in Britain in tribes and clans • Continuing work on religion, e.g the role of Saturnalia and comparisons to Diwali and Christmas; the role of 'saints' and their perception in society eg St Valentine, St Augustine • Life as a slave and discuss the role of slaves in the ancient world. They may explore the different societies who relied on slaves eg 19th Century. They are asked to understand why slavery is not acceptable in today's society and compare it to ancient societies. Years 7 and 8 • Pupils may read some of the Odyssey; the importance of folk tale and tradition in civilisations. Comparison to other story-telling traditions. • Pupils may read and learn about the impact of Odysseus and his journey, thinking about the theme of returning home and values we hold as important; the portrayal of women in the ancient world (Circe, Penelope, Calypso) and their role; comparisons to modern societies.

	• Other myths involving the heroes Jason, Theseus, Perseus and Hercules: pupils may explore what makes a hero and compares the stories to our modern view of sporting heroes and celebrities. • Through the study of Greek myths pupils explore the idea of polytheism and contrast this with other religions. They are also able to examine the moral code of ancient civilisations. Years 5 to 8 more generally: • Drama and creative writing are a part of exploring these myths and historical events. In this way pupils can explore and express their views on the morals shown by characters and the cultural differences they have discovered.
English	Year 3 and 4: • Christmas Performance - working together, leadership • Speaking, Listening and Presentation weeks • Persuasive letter writing targeting relevant issues (Year 4) • Year 4 – stories from other cultures • Guided reading of stories with moral issues/social issues • Y3 writing stories for KF pupils and sharing with them • Playscripts performances • Read aloud poetry and group performances • Aesop's fables • Stories with moral issues in SPAG lessons and Guided Reading sessions Year 5 and 6: • Study of class texts/novels which reflect social/moral/environmental/religious themes: for example, Michael Morpurgo's '<i>Private Peaceful</i>' or '<i>Oranges In No Man's Land</i>' by Elizabeth Laird (the story of a young child crossing war-torn territory in Beirut to get medicine for her family) • Performance Poetry – for example '<i>The Jabberwock</i>' by Lewis Carroll, and '<i>Walking with my Iguana</i>' by Brian Moses • Speaking and Listening exams – pupils are asked to learn a poem off by heart, read aloud from a book of their choice, prepare a short talk on a topic of their choice. They present these to their peers, in front of small groups and in front of an examiner (the latter is optional). Year 7 and 8: • Section B of CE Paper 1 provides many opportunities for addressing SMSC topics, for example: persuasive letter writing to a fictional local council about parking in the area; discursive essays on technology being banned at schools; diary entries about a time you felt guilty/frightened/elated etc.

