

## SMSC and British Values-History



SMSC-History	
Spiritual	The study of History involves a sense of curiosity and the mystery of how and why events in the past happened. It also raises questions as to what could have happened if events resulted in different outcomes. Artefacts are used to give children a sense of the past and aid children in understanding the people who produced and used these objects. Children are encouraged to explore the role played by important individuals, for good or ill, in the shaping of the world we live in. Children also reflect upon different interpretations of the past and how these interpretations have been arrived at.
Moral	Children are asked to consider and comment on moral questions and dilemmas. Events and beliefs in the past will often be at odds with what we would consider unacceptable today. Children will be encouraged to show compassion for people facing dilemmas and to empathise with decisions which people in the past made and the reasoning behind these decisions. Notions of right and wrong are explored in connection with events from the past, linking with the value of justice.
Social	Children will explore the similarities and contrasts between past and present societies and be made aware of how, in the main, we are very fortunate to live in 'the modern world' which links with our Christian value 'thankfulness'. They will examine how other cultures have had a major impact on the development of 'British' culture. Children will also be encouraged to build up their own social development through collaborative and team working activities. The study of social issues is a common theme in History lessons.
Cultural	Children will study, and be encouraged to gain an understanding of and empathise with, people from different cultural backgrounds. They will examine how other cultures have had a major impact on the development of 'British' culture. Children develop a better understanding of our multicultural society through studying links between local, British, European and world History.
British Values -History	
Democracy	The History classroom must be a democratic classroom where all pupils have an equal right to be heard and democracy is modelled by the teacher and expected of every pupil. Children will consider what it was like for individuals during different time periods and consider themselves in the positions of others and the concept of fairness.
Rules and Law	In History pupils examine different codes for living and consider the value of the rule of law where all people are equal before the law. Children throughout the history curriculum look at the role of parliament and taught how the rule of the law is fundamental to our society and the effects if it is ignored.
Individual Liberty	Children will explore their own individual liberty in terms of exploring their own career paths within History and surrounding the subject. Through looking at historical sources, children will balance past events through the lenses of peoples individual liberties against the balance of the greater good. For example the village of Eyam in year 2 and Victorian living in years 5 and 6.
Mutual respect and tolerance of those with different faiths and beliefs.	Mutual respect is taught and given when children are expressing their opinions and beliefs through different historical time periods. Children are taught and encouraged to show respect to each other's beliefs, feelings and opinions by giving each child a forum to share these on with the expectation that these must be listened to. When discussing what it means to be British and how this is demonstrated in different historical time periods, children can celebrate our heritage whilst embracing the ties which bind us together. Children consider

	questions about identity and belonging when learning about different religious beliefs during different historical periods. When comparing people during different time periods and how they lived, children will consider the effects of religion on their lives and the impact on society.
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