

# SHERINGHAM HIGH SCHOOL SMSC AUDIT - 2021

## DESIGN & TECHNOLOGY

### Key Stage 3

	<b><u>Spiritual</u></b> Examples: sense of self, unique potential, understanding strengths and weaknesses, curiosity about themselves and their place in the world increases, fundamental questions. Students develop the knowledge and skills to foster their own inner lives, non-material wellbeing and creativity	<b><u>Moral</u></b> Examples: right and wrong, moral conflict, a concern for others, will to do what is right, reflect on the consequences of their actions and learn how to forgive themselves and others. Students develop the knowledge/skills necessary to make responsible moral decisions.	<b><u>Social</u></b> Examples: the responsibilities, rights of being members of families and communities (local, national and global), ability to relate to others and to work with others for the common good, belonging and participating, active contribution to the democratic process, sense of community and pro-social action.	<b><u>Cultural</u></b> Examples: cultural traditions, respect for their own culture and that of others, an interest in differences. Ability to understand, appreciate and contribute to culture.	<b><u>Personal development</u></b> <b>Examples specifically related to:</b> Healthy relationships/ friendships Health Education / mental health / physical health / internet safety/drugs and alcohol/ healthy eating/ preventing poor health (personal hygiene)/ basic first aid/ adolescence
	<b>Food Prep &amp; Nutrition</b>				
<b>Year 7</b>	Healthy Eating & Choices we make – Eatwell Plate. Consequences of poor diet. Nutritional Requirements, Health and Well Being. (Food Project Healthy Eating Module)	Food Provenance – the Pro's and Con's of eating locally sourced foods – Seasonality, local employment and environmental impacts on the wider world. (discussion in Food Project)	Consequences of food choices and costs to society through NHS medical treatments. (Food Project Healthy Eating Module)		
	<b>D&amp;T</b>				
	All individual students are encouraged to explore interests, understandings and creativity in order to personalise and create a sense of self. (Puppet & Steady Hand Game Project)	Moral ownership and appropriateness of theme and behaviours are covered in all design and practical sessions. (Puppet & Steady Hand Game Project)	Teamwork is the corner stone of all practical sessions irrespective of project title. Without this progress as a cohort cannot be made	Year 7 Puppet project – importance of storytelling in world civilisations through the medium of anthropomorphism. Cross-cultural and cross-linguistic instructional created as part of the Steady Hand Game.	
	<b>Food Prep &amp; Nutrition</b>				
<b>Year 8</b>	Healthy Eating & Choices we make – Eatwell Plate. Consequences of poor diet. Nutritional Requirements, Health and Well Being. (Food Project Healthy Eating Module)	Food Provenance – the Pro's and Con's of eating locally sourced foods – Seasonality, local employment and environmental impacts on the wider world. (Fish dish enrobing project – Fishing industry in Norfolk)	Consequences of food choices and costs to society through NHS medical treatments. (Lesson on Food Provenance and Impacts)		

## SHERINGHAM HIGH SCHOOL SMSC AUDIT - 2021

	<b>D&amp;T</b>				
	Theming's of the wider world and cross curricular issues inform students of a greater range of product possibilities – Mechanical Toy and Time Projects	Working with a very specific aliquot of materials gives experience of working with finite resources. – Mechanical Toy and Time Projects	Introductions to designing for a specific user group. Fulfilling social needs and appeal by creating appropriate products. – Mechanical Toy and Time Projects	Cultural and international themes heavily explored during the Making Time Project.	

