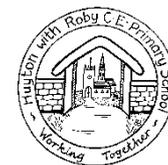


Art and Design

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

For example, Art and Design provides opportunities to promote:

Spiritual Development	Through helping pupils to develop imagination, explore ideas, feelings and meanings and to make sense of them in a personal way in their own creative work, and to make connections with and appreciate the meaning, intentions and experiences of others, as represented in their works of art, craft, design and media outcomes in addition considering the value of work and way in which artists' work may promote particular values.
Moral Development	Through helping pupils to identify and discuss how a range of artists, craft makers and designers infer moral values or represent moral issues in their work.
Social Development	Through helping pupils to learn to value different ideas and contributions and develop respect for the ideas and opinions of others, and to work on collaborative projects, making the most of different strengths and interests within a team, or the consideration played by the visual arts in social commentary.
Cultural Development	through helping pupils to recognise how images and artefacts can have an influence on the way people think and feel, and to understand the ideas, beliefs and values behind their making (without plundering the visual wealth of other cultures), relating art, craft and design to its cultural context [for example, the use of icons in religious art, and corporate advertising]; evaluating concepts of worth, e.g. Damien Hirst's 'Mother and child divided' - what is art?



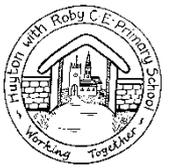
Computing

A high-quality Computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate - able to use, and express themselves and develop their ideas through, information and communication technology - at a level suitable for the future workplace and as active participants in a digital world.

For example, Computing provides opportunities to promote:

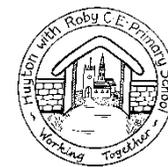
Spiritual Development	Through exploring questions, such as, do computers matter more than people? Do they have a capacity for good and evil?; developing a sense of wonder that humans have created and refined technology of many different sorts to serve human purposes to such an extent that what once filled a whole building can now be put on a microchip; helping pupils to discuss how the limitations of computing make us more aware of what makes us human [for example, 'can computers create?', 'can computers become intelligent?'] and helping pupils to recognise their own, and others' creativity and imagination.
Moral Development	Through considering some of the ethical issues surrounding the misuse of information [for example, the rights of access to personal information], recognising how computing can multiply the results of our actions, and consequently appreciating the need for greater responsibility in its use, computer games and their link to ethical aspects of the curriculum.
Social Development	Through considering how computing can facilitate communication and the sharing of information and discussing how computing affects ways of life, ways of working and communities [for example, its impact on employment, social relations and small communities], social networking and addiction.

Subject guidance - SMSC through the curriculum



Cultural
Development

Through discussing how information arises out of a cultural context [for example, how the presentation of a site on the world wide web reflects the culture of its creators], discussing how computing connects local, national and international communities, and through learning about other cultures through information on the internet, computer games and their relation to society culture.



Design and Technology

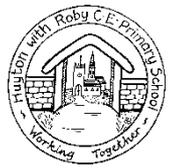
Design and Technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art.

Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation..

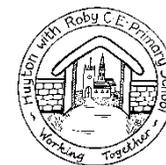
For example, Design and Technology provides opportunities to promote:

Spiritual Development	Through helping pupils recognise their own creativity and the creativity of others in finding relevant solutions to problems, and through recognising the tension between material and non-material needs; what do we value? - is it worth more if you've made it yourself? [for example, comparing mass produced products with bespoke pieces made by a craftsperson]; appreciating what others have made
Moral Development	Through helping pupils to reflect on how technology affects the environment so they can make informed choices when designing and making and through discussing the moral dilemmas posed by introducing new technologies within different values systems and the advantages and disadvantages of new technology to local, national and global communities? [for example, the use of alternative types of wood and the values of and associated with sustainable sources].

Subject guidance - SMSC through the curriculum



Social Development	Through helping pupils recognise the need to consider the views of others when discussing design ideas[for example, empathise and recognise the roles of each member in a product design, development and production team].
Cultural Development	Through exploring the contribution of products to the quality of life within different cultures, and through valuing and reflecting on the responses of people from other cultures to design solutions[for example, the consideration of products unique to their culture such as tweed, clothing or food products.



