



SMSC and British Values Across the Curriculum

ART

Spiritual development in art is encompassed by encouraging children to explore their creativity and imagination. It allows children to express their own feelings through creating various pieces of artwork. Art provides children a platform to express themselves, whilst highlighting the importance of developing, maintaining and communicating good morals. It gives chance to explore moral questions and make a comment on their views in a respectful, but creative, manner. Children are immersed in cultures from around the world through studying a range of artists, with opportunities to work with artists and visiting local museums and galleries to develop their cultural experiences. Through studying how artists express themselves in a range of contexts, children develop a sense of identity and a means to express and celebrate who they are.

Children will be exposed to opportunities to share their thoughts about ideas surrounding British Values through creating artwork and developing a critical voice to share their opinion. They will learn about how artists have used the visual arts to make their voice heard and the impact that this platform can have on others. They will explore how the arts has come to reflect upon, and in part, shape the culture we live in and how British Values are encapsulated within this. Teaching children to respect and value diversity is encouraged in the day to day teaching and learning through showing respect for different viewpoints and ideas, including developing an analytical reflection for their own creations and thoughts. Children will develop the ability to work effectively together both individually and in groups throughout art lessons.

DT

Spiritual development is very important in DT as the process of creative thinking and problem solving lies at the centre of the subject. A pupil's ability to think creatively and show innovation can be inspirational to other but also increase their own self confidence and belief in their own abilities. During the planning and making process we encourage our pupils to consider the moral and ethical dilemmas raised. For example the impact on the environment through the choices of materials are made or the opportunity to consider sustainable or environmentally acceptable materials. During DT there are many opportunities to promote social responsibilities. All the children have a collective responsibility to ensure they contribute to a safe working environment where the use of tools and equipment are involved. There is the opportunity to work collaboratively with a partner or take turns in a small group which requires effective social interaction and at times compromise. There is also the opportunity for peer evaluation and to act as a critical friend to give supportive comments to improve pupils learning outcomes. DT often originates from an idea or artefact and to develop a wider cultural awareness we explore our past heritage as well as investigate and use as our stimulus foods, textiles, pottery and sculptures from different cultures and periods of time.

Children are encouraged to take others' views and opinions into account but still have the right to make their own choices. Design and technology shows children how it is not always possible or right to have their own way and understand the value of compromise. Within lessons, children must be able to follow rules and regulations to keep themselves and others safe, therefore nurturing a sense of responsibility and respect. Design and technology allows children exposure to many great design ideas that originate from other cultures. Teaching and learning will allow children to be able to take turns during discussions to resolve difficulties or make decisions and offer supportive comments in evaluations that will improve learning outcomes in a way that is objective but sensitive to the listener.

Computing

Spiritual development is taught in Computing by encouraging children to interact with each other and programmes, which allow them to explore their creativity and use their imagination. Furthermore, we can promote self-esteem using presentations to display children's work to each other. Moral development in computing is enhanced by encouraging children to comment on moral questions and dilemmas, which arise because of using hardware and software. By broadening children's minds to the impact their decisions can have on others, as well as themselves, we can help them to understand how to act appropriately when using technology. The study of social issues is a common theme in computing lessons, with a focus on understanding how we can draw comparisons and understand the differences between different people in society and their access to technology and its uses. Culturally we develop our children's understanding further by developing better knowledge of the world we live in and how beneficial computing can be but also have knowledge of the potential dangers of using such technologies. The ability to protect themselves in a multi-cultural society is fundamental and underpins all teaching in computing.

British values, including those of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are embedded in the Computing curriculum. The rule of law and individual liberty are taught comprehensively through a dedicated focus to e-safety, how to recognise cyber bullying, how to report issues online. Additionally, an emphasis is placed on open classroom discussions regarding personal information and the importance of keeping it personal and not sharing it online. Teaching children to respect and value diversity is encouraged in the day-to-day teaching and learning through showing respect for others online through e-safety teaching, by using and sharing hardware appropriately in lessons, and additionally suitable strategies to cope with issues that arise both online and offline.

Geography

Spiritual development in geography inspires awe and wonder at the natural world: both at the physical and human features. The impact of nature on our world is explored and discussed and pupils are given the opportunity to see this in practice through visits where possible.

Pupils' moral development is encouraged in geography by providing opportunities for our children to recognise that development takes place within a global context and that local decisions affect and are affected by decisions and processes in other countries, eg: pollution, plastics, oil spills and greenhouse gases and its effect on climate.

Social and cultural education in geography is developed through the study of real people in different societies. In looking at our own locality and others in the world, the children's sense of identity and community is strengthened.

British values of tolerance and respect are developed through geography as pupils develop an understanding of the world in which they live and the wide range of cultures within it.

