

## **Durston House**

### **Spiritual, Moral, Social and Cultural Development of Pupils (SMSC)**

#### **Curricular Opportunities for Social Development**

##### **Art**

- speaking and listening, appreciating art and the creativity of others
- take turns with resources and collaborate in group work
- peer assess and provide feedback
- share ideas, help others master techniques (peer modelling)

##### **English**

- share ideas, fables, stories to reinforce common identity
- learn to read aloud
- learn to perform in public
- learn to adapt language to formal and informal situations
- learn about the world through Literature and observing current and former social customs and niceties

##### **French**

- investigate moral issues and understand diverse viewpoints
- work cooperatively with a partner, or a group, and understand the importance of teamwork and getting on with others
- develop the ability to be a leader or play other key roles in group work and to develop empathy

##### **Geography**

- learning about one another on field trips
- working together and cooperating
- gathering research and data in workshops

##### **History**

- work as part of a group; giving individuals the chance to show leadership and responsibility e.g. Year 5 Monasteries investigation
- hold discussions and form reasoned arguments
- examine social issues e.g. people gaining the right to vote (Year 8 Parliament work)
- discuss social issues e.g. the importance of religion in a society
- look at the history of the UK government / Parliament and gain an understanding of how the political system we have today came to be

##### **ICT**

- encourages pupils to assist one another in problem solving activities
- encourage appropriate social behavior in the classroom
- encourage good practice and respect in the use of social networking

##### **Latin**

- learn about social aspects of Roman society, e.g. Baths, Circus

**Learning Support**

- develop social insight through social stories (using the new social story book by Carol Gray)
- respond to social situations in the ‘Socially Speaking’ game
- develop sharing of ideas, listening to others and taking turns
- develop personal awareness of self and others

**Mathematics**

- encourage boys to share their ideas about their mathematical work helping boys to understand how they can solve problems
- give able pupils the opportunity to take part in the teaching of a topic, e.g. as tables buddies in Junior School and Pre-Prep and as assistant maths doctors in maths clinic

**Music**

- participate in musical games in Music and Movement and collaborate
- play, sing and perform together in ensembles, productions and choir

**PE and Games**

- create a sense of community in lessons and clubs
- interact with the community and other schools through fixtures
- encourage pupils to recognise and respect social differences and similarities
- celebrate success both in and out of school
- encourage extracurricular activities
- promote team work throughout lessons
- show sportsmanship when playing fixtures against other schools
- show respect and welcome pupils from other schools when hosting fixtures

**PSHME and RS**

- provide boys with the opportunities to exercise leadership and responsibility e.g. appointing class/group monitors
- encourage the boys to work co-operatively by creating opportunities for group work
- encourage boys to recognise and respect social differences and similarities

**Reception**

- develop socially by lining up, sharing, turn-taking, following instructions and rules, expectations, playing together, being aware of how your actions affect others, being aware of other’s feelings, familiarity with the behaviour code
- develop social skills in workshops (e.g. animal man/jungle drama)
- interact on outings, e.g. to Bekonscot, Odds Farm

**Science**

- work in groups and teams e.g. negotiate roles and exercise tolerance and understanding
- help others
- utilise strengths
- recognise weaknesses
- deal with success and failure
- maintain perspective
- solve problems