



SMSC and Teaching Children to be Safe in the Curriculum

SMSC

Subject	Evidence of SMSC
English	<ul style="list-style-type: none"> • Private Peaceful – unjust situations, punishments, relationships • Beowulf – cultural differences (Nordic) • Romeo and Juliet – Relationships, family differences • Of Mice and Men – moral choices, relationships • Theme Park Project – behaving in public • The History of Language – cultural impacts • War Poetry – empathy and understanding • Coram Boy – treatment of women, children and ethnic differences •
Maths	<ul style="list-style-type: none"> • Parity of earnings • Equality in sharing fairly • Using maths to help make good decisions • Probability and its role in gambling and impact • Area and perimeter - understanding own/others space • Collecting data – socially acceptable ways • Learning from mistakes
Science	<ul style="list-style-type: none"> • Energy – renewable and non-renewable sources • Environmentally friendly energy sources • The impact of the use of fossil fuels and global warming • Digestion – diets in different cultures • Morality around genetics/cloning • Characteristics of race • The dangers of speed • Reproduction different types of relationships • Puberty and body changes • Sexual intercourse • Plants as food and the impact of flooding and drought • Evolution versus Creation • Our planet in the solar system • Big bang theory (Religious Views) •
History	<ul style="list-style-type: none"> • The Industrial Revolution • Wars and their morality • Observing other people’s lives • The British Empire and its impact • Slavery • The Crown Versus the Church • Civil Rights Movements
Geography	<ul style="list-style-type: none"> • Climate influences and change • Natural disasters and the impact on communities • Response to disasters – including Montserrat 1995 • Flood protection • Ecosystems – human impact upon rainforests • Inuit inhabitants – the Arctic Tundra • Our World in 2030 – Sustainable living • Ecological Footprint

	<ul style="list-style-type: none"> • Solutions to the impact of change • Our Restless Planet • Immigration • The impact of economic activity on Society • Regional earnings and their impact on society • London 2012 Sustainable Olympics • Coastal Landforms – Human impact • Coastal/Flood defences • The impact of populations growth • The impact of tourism countries and communities • Ecotourism • The development gap
RE	<p>Spiritual:</p> <ul style="list-style-type: none"> • Year 7 Introduction to beliefs of all faiths. Representations of God I religious and individuals. • Year 8 Religious explanations of suffering, including persecution. • Year 9 Good vs evil. Religious discrimination. Just war. • Year 10 Science vs religion. Creation explanations. Cultural approaches to the law. • Year 11 Religious ethical dilemmas- IVF, transplants, adoption etc. <p>Moral:</p> <ul style="list-style-type: none"> • Year 7 Right vs wrong. Moral and ethical dilemmas. Living according to law – holy and secular. • Year 8 Traditions and customs in religions and society. • Year 9 Moral evil. Prejudice and discrimination, persecution. Agreed cultural principles. • Year 10 Crime –religious holy law vs secular. Genetic engineering, abortion. • Year 11 As above <p>Social:</p> <ul style="list-style-type: none"> • Year 7 General awareness of religion and cultural values throughout the subject. • Year 8 Encouraging awareness and tolerance of other groups in society. • Year 9 Cooperation across faiths. Living in a multi-faith society. • Year 10 Living in a multi-cultural/ faith society. Religious approaches to science. • Year 11 Religious practices in society, conflict, resolution. <p>Cultural:</p> <ul style="list-style-type: none"> • Year 7 Different cultural traditions including the UK. • Year 8 Pilgrimages. Customs and traditions. Different perceptions of groups. • Year 9 Place of groups in different societies. E.g. women, religious minorities. • Year 10 Cultural approaches to religion/ science alongside secular law. • Year 11 Addressing cultural approaches to ethics.

Spiritual:**Year 7**

- Our identity/ culture – similarities and differences. What are our rights/ responsibilities? Forming political opinions.

Year 8

- Community breakdown, crime, responsibilities. Empathy towards historical/ current figures who experiences suffering.

