



At Lady Hawkins' School our SMSC provision is tracked and staff and students know that SMSC is embedded in their teaching and learning but how do we measure the impact of our SMSC provision? Our tracking demonstrates the extent and depth of our SMSC provision showing curriculum areas and student groups involved in the SMSC provision. Our tracking clearly shows that all of our students are involved in a very broad and exciting series of SMSC activities across any one academic year but does this prove that it is making a difference to our students? To find out whether our SMSC provision makes a difference we:

- 1) Use student voice e.g. feedback sheets on specific SMSC activities (below are some SMSC feedback sheets from students involved in a battlefields trip).
- 2) Gather evidence of outstanding participation and involvement in the form of teacher observation, communication from outside parties, photographic and video evidence. The evidence of our students showing respect to the war dead and war veterans, of silently observing acts of remembrance, enthusiastically participating in our school mock election and many more signs of making a difference are very evident. Listen to Year 12 student Hannah's beautiful song (written and played by Hannah) inspired by meeting an Auschwitz survivor and visiting Auschwitz at:

<https://www.dropbox.com/s/qenb3tvf4b1w3vp/UNDO3-MP3%20File.mp3?dl=0>

- 3) Observe and record evidence in the classroom and in student work that shows the extent to which SMSC works at LHS. For example the sketch of a Holocaust Memorial came at the end of a Year 9 depth study on 'Why Remember the Holocaust?' Students put their understanding and thought into designing a memorial to be created at LHS and these were presented to their class. Below is one example by a Year 9 student that shows outstanding SMSC progress.
- 4) Involve our students in exciting projects and opportunities. For example Key Stage 4 Sixth Form students take part in the Comenius Project linking up with schools from Poland, Germany and Spain. Their work and findings are evident on the website www.Eur-O-Views.eu
- 5) Observe impact on behaviour and attitude towards SMSC topics and events. For example fundraising by students for many charities - including those for our link school in Uganda, Helping Hands in Sierra Leone and the Royal British Legion – sees huge amounts of money being raised each year. Students adopt a mature and respectful attitude when studying SMSC topics.

July 1, 2014

LADY HAWKINS SCHOOL SMSC AND THE FIRST WORLD WAR BATTLEFIELDS TRIP

Name: Kate Bree

Year: 10

☒ SMSC

<input checked="" type="checkbox"/>	CULTURAL: Exploring, understanding and respecting diversity
<input checked="" type="checkbox"/>	CULTURAL: Participating and responding to cultural activities
<input checked="" type="checkbox"/>	CULTURAL: Understanding and appreciating personal influences
<input checked="" type="checkbox"/>	MORAL: Developing and expressing personal views or values
<input checked="" type="checkbox"/>	MORAL: Investigating moral values and ethical issues
<input checked="" type="checkbox"/>	MORAL: Moral codes and models of moral virtue
<input checked="" type="checkbox"/>	MORAL: Recognising right and wrong and applying it
<input checked="" type="checkbox"/>	MORAL: Understanding the consequences of actions
<input checked="" type="checkbox"/>	SOCIAL: Developing personal qualities and using social skills
<input checked="" type="checkbox"/>	SOCIAL: Participating, cooperating and resolving conflicts
<input checked="" type="checkbox"/>	SOCIAL: Understanding how communities and societies function
<input checked="" type="checkbox"/>	SPIRITUAL: Developing personal values and beliefs
<input checked="" type="checkbox"/>	SPIRITUAL: Experiencing fascination, awe and wonder
<input checked="" type="checkbox"/>	SPIRITUAL: Exploring the values and beliefs of others
<input checked="" type="checkbox"/>	SPIRITUAL: Understanding human feelings and emotions
<input checked="" type="checkbox"/>	SPIRITUAL: Using imagination and creativity in learning

What impact did the trip have on your Spiritual, Moral, Social and Cultural development?

I was able to relate to the spiritual, moral, social and cultural aspects of life in the wars, and helped me understand emotions and thoughts of other people more easily, as well as deepening my understanding of war and conflict.

Signed: *Kate Bree*

Name: Kate Phillips

Year: 10

☒ SMSC

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What impact did the trip have on your Spiritual, Moral, Social and Cultural development?

We used moral values to express our ~~understand~~ understanding and confusion when Imagining the Pain & Fear the Soldiers had to endure.

We were in a different Social Setting (France) which I feel we adapted to well.

We also met a group from London with different culture, developing our understanding.

Overall I feel I gained & developed Spiritual understanding, when realising the effects ^{of} warfare.

