



## SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT (SMSC) A GUIDE TO PROMOTING SMSC ACROSS THE CURRICULUM AT GRAFHAM GRANGE SCHOOL

### Literacy

- Developing confidence and expertise in language - an important aspect of individual and social identity.
- Enabling students to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television.
- Developing students' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film.
- Helping students to understand how language changes over time, the influences on spoken, and written language and social attitudes to the use of language.

### ART

- Art lessons develop children's aesthetic appreciation.
- In turn Art evokes feelings of 'awe' and 'wonder'.
- Giving students the chance to reflect on nature, their environment and surroundings.
- Studying artists with spiritual or religious theme, issues raised by artists which concerns ethical issues, such as War painting.

### LANGUAGES

- 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.
- Listening skills are improved through oral work.

### HUMANITIES - GEOGRAPHY

- Opportunities for reflection on the creation, earth's origins, future and diversity are given.
- Reflection on the fair distribution of the earth's resources and issues surrounding climate change.
- Studies of people and physical geography give our children the chance to reflect on the social and cultural characteristics of society.

### SCIENCE

- Encouraging students 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, on creation for example.
- Co-operation in practical activity.
- Raising awareness that scientific developments are the product of many different cultures.

### ICT

- 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.

### HUMANITIES - HISTORY

- Looking at the creation and evolution of British society.
- Enabling students to reflect on issues such as slavery, the holocaust and Imperialism.
- Showing an awareness of the moral implications of the actions of historical figures.

### PHYSICAL EDUCATION

- Activities involving co-operation, teamwork, competition, rules, self discipline and fair play.
- Exploring the sports and traditions of a variety of cultures.
- Individual activities that provide the opportunity for self-reflection, awareness and challenge.

### SATRO

- Reflecting on products and inventions, the diversity of materials and ways in which design can improve the quality of our lives.
- Awareness of the moral dilemmas created by technological advances.
- How different cultures have contributed to technology.
- Opportunities to work as a team, recognising others' strengths, sharing equipment.

### Numeracy

- Enabling students to acknowledge the important contribution made to mathematics by non-western cultures.