	• Study of class texts/novels which reflect social/moral/environmental/religious themes: for example, Robert Swindells' <i>'Stone Cold'</i> tackles the theme of homelessness; William Golding's <i>'Lord of the Flies'</i> explores the breakdown of civilised society; <i>'Of Mice and Men'</i> by John Steinbeck confronts issues of racism, sexism, poverty and attitudes to learning difficulties, and <i>'The Breadwinner'</i> by Deborah Ellis explores life under the Taliban in Afghanistan. • Study of class texts/novels which reflect cultural and historical diversity, for example: William Golding's <i>'Lord of the Flies'</i>, and <i>'Of Mice and Men'</i> by John Steinbeck. Michael Morpurgo's <i>'Friend or Foe'</i> and <i>'Goodnight Mr Tom'</i> by Michelle Magorian both explore the impact of evacuation on children during WW2 through fictional stories which are grounded in historical reality. • The study of a range of poetry which reflects social/moral/cultural/religious themes - these are explored, "unpacked", discussed and analysed by pupils in a variety of ways; comprehension questions on poetry give opportunities to dig further behind themes and the poet's motivation to write. For example, the study of the War Poets such as Siegfried Sassoon and Wilfrid Owen through poems such as <i>'Dulce Et Decorum Est'</i> and <i>'Anthem for Doomed Youth'</i> involves the study of social, cultural and historical contexts. • Persuasive and discursive writing tasks on a range of social and cultural topics are a regular feature of the CE exam syllabus. • Across the department we have a considerable focus on letter-writing. In 2019-20 all Year 5 pupils wrote to penpals at the Shannock School in Pokhara, Nepal; this activity required pupils to explore the social, cultural and historical contexts of life in Nepal before writing, and this will be replicated for pupils at the Gakushin Primary School in Japan in 2020-21, a school with which the Prep has a formal link. • Selected Year 5 pupils also wrote to residents at Thirstaine Park Care Home, with several of them receiving replies. Whole School: • The Cheltenham Literature Festival – normally every year group has the opportunity to go and listen to/meet a visiting author. Recent highlights have been trips to see Anthony Horowitz, Cressida Cowell, MG Leonard, Steve Camden, Tanya Landman, Sophie Anderson and Abi Elphinstone, among others. However, due to Covid, this year we hope to be able to stream live events from the Festival without having to leave the school premises. • We have visiting authors, poets and illustrators who come to school to do workshops with various year groups. We aim to invite visiting speakers in at least three times a year, and we have recently enjoyed superb visits by Ginny Clay (author of <i>Warrior Boy</i>) and the poet EF Harrold for National Poetry Day. This year we hope to welcome the poet and performer John Dougherty for National Poetry Day, with other authors to be confirmed. • The BBC Radio 2 500 Words Short Story Competition launched and encouraged across all age groups from January each year, to coincide with creative writing Sol.s. • We are committed to giving all pupils in Years 5-8 experience of live theatre. All Year 5s saw <i>Under the Greenwood Tree</i> at the Everyman, Year 6 saw <i>Holes</i> at Malvern Theatre, Year 7 went to see <i>War Horse</i> at the Troubadour Wembley Theatre, and Year 8 Scholars were treated to <i>An Inspector Calls</i> at Malvern, and <i>The Woman in Black</i> in the West End, as well as the College drama production of <i>Love in Idleness</i>.
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	National initiatives such as World Book Day, National Poetry Day, Roald Dahl Day etc are embraced.
Modern Foreign Languages	Spiritual development within MFL allows pupils to consider the similarities and differences that exist between language and culture. Pupils develop an understanding of how language is constructed and the ways in which we learn to speak them. Moral education ensures that pupils can use French or Spanish as their vehicle for expressing their opinions on right and wrong. Pupils develop an appreciation for the messages that language carries including moral development and they are able to consider other people's views on moral issues. Social education is an important part of MFL, allowing pupils to enhance their communication skills in pairs, small groups and as a whole class. Pupils are also given some opportunities to communicate with people from different cultural and social backgrounds. Cultural development is evident throughout MFL as pupils are taught to value all languages, and as a result learn to value, respect and understand people from all cultures. Examples of SMSC in MFL lessons at The Prep include: Pre-Prep French: Speaking and listening helps to further the pupil's moral development by respecting others points of view. Pupils are expected to work in different groups which helps to develop their social skills and also to reinforce turn taking. We also aim to develop pupil's cultural development by gaining an appreciation of their own language and culture and that of another country. Pupils sing French songs and read simplified French children's stories, many of which have a moral message. They learn simple forms of politesse. Lower School French: Salutations and forms of address – 'tu and vous' French food and drink, including taking part in a French breakfast Nationalities in Europe Easter and Christmas in France Middle School French: France and French speaking countries – looking at various cultural, linguistic, religious and moral differences between France and UK Expressing likes, dislikes and justifying opinions. French school day, comparison between French speaking schools in Africa. French leisure habits, hobbies and use of technology.

	French customs at Christmas. Inviting someone out - accepting and declining. Upper School French: Upper School trip to Normandy. French holidays and holiday camps. Talking about your dreams. French culture – television, cinema and literature. Culture and Tourism in Paris Personalities Relationships Regional identity French school system, uniform – for or against? Recycling Household chores and helping at home Various role play situations – shopping, restaurant, pharmacy, staying with a host family, train station etc
Religious Studies	Through the schemes of work at all levels of the school, RS aims to: • develop their knowledge and understanding of, and their ability to respond to, Christianity and the other principal religions represented in Great Britain; • explore issues within and between faiths to help them understand and respect different religions, beliefs, values and traditions (including ethical life stories), and understand the influence of these on individuals, societies, communities and cultures; • consider questions of meaning and purpose in life; • learn about religious and ethical teaching, enabling them to make reasoned and informed judgements on religious and moral issues; • develop their sense of identity and belonging, preparing them for life as citizens in a plural society; • develop enquiry and response skills through the use of distinctive language, listening and empathy; • reflect on, analyse and evaluate their beliefs, values and practices and communicate their responses. • RS lessons do not seek to urge religious beliefs on children nor to compromise the integrity of their own beliefs by promoting one religion over another. It is not the same as collective worship, which has its own place within school life. This is represented by Chapel and the pastoral ministry team at Cheltenham College.

