

# Promoting SMSC Across the Curriculum at Shirland Primary School

<b>English</b> <ul style="list-style-type: none"> <li>developing children's confidence and expertise in language, which is an important aspect of individual and social identity</li> <li>enabling pupils to understand and engage with the feelings and values embodied in high-quality poetry, fiction, drama, film and television</li> <li>developing pupils' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film</li> <li>helping pupils to understand how language changes over time, the influences on spoken and written language and social attitudes to the use of language.</li> </ul>	<b>Science</b> <ul style="list-style-type: none"> <li>encouraging pupils to reflect on the wonder of the natural world</li> <li>awareness of the ways that science and technology can affect society and the environment</li> <li>consideration of the moral dilemmas that can result in scientific developments</li> <li>showing respect for differing opinions, (on creation, for example)</li> <li>co-operation in practical activity</li> <li>raising awareness that scientific developments are the product of many different cultures</li> </ul>	<b>Geography</b> <ul style="list-style-type: none"> <li>opportunities for reflection on the creation, earth's origins, future and diversity are given</li> <li>reflection on the fair distribution of the earth's resources including learning about Fair Trade and issues surrounding climate change</li> <li>studies of people and physical geography gives our children the chance to reflect on the social and cultural characteristics of society</li> <li>fieldwork and collaboration</li> <li>look at local area and contrasting areas</li> <li>look at how conflicts have changed the world (e.g. WW2)</li> </ul>	<b>Art</b> <ul style="list-style-type: none"> <li>art lessons develop children's aesthetic appreciation</li> <li>in turn Art evokes feelings of 'awe' and 'wonder'</li> <li>giving pupils the chance to reflect on nature, their environment and surroundings</li> <li>studying artists with spiritual or religious theme, issues raised by artists which concerns ethical issues, such as War painting.</li> </ul>
<b>Mathematics</b> <ul style="list-style-type: none"> <li>enabling pupils to acknowledge the important contribution made by mathematics</li> </ul>	<b>History</b> <ul style="list-style-type: none"> <li>looking at the creation and evolution of British society</li> <li>enabling pupils to reflect on issues such as slavery, the holocaust and Imperialism</li> <li>showing an awareness of the moral implications of the actions of historical figures</li> </ul>	<b>Computing</b> <ul style="list-style-type: none"> <li>preparing the children for the challenges of living and learning in a technologically-enriched increasingly inter-connected world</li> <li>making clear the guidelines about the ethical use of the internet</li> <li>acknowledging advances in technology and appreciation for human achievement</li> </ul>	<b>Design and Technology</b> <ul style="list-style-type: none"> <li>reflection on product and inventions, the diversity of material and ways in which design can improve the quality of our lives</li> <li>awareness of the moral dilemmas created by technological advances or how these are used to solve problems</li> <li>how different cultures have contributed to technology</li> <li>opportunities to work as a team, recognising others' strengths and sharing equipment</li> <li>talk about different careers in DT</li> </ul>
<b>Religious Education</b> <ul style="list-style-type: none"> <li>children reflecting about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values</li> <li>children having a sense of enjoyment and fascination in learning about themselves, others and the world around them</li> </ul>	<b>PE</b> <ul style="list-style-type: none"> <li>activities involving co-operation, teamwork, competition, rules, self-discipline and fair play</li> <li>exploring the sports and traditions of a variety of cultures</li> <li>individual activities that provide the opportunity for self-reflection, awareness and challenge</li> </ul>	<b>French</b> <ul style="list-style-type: none"> <li>children may gain insights into the way of life, cultural traditions, moral and social developments of other people</li> <li>social skills are developed through group activities and communications exercises</li> <li>listening skills are improved through oral/aural work</li> </ul>	<b>Music</b> <ul style="list-style-type: none"> <li>children listen to a wide variety of music from other cultures and other countries</li> <li>children listen to a wide range of musical styles and learn about the history of these types of music</li> <li>awareness of moral and cultural dilemmas in some pieces of music</li> </ul>

<ul style="list-style-type: none"><li>• use of imagination and creativity in their learning and willingness to reflect on their experiences</li></ul>			
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