



Cross-curricular SMSC opportunities at Egremont Primary School

SUBJECT	In addition to RE and PSHE, SMSC skills could be developed through:
ENGLISH	<ul style="list-style-type: none"> • Developing confidence and expertise in language, which is an important aspect of individual and social identity; • Enabling pupils to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television from a variety of cultures; <p>Developing pupils' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film;</p> <ul style="list-style-type: none"> • Helping pupils to understand how language changes over time, the influences on spoken, and written language and social attitudes to the use of language.
PE	<ul style="list-style-type: none"> • 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.
SCIENCE	<ul style="list-style-type: none"> • Encouraging pupils 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.
ART	<ul style="list-style-type: none"> • Art lessons develop children's aesthetic appreciation; • In turn Art evokes feelings of 'awe' and 'wonder'; • Giving pupils 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.
DT	<ul style="list-style-type: none"> • Reflection on products and inventions, the diversity of material 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.
MFL	<p>Children may gain insights into the way of life, cultural traditions, moral and social developments of other people;</p> <ul style="list-style-type: none"> • Social Skills are developed through group activities and communications exercises. • Listening skills are improved through oral/aural work.
HISTORY	<ul style="list-style-type: none"> • Looking at the creation and evolution of British society; • Enabling pupils to reflect on issues such as slavery, the holocaust and Imperialism; • Showing an awareness of the moral implications of the actions of historical figures.
GEOGRAPHY	<ul style="list-style-type: none"> • 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 gives our children the chance to reflect on the social and cultural characteristics of society.
MATHS	<ul style="list-style-type: none"> • Being critical about information presented to them.
COMPUTING	<ul style="list-style-type: none"> • 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.

MUSIC

Opportunities to experience music from a diverse range of times, cultures and genres.
Opportunities to compose and perform, developing musical understanding and confidence.
Exploration of the cultural and social impact of music on society—eg: social interaction / political and social commentary.