Signed: 

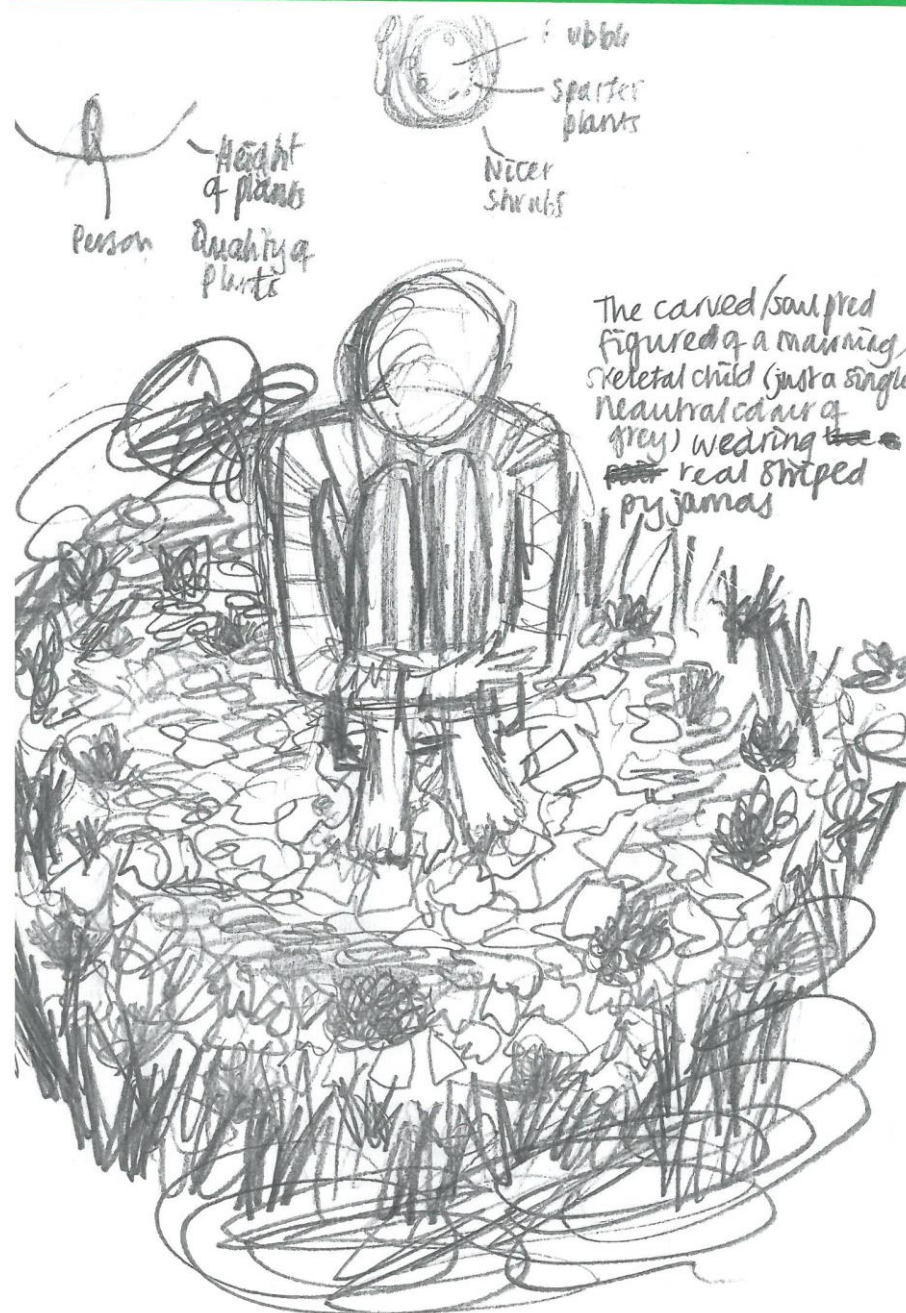
Name: *Clare Buckingham*Year: *10***SMSC**

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What impact did the trip have on your Spiritual, Moral, Social and Cultural development?

- ❖ Deepened Understanding of War and Conflict
- ❖ Taught me about ~~different~~ different moral issues within politics
- ❖ Showed me different Cultural views and opinions of aspects of the war
- ❖ I learnt about how different Spiritual views which supported soldiers through the war.

Signed: *CLBuckingham*



A Year 9 student's sketch of a Holocaust Memorial produced at the end of a Year 9 depth study on 'Why Remember the Holocaust?'