English

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

For example, English provides opportunities to promote:

Spiritual Development	Through helping pupils represent, explore and reflect on their own and others' inner life in drama and the discussion of texts and ideas; engaging with children's creativity through imaginative writing and developing pupils' ability to express emotions and inner feelings; appreciating what others have written, e.g. in poetry, the rhythm of words and sounds.
Moral Development	Through exploring questions of right and wrong, values and conflict between values in their reading of fiction and non-fiction, in their discussions and in drama.
Social Development	Through helping pupils collaborate with others to create or present devised or scripted drama and to take account of the needs of the audience and the effects they wish to achieve when adapting their speech and writing, and through reading, reviewing and discussing texts that present issues and relationships between groups and between the individual and society in different historical periods and cultures.
Cultural Development	Through helping pupils explore and reflect on the way that cultures are represented in their stories and poems, through introducing pupils to the English literary heritage, and through learning about language variation in English and how language relates to national, regional and cultural identities.

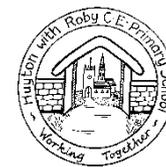


Geography

A high-quality Geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and

For example, Geography provides opportunities to promote:

Spiritual Development	Through helping pupils to reflect on their experiences, such as a visit to an imposing natural landscape, or to respond to dramatic environments, both physical and human, such as photographs of the world from space; developing a sense of community and appreciating that the way they live has an impact on others.
Moral Development	Through helping pupils to consider the impact of their own and others' actions, such as dropping litter, on the environment or to investigate environmental issues, such as global warming, in which people's current needs have to be balanced against the needs of future generations.
Social Development	Through pupils working together to investigate how changes in weather and climate in the local area affect different groups of people, such as the elderly or children, or how differences in development in different countries can affect the quality of life of different groups of people.
Cultural Development	Through finding out about the different traditions and activities of a family in a less economically developed country, or studying the way the school's local environment reflects the cultures of its inhabitants.



History

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

For example, History provides opportunities to promote:

Spiritual Development	Through helping pupils to recognise their place in the world, e.g. that they are a part of tomorrow's history and understand how the past has had an impact on their life and others' lives; through helping pupils to appreciate the achievements of past societies [for example, the pyramids, cathedrals, illuminated manuscripts] and to understand the motivation of individuals who made sacrifices for a particular cause; develop empathy and imagination through putting themselves in someone else's shoes in history.
Moral Development	Through helping pupils to recognise that actions have consequences by considering the results of events and decisions, and to explore how different interpretations of the past reflect different viewpoints and values.
Social Development	Through identifying how different societies were organised in the past and considering different political structures [for example, democratic, autocratic, hierarchical].
Cultural Development	Through helping pupils recognise differences and similarities between cultures and within cultures over time, and explore a range of sources and different interpretations of what constitutes culture and cultural development.



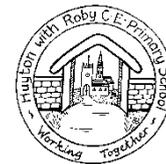
Subject guidance - SMSC through the curriculum

Languages

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

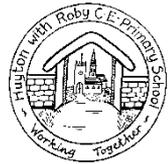
For example, Languages provide opportunities to promote:

Spiritual Development	<p>Through stimulating pupils' interest and fascination in the phenomenon of language and the meanings and feelings it can transmit.</p> <p>Examples:</p> <ul style="list-style-type: none"> • learn about relationships between friends and family members, moral tension which may be faced related to youth culture, their experiences of work experience and life in the workplace, awareness of cultural activities and facilities available in their area; • explore religious / pagan celebrations and festivals in francophone and Hispanic countries, with the use of ICT facilities; • create a CV, which encourages pupils to reflect on their personal achievements; • explore of Catholic/Christian/religious and Pagan celebrations and festivals in Francophone countries and reflect on their meaning and significance; explore the Muslim faith in Francophone countries and its impact and issues arising from i.e. tension, xenophobia, fear etc.
Moral Development	<p>Through helping pupils formulate and express opinions in the target language about issues of right and wrong.</p> <p>Examples:</p> <ul style="list-style-type: none"> • exploration of relationships between friends and family members;