# SHERINGHAM HIGH SCHOOL SMSC AUDIT - 2021

## Key Stage 4

	<b>Spiritual</b> Examples: sense of self, unique potential, understanding strengths and weaknesses, curiosity about themselves and their place in the world increases, fundamental questions. They develop the knowledge and skills to foster their own inner lives, non-material wellbeing and creativity.	<b>Moral</b> Examples: right and wrong, moral conflict, a concern for others, will to do what is right, reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge/skills necessary to make responsible moral decisions.	<b>Social</b> Examples: the responsibilities, rights of being members of families and communities (local, national and global), ability to relate to others and to work with others for the common good, belonging and participating, active contribution to the democratic process, sense of community and pro-social action.	<b>Cultural</b> Examples: cultural traditions, respect for their own culture and that of others, an interest in differences. Ability to understand, appreciate and contribute to culture.
	<b>Food Prep &amp; Nutrition</b>			
<b>Year 9</b>	Healthy Eating & Choices we make – Eatwell Plate. Consequences of poor diet. Nutritional Requirements, Health and Well Being. Fun with Food to foster non-material well-being and independence in life.	Food Provenance – the Pro's and Con's of eating locally sourced foods – Seasonality, local employment and environmental impacts on the wider world. (Best of British Project) Organic and GM Foods (Best of British Project)	Consequences of food choices and costs to society through NHS medical treatments. (Best of British Project) Afternoon Tea (Best of British) serves to Family invited in to lesson. Teamwork in the Best Of British Afternoon Tea. (Best of British Project)	International Cuisine Dish – exploring cultures around the world and religious, climate and economic implications (Around the World project)
	<b>D&amp;T</b>			
	Unit 1 covers people culture and societies finishing with unit assessment covering these areas.	Unit 1 – Sustainability and the environment. Informing the responsible design decisions.	Unit 1 Culture and Society Design Histories project.	Unit 1 People / Culture and Society – How cultures and societies influence the design of products
	<b>Motor Vehicle Studies</b>			
	Select and using the correct PPE in order to foster a culture of safety and wellbeing.  Investigating the motor industry to explore its place in the world standing and creative industries.	Health & Safety and the responsibilities we all take for both our own safety and those around us. Working in a safe environment and how to keep ourselves and others safe. The Importance of following instructions.	Teamwork and the responsibilities we take to work in a team. The importance of working alone and taking responsibility for our decisions and actions. Brainstorming lessons on how to solve problems in a group activity. Group job sheets to undertake tasks. ie. Servicing motorbikes. Global awareness of the importance of recycling. Oils etc.	

# SHERINGHAM HIGH SCHOOL SMSC AUDIT - 2021

	<b>Horticulture</b>			
	<p>Know the difference between organic and conventional growing systems in order to foster non material well being.</p> <p>What to grow due to the global changes and environmental impacts.</p>	<p>Health &amp; Safety and the responsibilities we all take for both our own safety and those around us. Working in a safe environment and how to keep ourselves and others safe.</p> <p>The Importance of following instructions.</p>	<p>Teamwork and the responsibilities we take to work in a team. The importance of working alone and taking responsibility for our decisions and actions.</p> <p>Brainstorming lessons on how to solve problems in a group activity.</p> <p>Global awareness of the importance of recycling. Composting etc.</p> <p>The advantage and disadvantages of Organic Growing and its impact for the common good.</p> <p>Carbon Footprint and the provenance of our foods.</p>	
<b>Year 10</b>	<b>Food Prep &amp; Nutrition</b>			
	<p>Healthy Eating &amp; Choices we make – Eatwell Plate. Consequences of poor diet. Nutritional Requirements, Health and Well Being. Portion Sizes and costing to help manage life skills and choices.</p>	<p>Food Provenance – the Pro’s and Con’s of eating locally sourced foods – Seasonality, local employment and environmental impacts on the wider world. (Examination question Prep)</p> <p>Free Range and Organic / GM Foods, Vegetarianism – animal welfare stance (Visiting Speaker)</p>	<p>Consequences of food choices and costs to society through NHS medical treatments. (Examination question Prep)</p>	<p>Food Choice – Homemade vs Shop brought. Vegetarianism, Religious reasons for Food Choice and costs (Food Choices)</p>
	<b>D&amp;T</b>			

# SHERINGHAM HIGH SCHOOL SMSC AUDIT - 2021

	<p>Revisit Unit 1 covers people culture and societies finishing with unit assessment covering these areas.</p> <p>Designing / Making NEA task – designing for a sense of self and fosters creativity.</p>	<p>Revisit Unit 1 – Sustainability and the environment. Informing the responsible design decisions.</p> <p>Unit 4 – Ecological and Social Footprint. The responsibility of designer and manufacturers to our planet.</p> <p>NEA Tasks – Sustainability and Social responsibility impacts on design.</p>	<p>Revisit Unit 1 Culture and Society Unit 5 Sources and Origins</p>	<p>Revisit Unit 1 People / Culture and Society – How cultures and societies influence the design of products.</p>
<b>Motor Vehicle Studies</b>				
	<p>Select and using the correct PPE in order to foster a culture of safety and wellbeing.</p> <p>Investigating the motor industry to explore its place in the world standing and creative industries</p>	<p>Health &amp; Safety and the responsibilities we all take for both our own safety and those around us. Working in a safe environment and how to keep ourselves and others safe.</p> <p>The Importance of following instructions.</p>	<p>Teamwork and the responsibilities we take to work in a team. The importance of working alone and taking responsibility for our decisions and actions.</p> <p>Brainstorming lessons on how to solve problems in a group activity.</p> <p>Group job sheets to undertake tasks. I.e. Servicing motorbikes. Global awareness of the importance of recycling. Oils etc.</p>	
<b>Horticulture</b>				

