



Social, Moral, Spiritual and Cultural Development



Mossbourne
Community
Academy



Contents

Introduction	4
Key definitions	5
Personal, Social, Health and Citizenship Education (PSHCE) and Relationships and Sex Education (RSE) Drop Down Days	6
Religious Studies	8
Bourne Scholar	11
Assemblies	12
Culture Week	14
School Council and Academy Ambassadors	15
The Library	16
Pastoral	17
Fortnightly Newsletter	18
Sixth Form	19
Co Curricular	20
Careers	22
Art	24
Curriculum Support Department (CSD)	26
Drama	28
English	30
Food Tech	32
Humanities	34
Maths	36
Modern Foreign Languages	38
Music	40
Physical Education	42
Science	44

Introduction

At Mossbourne Community Academy, the Spiritual, Moral, Social and Cultural (SMSC) curriculum reflects our belief that education is about shaping character as well as securing academic excellence. Through an integrated, whole-school approach, pupils' Spiritual, Moral, Social and Cultural development is embedded across every subject and all aspects of school life. Our provision ensures pupils develop moral understanding, integrity, positive relationships, and respect for the diversity of the community and wider society. This development is explicitly prioritised through our commitment to Religious Studies as a core subject that all students take to GCSE, our Personal Development drop-down days and the Bourne Scholar- a unique programme forming part of every pupil's curriculum built around the four pillars of culture, community, character, and scholarship. SMSC values are further reinforced through a programme of carefully planned educational visits, impactful community engagement, and the daily modelling of excellence, unity, and high expectations by staff. These experiences underpin the promotion of British Values—democracy, the rule of law, individual liberty, mutual respect, and tolerance of different faiths and beliefs—preparing pupils to contribute confidently and responsibly to modern Britain.



Key definitions



Spiritual Development

Focus: Exploring beliefs, values, and purpose, both personal and religious.

Activities: Reflecting on experiences, using imagination and creativity, and finding fascination in learning about oneself, others, and the world.



Moral Development

Focus: Developing a sense of right and wrong, understanding consequences, and respecting the law.

Activities: Investigating moral issues, offering reasoned views, and taking responsibility for one's behaviour.



Social Development

Focus: Developing communication, cooperation, and teamwork skills, and understanding social responsibility.

Activities: Resolving conflict, participating in community life, and engaging with fundamental values of democracy.



Cultural Development

Focus: Understanding and appreciating diverse cultural influences, heritage, and traditions.

Activities: Engaging with culture in its various forms, developing a global perspective, and understanding how cultural diversity enriches society.

Personal, Social, Health and Citizenship Education (PSHCE) and Relationships and Sex Education (RSE) Drop Down Days

Our Drop-Down Days reflect our commitment to providing a high-quality, enriching Personal Development curriculum beyond the classroom. These carefully planned days which offer students the opportunity to engage with specialist speakers, external organisations and immersive experiences that broaden their knowledge, raise aspirations and deepen personal development.

Spiritual

- Encourages self-reflection in sessions on identity, wellbeing, mental health, aspiration and personal values.
- Activities such as goal-setting, resilience workshops and Sixth Form transition support students' sense of purpose and self-worth.

Moral

- Explores moral decision-making through units on consent, digital behaviour, image sharing, drug and alcohol awareness, knife-crime and community safety.
- British Values, justice and the law, and managing peer pressure help students understand right/wrong and consequences of actions.
- Ethical issues around relationships, respect and responsibility.
Further examples: FGM, Safety in the Community (e.g Knife Crime), Citizenship (e.g. British Values, Justice and the Law, UK Democracy: Roles and Rules), Drug Education, Consent, Gangs: Managing, Risks and Staying Safe, Image Sharing.

Cultural

- Celebrates diversity through Drop-Down Day content on equality, protected characteristics and valuing difference.
- Whole-school events such as Black History Month, Pride, and cultural awareness sessions foster respect for other traditions and communities.
- Citizenship lessons deepen understanding of UK democracy, participation and cultural heritage.

Social

- Builds social awareness through lessons on friendships, bullying, healthy relationships, teamwork and communication.
- Drop-Down Days (e.g. Study Skills Workshops) develop collaboration and confidence within a structured, supportive environment.
- Careers education promotes social mobility and readiness for adult life.



Religious Studies

Religious Studies is a core subject within our curriculum, culminating in the RS GCSE taken in Year 10. Our RS provision develops students' understanding of diverse beliefs, ethical perspectives and worldviews, while strengthening their ability to think critically, debate respectfully and reflect deeply. Through the study of religion and philosophy, students grow in empathy, cultural literacy and moral reasoning.

Spiritual

KS3	<ul style="list-style-type: none"> • Reflection on belief in God, purpose, life after death, and ultimate questions. • Exploration of worship, prayer, sacred spaces and religious identity. • Opportunities for personal reflection on values, gratitude and resilience through encounters with diverse beliefs.
KS4 (GCSE Edexcel) - Years 9-10	<ul style="list-style-type: none"> • Reflection on God, faith, purpose and the afterlife. • Worship, prayer, sacraments and religious experience deepening personal spirituality. • Hope, forgiveness and grace enabling reflection on resilience and purpose.
KS5 (OCR A Level)	<ul style="list-style-type: none"> • Deep engagement with philosophical questions about the soul, consciousness, the nature of God and religious experience. • Reflection on faith, doubt, autonomy and the search for meaning. • Encourages spiritual understanding through critique of religious texts and traditions.

Moral

KS3	<ul style="list-style-type: none"> • Study of fairness, justice, forgiveness and rules in religion and communities. • Ethical inquiry into prejudice, discrimination, environmental stewardship and the value of life. • Development of moral reasoning through case studies and philosophical questioning.
-----	--

KS4 (GCSE Edexcel) - Years 9-10	<ul style="list-style-type: none"> • Concepts of Ummah and Church as communities that promote belonging and service. • Parables and teachings build empathy and social responsibility. • Examines the role of religious leadership and charities in supporting society.
KS5 (OCR A Level)	<ul style="list-style-type: none"> • Develops advanced oracy skills and respectful dialogue through seminar-style debate. • Examines religion's role in society, pluralism, secularism and interfaith relations. • Understanding human rights, equality and how beliefs shape social change.

