 Spiritual Moral Social Cultural Development in the Curriculum

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| **ENGLISH** contributes to children’s SMSC development through: | **GEOGRAPHY** contributes to children’s SMSC development through: | **SCIENCE** contributes to children’s SMSC development through: |
| * Developing confidence and expertise in language, which is an important aspect of individual and social identity;
* Enabling pupils to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film & television;
* Developing pupils’ awareness of moral and social issues in fiction, journalism, magazines, radio, television and film;
* Helping pupils to understand how language changes over time, the influences on spoken, and written language and social attitudes to the use of language.
* Provide children with opportunities to be Courageous and perform in a range of contexts
* Ensuring that the texts children are exposed t0 represent a balance of gender & racial perspectives.
 | * Opportunities for reflection on the wonder of earth’s origins, its future and diversity, etc.
* Reflection on the fair distribution of the earth’s resources and the moral and practical problems this presents.
* Understand that geographical study is a major focus for the generation of data and understanding of issues surrounding climate change.
* Studies of human and physical geography providing opportunity to reflect on the social and cultural characteristics of society.
* Recognise Worksop’s development through cultural, scientific & technological advancement’s
* Provide opportunities to bravely engage with fieldwork, experiencing and gaining data about the world they live in.
 | * 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 topics such as creation, animal experimentation, etc.
* Raising awareness that scientific developments are the product of many different cultures.
* Recognise Worksop’s development through scientific and technological changes (Industrial & Agricultural, Transport-Canal)
* Understand that Science is key to many of our world’s sustainability issues and scientists are doing crucial work to understand and tackle climate threats.
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| **MATHEMATICS** can provide a contribution to children’s SMSC by: | **HISTORY** contributes to children’s SMSC development through: | **ART** contributes to children’s SMSC development through: |
| * Enabling pupils to acknowledge the important contribution made by mathematics by non-western cultures.
* Co-operation in practical activity and peer-support;
* Encouraging pupils to find wonder in articulation of proof & logic in number and geometry.
 | * Looking at the evolution of Britain as a nation;
* Enabling pupils to reflect on issues such as human rights & equalities; distribution of resources ,economics & trade; the Holocaust & war;
* Showing an awareness of the moral implications of the actions of historical figures.
* Recognise Worksop’s development through scientific and technological advancement’s (Industrial & Agricultural &Transport-Canal)
* Understand the national and international significance of Cresswell Crags.
 | * Developing children’s aesthetic appreciation;
* Evoking feelings of ‘awe’ and ‘wonder’;
* Giving pupils the chance to reflect on nature, their environment and surroundings;
* Studying artists with spiritual or religious themes & issues raised by artists which concern ethical issues, such as War paintings.
* Allowing children means of expression within a state of ‘flow’ and courage to express themselves.
* Give opportunities to reflect on personal identity through art
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| **RELIGIOUS EDUCATION** contributes to children’s SMSC development through: | **DESIGN & TECHNOLOGY** contributes to children’s SMSC development via: | **PE** actively promotes Children’s SMSC development by: |
| * Developing their own informed values, religious and non-religious
* Building skills of reflection, listening and communicating
* Know how to respect themselves and be sensitive to the needs and experiences of others, including considering the effect our actions have upon others.
* Grow pupils’ understanding of social issues like stewardship of the Earth’s resources, our citizenship within local, national and global communities and a genuine respect for persons and sensitivity to their values and beliefs.
* Equip pupils to challenge inequalities and disadvantages associated with race, gender, class and ability.
* Understand the Local Area and how religious beliefs have changed within it over time.
 | * Reflection on products & inventions, the diversity of materials & ways in which design can improve the quality of our lives;
* Awareness of the moral dilemmas created by technological advances;
* Discussing how different cultures have contributed to technology;
* Providing opportunities to work as a team, recognising others’ strengths & sharing equipment.
* Recognise Worksop’s development through scientific and technological advancement’s (Industrial & Agricultural &Transport-Canal)
 | * Activities involving co-operation, teamwork,

competition, rules, self-discipline and fair play;* Exploring and learning to value the sports and traditions from a variety of cultures.
* Individual activities that provide the opportunity for self-reflection, awareness & challenge.
* Exploring and expressing self through creativity through producing dance and gymnastics routines
* Encouraging good sporting behaviour that promotes trust & a sense of team
* Abiding by the rules in all sporting situations, and accepting referee decisions
* Promoting the attendance of extra curricular activities.
* Using international examples of different athletes and their achievements.
* Provide children with opportunities to be Courageous and compete in a range of contexts
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| **MUSIC** contributes to children’s SMSC development through: | **COMPUTING** contributes to children’s SMSC development through: | **SPANISH** contributes to children’s SMSC development by: |
| * Developing children’s aesthetic appreciation;
* Evoking feelings of ‘awe’ and ‘by allowing music to ‘move’ them
* Studying musicians and composers and appreciating the complex nature of the Western Tradition, especially in classical music, being male dominated.
* Understand the distinctiveness of the Local tradition of Colliery and Brass Band
* Provide children with opportunities to be Courageous and perform in a range of contexts
 | * 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.
* Developing pupils’ awareness of moral and social issues proposed on the internet and understanding positions of bias, marketing and
* Understanding of the cultural biases -especially racial and gender based- inherent within Web2.0 algorithms & tech.
 | * Providing insights into the way of life, cultural traditions, moral & social developments of other people;
* Social Skills are developed through group activities and communication exercises;
* Listening skills are improved through oral/aural work.
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