



# Spiritual, Moral, Social and Cultural Curriculum

## History

### Brief introduction and context:

#### Spiritual development currently taking place in the subject:

History encourages pupils to appreciate a range of religions and beliefs and a respect for these different perspectives. Pupils may choose to reflect on their own beliefs or respect the different ideas of others. Staff encourage pupils to consider different ideas as a good non-threatening element of life and they look at the consequences when people are not tolerant of each other.

#### Moral:

Education in History involves pupils being encouraged to comment on moral questions and dilemmas. History is a story of right and wrong and pupils develop the ability to empathise with the decisions which ordinary people made at the time, based on their historical situation.

#### Social:

History encourages pupils to think about what past societies have contributed to our culture today. During lessons the students work in groups, pairs and individuals on the tasks set. This gives a range of opportunities to develop social skills within the subject arena. They are encouraged to present their ideas to the class and prepare presentations which build up student's self-confidence within the subject.

#### Cultural:

We frequently use culture from the time to illuminate events and history for pupils. Students are encouraged to accept and embrace other faiths, cultures and ideas.

- Y7 –
- Y8 – English Civil War – Emphasis is placed on the chaos and barbarism that Civil Wars can provide and also why the British government has formed to be what it is today and why that is important. Again this directly links to today and the rights of the individual. Direct links can be made with countries that do not enjoy these freedoms and democracy.
- Y8- Slavery – pupils study the rights of the individual through Slavery and the British Empire/ abolition. Strong emphasis is placed on humanitarianism, dispelling myths and promoting cultural understanding. We look at African cultures and religion.
- Y11 – creation of dictatorship in Nazi Germany . We look at the use of propaganda and censorship. We look at the promotion of Nazi culture and suppression of culture that does not fit with that Nazi ideal.

#### Case study:

Examples of Spiritual, Moral, Social and Cultural Education in History include:

- Pupils being given the opportunity to explore the beliefs and values from past societies and from a range of different countries. They are then able to use this information to compare and contrast with their own values and beliefs and also those of modern Britain
- Pupils questioning the moral codes of different societies
- Pupils exploring the nature of slavery and the slave trade in the 18th and 19th centuries. They compare the values with their own beliefs about rights and slavery
- Students exploring why men joined the army in 1914 and the issues of right and wrong in fighting for your country
- Pupils examining the Bayeux Tapestry and the story it tells
- Pupils exploring the treatment and persecution of minorities in Hitler's Germany
- Pupils have an enquiry based SOL on Jack the Ripper

### Priorities for development:

Increased educational visits to be planned to encourage a cultural awareness (Berlin trip in 2016)