Social

KS3	<ul style="list-style-type: none"> • Collaborative learning encourages teamwork, debate and respect for differences. • Themes of belonging, community and leadership within religions. • Understanding how faith-based action supports wider society.
KS4 (GCSE Edexcel) - Years 9-10	<ul style="list-style-type: none"> • Concepts of Ummah and Church as communities that promote belonging and service. • Parables and teachings build empathy and social responsibility. • Examines the role of religious leadership and charities in supporting society.
KS5 (OCR A Level)	<ul style="list-style-type: none"> • Develops advanced oracy skills and respectful dialogue through seminar-style debate. • Examines religion's role in society, pluralism, secularism and interfaith relations. • Understanding human rights, equality and how beliefs shape social change.

Cultural	
KS3	<ul style="list-style-type: none"> • Study of major world religions and global faith diversity. • Understanding cultural expressions: festivals, rites of passage, sacred texts, art and symbols. • Encouraging respect for multiculturalism and British values in a pluralistic society.
KS4 (GCSE Edexcel) - Years 9-10	<ul style="list-style-type: none"> • Celebrations and commemorations (Eid al-Fitr, Eid al-Adha, Christmas, Easter, Pentecost). • Mosque architecture and global Christian diversity (Catholic, Orthodox, Protestant). • Building respect for ritual, heritage and cultural identity in UK and global contexts.
KS5 (OCR A Level)	<ul style="list-style-type: none"> • Exploration of religion across time periods and cultures including ancient philosophy, global Christian traditions and changing beliefs in modern Britain. • Understanding cultural impact of religion on law, politics, literature and the arts. • Promotion of global awareness and cultural literacy ahead of higher education and employment.



Bourne Scholar

The Bourne Scholar programme provides academic stretch and cultural enrichment for students, encouraging intellectual curiosity beyond the taught curriculum. Through wider reading, community and scholarship projects and engagement with ambitious ideas, students develop confidence, independence and a love of learning.

Spiritual
<ul style="list-style-type: none"> • Encourages reflection on identity, purpose and wellbeing through mindfulness, yoga, emotional resilience and self-awareness units. • Ancient Worlds, global storytelling and philosophy allow students to explore belief systems, meaning, myth-making and human values. • Year 7 Mindfulness, Year 10/11 Yoga, various philosophy strands encourage mindfulness and reflection.

Moral
<ul style="list-style-type: none"> • Strengthens moral reasoning through ethical debates in philosophy (utilitarianism, deontology, virtue ethics), climate justice, charity accountability and political literacy. • Supports students to understand right/wrong decisions in relationship units, community safety, environmental responsibility and historic moral dilemmas.

Social
<ul style="list-style-type: none"> • Develops collaborative skills through weekly group projects, debates and presentations (e.g. climate pledges, charity planning, Ancient Worlds group tasks). • Builds social responsibility through units such as “Your Role in the Climate Crisis”, “Student Advocacy”, community first-aid and charity engagement. • KS4 electives strengthen communication, teamwork and confidence through journalism, public speaking, restaurant design, creative media and game design.

Cultural
<ul style="list-style-type: none"> • Provides rich cultural exposure through Ancient Greece, Rome, Mayan and Chinese civilisations, Latin language roots, global storytelling and diversity-focused units. • Celebrates local heritage through focusing on Hackney. • KS4 electives develop cultural literacy through arts, journalism, creative design, food culture and modern media. Further examples: where cultural diversity are core to the curriculum Film Studies, Journalism, Arts and Culture, Design your Own Restaurant, Design your Own Computer Game, Ancient Worlds.

Assemblies

Assemblies bring our community together around shared values, reflection and aspiration. They promote students' spiritual, moral, social and cultural development by exploring a planned curriculum focused on developing character, responsibility and global awareness.

Spiritual

- Assemblies such as belonging, resilience, self-belief and personal aspirations encourage reflection, gratitude, goal-setting and understanding of personal purpose.
- Students are given opportunities to reflect on identity, growth, mindset, and inner character.

Moral

- Core themes such as safeguarding, anti-bullying, consent, integrity, human rights, disinformation, online safety and press freedom build students' moral understanding of right/wrong and responsible decision-making.
- Reinforces ethical principles aligned with MCA Values – Excellence, No Excuses, Unity.
- Challenging disability discrimination.
- Homophobia and transphobia.

Social

- Assemblies develop social awareness through shared expectations, community messages, student-government participation, teamwork, and whole-school celebrations.
- Anti-bullying, belonging, community involvement and safeguarding assemblies promote positive peer relationships and help students understand their role in creating a safe, respectful school.
- Positive role models in the media and -navigating the social world.
- Healthy friendships and relationships.
- Tackling loneliness.
- Speak Out Challenge.
- Belonging.

Cultural

- Celebration of diversity through Black History Month, Culture & Diversity Week, MFL Enrichment, and community-heritage reflections.
- Students explore cultural stories, global languages, identity, heritage and the importance of mutual respect in a multicultural school community.



Culture Week

Culture Week is a hugely exciting event on the Mossbourne calendar which celebrates the diversity of our community and the wider world. It strengthens students' social and cultural understanding while fostering respect, identity and spiritual reflection.

Spiritual

- Provides opportunities for students to reflect on identity, heritage and personal expression through creative, artistic and reflective workshops.
- Encourages self-belief, gratitude and appreciation of others' talents, stories and lived experiences.

Moral

- Guest speakers raise awareness of social issues, identity, respect and equality, helping students consider ethical behaviour within diverse communities.
- Workshops highlight responsible choices and respectful engagement with different cultural traditions and viewpoints.

Social

- Develops collaboration and social confidence through group workshops, shared creative projects and joint performances.
- Encourages students to interact positively with peers and staff during Talent Show rehearsals, cultural activities and mixed-year group sessions.
- Guest speakers help students understand wider community roles and perspectives.

Cultural

- Celebrates diversity through Culture Day, Talent Show performances, cultural storytelling, music, art and dance.
- Workshops and speakers expose students to traditions, histories and creative practices from a wide range of cultures.
- Strengthens students' understanding of the cultural makeup of MCA and the wider community.

School Council and Academy Ambassadors

Our School Council and Academy Ambassadors Programme provide meaningful opportunities for student leadership and representation. Through service and advocacy, students develop social responsibility, moral leadership and a strong sense of community.

Spiritual

- Promotion of religious holidays.