# SHERINGHAM HIGH SCHOOL SMSC AUDIT - 2021

	Know the difference between organic and conventional growing systems in order to foster non material well being.	Health & Safety and the responsibilities we all take for both our own safety and those around us. Working in a safe environment and how to keep ourselves and others safe. The Importance of following instructions.	Teamwork and the responsibilities we take to work in a team. The importance of working alone and taking responsibility for our decisions and actions.  Brainstorming lessons on how to solve problems in a group activity.  Global awareness of the importance of recycling. Composting etc.  The advantage and disadvantages of Organic Growing and its impact for the common good.  Carbon Footprint and the provenance of our foods.	
<b>Year 11</b>	<b>Food Prep &amp; Nutrition</b>			
	Healthy Eating & Choices we make – Eatwell Plate. Consequences of poor diet. Nutritional Requirements, Health and Well Being. Skills Enhancement to better independence and Self Well Being. (NEA 2 & Examination Requirements)	Food Provenance – the Pro's and Con's of eating locally sourced foods – Seasonality, local employment and environmental impacts on the wider world.(NEA 2 Task)	Consequences of food choices and costs to society through NHS medical treatments. (NEA 2 possibility depending on Contexts set)	
	<b>D&amp;T</b> Revisit Unit 1 covers people culture and societies finishing with unit assessment covering these areas.  Designing / Making NEA task - designing for a sense of self and fosters creativity.	Revisit Unit 1 – Sustainability and the environment. Informing the responsible design decisions.  Revisit Unit 4 – Ecological and Social Footprint. The responsibility of designer and manufacturers to our planet.  NEA Tasks – Sustainability and Social responsibility impacts on design.	Revisit Unit 1 Culture and Society Revisit Unit 5 Sources and Origins  NEA Task – Materials and their sources.	Unit 1 People / Culture and Society – How cultures and societies influence the design of products.  NEA – Appropriateness of product for specific need / culture and society – specification, research and designs.
	<b>Motor Vehicle Studies</b>			

# SHERINGHAM HIGH SCHOOL SMSC AUDIT - 2021

	<p>Select and using the correct PPE in order to foster a culture of safety and wellbeing.</p> <p>Investigating the motor industry to explore its place in the world standing and creative industries.</p>	<p>Health &amp; Safety and the responsibilities we all take for both our own safety and those around us. Working in a safe environment and how to keep ourselves and others safe.</p> <p>The Importance of following instructions.</p>	<p>Teamwork and the responsibilities we take to work in a team. The importance of working alone and taking responsibility for our decisions and actions.</p> <p>Brainstorming lessons on how to solve problems in a group activity.</p> <p>Group job sheets to undertake tasks. I.e. Servicing motorbikes. Global awareness of the importance of recycling. Oils etc.</p>	
<b>Horticulture</b>				
	<p>Know the difference between organic and conventional growing systems in order to foster non material well being.</p>	<p>Health &amp; Safety and the responsibilities we all take for both our own safety and those around us. Working in a safe environment and how to keep ourselves and others safe.</p> <p>The Importance of following instructions.</p>	<p>Teamwork and the responsibilities we take to work in a team. The importance of working alone and taking responsibility for our decisions and actions.</p> <p>Brainstorming lessons on how to solve problems in a group activity.</p> <p>Global awareness of the importance of recycling. Composting etc.</p> <p>The advantage and disadvantages of Organic Growing and its impact for the common good.</p> <p>Carbon Footprint and the provenance of our foods.</p>	

# SHERINGHAM HIGH SCHOOL SMSC AUDIT - 2021

Please complete this with your Department. Please enter the titles of lessons or activities from your Schemes of Work that fit each section.