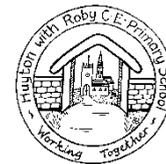
Subject guidance - SMSC through the curriculum

	<ul style="list-style-type: none"> •discussion about rights and responsibilities of young people; •exploration of and discussion about moral tension that young people face when discussing an aspect of youth culture; •exploration of and discussion about 'fair trade' business; •awareness of the different cultural activities and facilities available; •exploration of and discussion about the environmental benefits of public transport; •awareness of workplace-related legislation; •exploration of and discussion about the sustainable development of tourist attractions/regions; • exploration of and discussion about the issues and projects that promote sustainable tourism.
<p>Social Development</p>	<p>Through exploring different social conventions, such as forms of address, through developing pupils' ability to communicate with others, particularly speakers of foreign languages, in an appropriate, sympathetic and tolerant manner, and through fostering the spirit of cooperation when using a foreign language to communicate with other people, whether other learners or native speakers.</p> <p>Examples:</p> <ul style="list-style-type: none"> •encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life; enable pupils to develop their self-knowledge, self- esteem and self-confidence; •develop confidence to communicate in another language and in another country; •exploration of healthy lifestyles and reference to the negative impact of smoking, alcohol or drug abuse; •discussion of the pros and cons of marriage/cohabitation; •discussion about the right to vote and about age of consent for various rights; •exploration of issues surrounding drugs, smoking, alcohol consumption;



Subject guidance - SMSC through the curriculum

	<ul style="list-style-type: none">• exploration of marginalisation and social exclusion i.e. unemployment and homelessness;• learn to listen to each other in class oral activities which enhances social skills;• explore the concept of healthy lifestyles and choices regarding smoking, alcohol and drug abuse, along with their impacts on individuals and society.• have the opportunity to learn about business etiquette in Spain/ France and how business people conduct themselves in the world of work in order to be successful.
Cultural Development	<p>Through providing pupils with insights into cultural differences and opportunities to relate these to their own experience and to consider different cultural and linguistic traditions, attitudes and behaviours.</p> <p>Examples:</p> <ul style="list-style-type: none">• gain insights into the way of life, cultural traditions, moral and social developments of other people in lesson time and through visits and family holidays to Spain. Interaction with our many international students boosts knowledge and understanding of other cultures;• assist pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions;



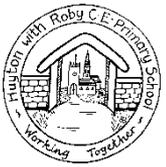
Subject guidance - SMSC through the curriculum

Mathematics

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

For example, Mathematics provides opportunities to promote:

Spiritual Development	Through helping pupils obtain an insight into the infinite, and through explaining the underlying mathematical principles behind some of the beautiful natural forms and patterns in the world around us; appreciating number and pattern regularity and order - does this imply an organiser behind it? [for example, How big is our universe? Are we just one of many universes? Why do seed heads form spirals with their numbers in sequences? Why and how do life forms move in the way they do?].
Moral Development	Helping pupils recognise how logical reasoning can be used to consider the consequences of particular decisions and choices and helping them learn the value of mathematical truth [for example, calculate the chances of winning a lottery; understanding medical test results; rational evidence evaluation as a member of a jury].
Social Development	Through helping pupils work together productively on complex mathematical tasks and helping them see that the result is often better than any of them could achieve separately [for example, the use and growth of technology and its effects on each of us].
Cultural Development	Through helping pupils appreciate that mathematical thought contributes to the development of human culture and is becoming increasingly central to our highly technological future, and through recognising that mathematicians from many cultures have contributed to the development of modern day mathematics [for example, evolving minds or evolving times? Patterns of progress in thought and modelling].



