



SMSC in the curriculum

| SUBJECT | In addition to RE and PSHE, SMSC skills could be developed through: |
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| ENGLISH | <ul style="list-style-type: none"> • 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; |
| PE | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Reflection 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 | <p>Children may gain insights into the way of life, cultural traditions, moral and social developments of other people;</p> <ul style="list-style-type: none"> • Social Skills are developed through group activities and communications exercises. • Listening skills are improved through oral/aural work. |
| HISTORY | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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. |

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| MATHS | <ul style="list-style-type: none">• Enabling pupils to acknowledge the important contribution made by mathematics by non-western cultures.• Being critical about information presented to them. |
| COMPUTING | <ul style="list-style-type: none">• 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 | <p>Opportunities to experience music from a diverse range of times, cultures and genres.</p> <p>Opportunities to compose and perform, developing musical understanding and confidence.</p> <p>Exploration of the cultural and social impact of music on society—eg: social interaction / political and social commentary.</p> |