

| SMSC and British Values across the curriculum | Subject | | Year Group | | | | |
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| | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Defining spiritual, moral, social and cultural development | | | | | | | |
| <i>The spiritual development of pupils is shown by their:</i> | | | | | | | |
| Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values | Art Computing RE Textiles & Food Maths | Art Computing RE Textiles & Food Maths | Art Computing Science RE Geography Textiles & Food Maths | English Art Computing Science Geography History Bus. Studies Maths Hair | Art Computing Geography History Maths Hair | Art Computing Geography Bus. Studies Maths Hair | Art Geography Sociology Maths Hair |
| Sense of enjoyment and fascination in learning about themselves, others and the world around them | Art Computing Technology Science Geography History Textiles & Food Music PE Maths Drama | Art Computing Technology Science Geography Textiles & Food Music PE Maths | Art Computing Technology Science Geography History Textiles & Food Music PE Maths | Art Computing Technology Science Geography Music PE Bus. Studies Maths Hair | Art Computing Technology Science Geography History Music PE Bus. Studies Maths Hair | Art Computing Technology Science Geography Music PE Bus. Studies Maths Hair | Art Computing Technology Science Geography Music PE Bus. Studies Maths Hair |
| <i>The moral development of pupils is shown by their:</i> | | | | | | | |
| Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England | Computing Technology Science RE Geography Textiles & Food Music PE Maths | Computing Technology Science RE Textiles & Food Music PE Maths | Computing Technology Science RE Geography History Textiles & Food Music PE Maths | English Computing Technology Science Geography Music PE Bus. Studies Maths Hair | Computing Technology Science Geography Music PE Maths Hair | Computing Technology Science Bus. Studies Maths Hair | Computing Technology Science Geography Sociology Music Maths Hair |

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| 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. | Computing Technology Science RE Geography History PE Maths | Technology Science RE PE Maths | English Technology Science RE Geography PE Maths | Computing Technology Science Geography PE Maths Hair | Computing Technology Science Geography PE Maths Hair | Computing Geography Sociology Bus. Studies Maths Hair | Technology Geography Bus. Studies Maths Hair |
| <i>The social development of pupils is shown by their</i> | | | | | | | |
| 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 | Computing Science RE Geography History Music PE Maths | Computing RE Geography History Textiles & Food Music PE Maths | Computing RE Geography History Music PE Maths Drama | Computing Technology Geography History Music PE Bus. Studies Maths Drama Hair | Computing Technology Geography History Music PE Bus. Studies Maths Hair | English Computing Technology Geography Sociology Music PE Bus. Studies Maths Hair | English Computing Technology Geography Sociology Music PE Maths Hair |
| 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 | Computing Science History Music Maths Drama | Computing Geography Music PE Maths Drama | Computing Geography Music PE Maths Drama | Computing Music Maths Drama Hair | Computing Geography Music Maths Drama Hair | Computing Geography Music Bus. Studies Maths Drama Hair | Computing Music Maths Drama Hair |
| Acceptance 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 develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. | English Computing Science RE Music | Computing Music | Computing Science Music Drama | Computing Geography Music Bus. Studies Hair | English Computing Geography History Music Bus. Studies Hair | Computing Music Bus. Studies Hair | Computing Geography Music Bus. Studies Hair |
| <i>The cultural development of pupils is shown by their</i> | | | | | | | |

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| Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others | Art RE Geography Music PE Maths | Art Technology RE Geography Music PE Maths | Art Technology RE Geography Music PE Maths | Art Geography Music PE Bus. Studies Maths Drama Hair | Art Technology Geography Music PE Maths Hair | English Art Geography History Sociology Music Bus. Studies Maths Hair | English Art Technology Geography History Sociology Music Maths Hair |
| Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain | RE Music Maths | RE Geography Textiles & Food Music Maths | Science RE Geography Textiles & Food Music Maths | Science Geography Music PE Bus. Studies Maths Hair | Science Geography Music PE Maths Drama Hair | History Sociology Music Maths Hair | Geography History Music Bus. Studies Maths Hair |
| Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain | | | History | Bus. Studies Hair | Bus. Studies Hair | History Bus. Studies Hair | Geography History Bus. Studies Hair |
| Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities. | English French Science RE Music Maths | French RE Music Maths | French Science RE Music Maths Drama | French Geography Music Bus. Studies Maths Drama Hair | French Technology Music Bus. Studies Maths Hair | French History Sociology Music Bus. Studies Maths Hair | French Technology Geography History Sociology Music Maths Hair |
| <i>The tolerance of pupils is shown by their</i> | | | | | | | |
| Tolerance of and respect for people of all faiths (or those of no faith), races, genders, ages, disability and sexual orientations (and other groups) | English Art Science RE Geography Music PE Maths | Art RE Geography History Music PE Maths | Art RE Geography History Music PE Maths | Art Science Geography Music PE Bus. Studies Maths Hair | Art Geography Music PE Maths Hair | Art Geography History Sociology Music Bus. Studies Maths Hair | Art History Sociology Music Maths Hair |

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| Confidence to participate as young people positively in life in Modern Britain by showing support for their local and wider community unbouded by faith, race, gender, disability or sexual orientation. | Geography Music PE Maths | Geography Music PE Maths | Geography Music PE Maths | Geography Music PE Maths Hair | Geography Music PE Bus. Studies Maths Hair | Music PE Maths Hair | Geography Music PE Bus. Studies Maths Hair |
| | | | | | | | |
| <i>The British Values of pupils is shown by their</i> | | | | | | | |
| Understanding and application of the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs | RE Maths | RE Maths | RE Maths | French Bus. Studies Maths Hair | Bus. Studies Maths Hair | Bus. Studies Maths Hair | 0 |