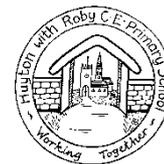
Subject guidance - SMSC through the curriculum

Music

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

For example, Music provides opportunities to promote:

Spiritual Development	Through developing pupils' awareness of the power of music to take the listener out of the commonplace and helping pupils use music to express and reflect on their own thoughts and feelings; to appreciate how music can inspire imagination and generate extremes of emotion; exploring questions such as why some people react differently to different pieces of music [for example, the study of music for film or Opera].
Moral Development	Through helping pupils exercise responsibility in the choices and decisions they, and others, make as part of the creative process, valuing their own and others' work and recognising the effect of music [for example, evaluating its use or misuse in advertising, propaganda and popular music].
Social Development	Through helping pupils share music making and develop a sense of social cohesion, recognising the value of different contributions and their own responsibility to support and enrich the work of others, and recognising the need for different roles in group performance e.g. an orchestra.
Cultural Development	Through helping pupils recognise how music influences and reflects the way people think and feel, relating music to the time and place in which it was created and performed, and through analysing, evaluating and reflecting on music from contrasting traditions and identifying how and why some aspects change or stay the same [for example, the evolution of the Jazz tradition from origins to the present].



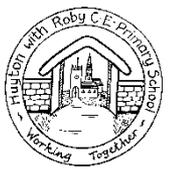
Subject guidance - SMSC through the curriculum

Physical Education

A high-quality Physical Education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

For example, Physical Education opportunities to promote:

Spiritual Development	Through helping pupils gain a sense of achievement and develop positive attitudes towards themselves; fostering a sense of team spirit; recognising and valuing the skills and abilities of others.
Moral Development	Through helping pupils gain a sense of fair play based on rules and the conventions of activities, develop positive sporting behaviour, know how to conduct themselves in sporting competitions and accept authority and support referees, umpires and judges; considering questions, such as, does it matter if you cheat as long as you win? Is winning more important than taking part? Is it important to lose honourably - to be a good loser?
Social Development	Through helping pupils develop social skills in activities involving cooperation and collaboration, responsibility, personal commitment, loyalty and teamwork, and considering the social importance of physical activity, sport and dance.
Cultural Development	Through helping pupils experience and understand the significance of activities from their own and other cultures [for example, folk dances and traditional games], recognise how activities and public performance gives a sense of cultural identity, and consider how sport can transcend cultural boundaries.

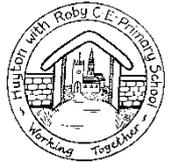


Subject guidance - SMSC through the curriculum

PSHE

Personal, social, health and economic (PSHE) education is a planned programme of learning opportunities and experiences that help children and young people grow and develop as individuals and as members of families and communities. It equips them with knowledge, understanding and practical skills, appropriate to their age and maturity, in order to live healthy, safe, fulfilled and responsible lives. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society, it also encourages young people to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing.

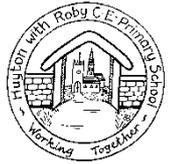
PSHE education, including Drug Education, Sex and Relationships Education, Financial Capability, Staying Safe, Emotional Health and Wellbeing and Healthy Lifestyles, contributes to personal development by helping pupils to build their personal identities, confidence and self-esteem, resilience, identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives. PSHE enables children and young people to reflect on and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.



Subject guidance - SMSC through the curriculum

Spiritual Development	Through an <u>increasing</u> understanding of themselves and others in different settings, e.g. home, school, class, clubs, etc. and encouraging empathy for others during circle time; restorative conversations, developing pupils' ability to express emotions and inner feelings.
Moral Development	Through helping pupils develop an awareness of their feelings, the impact they have on others and learning how to cope with those, e.g. through role play, hot seating, and storyboarding; developing an understanding in different situations of what is right and wrong, <u>just and unjust</u> , and knowing when and how to intervene, e.g. when it's right to tell somebody a secret such as a friend is being bullied.
Social Development	Helping pupils to <u>develop a sense of belonging</u> , e.g. <u>part of a</u> family, class, community etc and developing social skills that involve active listening, cooperation and collaboration, responsibility, personal commitment, loyalty, empathy, trust and tolerance.
Cultural Development	Through helping pupils understand and appreciate the diversity of the school community and, beyond it, the world in which we live, e.g. through school visitors such as the police, charities like Childline and Oxfam, engaging in school fund raising events, etc.; promoting respect for all, combating prejudice and discrimination and contributing positively to the communities they are part of.