Art	It could be argued the Art is always Cultural. Certainly, we try at every opportunity to refer to or include as a starting point the work of an artist, either living or historic. • Annual whole school project. Christmas Tree decorations. Each child makes a decoration these are shared between 5 trees in The Dining Hall. There is a common theme, last we everyone made a decoration which related directly with a chemical element, to celebrate the 150th anniversary of the creation of the Periodic Table. • Years 1 to 6 submit work to the annual Art Exhibition at Malvern St James • The Whole School Take part in The National SATIPS Art Exhibition. House Art Competition Installation - • Local Art Trips planned. To places we can visit by walking such as local artists and galleries. I am planning to take a group to The Paragon Gallery in Montpellier and to see local artist Francesca Currie at her Pop-up exhibition in John Lewis in October. I am in discussions with a local sculptor who may well visit next term. • Year 5 • Seascapes, using a combination to recycled materials • Spitfire drawings and other WW2 themed pictures to support History project. • Pop Art inspired lino prints • Year 6 • Glue pictures – A colour project • Pen and ink studies of Holbein portraits - supporting the History project • Art Nouveau inspired lino prints. • 'Your house' as designed by Antonio Gaudi Year 7 • Collagraph prints based on their History project which includes looking at the Bayeux Tapestry, and visit to Canterbury. • Cylinders in clay using a technique inspired by Sophie Ryder, Sculptor. Year 8 • Local Printmaker Sue Brown influenced collagraph and mono printing • Chinese / Central American ocarina musical instruments in clay
Science	Year 3 • Dundry Nursery visit – recycling and community-based projects • Science Day Year 3 and 4 • Year 3 Plants and Environment Day – Environmental concerns, raising an awareness of our surroundings.

	- Investigative Science working in groups Year 4 - Skeleton, understanding the importance and functions of the human skeleton and muscles. - Friction and forces use in everyday life. - Science Day Year 3 and 4 - Keeping warm, insulators and how we can look after ourselves - Keep Warm – look at different cultures and countries for when to insulate and why - Electricity, making circuit games, keeping safe posters - Habitats, in our local environment, protection of living things and the environment. - Investigative Science working in groups Year 5 - Lifecycles of mammals, birds, amphibians and reptiles - How to produce clean water using separation. Considerations of other countries needs - The use of farming techniques to supply food Year 6 - Health topic – drugs awareness, smoking and alcohol – the effects on individuals and society as a whole. - Disease and it's effects on individuals and society. - How diet effects how people live and the effects of obesity on society and stresses on the NHS. - Dangers of chemicals how do acids and alkalis work in the home. - Soil sampling – measuring pH of soil. Year 7 - Conservation of animals and conflict between local people and conservationists. - Stem cell use – ethical issues debate and discussion. - Environmental awareness in the production of energy, fossil fuels debate – awareness of political, economic and environmental impact. Year 8 - Selective breeding in farming, the use of GM crops to provide for 3rd world countries - Reproduction discussions on the ethical issues surrounding abortion and contraception vs. religion. - Safety in electricity – fuses, how to stay safe. Science trips to the Cheltenham Science Festival during the summer term - Inspiring pupils to provide solutions for challenges faced by future generations.
Coach House and EAL	Learners are supported in many different ways in Coach House as set out below. Those with EAL are also helped with cultural differences, as well as sharing their own culture and customs with us.

	• Accepting responsibility for their behaviour and social and moral development is often discussed with pupils. Incidents that have happened or difficulties with personal organisation and we encourage them to be proactive about resolving problems and aim to give them strategies to help overcome the difficulties. • Support is provided as required to develop self-esteem, learning attributes and personal confidence. • Social communication activities undertaken to help. Direct teaching of social communication skills and anger management if required. • We play board games and ICT based games to support social skills and through this address the need for rules for group work, being tolerant, polite and taking turns. • Moral and social development: We promote tolerance of others through social communication activities and try to provide anger management strategies. We discuss how they can modify their behaviour, see situations from others' perspectives and be encouraged to make the correct choices. • Explicit praise and modelling of social skills in group lessons when appropriate.
Geography	Year 3 • Gloucestershire study, local community and improving our environment • Improving our Environment – looking at the impact of pollution, in particular noise and litter on our immediate school community and in the wider local/national and global contexts • Food miles, global footprint, global handprint, renewable energy, non-renewable energy, improving how we buy food and travel • Our County collaborative poster work • Focus on the amenities of Bath Road in our locality • Looking at the world from continents down to towns and cities • Rivers around the world • Cooking food from around the world • How we use water around the world and why we need to save it Year 4 • India Day - comparing developed/developing world - collaborative work and cultural focus. • Cooking food from around the world • Comparing weather around the world • Day in the life of a child in India v England • World Facts – Geography topic Year 5: • Water usage around the world – comparing developed/developing world. • Comparing localities (Cheltenham/Dartmoor) - exploring the different places where people live. • Weather & Climate covers the concept of climatic change and its impacts. • Studying Oceans and similar ecosystems and understanding why conserving fragile habitats is crucial.