Moral

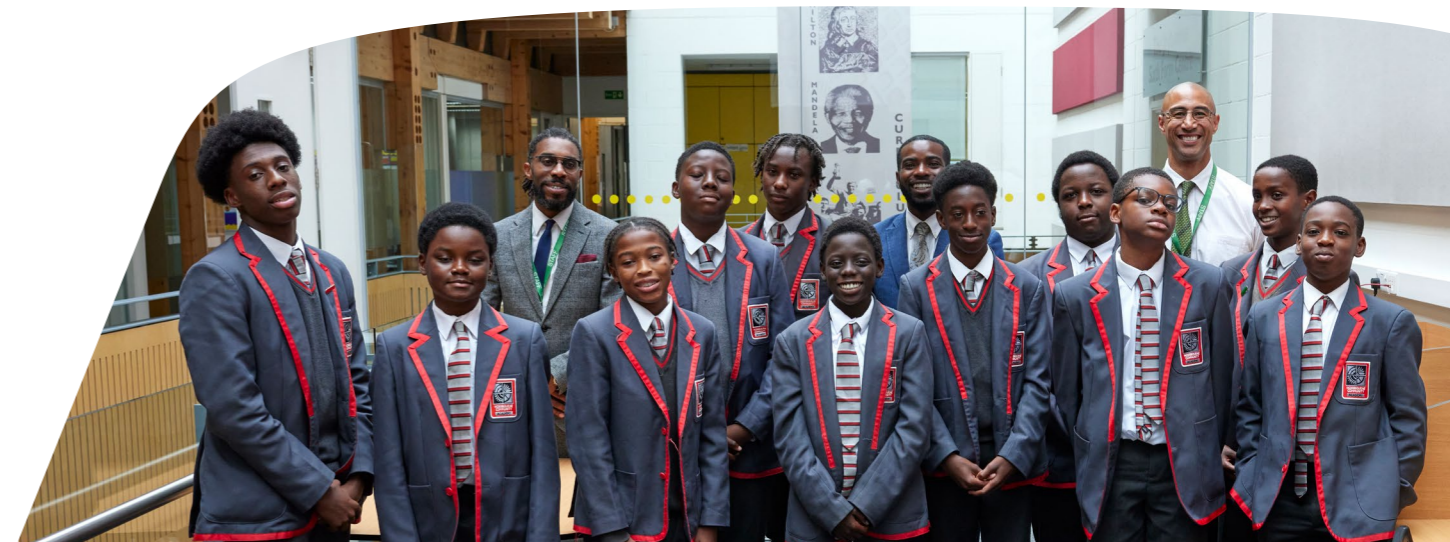
- Supporting with initiatives such as the collection for the Food Bank.

Social

- Working together in teams to make decisions.
- Taking visitors on tours in pairs and working together.

Cultural

- Liaison with Enrichment leads to promote student requests for involvement in culture week.



The Library

The Library, with our dedicated and highly qualified librarian, is the heart of the school, providing space for study, reflection and independent learning. It nurtures curiosity, cultural literacy and the social habits of disciplined study.

Spiritual

- 'Read' for Empathy collection and displays. Displays highlighting cultural and religious festivals.

Moral

- Read for Empathy collection and displays, Book of the Week highlighting books reflecting moral issues.

Social

- Reading Ambassadors working together on literary events, PAL/PAT reading mentoring
- Letterbox parcels for selected students.
- DofE students volunteering in the library.

Cultural

- Book displays and curated collections celebrate a wide range of cultural events including Black History Month, LGBT History Month and global festivals.
- World Book Day events and book fairs promote engagement with diverse authors, traditions and perspectives.
- Broad reading stock encourages cultural awareness and appreciation of different heritages and narratives.

Pastoral

Our pastoral provision ensures that every student is known, supported and challenged to succeed. Through strong relationships, clear behaviour systems and a focus on character development, we promote wellbeing, resilience and personal responsibility, enabling students to thrive both academically and personally.

Spiritual

- Pastoral support enables students to consider their feelings, motivations and values, enhancing emotional resilience and selfawareness.

Moral

- Planned opportunities to reflect on the reasons for rules and consequences, helping students understand their role in a respectful and safe community
- Insistence that young people are accountable for their actions. Support signposted regularly, for example through the role of Learning Mentors.

Social

- Strengthen peer relationships, collaboration and a shared sense of community.
- Form and year representatives on the School Council give students meaningful opportunities to contribute to school life and develop leadership.
- Form-group awards for attendance and achievement encourage positive social habits, teamwork and collective responsibility.

Cultural

- Form-time enrichment activities (e.g. Black History Month, Cultural Diversity Week) develop understanding of different identities and traditions.
- Students engage in discussions that celebrate difference, promote inclusion and broaden cultural awareness.
- Pastoral curriculum emphasises respect for a wide range of backgrounds and experiences. First day back 'this is me' lesson support self-reflection, identity exploration and personal growth.

Fortnightly Newsletter

The Mossbournian newsletter celebrates achievement and keeps families informed and connected on a fortnightly basis. It strengthens our shared culture and reinforces the social and moral values of our community.

Spiritual

- Shares reflections on key events, celebrations and themes that promote gratitude, kindness and personal growth.
- Features stories and achievements that encourage self-belief and reflection on personal strengths.
- Sharing religious festivals with parents across editions.

Moral

- Communicates messages about kindness, participation, community contribution and responsible behaviour.
- Showcases charitable initiatives, student leadership projects and acts of service, reinforcing moral development.

Social

- Highlights opportunities for students to participate in school life (clubs, competitions, events), strengthening community involvement and a sense of belonging.
- Celebrates student successes, promoting positive social norms and peer recognition.
- Encourages families to engage with school activities, supporting stronger home-school partnerships.

Cultural

- Regularly shares information about religious and cultural festivals, helping students and families appreciate diverse traditions.
- Includes cultural enrichment opportunities across school life—arts events, literacy celebrations, heritage weeks, and federation-wide cultural initiatives.
- Promotes inclusive representation by highlighting a wide range of communities, identities and cultural stories.

Sixth Form

Our Sixth Form provides academic rigour alongside robust leadership and enrichment opportunities. Students grow in independence, moral judgement and cultural awareness as they prepare for adult life through a dedicated co-curricular provision, alongside superb academic and career guidance.

Spiritual

- **Meyer Prize & Rowley Pierce Essay Competitions:** These prestigious awards challenge students to think deeply and reflectively about complex topics, fostering a sense of intellectual wonder and personal perspective.
- **Year 12 Wednesday Enrichment:** A diverse program fostering personal growth through activities ranging from the creative reflection of life drawing to the disciplined focus of **Muay Thai boxing**.

Moral

- **Fundraising:** Our community actively supports those in need, helping students develop a strong moral compass and an understanding of social responsibility. For example, the annual **food bank collection** and **Christmas jumper day**.
- **Mark Evison Award:** we work with the Mark Evison Foundation, who provide grants of up to £500 for student-led, non-academic and challenging projects – ranging from physical expeditions to creative endeavours – aiming to build character, leadership and independence.

