

All curriculum areas have a contribution to the student's spiritual, moral, social and cultural development and opportunities for this can be planned in each area of the curriculum. Below are some examples of how SMSC development can be integrated into the curriculum:

Art & Design

- To develop an appreciation of art from other cultures
- To reflect on nature, the environment and local surroundings
- To begin to express their own feelings through creative arts
- To study art with a spiritual or idealist theme and discuss ethical issues of concern raised by artists i.e. war, racism, violence
- Develop pupils aesthetic appetites
- Develop awareness of other cultural traditions
- Considering the impact of art on society.

Citizenship

- To demonstrate independence, critical and reflective thinking skills.
- To have an interest in and respect for different people's feelings and values.
- To understand the difference between right and wrong and are able to evaluate theirs and others viewpoints.
- To be able to share, reflect on and explore their own and others beliefs, values and experiences.
- Develop skills, knowledge and understanding to recognize and deal with challenges and problems.
- To be able to discuss aspects of identities including national identity and understand the concept of multiple identities.
- To begin to explore cultural diversity, engaging with members of their community and beyond.
- To develop as knowledgeable and motivated citizens

Computing

- To develop greater awareness of cultural difference
- To have an awareness of the ethical use of the internet and other forms of communications technology.
- To establish boundaries in society by considering what is acceptable.
- To appreciate contributions in technological advancement from around the world
- To appreciate greater access they now have to the wider world as a result of advancements of internet and E-mail
- To acknowledge advances in technology and show an appreciation for human achievement

Design & Technology

- To reflect upon ingenious products and inventions, the diversity of materials and ways in which design technology can improve the quality of life.
- To be aware of the moral dilemmas created by technological advances
- To show an appreciation of the achievements of others
- To express creativity and experience fulfilment
- To recognise how different cultures have contributed to technology.
- To develop skills to be able to work as a team, recognising others' strengths

English

- To develop confidence and expertise in language, which is an important aspect of individual and social identity;
- To develop awareness of moral and social issues in fiction, journalism, magazines, radio, television and film;
- To understand how language changes over time, the influences on spoken and written language and social attitudes to the use of language;
- To use written and discussion work in order to discuss social and moral issues
- To develop empathy and sensitivity through literature
- To develop expression of their own feelings through writing
- To use moral stories as a basis for discussion
- To collaborate in groups, sharing ideas and values
- To develop an awareness from different cultures through stories which reflect current cultural backgrounds and traditions

Geography

- Opportunities for reflection; on the distribution of the earth's resources and social and cultural characteristics of society
- To consider their local community and know their place in it
- To develop an appreciation of the world around us/landscapes
- To increase awareness of land use and conversation

History

- To understand the establishment of multi-cultural Britain
- To discuss motives
- To express their own views and reflect on whether the right decisions were made
- To discuss conflicts over time and how they were resolved
- To develop moral and social consciousness and empathy skills
- To show awareness of the moral implications of the actions of historical figures.

- To understand how attitudes change over time
- To develop an awareness of social structures

Languages

- To develop social skills through group work and communication exercises
- To gain insights into the way of life, cultural traditions, moral and social developments of other people
- Social skills are developed through group activities and communication exercises.
- To gain knowledge and understanding of other cultures
- To understand connections between different languages
- To improve listening skills through oral/aural work

Maths

- To acknowledge the important contribution made to maths by non-western cultures.
- To develop a sense of awe and wonder by looking for patterns and symmetry in nature
- To learn conventions of laying fairly through mathematical games

Music

- To consider the role of music in society and see how music can cause conflict and difference of opinion
- To examine that music can change moods and behaviour
- To express feelings through listening and performing music
- To develop a sense of awe and wonder by providing opportunities for pupils to listen to and respond to a range of music
- To be aware of cultural heritage through listening to a variety of music from other countries and cultures and learning to respect and value cultural diversity

PSHE

- To build self-respect, self-esteem and a sense of fulfilment
- To teach effective ways to resolve conflict
- To be able to take responsibility
- To show respect of difference and an appreciation of others
- To understand codes of behaviour

PE

- To explore the sports and traditions of a variety of cultures
- To participate in individual activities that provides the opportunity for self-reflection, awareness and challenge.

- To be involved in activities involving co-operation, teamwork, competition, rules, self-discipline and fair play
- To develop a moral sense by observing rules and encouraging sporting behaviour
- To develop an understanding of other people's feeling through reflecting what it is to win or lose.
- To be accepting of other's strengths and limitations
- To provide an excellent basis for learning about others and accommodating other's styles and skills
- To gain a sense of self-fulfilment and satisfaction

RE

- To assess what it means to be spiritual/human.
- To explore and express spirituality.
- To develop an appreciation and understanding of different cultures, religions and traditions.
- To reflect on the significance of religious beliefs and teachings in their own lives.
- To learn about beliefs, values, and the concept of spirituality.
- To analyse moral decisions and the impact that they may have on society
- To develop respect and tolerance of other religious beliefs and practices.
- To help care for others initially through the family unit and ultimately in larger society
- To show an understanding of the influence of religion on society.
- To appreciate and understand different cultures, religions and traditions.
- To become aware of how society functions as a whole and how we are interdependent
- To increase tolerance through the awareness and importance of community cohesion
- To develop spirituality through a sense of awe and wonder through learning about life
- To develop respect for the right of others to hold beliefs different from their own

Science

- Encouraging pupil to reflect on the wonder of the natural world;
- To show awareness of the ways that science and technology can affect society and the environment.
- To consider the moral dilemmas that can result from scientific developments
- To show respect for differing opinions
- To develop a concern for our world and begin to understand the need to treat all living things with care and respect
- To develop skills of co-operation in practical activity.
- To raise awareness that scientific developments are the product of many different cultures