Name of Department: Design & Technology		Key Stage 5		
	<b>Spiritual</b> Examples: sense of self, unique potential, understanding strengths and weaknesses, curiosity about themselves and their place in the world increases, fundamental questions. They develop the knowledge and skills to foster their own inner lives, non-material wellbeing and creativity.	<b>Moral</b> Examples: right and wrong, moral conflict, a concern for others, will to do what is right, reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge/skills necessary to make responsible moral decisions.	<b>Social</b> Examples: the responsibilities, rights of being members of families and communities (local, national and global), ability to relate to others and to work with others for the common good, belonging and participating, active contribution to the democratic process, sense of community and pro-social action.	<b>Cultural</b> Examples: cultural traditions, respect for their own culture and that of others, an interest in differences. Ability to understand, appreciate and contribute to culture.
<b>Year 12</b>	<p><b>D&amp;T Product Design:</b> People culture, societies, and its impact on designing.</p> <p>Designing / Making coursework task - designing for a sense of self and fosters creativity.</p> <p><b>Motor Vehicle Studies:</b> Knowledge of health and safety and good housekeeping in the automotive environment.</p>	<p><b>D&amp;T Product Design:</b> Designing for the future. Product Lifecycles Sustainability of materials and products Carbon Footprints.</p> <p>Industrial visit of real work examples of the moral responsibility of manufacturers to society.</p> <p><b>Motor Vehicle Studies:</b> The importance of personal presentation in maintaining health, safety and welfare. Methods of communication.</p>	<p><b>D&amp;T Product Design:</b> Industrial visit of real work examples of the moral responsibility of manufacturers to society. Importance of working as part of a wider team in order to succeed with a common goal and how these social skills influence and aid with the development of our own individual work.</p> <p><b>Motor Vehicle Studies:</b> Specific jobs roles within the industry and its place in society. Practicing skills independently. Personal appearance and its impact in the workplace. Being aware of environmental considerations and its impact on the wider world.</p>	<p><b>D&amp;T Product Design:</b> Importance of design (international / historical) and its influences today.</p> <p>Design Styles through History.</p>
<b>Year 13</b>	<p><b>D&amp;T Product Design:</b> People culture, societies, and its impact on designing.</p> <p>Designing / Making coursework task - designing for a sense of self and fosters creativity.</p>	<p><b>D&amp;T Product Design:</b> Designing for the future. Product Lifecycles Sustainability of materials and products Carbon Footprints.</p>	<p><b>D&amp;T Product Design:</b> Industrial visit of real work examples of the moral responsibility of manufacturers to society.</p> <p>Importance of working as part of a wider team in order to succeed with a common goal and how these social skills influence and aid with the</p>	<p><b>D&amp;T Product Design:</b> Importance of design (international / historical) and its influences today.</p> <p>Design Styles through History.</p>



## SHERINGHAM HIGH SCHOOL SMSC AUDIT - 2021

		Industrial visit of real work examples of the moral responsibility of manufacturers to society	development of our own individual work.	
--	--	--	---	--

### ACTIVITIES ON SMSC DAYS

	<b><u>Spiritual</u></b> Examples: sense of self, unique potential, understanding strengths and weaknesses, curiosity about themselves and their place in the world increases, fundamental questions. They develop the knowledge and skills to foster their own inner lives, non-material wellbeing and creativity.	<b><u>Moral</u></b> Examples: right and wrong, moral conflict, a concern for others, will to do what is right, reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge/skills necessary to make responsible moral decisions.	<b><u>Social</u></b> Examples: the responsibilities, rights of being members of families and communities (local, national and global), ability to relate to others and to work with others for the common good, belonging and participating, active contribution to the democratic process, sense of community and pro-social action.	<b><u>Cultural</u></b> Examples: cultural traditions, respect for their own culture and that of others, an interest in differences. Ability to understand, appreciate and contribute to culture.
	Good Mood Food Initiative around the school	Good Mood Food Initiative around the school <b>Motor Vehicle Studies Year 10 SMSC Day 3:</b> Industrial visit of real work examples of the moral responsibility of manufacturers to society.	<b>Motor Vehicle Studies Year 10 SMSC Day 3:</b> Industrial visit of real work examples of the moral responsibility of manufacturers to society.	