Social

- **Senior Student Leadership Programme:** At the end of Year 12, students can apply to be a Senior Student. This programme empowers students to take on formal responsibilities, honing their communication and management skills as they lead their peers.
- **Lower School Mentoring:** Sixth Formers act as role models and guides for younger students, building a supportive bridge between year groups and fostering a cohesive school community.
- **Inter-form Friday Quiz:** A weekly staple that builds healthy competition, team cohesion, and a shared sense of fun across the entire Sixth Form.
- **London Quiz Bowl Team:** Students represent the school in a high-level collaborative environment, practicing sophisticated teamwork and social interaction under pressure.

Cultural

- **Grocers Academy Awards:** annual, prestigious competition initiated to develop entrepreneurial, presentation, and financial literacy skills. Teams pitch sustainable, socially beneficial business ideas to expert judges for a chance to win funding, often focusing on themes like environmental sustainability or, as in 2025, employability.
- **Cultural Attire on Culture Day:** A celebration of identity and heritage, allowing students to reflect on their roots and the diverse spiritual and personal values that shape them.

Co Curricular

Our co-curricular programme extends learning beyond the classroom through the Bourne Scholar, clubs, visits and competitions. Participation builds confidence, teamwork and cultural capital, supporting students' social and spiritual growth.

Spiritual

- Co-curricular activities promote reflection and respect for diverse beliefs.
- Events like Black History Month, LGBT History Month foster understanding.
- Music and performing arts offer space for reflection, expression, and connection to cultural and spiritual traditions.
- The Mossbournian Fortnightly Newsletter regularly highlights celebrations across faiths and cultures, encouraging students to appreciate different perspectives.

Moral

- Model UN Club Year 11-13 and Debate Mate Year 7-10: Debating clubs challenge students to consider multiple viewpoints and develop principled arguments.
- Programmes like CCF reinforce values of integrity, responsibility, and ethical leadership.
- Programmes like the Medical Bursary/Society and CCF instil values of service, discipline, and ethical decision-making.
- Debating and leadership opportunities encourage students to think critically about right and wrong and understand the importance of law and responsibility.

Social

- Students build teamwork and leadership through sports teams, Duke of Edinburgh, NHS cadets, CCF, and mentoring schemes.
- The Mossbourne Architecture Programme and Grocers' Award offer collaborative, project-based learning that builds communication and resilience.
- Clubs and societies create inclusive spaces for students to connect, share interests, and support one another.
- Learning Area Enrichment weeks allow opportunities for students to come together and explore subjects outside of the class room through group work and speakers.

Cultural

- Prep Clubs designed to learn about language and culture. e.g. Japanese Manga / German language.
- Culture Week, Black History Month, and other themed events celebrate the diversity of the student body.
- Music, drama, and art performances showcase cultural expression and heritage.
- Trips and workshops expose students to a wide range of cultural experiences, both locally and nationally.



Careers

Our careers programme equips students with knowledge, guidance and meaningful encounters with employers and universities. It develops ambition, moral purpose and social mobility through informed decision-making.

Spiritual

- Careers education encourages personal reflection on ambition, purpose, strengths and future identity.
- Support for SEND/PP students - nurtures resilience, self-belief and optimism about their future.

Moral

- Careers guidance promotes fairness, informed decision-making and responsibility, ensuring students understand the consequences of choices (e.g., future pathways, GCSE options).
- Encounters with employers, apprenticeship providers and universities promote integrity, confidence and ethical decision-making in future careers.

Social

- Careers events such as Careers Fairs, Speed Networking, group sessions, and employer encounters help students build communication, teamwork and confidence when interacting with adults and peers.
- Mock Interview Day and Year 11 Personal Development Day develop social interaction skills and real-world professionalism.
- One-to-one guidance from Inspire supports positive relationships and helps students feel connected and supported.
- **Further examples:**
 - National Careers Challenge Day for Year 7 develops teamwork. Students work on solutions for community problems (e.g. local sustainability).
 - Grocers' Academy Awards - a team of Y12s develop a community-focussed business idea.

Cultural

- Careers Week, employer encounters, HE/FE outreach, and a broad range of providers expose students to diverse industries, communities and cultural expectations.
- Encounters with global employers, universities and apprenticeship providers develop cultural capital and awareness of work in a multicultural society.
- Destination data, alumni links and workplace encounters broaden students' understanding of cultural contexts beyond Hackney.



Art

Art encourages creativity, observation and personal expression. Students explore diverse cultural traditions while developing spiritual reflection and confidence in their own voice.

Spiritual

- Art encourages deep personal reflection through portraiture, symbolism, expressionism and abstract mark-making activities that explore emotion, memory and self-expression (e.g. Kandinsky synesthesia, Dryden Goodwin mark making portraits).
- Students explore ideas of identity, meaning, courage and creativity (e.g. Kusama's immersive worlds, looking at how Kandinsky's work was destroyed by the Nazis for being abstract).
- Drawing, sculpture and textile tasks develop mindfulness, focus and appreciation of beauty and form.

Moral

- Students explore moral and ethical themes in art, including: street art, identity, social justice and environmental impact (e.g., fashion sustainability, Jason De Caires Taylor's under the sea sculptures, Stephanie Kilgast sculptures on discarded rubbish).
- Developing resilience through challenging techniques (sculpture, stitch, clay) aligns with the moral value of perseverance.

Social

- Regular opportunities to collaborate through group discussions and debates as well as group projects in KS3 art clubs.
- Packing up routines are shared as a class task to ensure that all students are supporting each other in cleaning the equipment and leaving the space tidy as a collective.
- Projects centred on identity, community and shared storytelling support communication, empathy and relationship-building.
- Classroom critique routines develop respectful peer dialogue, active listening and constructive feedback.
- Textile and 3D practical work builds patience, cooperation and collective responsibility for shared spaces and equipment.

Cultural

- Students engage with a rich range of global and historical art traditions: Cubism, Expressionism, Pop Art, African textiles & cultural flag inspired stitching, Yayoi Kusama and more.
- Projects highlight how art captures cultural stories (Ellen Gallagher cultural representation of her identity) and historical events (e.g. Marcia Bennett Male's representation of Black women in history inspired by Fante flags), and contemporary issues (identity, activism, environmentalism).
- Visits (e.g., V and A East), competitions, and exposure to designers and craftspeople deepen cultural understanding and artistic heritage.
- Students explore sculpture, textiles and design traditions from many cultures, developing global artistic literacy.



Curriculum Support Department (CSD)

Students who have Educational Health Care Plans and/or significant Speech Language and Communication needs access targeted small group or 1:1 speech and language support to develop social communication and interaction skills needed to access lessons, the curriculum and the world around them.

