

SMSC in History

History teachers promote democracy through teaching British political history from the Norman Conquest onwards. Tolerance is promoted through teaching subjects such as genocide (Rwandan and Holocaust). Respect for faiths and beliefs are also promoted through these subjects and the Reformation and Counter Reformation.

Students are encouraged to consider their personal backgrounds when answering questions within the classroom and are taught to value all opinions and ideas. Diversity is considered through a focus on the meta-concepts of change and continuity. Coherent classroom practices ensure that fair procedures for behaviour are always followed.

Spiritual Development in History

- History demands a sense of curiosity and is strongly encouraged by the staff. Lessons are predicated on students' current knowledge and thirst for more.
- Spiritual development is encouraged regularly by providing pupils opportunities to appreciate intangible concepts. The idea of truth is central to all history lessons. The nature of historical truth encourages students to develop their meta-understanding of concepts such as interpretation.
- A strong feature of history lessons is the encouragement pupils receive from each other as well as from their teachers in relating their learning to a wider frame of reference by persistently asking 'how?' and 'why?' In order to provide a context to students' education in Holocaust studies, students are encouraged to explore the narrative surrounding a Jewish boy's shoe.
- A good understanding of the importance of values and beliefs is well developed during GCSE history through studies in ideological concepts. Spiritual belief is contextualised in Nazi Germany. In year 7 students investigate some of the spiritual beliefs which led men, women and children joining the Crusades.
- A sense of empathy is consistently extended in lessons. History demands an understanding of others, such as that of women in

throughout British history, persecuted and minority groups. In year 9 students study the Rwandan Genocide.

- Cultural appreciation and understanding is fundamental to learning in history across all key stages. Students are presented with authentic accounts of cultures within Britain, Europe and the world.

Moral Development in History

- History lends itself well to supporting the moral education and development of young people. Students are encouraged to reflect on their personal values, principles and actions, in the light of historical events and commemorations both in lesson time and during events such as Black History Month, International Women's day and Holocaust Memorial Day.

- Moral decisions by individuals, governments and societies are central to the study of the English Civil War, the Rwandan Genocide and the Holocaust

Social Development in History

- Social issues and the needs of different groups of people are also common themes that are explicitly recognised on a regular basis. The collective history of individual groups is explored during the course of KS3 and KS4 curriculums. Examples include the Black Peoples of America, women in British history, the history of Tutsis and Hutus.

- Students' ability to exercise leadership and demonstrate responsibility is promoted through team learning activities in many history lessons. Sharing understanding, knowledge and ideas is crucial in order that students make informed, well-reasoned arguments that are based on fact. Staff employ a range of strategies and activities to facilitate these discussions and collaborations.

Cultural Development in History

- Much of the history curriculum in year 9 and at GCSE explicitly teaches students an appreciation of the influences that have shaped their own cultural heritage in Britain. The two World Wars and the key changes brought about by these events are key. For example, a debate about the 'Blitz spirit' engages students in the nature of Britishness and the setting up of the NHS and its differences from other nations is also explored.

· Students are also encouraged to reflect upon their own cultural assumptions and values through the study of significant individuals and places in Britain. Through marking each other's work and delivering presentations, students also are introduced to concepts, values and events they would never otherwise have encountered.