Religious education



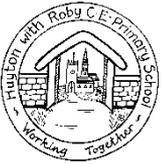
Religious Education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God or ultimate reality, issues of right and wrong and what it means to be human.

Teaching should equip pupils with knowledge and understanding of a range of religions and non-religious worldviews. It should enable pupils to develop their own views, values and identity. It should develop an aptitude for dialogue in pupils and the capacity to participate positively as members of a diverse society and a globalising world. Pupils should learn how to study religions and non-religious worldviews systematically and to an increasing level of complexity and depth. They make progress by reflecting with increasing sophistication on the impact of religions and non-religious worldviews on contemporary life; and develop skills of interpretation and the capacity to evaluate evidence through this process. They learn to articulate clear and coherent accounts of their personal beliefs, opinions, values and experiences while respecting the right of others to have different views, values and ways of life.

For example, Religious Education provides opportunities to promote:

Spiritual Development	<p>Religious Education provide opportunities to promote Spiritual Development through:</p> <ul style="list-style-type: none">• discussing and reflecting on key questions of meaning and truth such as the origins of the universe, life after death, good and evil, beliefs about God and values such as justice, honesty and truth; learning about and reflecting on important concepts, experiences and beliefs that are at the heart of religious and other traditions and practices;• considering how beliefs and concepts in religion may be expressed through the creative and expressive arts and related to the human and natural sciences, thereby contributing to personal and communal identity; considering how religions and other world views perceive the value of human beings, and their relationships with one another, with the natural world, and with God;• valuing relationships and developing a sense of belonging;• developing their own views and ideas on religious and spiritual issues.
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<p>Moral Development</p>	<p>Religious Education provides opportunities to promote Moral Development through:</p> <ul style="list-style-type: none"> • enhancing the values identified within the National Curriculum, particularly valuing diversity and engaging in issues of truth, justice and trust; • exploring the influence of family, friends and media on moral choices and how society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders; • considering what is of ultimate value to pupils and believers through studying the key beliefs and teachings from religion and philosophy about values and ethical codes of practice; • studying a range of ethical issues, including those that focus on justice, to promote racial and religious respect and personal integrity; • considering the importance of rights and responsibilities and developing a sense of conscience.
<p>Social Development</p>	<p>Religious Education provides opportunities to promote Social Development through:</p> <ul style="list-style-type: none"> • considering how religious and other beliefs lead to particular actions and concerns; • investigating social issues from religious perspectives, recognising the diversity of viewpoints within and between religions as well as the common ground between religions; articulating pupils' own and others' ideas on a range of contemporary social issues.
<p>Cultural Development</p>	<p>Religious Education provides opportunities to promote Cultural Development through:</p> <ul style="list-style-type: none"> • encountering people, literature, the creative and expressive arts and resources from differing cultures; considering the relationship between religion and cultures and how religions and beliefs contribute to cultural identity and practices; • promoting racial and interfaith harmony and respect for all, combating prejudice and discrimination, contributing positively to community cohesion and promoting awareness of how interfaith cooperation can support the pursuit of the common good.



Science

A high-quality Science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

For example, Science provides opportunities to promote:

Spiritual Development	Through pupils sensing and appreciating the natural, material, physical world they live in, the patterns within it, reflecting on their part in it, and exploring questions such as when does life start, where does life come from, will it go on forever?
Moral Development	Through helping pupils see the need to draw conclusions using observation and evidence rather than preconception or prejudice, and through discussion of the implications of the uses of scientific knowledge, including the recognition that such uses can have both beneficial and harmful effects; through discussion of ethical dilemmas, e.g. testing of products for human use on animals.
Social Development	Through helping pupils recognise how the formation of opinion and the justification of decisions can be informed by experimental evidence, and drawing attention to how different interpretations of scientific evidence can be used in discussing social issues
Cultural Development	Through helping pupils recognise how scientific discoveries and ideas have affected the way people think, feel, create, behave and live, and drawing attention to how cultural differences can influence the extent to which scientific ideas are accepted, used and valued.