Access to a weekly special interest club means students are able to share their interests, take part in paired/group activities related to their interests, and make and maintain conversation with peers about their interests in a supportive semi structured environment, with adult support.

During break and lunch-time students on the SEND register are able to play games, socialise, talk about special interests or draw in the Learning Centre. Learning Support Teachers or Teaching Assistant help to model and support positive interactions and communication between students.

Social stories are used to help students understand social situations, expectations, and appropriate behaviours. They are used to support children who may find social interactions confusing or stressful. Social stories are often bespoke and created by Learning Support Teachers to support individual student needs.

Students who are part of the Autism Resource provision take part in Speech and Language 'smile therapy' in which students are supported to initiate contact and conversations with members of the local community.

Students on the SEND register are invited to attend a weekly music club in which music teachers support students to compose, practise and deliver musical performances. Students from across year groups work together to develop their musical skills and capabilities as well as their confidence, teamwork and communication skills.



Spiritual

Targeted students take part in 'All about me' Autism Awareness programme. Students who have a diagnosis of autism work through a structured programme and are encouraged to reflect on and understand their diagnosis and how it impacts on them. This helps students to develop a better understanding of themselves as well as meaning, purpose and empathy for oneself.

Students with EHCPs reflect on progress, strengths and difficulties in annual review 'All About me' documentation.

Moral

- In Personal Social Development modules of ASDAN, students are taught about human rights and their responsibilities in relation to other people and themselves. Students are able to talk about and discuss rights and responsibilities in local communities and the world around them.
- Social stories are used to help students understand social boundaries, expectations, and appropriate behaviours within the context of the school, community and the law.
- 'A 5 is against the law' practical guide and framework is used to support students with autism by facilitating insight into social conventions, regulations and helping students understand behaviour and reactions in relation to the law.
- Targeted students take part in relationship and consent workshops run by Young Hackney aimed to help students understand safety and consent in relationships as well as the legalities and laws around these.
- Targeted students take part in a 'Behaviour for my Future' intervention. Students develop emotional awareness, self-regulation skills, and decision-making abilities through structured activities, real-world scenarios, and practical strategies. The focus is on preparing students not just for school success, but for their future in further education, employment, and society.
- In environmental awareness modules of ASDAN, students complete voluntary work to help the environment including, mulching, litter picking and bird watching.
- Targeted students access zones of regulation intervention. A framework that aims to help children understand and manage their emotions resulting in improved self-control, stronger communication skills, increased empathy for others and better conflict resolution.

Drama

Drama builds confidence, empathy and expressive skill. Through performance and interpretation, students explore social themes and develop cultural and spiritual understanding.

Spiritual

- Drama fosters deep self-reflection through exploration of identity, emotion, motivation and subtext.
- Character work, hot-seating, off-text improvisation and monologue tasks encourage students to understand themselves and others at a deeper emotional level.
- Themes in set texts (Refugee Boy, Noughts & Crosses) allow students to reflect on belonging, hope, fear and resilience.
- Creative risk-taking, imagination and expressive movement provide students with opportunities for personal growth, confidence and inner expression.

Moral

- KS3 & KS4 explore social issues such as peer pressure, inequality, prejudice, racism (Noughts & Crosses), migration (Refugee Boy), bullying and community tensions, prompting ethical thinking.
- Devising units require students to consider the “message” of their performance and reflect on the consequences of choices, actions and behaviours.
- Political theatre and social-issue stimuli teach students to analyse justice, responsibility, discrimination and power.
- Students evaluate characters’ decisions, moral dilemmas and societal structures in live theatre reviews and written responses.

Social

- Drama heavily develops teamwork, communication and collaboration through paired and ensemble work, group devising, roleplay and improvisation.
- Students practise listening, turn-taking, inclusion and constructive critique through regular peer feedback and rehearsal routines.
- KS4 scripted units require students to direct others, negotiate ideas, and work respectfully under time pressure, building leadership, cooperation and resilience.
- Warm-ups, rehearsal techniques, blocking and ensemble movement teach shared responsibility and mutual trust within performance groups.
- The School Production gives students the opportunity to work with students across year groups and build cooperation and confidence together.

Cultural

- Students study a wide range of theatrical traditions, practitioners and styles including political theatre, physical theatre, ensemble theatre, symbolic staging, and multicultural stories (e.g., migration, racism, global conflict).
- Exposure to diverse playwrights, set texts and live theatre productions broadens understanding of different historical, social and cultural contexts.
- Technical design units (costume, lighting, set, sound) reveal how culture, period and identity are expressed through design choices.
- Live theatre reviews build cultural literacy and appreciation of Britain’s performing-arts heritage.



English

English develops students' ability to read with insight and express themselves with clarity. Through literature and language, students explore moral dilemmas, social issues and diverse cultural perspectives.

Spiritual

- Literature encourages deep reflection on identity, purpose, suffering, hope and the human condition through works like Frankenstein, Othello, and metaphysical poetry.
- Students consider themes such as love, loss, ambition, resilience and transformation across the curriculum.
- Creative writing and poetry analysis support personal expression and exploration of inner thoughts and beliefs.

Moral

- Texts such as Macbeth, Dr Jekyll & Mr Hyde, An Inspector Calls and The Handmaid's Tale address justice, power, responsibility, inequality and ethical decision-making.
- Units on War & Conflict Poetry, Gender & Power, and Post-colonial Poetry encourage critical engagement with prejudice, oppression and moral courage.
- Students examine right and wrong through character choices, consequences and societal structures.

Social

- Students explore relationships, leadership, conflict and cooperation through texts such as The Odyssey, Julius Caesar, Of Mice and Men and Lord of the Flies, developing empathy and social awareness.
- Group discussion, debating, rhetoric units and theatre trips promote confident communication and respectful dialogue.
- Collaborative interpretation tasks (e.g. Shakespeare scenes, poetry pair-work) support teamwork and shared understanding.

Cultural

- A rich diet of global literature exposes students to diverse cultures, histories and voices — e.g., Black & British Short Stories, Things Fall Apart, Post-colonial Poetry and The Woman in Black.
- Shakespeare, Greek mythology, Beowulf and Gothic traditions develop appreciation of literary heritage.
- Regular theatre trips, enrichment activities and modern texts (e.g. A Streetcar Named Desire, The Colour Purple) broaden students' cultural literacy and understanding of different societies.



Food Tech

Food Technology equips students with practical life skills and an understanding of nutrition and sustainability. It promotes social responsibility, cultural awareness and informed personal choices.

