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| **Promoting SMSC and British values through the curriculum** |
| **ENGLISH contributes to student’s SMSC development through:**   * Developing confidence and expertise in language, which is an important aspect of individual and social identity; * Enabling students to understand and engage with feelings and values embodied in high quality poetry, fiction, drama, film and television; * Developing students’ awareness of moral and social issues in fiction, journalism, television and film; * Helping students to understand how language changes over time, the influences on spoken, and written language and social attitudes to the use of language; * Learning about different cultures by studying traditional stories from around the world. * Curriculum specific examples include: Journey's End, Animal Farm, Conan Coyle, Orwell and Shakespare, Speaking and Listening Week, Oracy, Charity Appeals, 10 Commandments of the Planet, Etymology, Gothic Horror. Sir Gawain, Spot and Stripes, Shadow |
| **ART contributes to student’s SMSC development through:**   * Art lessons which develop student’s aesthetic appreciation; * Consideration of art which evokes feelings of awe and wonder; * Giving students the chance to reflect on nature, their environment and surroundings; * Studying art with spiritual or religious themes, issues raised by art which concerns ethical issues, such as war paintings. * Curriculum content includes : Hundterwasser, Day of the Dead masks, Festivals, Trip to London galleries |
| **MATHEMATICS contributes to student’s SMSC development through:**   * Enabling students to acknowledge the important contribution made to mathematics by non-western cultures. * Encouraging students to work to solve problems * Helping students to participate, co-operate and resolve conflicts * Developing student’s imagination and creativity to explore ideas such as identifying and applying patterns and rules to everyday problem-solving. * Understanding that all actions have consequences |
| **SCIENCE contributes to student’s SMSC development through:**   * Encouraging students 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 and ethical issues that can result in scientific developments; * Showing respect for differing opinions, on creation for example; * Co-operation in practical enquiry and investigative work; * Raising awareness that scientific developments are the product of many different cultures. * Curriculum content includes: climate change, abortion, reproduction, genetic testing, evolution - ‘Big Bang’ theory and Creationism |
| **MUSIC contributes to student’s SMSC development through:**   * Music lessons which develop student’s aesthetic appreciation; * Consideration of music which evokes feelings of awe and wonder; * Learning about different cultures by listening to traditional music from around the world. * Curriculum content includes: hymns, call and response, slave songs, samba |
| **R.E. contributes to student’s SMSC development through:**   * Opportunities to reflect, to develop curiosity and a questioning approach – discussing issues and themes; * Learning about key beliefs of different world faiths including Christianity, Judaism, Sikhism, Islam, Buddhism, Hinduism and Humanism; * Consideration of a range of moral issues – right and wrong, justice, war and suffering, care for the environment * Curriculum content includes: Key individuals: Gandhi, MLK, Mandela, Ethical issues - Euthanasia, Abortion, Animal Testing. Belief and Values Days for KS4 |
| **HISTORY contributes to student’s SMSC development through:**   * Learning about the development of British society; * Enabling students to reflect on issues such as slavery, the Holocaust, Empire and Imperialism; * Showing an awareness of the moral implications of the actions of historical figures. * Curriculum content includes: First and Second World Wars, Suffragettes, Weimar government, Facism, Communism, Slave resistance, Renaissance, Reformation |
| **GEOGRAPHY contributes to student’s SMSC development through:**   * Opportunities for reflection on the Earth, its future and diversity; * Reflection on the fair distribution of the Earth’s resources and issues surrounding climate change; * Studies of people and physical geography provides students with the chance to reflect on the social and cultural characteristics of society. * Curriculum content includes: overseas aid, DME activities, Favela’s, China - one child policy, Zambia, Tsunami relief, Foreign Aid, Globalization, Tourism |
| **DESIGN TECHNOLOGY contributes to student’s SMSC development through:**   * Reflection on products and inventions, the diversity of materials and the ways in which design can improve the quality of our lives; created by technological advances; * Consideration of how different cultures have contributed to technological advances; * Opportunities to work as a team, recognising others’ strengths and working cooperatively. * Curriculum content includes, sustainability, recycling, religious diets * Awareness of the moral dilemmas |
| **COMPUTING contributes to children’s SMSC development through:**   * Preparing students 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; * Informing students about safe use of the internet. * Curriculum content includes: the right to privacy, cyber-bullying, social media |
| **P.E. contributes to students’s SMSC development through:**   * Activities involving cooperation, teamwork, competition, rules, self discipline, respect and fair play; * Exploring the sports and traditions of a variety of cultures; * Activities that provide opportunities for self-reflection, awareness and challenge. |
| **FRENCH/SPANISH contributes to student’s SMSC development through:**   * Learning about French/Spanish culture, sports and customs; * Learning about French and Spanish speaking countries including Islamic influence in Spain, * Developing social skills through communicating in French/Spanish, group work and communication activities; * Listening skills are improved through oral/aural work. * Curriculum content includes: festivals, Christmas and Easter, bull fighting, Language Festival, Residential trips |
| **CITIZENSHIP contributes to student’s SMSC development through:**   * Developing a questioning approach – discussing issues and themes; * Learning about the development of society; democracies, governments, law and order. * Exploring actions for change - politically, socially, locally and nationally. * Understanding the important of tolerance and mutual respect, * Units of study that develop understanding of British Values; * Curriculum content includes: Free Press, NCOs, Pressure groups, charities, campaigns, Humans Rights, Trip to Houses of Parliament |
| **PSHCE contributes to student’s SMSC development through:**   * Opportunities to reflect, to develop curiosity and a questioning approach – discussing issues and themes; * Units of study that support the development of social skills and emotional wellbeing e.g. ‘Relationships’, ‘Mental Health and Emotional Well-Being’; ‘Living in the Wider World’ * Units of study that develop understanding of British Values; * Consideration of a range of moral issues through units of R.E. study. |