



SMSC in our History Curriculum

Spiritual Development

- Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- Knowledge of, and respect for, different people's faiths, feelings and values
- Sense of enjoyment and fascination in learning about themselves, others and the world around them
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences

HOW?

- Through our history curriculum, children learn about the beliefs of people from different cultures and times and learn to develop respect for people with different faiths, feelings, values and opinions
- We strive to deliver lessons that are engaging, interactive and immersive, linking to topics and rich texts at every opportunity.
- Our cross-curricular topic approach promotes imagination and creativity and encourages children to make contextual links.
- Whole school teaching and learning ethos of creativity and innovation (SIP)
- We value pupil voice

Moral Development

- Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England
- Understanding of the consequences of their behaviour and actions
- 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

HOW?

- History naturally leads to discussions of a moral and ethical nature. We use historical contexts to discuss ethical and moral issues wherever relevant to our topics and rich texts
- We use history to explore consequences, actions and choices which help our children understand their own role in shaping the future
- Projects include themes such as 'invasion', 'revolution' and 'remembrance'
- Beacon progression of skills includes focus on understanding and interpreting viewpoints and sources.
- We focus on learning about aspirational figures in history and their individual impact from moral and ethical perspectives where appropriate

Social Development

- Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- Acceptance of 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 will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

HOW?

- Our whole school teaching and learning ethos encourage collaborative learning either in pairs or groups or with other year groups
- Our innovative 'aspirational people' curriculum aims to encourage our children to develop skills and attitudes that can be applied to a wide range of future careers in history
- Whenever possible, our history curriculum encourages collaboration with the wider community, including partnerships with local secondary schools, visits to local places of historical interest and visiting experts.
- Our curriculum helps children to understand more about British heritage and their place in the world



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Cultural Development

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

HOW?

- Our pupils learn about the role of individual historical figures in shaping our understanding of the world, and so learn to understand and show respect for different faiths, genders and cultures.
- Through cross-curricular topics and rich texts, our children make links between history and different places and cultures around the world and are interested to find out more about our culturally diverse world.
- Our cross-curricular topics develop understanding of how many aspects of our culture today are built upon the past and to develop appreciation for our rich heritage
- We recognise that it is our democratic right in Britain to receive an equal education and that we all have the right to access high-quality historical learning – in UKS2 we focus on learning about democracy, from its roots in Ancient Greece and Viking culture to our parliament in Britain today (Beacons)
- We recognise that equality and cultural diversity Britain is the legacy of people who have come before us
- We link history to whole school assemblies and events, such as Remembrance

Personal Development

- The range, quality and take-up of extra-curricular activities offered by the school
- How curriculum subjects such as citizenship, RE, and other areas such as personal, social, health and economic education, and relationship and sex education, contribute to pupils' personal development
- How well leaders promote British values through the curriculum, assemblies, wider opportunities, visits, discussions and literature
- How well leaders develop pupils' character through the education that they provide
- Where appropriate, the quality of debate and discussions that pupils have
- Pupils' understanding of the protected characteristics and how equality and diversity are promoted

HOW?

- Pupils go on field trips to places of historical interest to enrich their topic learning. We also regularly have visiting workshops led by experts.
- Our innovative curriculum teaches children to value the attributes of aspirational historical figures
- Excellence in history is celebrated in our sharing assemblies
- Dream Catcher assemblies promote aspirational figures from our local history community; all pupils are encouraged to pursue historical careers if they wish
- School values promoted through all lessons and projects: resilience, persistence, self-motivation, risk-taking, creativity, good citizenship, entrepreneurship
- History leaders ensure there are wider opportunities in history, including competitions, field trips (including museums) and visiting workshops