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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.
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| **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. |