

SMSC in Performing Arts 2023

Please see below to see some of the many ways Spiritual, Moral, Social and Cultural education is incorporated into the Performing Arts curriculum.

SMSC	Requirement	Performing Arts key examples
300. Provision for the spiritual development of pupils includes developing their:	ability to be reflective about their own beliefs (religious or otherwise) and perspective on life	Drama Year 9 term 2 Fin Kennedy unit
	knowledge of, and respect for, different people's faiths, feelings and values	Drama Year 9 term 2 Fin Kennedy unit
	sense of enjoyment and fascination in learning about themselves, others and the world around them	Drama Year 7 term 2: Banksy's 'I want Change' leads into conversations of Bristol Street Art and its growth. Cultural capital - the stimuli should lead to wider conversations about society and morality. The role and purpose of Art is also embedded as part of the discussion.
	use of imagination and creativity in their learning	Drama Year 7 Term 2: creating and performing grammatical/dialectical choices for different character contexts
301. Provision for the moral development of pupils includes developing their:	ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England	Dance Year 7 term 3 social themes as starting points
	understanding of the consequences of their behaviour and actions	Year 7 Dance - Swansong
	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	Dance Year 9 Term 1: New events as a starting point
302. Provision for the social development of pupils includes developing their:	use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds	7MU1 African Drumming
	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	Drama Year 7 term 1: Bertolt Brecht as asylum seeker
	acceptance of 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 will develop and	Drama Year 7 term 4: Drama: Cultural capital - Shakespeare as important cultural figure and his influence on modern language and theatre

	demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain	
303. Provision for the cultural development of pupils includes developing their:	understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others	Music Year 7 term1: Cultural capital - Conversations about African culture and how they live their lives using music as a key component to their identity.
	understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain	Drama Year 7 Term 3: The teaching of play text is important as it connects the students with larger truths and ideas within society. Plays create a way for students to learn about the thoughts and experiences of others through fictionalised accounts.
	ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities	Drama Year 7 term 4: Universally important themes such as identity, the prevalence of Shakespeare's plays: translation into over 100 languages, performances universally.
	willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities	Music Year 7 term 2: pupils can pull from their experience of playing video games on multiple platforms.
	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. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities	ex Cultural capital - introducing Dance as movement in a broader term, A subject with progression and skills that can greatly support students in the future. Diversity and inclusion - Using resources, music and visual dance role models allows students to visualise that they are represented in dance.