Year 9

- Charity, creating empathising, raising awareness.

Year 10

- Addressing suffering of refugees to evoke sympathy+ compassion.
- Poverty and its impact on Society.
- RSE – emotions and respect

Year 11

- Disillusionment with government-place in society. Emotional responses to current events.
- RSE – Emotions and respect

Moral:**Year 7:**

- Legal rights/ responsibilities. Finding morally sound solutions to dilemmas.

Year 8:

- Moral courage- Malala, Mother Theresa etc. Law and order.

Year 9:

- Media intrusion into celebrity life.
- Rights of individual vs groups.

Year 10:

- Immigration, obligation/responsibility to enable people to integrate into British society. Responsibility of media.
- Homelessness awareness.
- Bullying.
- RSE – Emotions and respect
- Choices – drugs and alcohol education.

Year 11:

- Debating moral dilemmas both current and historical. Placing themselves in someone's shoes.
- Choices – drugs and alcohol education.
- The impact of drugs and alcohol on society

Social:**Year 7:**

- What makes a good citizen? Forming political parties / manifestos.

Year 8:

- Stereotyping of certain groups, breakdown in society. Law + process. Employment law.

Year 9:

- Designing + running a local community. Local councils. Fundraising for local charities / people.

Year 10:

- Immigration. [Political structure. Global economics –our place / responsibility.
- Homelessness
- Personal finances
- RSE – Emotions and respect
- Introduction to Drugs and Alcohol education.

Year 11:

- How they can impact on democracy. Living in a multicultural society- benefits+ challenges.
- RSE – Emotions and respect
- Drugs and alcohol education

	<p>Cultural:</p> <p>Year 7:</p> <ul style="list-style-type: none"> • Our identity/ culture. Positive role models from various groups. Different cultural approaches to law. Manifesto writing. <p>Year 8:</p> <ul style="list-style-type: none"> • Cultural approaches to law, punishment etc. • Different treatments of influential people depending on cultures <p>Year 9:</p> <ul style="list-style-type: none"> • Impact of social media. Cultural vs national rights/ traditions <p>Year 10:</p> <ul style="list-style-type: none"> • Immigration. Diversity. • Poverty around the world. <p>Year 11:</p> <ul style="list-style-type: none"> • UK's place in the world- EU/NATO/UN. <p>Spiritual: Having empathy for others. Development of own self-worth and sense of identity.</p> <p>Moral: Understanding the meaning of values and what it is to be British.</p> <p>Social: Each session involves group work. Understanding of economy and how to budget.</p> <p>Cultural: Looking at prejudice and discrimination and how the media contributes to this.</p>
Computing	<ul style="list-style-type: none"> • Use of applications in the real world • Use of computing as a safe method of communicating • Source of global knowledge • Research on how the use of new applications affects society
PE	<ul style="list-style-type: none"> • Being part of a team • Sportsmanship • Adhering to rules and codes of conduct • Promoting self-esteem, achievement and self-worth • Participating for fun and accepting defeat • Recognising international events and their impact on the country • Cultural rituals eg the 'Haka' • National games (Kabadi, Aussie Rules) • Impact of exercise on a healthy lifestyle •
DT	<ul style="list-style-type: none"> • Birdfeeder/birdbox – supporting/protecting nature RSPB research • Sustainable materials • Working together • Sharing equipment/tools • Litter picker work to keep our environment tidy • Adding Nature to and urban environment • Recycling • Wood carving and National Trust • Origin of different woods/materials
Food	<ul style="list-style-type: none"> • Recognising seasonal festivals and celebrations • Looking at three foods of different cultures and countries • How to reduce wastage in food • Healthy Eating/The Eatwell Plate • Catering for others • Vegetarian option • Staple foods grown and eaten in different countries • Farm assured and responsibly sourced food • Considering the needs of others when cooking • Responsible use of energy when cooking