	<u>Year 6:</u> . Human impacts (and vice versa) on the coasts, using examples. . Tectonic events – exploring the impacts of, and responses to, earthquakes/volcanoes in the developed/developing world. . Weston-Super-Mare trip to explore coastal processes and human interactions. <u>Year 7:</u> . Flooding – impacts of flooding on people, the economy and the environment, using 2 examples. . Global Location – gaining an appreciation for different places, people and cultures. . Common Entrance coursework – how climatic change/conditions influence peoples' decision-making. . Pen-pal scheme with US students corresponding with a school in Bosnia-Herzegovina. <u>Year 8:</u> . Settlements – how and why people choose to settle in different locations around the world and how changing urban morphologies will have varying impacts, both at a local and global scale. . Population and Development – looking at migration, movements of people, trading and political blocs (e.g. NAFTA, the EU), and the impacts of migration on our lives, and how domestic and international migration can be linked to levels of development (the Human Development Index – HDI). . Sustainable Development – appreciating the importance of our world and its resources. . Globalisation – impact of people and businesses migrating, and how that has impacted our lives. . Pen-pal scheme with US students corresponding with a school in Bosnia-Herzegovina.
PE / Swim / Games	<u>All Year Groups</u> Teamwork and leadership Rules, fair play and sportsmanship Hosting opposition Cultural focus days – e.g. Y4 Kabaddi for India Day Shared lessons with partnership school <u>Y6 – Y8</u>

	Sports Tours – Holland, Scotland Guernsey
Computing	Safe use of technology - differentiating between our on-line lives and our real lives, understanding that technology is integrated into every aspect of our daily lives. Understanding cyber bullying through debate and discussion Understanding the benefits that technology brings us (access to information and improvements to communications) but also the dangers (fraud and stranger danger). History of the development of technologies and the important role British designers, mathematicians and programmers have played Using technology creatively to solve problems in the widest possible range of fields (music, science, data handling, design, art, creative writing and expression).
Pre-Prep	Spiritual Weekly assemblies with Father Adam Dunning RE covering all major faiths Home and Away topic in KS1 Mindfulness Mood boards to express and reflect Yoga (Nursery) Moral PSHE focusing on golden rules and FBV. Playground friends and helpers. Playground leaves - awards for good behaviour Assemblies to highlight good behaviour at school and at home. Superstars assembly. Moral and ethical theme of the week in assemblies. Post it note board to show communications with parents regarding behaviour. (Wow vouchers in EYFS) Peer mentoring. Social Forest school lessons Sports Day Friendly fixtures Parents lunches, hosting. Children carrying out parental tours on Open morning

	ESB Birthday assemblies Show and Tell Carol singing on Bath Road Singing at the Cheltenham Festival of Arts Cultural Winter olympics Voting – for lunch menu choices, school council members, how to spend playground toys budget, Home and Away topic = aboriginal influences Art – range of artists studied Traditional playground games Culture board in KF hall – updated monthly with calendar from range of cultures Use of toys and books from diverse cultures. Significant religious /cultural festivals such as: French Day Harvest festival. Divali Day Christingle service Nativities Chinese new year - February 2018 Hannukah Saints Days Easter Mothers Day, Fathers Day, Grandparents Day Shrove Tuesday Beep Beep Day 100 days of school Bonfire night and fire safety Royal weddings/births Trips include: Recycling centre Cotswold Farm Park
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	Sea life centre Literature Festival Cheltenham Museum & Art Gallery – Edward Wilson Visitors Sikh visitor Hindu visitor - divali dancing, food Dentist Surgeon CBSO Author Police – road safety Zoolab Charity work – Santa Fun Run, Easter Egg Hunt, bottle top collecting, multi days, bake sale World book day, Christingle Charitable Status – working with St John's Primary for Year 2 Sport
Design and Technology	In D&T the children will often be working with other children to create their projects as part of a team. Sustainability in design The children are taught about the origins of the wood Reduce, reuse and recycle Packaging purposes and implications Environmental issues Symbols on packaging Manufacturing products Fashion trends in different parts of the world Labelling language D&T House Competition – themed board games
Maths	All Year Groups We aim for our pupils to use Maths to explore and question the way the world works as well as applying their reasoning to puzzles for their personal satisfaction.

