

SMSC Across the Curriculum

ENGLISH contributes to children's SMSC development through:

- Developing confidence and expertise in language, which is an important aspect of individual and social identity;
- Enabling children to understand and engage with feelings and values embodied in high quality poetry, fiction, drama, film and television;
- Developing children's awareness of moral and social issues in fiction, journalism, television and film;
- Helping children 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.

MATHEMATICS contributes to children's SMSC development through:

- Enabling children to acknowledge the important contribution made to mathematics by other cultures.

SCIENCE contributes to children's SMSC development through:

- 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 enquiry and investigative work;
- Raising awareness that scientific developments are the product of many different cultures.

HISTORY contributes to children's SMSC development through:

- Learning about the development of British society;
- Enabling pupils to reflect on issues such as slavery, the holocaust and Imperialism as age appropriate
- Showing an awareness of the moral implications of the actions of historical figures.

GEOGRAPHY contributes to children's SMSC development through:

- Opportunities for reflection on the creation, Earth's origins, 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 children with the chance to reflect on the social and cultural characteristics of society.

ART contributes to children's SMSC development through:

- Art lessons which develop children's aesthetic appreciation;
- Consideration of art which evokes feelings of awe and wonder;
- Giving pupils the chance to reflect on nature, their environment and surroundings;
- Studying art with spiritual or religious themes

DESIGN TECHNOLOGY contributes to children'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;
- Awareness of the moral dilemmas 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 co-operatively.

MUSIC contributes to children's SMSC development through:

- Music lessons which develop children'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.

R.E. contributes to children'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, Islam and Hinduism;
- Consideration of a range of moral issues – right and wrong, justice, war and suffering, care for the environment etc.

P.E. contributes to children's SMSC development through:

- Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play;
- Exploring the sports and traditions of a variety of cultures;
- Activities that provide opportunities for self-reflection, awareness and challenge.

PSHCE contributes to children'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. How Can We Manage Our Feelings?, What Makes a Community?
- Units of study that develop understanding of British Values;
- Consideration of a range of moral issues through units of R.E. study.

COMPUTING contributes to children's SMSC development through:

- Preparing 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;
- Informing children about safe use of the internet.

FRENCH contributes to children's SMSC development through:

- Learning about French culture and customs;
- Developing social skills through group work and communication activities;
- Listening skills are improved through oral/aural work.

What about EYFS?

As part of our daily set up in Reception, children are taught the value of individual liberty through self-selecting their learning activities. The children are introduced to classroom rules and will be given the opportunity to add any extra rules that they think that their classroom needs. In the Early Years, the children will start to explore and begin to understand the importance of making good choices and that when they make wrong choices, there will be consequences. Personal responsibility is developed positively through

They will learn about the school's Mission Statement for children and the five attributes that make up our Vision. They will also have EYFS Goals, to become eg: a Fantastic Friend, Confident Communicator, Independent Individual etc. Positive rewards are received from home and displayed as proud clouds to develop the children's confidence and self-esteem, which helps promote social development

The children will learn to respect different faiths and beliefs through their understanding of Harmony and the multi-faith aspect of school. Children develop a sense of belonging through their Year 5 Buddy, who is there to welcome them into our school family and act as a role model for behaviour and learning attitudes.