Spiritual

- Students reflect on identity and personal experiences with food, considering how meals carry meaning, tradition and connection.
- Cooking encourages mindfulness, patience, pride and creativity, supporting personal growth.
- Exploring food choices encourages self-reflection about wellbeing, lifestyle, emotional relationships with food, and personal values.
- Recipe adaptation and creative dish development give students opportunities to express themselves through flavour and design.

Moral

- Students explore ethical considerations such as food waste, sustainability, fair trade, animal welfare, environmental impact, and responsible purchasing.
- Nutrition units develop personal responsibility for health, diet and wellbeing.
- Lessons on food safety, HACCP, cross-contamination and EHO standards encourage responsible behaviour, honesty and high standards.

Social

- Practical cookery requires teamwork, shared workspace management, turn-taking, support for peers, and clear communication.
- Students learn responsibility for hygiene, equipment, and safety, supporting cooperative working environments.
- Group tasks (e.g., product development, sensory analysis, menu planning) build collaboration and respectful discussion of differing tastes and opinions.
- Understanding dietary needs fosters empathy towards allergies, religion-based diets, health conditions and individual preferences.

Cultural

- Students cook dishes from a range of global cuisines, developing appreciation for cultural traditions, celebrations and heritage foods.
- Lessons explore how geography, religion, migration and history influence food around the world.
- Students learn about cultural dietary practices (e.g., halal, kosher, vegetarianism, festival foods).
- NEA tasks and practical units explore how food industries operate globally, expanding understanding of multicultural markets and cuisines.



Humanities

Humanities subjects deepen students' understanding of people, place and power. Through exploring societies and their beliefs in the past and present, students develop cultural awareness and moral reflection.

We are proud to be distinctive in ensuring that all students study History to GCSE level, as well as Religious Studies (see page 8). We believe that understanding the past is essential to understanding the present and shaping the future. Through studying diverse periods and perspectives, students develop critical thinking and cultural literacy, while deepening their social, moral, spiritual and cultural understanding. History equips every student with the knowledge and perspective needed to become informed, reflective and responsible citizens.

Spiritual

- History units encourage deep reflection on belief systems, identity, leadership and meaning — e.g., Medieval religion, Tudor Reformation, Civil War, ideologies behind the Russian Revolution, and reflections on the Holocaust.
- Geography fosters reflection on our relationship with the natural world (e.g., rivers, ecosystems, rainforests, weather hazards), and the impact of human choices on the planet.
- Students reflect on resilience, courage and human experience across conflict, migration, and social change.

Moral

- Students engage with moral issues such as slavery and abolition, empire and colonialism, civil rights movements, suffrage, decolonisation, and the Holocaust — building ethical reasoning and moral judgement.
- Geography units addressing climate change, sustainability, hazards and global development challenge students to consider responsibility, stewardship and global citizenship.
- Contemporary case studies (e.g. Nigeria development gap, Middle East conflict) develop critical thinking about fairness, justice and human rights.

Social

- Students explore how societies functioned across time — Romans, Medieval England, Mali, Ottomans, Industrial Britain, Empire and Migration — developing empathy, social awareness and understanding of community structures.
- Units on Migration (KS3), Urban Challenges (London & Mumbai), and Nigeria (KS4) foster social awareness of population movement, inequality, and diverse community experiences.
- Group fieldwork, mapwork, environmental studies and enquiry-based investigations develop teamwork, communication and shared responsibility.

Cultural

- Students develop cultural literacy through study of diverse civilisations and societies — Mali, Abbasid Caliphate, Ottoman Empire, Medieval Islamic world, Black British Civil Rights, and Decolonisation.
- Geography provides global cultural awareness through case studies of Nigeria, Brazil, Arctic communities, South Asia, and the Middle East.
- Local history (Civil War, Suffrage, Migration) helps students connect cultural heritage to their own community identity.



Maths

Mathematics develops logical reasoning, precision and resilience. It strengthens students' confidence and intellectual discipline, contributing to responsible and informed participation in society.

Spiritual

- Maths encourages deep reflection on abstract ideas such as infinity, patterns, symmetry, proof, structure and order — helping students appreciate beauty and creativity within mathematics.
- Through problem solving, students reflect on personal resilience, confidence, and the value of persistence when facing difficulty.
- KS5 Pure Maths (e.g., trigonometry, calculus, vectors, exponentials) fosters awe, curiosity and appreciation of the elegance of mathematical systems.

Moral

- Students explore fairness, logic and ethical decision-making through topics involving data handling, probability, correlations and statistical interpretation — including how data can mislead or be misused.
- KS5 Mechanics and Statistics develop an understanding of responsibility when modelling real-world behaviour (forces, risk, probability, hypothesis testing).
- Emphasis on academic integrity (showing working, justified reasoning, self-correction) teaches truthfulness, accuracy and intellectual honesty.

Social

- Students regularly work collaboratively during problem-solving, pair tasks, peer checking, mixed starters and feedback discussions, developing communication and cooperation.
- Group reasoning tasks and the emphasis on mathematical language build respectful dialogue and shared understanding.
- Maths fosters resilience, confidence and perseverance through challenging units, repeated practice, and long-term assessment cycles (mixed-topic tests).

Cultural

- Contributions of global mathematicians, including those from BAME backgrounds, are celebrated in termly starters and displays (KS3).
- Students learn about the cultural origins of mathematical ideas—from algebraic methods developed in the Islamic Golden Age to geometry from Ancient Greece and modern global statistical applications.
- Application units (e.g., global data sets, modelling population change, financial mathematics) give insight into cultural, economic and global contexts.



Modern Foreign Languages

Languages open doors to other cultures and ways of thinking. They deepen social, cultural and moral understanding by fostering communication, empathy and global awareness.

Spiritual

- Learning a language encourages curiosity, reflection and appreciation of identity, family, values and belonging.
- Units on celebrations, traditions and festivals allow students to explore meaning, symbolism and personal significance.
- Students express themselves creatively through extended writing, storytelling, poetry and cultural descriptions.
- KS3 vocabulary topics (family, home, personal identity) encourage reflection on their own place in the world.

Moral

- Discussions about global issues (environment, poverty, homelessness, healthy living, technology, equality) encourage students to reflect on responsibility and consequences.
- GCSE topics on volunteering, charity work and protecting the planet help students consider ethical behaviour at local and global levels.
- Learning about digital safety, online behaviour and relationships fosters responsible decision-making.

Social

- Pair and group activities (role-plays, dialogues, presentations) build communication, cooperation and confidence.
- Students learn to understand and respect different viewpoints when discussing family life, friendships, hobbies and teenage issues.
- KS3 projects on free time, holidays and daily routines develop empathy by exploring life experiences different from their own.
- GCSE speaking tasks (photocards, conversation, role-play) develop active listening and supportive peer feedback.