	Our Maths lessons provide a general contribution to students' SMSC by: • Critical thinking – skills of analysis, evaluation and reflection. • Learning to cope with new mathematical methods and difficult mathematics through perseverance. • Problem-solving approach, considering the whole problem or task. • Participation in pair, group and whole-class work or class activity, or in participating in external competitions. • Continual reference to linking maths in real life. Year 3 and 4 • Orienteering – direction and distance. • Forest School – problem solving, sequences and pattern. • Athletics – measure time and distance. • Maths Challenge competitions internal and external, challenge, perseverance and resilience. • Real life maths and practical applications – Enrichment activities. Weights and measures (cookery and nutrition), measurements (structures, mechanism and textiles) Year 5 and 6 • Year 6 pupils have related maths to real life through: cooking (pupils have used ratio to make smoothies), Stock Exchange trading, transport timetables. • Cheltenham Festival - probability, money. • Sport – horse racing, football scores, tennis area • Week long maths project linked to the Tudors. Years 7 and 8 • Discussing the contribution made to mathematics by non-western cultures, such as the Bengali number system, Pythagoras Theorem, Roman Numerals, deriving the value of 'pi' with circles. • The wonder of mathematics, for example, the golden ratio, concept of infinity. • Financial decisions, calculating interest, profit and loss, costs.
Music	Music & Cultural tours (Rome 2015, Vienna 2017, Sicily 2019) Y5-8 Arts Alive (rap, beat-boxing, street dance, graffiti, etc) for Y8 post-CE annually

	Y8 – Film music/soundtracks, modern classical music (themes based around Hiroshima/WW2, etc), pop/rap music (gang culture, issues of race, etc) Y7 – Tudor music (history/context, use of music, etc) Y6 – Mozart (life and times) Y5 – Rhythm (samba/carnival culture/African drumming) Termly visits to local Care Home and local primary schools for recitals by our music scholars Contributing to weekly worship in Chapel by a choir singing liturgically
Drama	Participation in the annual Cheltenham Arts Festival with soloists and ensembles • Cultural aspects from worldly to domestic issues are consistently covered in Drama through improvisation, storytelling and research for plays and productions. • Pupils can opt to take peripatetic LAMDA lessons from Years 3 – 8. • LAMDA Showcase performances: A chance to perform a piece each term, with costume, to an informal audience. • Productions allow for pupils to be in a show each year: Kingfishers – Year 6 as part of the scheduled year and Upper school as a voluntary activity. • Visits from The Young Shakespeare Company for Middle and Lower School. • Participation in the Shakespeare Schools Festival for up to 35 pupils in Years 6 and 8: The chance to perform an abridged Shakespeare play in a professional local theatre. Year 3: Christmas performance plus many cultural references within lessons. Year 4: Lead roles in the Christmas performance plus cultural references within lessons. Year 5: Research and rehearsals for their forthcoming play, 'The Complete History of the World.Abridged'. Pupils have read the whole script aloud and acted out/worked on some scenes; sometimes from script or improvisation or tableaux. Year 5s are concentrating on British Kings and Queens from 1066 to the present day. They have and are continuing to research all the Ks and Qs, particularly concentrating on their section of the script. This includes historical context, individual stories, laws, life at the time for rich and poor and costume. Year 6: Research and rehearsals for their forthcoming play, 'The Complete History of the World....Abridged'. Pupils have read the whole script aloud and acted out/worked on some scenes; sometimes from script or improvisation or tableaux. Year 6s are concentrating on aspects of world history from ancient times until now. They have and are continuing to research all these eras, particularly concentrating on their section of the script. This includes historical context, individual stories, laws, life at the time for rich and poor and costume.

Computing	Safe use of technology - differentiating between our on-line lives and our real lives, understanding that technology is integrated into every aspect of our daily lives. Understanding cyber bullying through debate and discussion Understanding the benefits that technology brings us (access to information and improvements to communications) but also the dangers (fraud and stranger danger). History of the development of technologies and the important role British designers, mathematicians and programmers have played Using technology creatively to solve problems in the widest possible range of fields (music, science, data handling, design, art, creative writing and expression).
Thrive	For Thrive (PSHE/RSE) plans containing relevant SMSC content, please see detailed curriculum content on these inspection pages.