

SHERINGHAM HIGH SCHOOL SMSC AUDIT - 2021

MFL (French = Blue / German = Orange)

Key Stage 3

	Spiritual 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.	Moral 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.	Social 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.	Cultural Examples: cultural traditions, respect for their own culture and that of others, an interest in differences. Ability to understand, appreciate and contribute to culture.	Personal development Examples specifically related to: 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
Year 7	<p>Describing character traits of ourselves and others. Religious festivals and how we celebrate them.</p> <p>Describing character traits of ourselves and others. Religious festivals and how we celebrate them.</p>	<p>Responsibility of health / healthy eating How to lead a healthy lifestyle in making right food choices.</p>	<p>Introducing yourself appropriately to others. Awareness of different school systems. Recognising and appreciating differences in English and French towns. Awareness of and respect for different family types. Understanding diversity in sports and free-time activities.</p>	<p>Cultural differences when greeting others (eg handshake / kissing). Discuss important dates for different national events in France. Looking at daily life in African countries. Popular sports in German-speaking countries. Respect for cultural differences in greeting others. Discussing / information gathering on German gastronomy.</p>	<p>Talking about different types of families and relationships within them. What is healthy and unhealthy in a relationship / friendship and why you might get on well or not with someone. Talking about different types of families and relationships within them. What is healthy and unhealthy in a relationship / friendship and why you might get on well or not with someone. Understanding the benefits of doing sport for personal wellbeing. Discussing healthy and unhealthy food choices.</p>
Year 8	<p>Religious festivals and how we celebrate them.</p> <p>Religious festivals and how we celebrate them.</p>	<p>Developing an awareness and understanding of the advantages and disadvantages of different media.</p>	<p>Recognising and appreciating the interests of others. Understanding what makes France different from Britain.</p>	<p>Understanding about tourist destinations, carnivals and festivals in French speaking countries.</p>	<p>Understanding how sport can improve wellbeing. Discussing healthy choices with regards to diet.</p>

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		<p>Understanding the potential dangers of watching and reading certain genres.</p> <p>Looking at the migrant crisis and how people are housed in German-speaking countries.</p>	<p>Understanding how life used to be in France and those individuals who influenced French culture.</p> <p>Understanding and appreciating types of housing in Germany.</p> <p>Finding out about traditions and festivals in German speaking countries and their cultural importance.</p>	<p>Understanding differences between what sports and popular in France as opposed to in Britain.</p> <p>Discussing / information gathering on when students start their day in German schools.</p> <p>German festivals and celebrations, reasons for them and how they are celebrated.</p> <p>Similarities and differences with the UK.</p> <p>Researching a specific German town.</p> <p>Differences in German v British school uniforms.</p>	<p>Talking about morning and daily routines, hygiene and wellbeing.</p>
Key Stage 4					
	<p><u>Spiritual</u> 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.</p>	<p><u>Moral</u> 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.</p>	<p><u>Social</u> 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.</p>	<p><u>Cultural</u> Examples: cultural traditions, respect for their own culture and that of others, an interest in differences. Ability to understand, appreciate and contribute to culture.</p>	<p><u>Personal development</u> Examples specifically related to: 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</p>
Year 9	<p>Thinking about what your ideal partner would be like.</p> <p>What makes a good relationship? Future relationship hopes.</p> <p>What makes a good friend?</p> <p>Thinking about what your ideal partner would be like.</p>	<p>Exploring ways to help the environment.</p> <p>How to use mobile technology responsibly; the positive and negative aspects of mobile technology.</p> <p>How to use mobile technology responsibly; the positive and negative</p>	<p>What makes a good relationship? Future relationship hopes.</p> <p>Using polite language when talking to strangers.</p> <p>Considering how we can help the environment collectively.</p>	<p>Exploring the advantages and disadvantages of where people live.</p> <p>Looking at similarities and differences in places in towns.</p> <p>Comparing and contrasting school life</p>	<p>Thinking about making healthy choices with diet, exercise and lifestyle.</p> <p>Talking about positive relationships within a family.</p> <p>Considering what is valued in a future partner.</p> <p>Creating an awareness of having a healthy and safe relationship with the internet.</p> <p>Discussing internet safety.</p>

