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| **SMSC in the curriculum** | |
| **SUBJECT** | **In addition to RE and PSHE, SMSC skills could be developed through:** |
| **ENGLISH** | * Developing confidence and expertise in language. * Enabling pupils to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television from a variety of cultures; * Developing pupils’ awareness of moral and social issues in fiction, journalism, television and film; * Ensuring all children’s protected characteristics are represented in the teaching materials chosen. |
| **PE** | • Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play;  • Exploring the sports and traditions of a variety of cultures.  • Individual activities that provide the opportunity for self-reflection, awareness and challenge. |
| **SCIENCE** | • Encouraging pupils to reflect on the wonder of the natural world;  • Awareness of the ways that science and technology can affect society and the environment;  • Consideration of the moral dilemmas that can result in scientific developments;  • Showing respect for differing opinions, on creation for example;  • Co-operation in practical activity;  • Raising awareness that scientific developments are the product of many different cultures. |
| **ART** | • Art lessons develop children’s aesthetic appreciation;  • In turn Art evokes feelings of ‘awe’ and ‘wonder’;  • Giving pupils the chance to reflect on nature, their environment and surroundings.  • Studying artists with spiritual or religious theme, issues raised by artists which concerns ethical issues, such as War painting. |
| **DT** | • Refection on products and inventions, the diversity of material and ways in which design can improve the quality of our lives;  • Awareness of the moral dilemmas created by technological advances;  • How different cultures have contributed to technology;  • Opportunities to work as a team, recognising others’ strengths, sharing equipment. |
| **MFL** | Children may gain insights into the way of life, cultural traditions, moral and social developments of other people;  • Social Skills are developed through group activities and communications exercises.  • Listening skills are improved through oral/aural work. |
| **HISTORY** | • Looking at the creation and evolution of British society;  • Enabling pupils to reflect on issues such as slavery, the holocaust and Imperialism;  • Showing an awareness of the moral implications of the actions of historical figures. |
| **GEOGRAPHY** | • Opportunities for reflection on the creation, earth’s origins, future and diversity are given;  • Reflection on the fair distribution of the earth’s resources and issues surrounding climate change;  • Studies of people and physical geography gives our children the chance to reflect on the social and cultural characteristics of society. |
| **MATHS** | • Enabling pupils to acknowledge the important contribution made by mathematics by non-western cultures.  • Being critical about information presented to them. |
| **COMPUTING** | • Preparing the children for the challenges of living and learning in a technologically-enriched, increasingly inter-connected world;  • Making clear the guidelines about the ethical use of the internet;  • Acknowledging advances in technology and appreciation for human achievement. |
| **MUSIC** | Opportunities to experience music from a diverse range of times, cultures and genres. Opportunities to compose and perform, developing musical understanding and confidence. Exploration of the cultural and social impact of music on society—eg: social interaction / political and social commentary. |