Cultural

- Students explore a rich range of Francophone and Hispanic cultures — festivals, food, music, geography, customs and historical influences.
- KS3 Spanish units include Andalusian culture, Latin American destinations, festivals and regional identity.
- GCSE content covers travel, global Spanish-speaking and Frenchspeaking communities, traditions, and diverse family structures.
- Students learn about famous artists, musicians, sports figures and historical influences from French- and Spanish-speaking countries.
- Exposure to different accents, dialects and varieties of language strengthens linguistic and cultural understanding.



Music

Music fosters creativity, discipline and collaboration. Through performance and study, students experience cultural expression and spiritual depth across traditions.

Spiritual

- Music provides opportunities for emotional expression through improvisation, jazz solos, composition to stimuli, and programme music (e.g., creating mood, atmosphere and character).
- Students reflect on how music communicates identity, emotion and storytelling across time and place.
- Listening units (Classical, Jazz, Film Music, EDM, Reggae) allow students to explore meaning, intention and creativity in musical works.
- Personal confidence is developed through solo performance (Year 7, 8, 9).

Moral

- Students explore the social messages of genres such as reggae, jazz, gospel-influenced pop, film music and protest-driven traditions.
- Understanding copyright, ownership and ethical listening habits supports responsible digital citizenship.
- Developing resilience through challenging rehearsals, independent practice and composition encourages perseverance and self-discipline.
- Collaborative work requires honesty, fairness and respect when evaluating one another's performances.

Social

- Ensemble performance (e.g. Ode to Joy, Havana, Summertime, reggae band work, Year 9 gig) develops cooperation, listening, shared responsibility and teamwork.
- Group rehearsals build communication skills, mutual encouragement and respect for different abilities.
- African Drumming (Year 7) teaches call-and-response, collective rhythm, and interdependence.
- Band-based tasks in Year 9 foster negotiation, compromise and leadership within creative groups.
- Regular performances, in school or in venues across Hackney, provide students an opportunity to work together and build confidence as a group and an individual.

Cultural

- Students study and perform a wide range of musical styles: Classical, Pop, Jazz, African Drumming, Reggae, Programme Music, Musical Theatre and EDM.
- Units on West African drumming, jazz history, reggae history, and global pop develop cultural awareness and appreciation of diverse musical traditions.
- Exposure to composers from Beethoven to Bob Marley and Duke Ellington builds cultural literacy and historical awareness.
- Cover Versions and Songwriting units encourage students to explore cultural influences in modern music and reinterpret songs meaningfully.



Physical Education

Physical Education (PE) develops teamwork, resilience and self-discipline. Through their PE lessons and a wide array of clubs and competitions, students grow socially and morally while building confidence and wellbeing.

Spiritual

- PE fosters self-reflection on resilience, personal growth and mental wellbeing through fitness, challenge and improvement.
- Activities such as gymnastics, dance or mindfulness warm-ups enable students to express themselves creatively and understand the mind-body connection.
- Outdoor and adventurous activities help students develop appreciation of the natural world, perseverance and inner strength.
- Students reflect on goal-setting, personal bests, and managing pressure.

Moral

- Students learn fairness, respect, honesty and integrity through rules, officiating and sportsmanship.
- PE promotes values of discipline, self-control and respect for others, especially when dealing with conflict or competitive pressure.
- GCSE/BTEC topics examine moral issues such as doping, equity in sport, inclusion, gender, disability sport, and access to facilities.
- Students confront ethical questions about performance-enhancing drugs, technology in sport, and global inequality in elite competition.

Social

- PE heavily develops teamwork, communication and collaboration through sports such as football, rugby, netball, basketball, handball, Dance, Gymnastics and volleyball.
- Students learn cooperation, turn-taking, leadership and respectful competition through team events and officiating roles.
- Activities such as group fitness circuits, athletics relays and outdoor adventure tasks strengthen trust, cooperation and mutual support.
- Leadership opportunities (warm-up leaders, captains, coaches) help students develop confidence and responsibility.

Cultural

- Students experience a broad range of sports from diverse cultures: basketball (USA), handball (Europe), cricket (South Asia), dance forms, athletics (global), and international rugby/football traditions.
- PE celebrates sporting role-models from varied cultural and ethnic backgrounds, promoting inclusivity and representation.
- The curriculum explores how culture, geography and history influence global sport (Olympics, Paralympics, World Games, national identities).
- GCSE units explore socio-cultural influences on participation, diversity in sport and global sporting events.



Science

Science cultivates curiosity about the natural world and respect for evidence. Students develop moral awareness and social responsibility through understanding scientific impact on society.

Spiritual

- Science fosters curiosity, wonder and appreciation of the natural world through study of life processes, evolution, ecosystems, space, energy and the structure of matter.
- Topics such as the origins of the universe, biodiversity, adaptation and the complexity of the human body invite reflection on purpose, meaning and the place of humans within nature.
- Practical science cultivates reflection on the beauty of scientific order, patterns, systems and laws that govern the universe.
- climate responsibility and whether humans have a spiritual duty to protect the Earth.

Further examples:

- Origins of life and evolution: evolution vs different religious or world views about the origin of human life.
- The universe: big bang theory vs religious theories.
- Human identity: nature vs nurture, questions about the soul and consciousness, can science fully explain thoughts, memories and emotions.
- Death and disease: what happens after death.

Moral

- Students explore ethical questions around genetics, stem cells, cloning, fertility treatments, animal testing, drug development, nuclear power, and sustainability.
- Chemistry units on pollution, finite resources and atmospheric science encourage responsibility for the planet and challenge students to consider the consequences of human behaviour.
- Physics topics such as energy use, radiation, climate impacts and technology require students to weigh risks, benefits and moral choices.
- Biology raises moral issues surrounding health, disease prevention, vaccination and global inequality.

Further examples:

- Genetic engineering: is it morally acceptable to alter the DNA of organisms?
- IVF and embryo screening: Is it wrong to discard embryos?
- Stem cell research: Use of embryonic stem cells vs adult stem cells - balancing medical benefits with ethical concerns.
- cloning: concerns about animal suffering and who owns the cloned organisms
- Vaccination - do we have a moral responsibility to protect others? Is it ethical for parents to refuse vaccinations for their children?
- Animal testing: Use of animals for cosmetics.
- Climate change: moral responsibility to reduce carbon emissions and sacrifice for future generations.
- Nuclear power: is it morally right to use nuclear energy if it produces dangerous waste?
- Surveillance and technology: moral questions around privacy.