<p>Music</p>	<ul style="list-style-type: none"> • Special diets – religion including Black History Month (Soul Foods) • Social Development: <ul style="list-style-type: none"> - Music ensemble performance leads to confident communication, team play, and leadership - Creating music together leads to negotiation skills and understanding others - Ensemble stage performance in leadership leads to special awareness and achieving something great together - Musical understanding leads to understanding of groups, wider groups, and the way society works • Moral Development: <ul style="list-style-type: none"> - Understanding of musical language leads to understanding of what is great and good in the world and nature - Musical performance leads to a sense of giving over receiving - Creative musical development helps foster a natural sense of putting others first • Spiritual Development: <ul style="list-style-type: none"> - Aural work in music can enhance all the senses through the power of listening to a language that goes beyond the ordinary - Performing music lifts, us onto “higher planes” of understanding and enrichment – especially ensemble performance • Cultural Development: <ul style="list-style-type: none"> - Music curriculum focuses music from around the world and therefore forges a deeper understanding and respect of other cultures - As an international language that transcends language barrier of spoken word, music brings people of different cultures and countries together
<p>Art</p>	<ul style="list-style-type: none"> • Recognising religious/cultural events • Christmas/Easter/Mothers day cards • Identity in creating Totem Poles • Recycling • Group painting project – teamwork and communication • Appreciating different cultural influences (Matisse, Pop Art, Totem Poles, Picasso, William Morris, Rosseau) • Industrialisation/cheap Labour – William Morris • Using different materials and the impact on the environment • Accepting one another’s views •

Teaching Children to be Safe

Subject	Evidence of Teaching Children How To Be Safe
Maths	
Science	<ul style="list-style-type: none"> • Health and Safety in the Laboratory • Appropriate use of safety clothing eg gloves, goggles etc • Food and diet – avoiding malnutrition and obesity • Impact of force – change of speed – awareness • Braking/stopping distances • Reproduction • Contraception • Medication • The human body – bones and muscles – personal welfare • Fire Safety • Acids and Alkalis in products
Geography	<ul style="list-style-type: none"> • Map reading to avoid getting lost



	<ul style="list-style-type: none"> • Storms and the dangers of poor weather • Water safety in Rivers work • Personal safety at the coast • Appropriate communication in data collection from the public • Personal safety in areas of the world – tourism • Appropriate clothing for field work
Computing	<ul style="list-style-type: none"> • E-safety • RSI with excessive use of devices • Impact upon eyesight with excessive use of devices
PE	<ul style="list-style-type: none"> • Warmup and cool down • Impact of exercise to a healthy life • Showering and changing appropriately • How to behave off site/in public • Assessing risk • Rules and regulations • Safe working areas/environment • Appropriate use of equipment • Spatial awareness • Understanding one's limitations • Control in competition • RICE in injuries • Protective equipment • Medication eg inhalers
PSHE	<ul style="list-style-type: none"> • RSE – contraception, STI's, appropriate behaviour, respect, public and private places, dating • Drugs and Alcohol education – social consequences of drug/alcohol abuse, physical effects, legal consequences. • Moderation in terms of alcohol use. • Roleplay on difficult situations with friends and other people. • Financial awareness – scams/tie in deals/length of contract. How to safely search for good deals and awareness of short term loan deals (% rates) • Radicalisation and Extremism • CSE
DT	<ul style="list-style-type: none"> • Health and safety in the workplace introduction and recap • Safe use of tools and equipment • Safety precautions (goggles, gloves, masks etc) • Dangers of glues and solvents • Electrical safety in work on circuits •
Food	<ul style="list-style-type: none"> • Health and safety in the workplace introduction and recap • Safe use of utensils, equipment and appliances • Healthy eating – The Eatwell Plate • Knife Skills • Allergies and specific diets •
Art	<ul style="list-style-type: none"> • Health and safety in the Art room • Respecting certain areas eg kiln • Handling cutting tools eg scissors safely • Materials used