History

Spiritual development is harnessed in History by encouraging children interact with and explore quality primary and secondary sources that allow children to make deeper, more concrete connections with the past. Allowing children to bring past events and people to life through artefacts, visits and visitors, brings children closer to these historical figures and events from the past e.g. artefacts, for example, can bring us closer to people of that time through touching objects they have touched, feeling their shoes, clothes etc. Moral development in history is enhanced by encouraging children to comment on moral questions and dilemmas from the past. By helping children to empathise with the decisions which ordinary people made at the time, based on their historical situation and developing open mindedness when considering the actions and decisions of people from the past. By enabling children to think about what past societies have contributed to our culture today, children's social

development is enhanced. The study of social issues is a common theme in history lessons, as well as exploring the similarities and contrasts between past and present societies. Culturally we develop our children's understanding further by developing a better understanding of our multicultural society through studying links between local, British, European and world history. This allows children to develop an understanding of and empathy with, people from different cultural backgrounds.

British values, including those of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are embedded in the History curriculum. Children explore issues such as democracy in their historical contexts and relate them to the modern day through studying periods such as Ancient Greece. This enables the children to understand how, overtime, changes happened and how this as impacted on life today in Britain. By looking at the achievements of famous British people (KS1), children develop an awareness of how they have influenced and shaped the country in which we live. This includes an appreciation of their work. Teaching children to respect and value diversity is encouraged in the day to day teaching and learning through showing respect for different viewpoints and ideas as well as in the ability to work effectively together both individually and in groups throughout history lessons.

Music

British values, including those of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are embedded in the music curriculum. Singing games encourage mutual respect, turn taking and encourage collaboration; children follow the rules in music games and when learning new songs. Children sing songs from around the world, exploring and understanding different cultures. Singing and music develops self-esteem, increases confidence and promotes their own worth by contributing their own ideas. Cultural capital is promoted by giving the children an experience of live music, the use of a variety of instruments and visits to key city landmarks.

SMSC is a vital part of the music curriculum at Francis Askew, across all year groups, in and outside the classroom. Spiritual development is expressed by using their imagination and creativity to develop a sense of enjoyment and reflection and explore a range of feelings on which they can build their identity. Moral development is encouraged through developing respect, self-discipline during rehearsal time and understanding the influences and responses to music. Social skills are developed by working collaboratively, celebrating successes and participating in musical events. Cultural development encourages children to understand that music is a universal way to communicate feelings, emotions and express responses.

PE

Spiritual education involves the children developing a variety of skills which allows them to express their feelings and emotions as well as being amazed by what their bodies can achieve. Moral education in P.E. concerns children having the opportunity to understand how P.E. can influence their healthy living and lifestyle as these highlight the advantages of health and lifestyle through team sports and health related fitness. Children are also able to understand the rules of activities, the reasons why they need to abide by them and understand what fair play is. Social education involves children having the opportunity to work as a team as well as reflect on feelings of determination and enjoyment. Children are given the role of the coach or leader - at age appropriate opportunities - to develop their social skills in co-operation, communication, commitment, loyalty and teamwork. Cultural education in P.E. means children are given the opportunity to learn games and dances from different traditions, including their own, as well as being able to appreciate the differences between male and female roles within sport. British Values is underpinned in P.E. by the development of fair play and positive sporting behaviours.

RE

In RE, the spiritual development of children is shown by their ability to be reflective 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. They are also encouraged to use their imagination and creativity in their learning when practising mindfulness in Jigsaw.

In RE, the moral development of children is shown by their ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England. It is also demonstrated by their interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues. They are also encouraged to understand the consequences of their behaviour and actions.

In RE, the social development of children is shown by their use of a range of social skills in different contexts, for example working and socialising with other children, including those from different religious, ethnic and socio-economic backgrounds. It is also demonstrated by their acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

In RE, the cultural development of children is shown by their understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain. It is also demonstrated in their interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Science

Spiritual education in science involves the search for meaning and purpose in natural and physical phenomena. Moral education in science encourages students to become increasingly curious, to develop open mindedness to the suggestions of others and to make judgements on evidence not prejudice. Social education involves group practical work, which provides opportunities for students to develop team-working skills and to take responsibility. Students must take responsibility for their own and other people's safety when undertaking practical work. Science has a major effect on the quality of our lives. Cultural education in science involves thinking of scientific discoveries as much of a part of our culture as great music and films. Credit is given to scientific discoveries of other cultures.

British values in science are taught through taking the views of others into account and taking turns in order to perform scientific investigations. They follow the rule of law by listening and following safety instructions when working scientifically; knowing there are consequences in rules not followed. They are able to make choices when planning investigations and listen to other people's points of view – showing individual liberty. Children are given the opportunity to show tolerance through understanding about scientific discoveries from other cultures and learning about religious beliefs that may contrast with scientific discoveries. Mutual respect is shown by working as a team, discussing their findings and offering support and advice to others.