Social

- Students collaborate regularly through paired investigations, group practicals, data collection and analysis.
- Required practicals teach communication, teamwork and shared responsibility for equipment, safety and outcomes.
- Discussions around scientific discoveries build appreciation of how communities of scientists work together across the globe.
- Project work (ecosystems, climate models, space exploration, human biology) develops social awareness and respect for different viewpoints.

Further examples:

- Genetic engineering and biotechnology: ethical debate around GM crops and bacteria to make human products, social concerns around cloning.
- IVF and fertility treatments: access to IVF (cost), herd immunity and consequences of low vaccination rates, misinformation and public health.
- Biodiversity and ecosystems: impact of deforestation, pollution and habitat loss, conservation programmes.
- Smoking, alcohol and drugs: social impacts, addiction, government policies.
- Antibiotic resistance: Overuse of antibiotics in society.
- Climate change: humans activities causing global warming, political and social debates on carbon emissions.
- Air pollution: impact on cities and low-income communities, government policies.

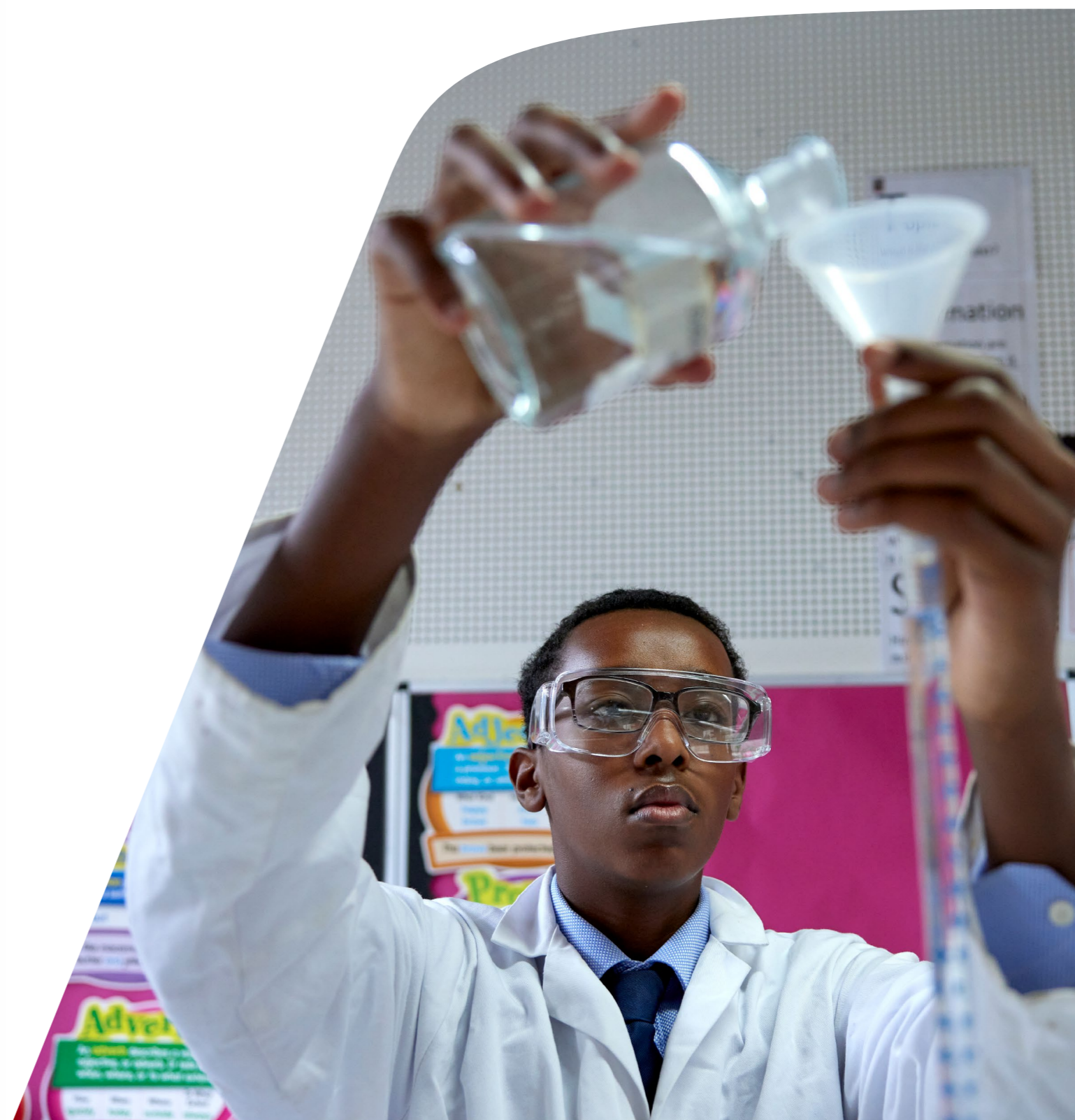
- Life cycle assessments: social impact of plastics, waste management and consumer responsibility.
- Fuels: fossil fuels, renewable and non-renewable resources
- Energy: social debates of nuclear energy, impact of wind farms on communities, energy security and global inequalities.
- Radiation risks and social concerns about electromagnetic fields.
- Space technology: costs vs benefits to society.

Cultural

- Students study scientific contributions from a wide range of cultures:
- Islamic Golden Age medicine and astronomy, Chinese innovations, African metallurgy, South Asian mathematics and chemistry, and European Enlightenment physics.
- Earth Science and environmental units introduce global perspectives on climate, resources and sustainability across continents.
- Biology and Chemistry topics explore how culture, geography and economics affect health, pollution, access to resources, diet and disease.
- Space physics, particle theory and modern technological breakthroughs broaden students' cultural and scientific literacy.

Further examples:

- Development of scientific ideas and how they have evolved across cultures.
- Contributions from scientists from different backgrounds.
- How cultural beliefs have influenced the acceptance or rejection of scientific ideas.
- Difference in vaccination uptake in different cultures.
- cultural attitudes to medicine.
- Cultural barriers in health education.
- Cultural differences in diet.
- How life-style related diseases vary acrossw cultures.
- Cultural attitudes to animal research, stem cell research, GM and cloning.
- How different cultures use natural resources.
- Cultural impacts of global communication (internet, phones etc).
- Global nature of peer review.
- Cultural bias and its impact on data interpretation.
- How science education differs in different cultures.



Mossbourne Community Academy

100 Downs Park Road

Hackney

London

E5 8JY

E-mail: enquiries@mca.mossbourne.org



Mossbourne
Community
Academy