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	What makes a good relationship? Future relationship hopes. What makes a good friend?	aspects of mobile technology.			Talking about positive relationships within a family. Considering what is valued in a future partner. Creating an awareness of having a healthy and safe relationship with the internet. Discussing internet safety.
Year 10	Awareness and empathising with those affected by issues of poverty and inequality; looking at how the individual can make a positive contribution through charity work. Awareness and empathising with those affected by issues of poverty and inequality; looking at how the individual can make a positive contribution through charity work.	How to use mobile technology responsibly; the positive and negative aspects of mobile technology. Looking at what makes a healthy lifestyle (diet & health habits). What leads people to make unhealthy lifestyle choices. Looking at what makes a healthy lifestyle (diet & health habits). What leads people to make unhealthy lifestyle choices.	Diversity of personal choice in free time activities. Understanding the personal choices of others. Diversity of personal choice in free time activities Understanding the personal choices of others. What can you do to help the environment and minimising your impact. What can you do to help the environment and minimising your impact.	Developing awareness of Francophonic countries. Looking at music festivals in French-speaking countries. Understanding of customs and festivals in German-speaking countries across the world. Looking at how festivals are celebrated at home. Looking at music festivals in German-speaking countries. Exploring the advantages and disadvantages of where people live.	Managing wellbeing in terms of fitness. Considering how individuals can help society through voluntary work and nurture positive relationships within the community. Understanding the dangers of alcohol and drug use. Managing wellbeing in terms of fitness. Considering how individuals can help society through voluntary work and nurture positive relationships within the community. Understanding the dangers of alcohol and drug use.
Year 11	Looking at arguments for and against higher education; exploring post 18 career options. Looking at arguments for and against higher education; exploring post 18 career options.	Environmental issues, personal and collective responsibilities. Environmental issues, personal and collective responsibilities.	Pressures at school, how the world could be in 50 years. Pressures at school, how the world could be in 50 years.	Consider school systems in other countries and pathway options.	
Key Stage 5					
	Spiritual Examples: sense of self, unique potential, understanding strengths and weaknesses, curiosity about themselves and their place in the world	Moral 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	Social 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,	Cultural Examples: cultural traditions, respect for their own culture and that of others, an interest in differences. Ability to understand, appreciate and contribute to culture.	Personal development Examples specifically related to: Healthy relationships/ friendships Health Education / mental health / physical health /

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	increases, fundamental questions. They develop the knowledge and skills to foster their own inner lives, non-material wellbeing and creativity.	forgive themselves and others. They develop the knowledge/skills necessary to make responsible moral decisions.	belonging and participating, active contribution to the democratic process, sense of community and pro-social action.		internet safety/drugs and alcohol/ healthy eating/ preventing poor health (personal hygiene)/ basic first aid/ adolescence
Year 12	<p>Considering the importance of image.</p> <p>Recognising the importance and significance of celebrating heritage.</p> <p>Considering own feelings, if you lived during Nazi time.</p> <p>Looking at the benefits of voluntary work for those that do it and for society as a whole.</p>	<p>How to use mobile technology responsibly; the positive and negative aspects of mobile technology.</p> <p>Reflecting on the actions of others during the third Reich.</p> <p>How to use mobile technology responsibly; the positive and negative aspects of mobile technology. Speculating on future technological developments.</p> <p>The role of the voluntary sector and its contribution.</p>	<p>Discussing what makes a family.</p> <p>Speculating on future technological developments.</p> <p>Looking at the diversity of festivals and the impact they have.</p> <p>Understanding the different areas of Berlin and their inhabitants.</p> <p>What makes a good relationship? Future relationship hopes.</p> <p>Diversity of personal choice in music; understanding the personal choices of others.</p>	<p>Analysing family trends in Germany.</p> <p>Looking at TV viewing habits in German-speaking countries.</p> <p>Understanding of the traditions in German-speaking countries.</p> <p>Exploring different types of art and architecture; understanding how this has changed over time.</p> <p>Exploring the culture in Berlin.</p> <p>Awareness of popular films in German-speaking countries.</p> <p>Interpreting recent data on family trends in France.</p> <p>Understanding of the heritage in French-speaking countries across the world. Looking at how diverse heritage is in some of these countries and what its impact is. Recognising the importance and significance of celebrating heritage.</p> <p>Exploring the role of cinema in French society.</p>	<p>Discussing personal relationships, what is a healthy / unhealthy relationship?</p> <p>Understanding the changing roles and expectations for partnership.</p> <p>Discussing the dangers of social networks.</p> <p>Discussing personal relationships, what is a healthy / unhealthy relationship?</p> <p>Considering what are the merits and problems of different family structures.</p> <p>Discussing the dangers of digital technology.</p> <p>Discussing the benefits of voluntary work on wellbeing.</p>
Year 13	<p>Explaining the reasons why people migrate.</p> <p>Discussing political beliefs among young people.</p>	<p>Exploring issues related to immigration in German society and different views on immigration from different standpoints.</p> <p>Attitudes to racism; different types of racism and their impact on its victims.</p> <p>Understanding how different groups may become socially</p>	<p>Understanding how different groups integrate and measures which may prevent them from doing so; considering attitudes towards these groups.</p> <p>Understanding how young people engage in politics.</p> <p>What makes a diverse society?</p> <p>The enrichment of society through an ethnic mix; promotion of tolerance and respect.</p>	<p>Understanding how the EU works; Germany's role in the EU; the future of the EU.</p> <p>Exploring issues related to German reunification.</p> <p>The role of unions in France, strikes and means of protesting.</p>	<p>Discussing the relationship between the state and the individual.</p> <p>Exploring personal life choices.</p> <p>Considering where people feel safe and why.</p> <p>Examining different groups who are socially marginalised and considering why.</p>

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		<p>marginalised and measures to help such groups; considering attitudes towards these groups.</p>	<p>Attitudes to crime; different types of punishment and their impact. Understanding arguments related to voting; engagement of young people in politics; the future of politics.</p> <p>Exploring issues related to immigration in French society and different views on immigration from different standpoints.</p>		<p>Considering different viewpoints on issues like immigration.</p>
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