SPIRITUAL – Pupils have some opportunity to reflect on religious beliefs and practices in different countries through unit on Festivals, many of which are religious or religious in origin. Examples studied would include “Semana Santa” and “Eid”. Course content at both KS3 and KS4 encourages pupils to reflect on aspects of their lives, and on the universality of human experience, particularly with reference to teenagers. We also aim to include an element of ‘awe and wonder’ through sharing amazing facts about language and languages where relevant in lessons.

MORAL – Pupils study a unit on Healthy Living and Exercise. This is then done as a Controlled Assessment at KS4.

At GCSE several topics ask pupils to consider points of view on topics such as single parent families and divorce. Pupils are asked to dismiss stereotypes and reflect more on what brings people together rather than separating them. Languages are shown to be a way of understanding others and offering future opportunities.

SOCIAL – Pupils need to show humility when working in groups and compassion when doing Peer Assessment. Pupils work to help each other learn and complete tasks such as dialogues. From year 7 on the focus on transferable skills and the styles of teaching and learning adopted whereby all pupils are encouraged to participate individually, in pairs and in groups, in an atmosphere of mutual respect helps develop self confidence and the ability to work collaboratively. Pupils have regular opportunities to develop their communication and listening skills, working in different groupings and the subject teacher ensures that all contributions are valued and respected.

CULTURAL – Pupils are encouraged to reflect aspects of their own and other cultural environments. Pupils are given opportunities to: work with authentic materials from countries where French and Spanish are spoken; communicate with native speakers; participate in visits abroad; consider their own culture and compare it with the cultures of the countries where the target language is spoken; recognise cultural attitudes as expressed in language and learn the use of social conventions; identify with the experiences and perspectives of people of these countries. Given that most topics are presented in the context of French or Spanish speaking countries not only do they lend themselves to cultural development but also spiritual development given the commonality of human experience.

Specific examples of Spiritual, Moral Social and Cultural Develop in Modern Foreign Languages include:

- Specific units of work – art and film, family, healthy lifestyles,
- Classroom behaviour – showing compassion, service, endurance amongst other values.
- Visits to Barcelona and the Loire Valley. Exchange trip to Cádiz.