

OAK HILL CE PRIMARY SCHOOL: Promoting SMSC and FBV through Geography

SMSC and FBV	Do Children....	Evidence and Examples
<p>Spirituality Explore beliefs, experience and faiths, feelings and values, enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences</p>	<ul style="list-style-type: none"> <input type="checkbox"/> have opportunities to visit a diverse range of geographical features and locations <input type="checkbox"/> develop a sense of 'awe' and 'wonder' about the world around them <input type="checkbox"/> reflect on world events such as hurricanes, earthquakes and other natural disasters <input type="checkbox"/> understand some of the differences in the way of life of other people and countries 	
<p>Moral Recognise right and wrong and respect the rule of law; understand consequences; investigate moral and ethical issues and offer reasoned views</p>	<ul style="list-style-type: none"> <input type="checkbox"/> find out about poverty and wealth of different countries <input type="checkbox"/> explore issues such as Fairtrade and why this is important <input type="checkbox"/> understand issues affecting their own locality, for example, the amount of litter near the local park, the amount of cars parked outside of school <input type="checkbox"/> investigate conservation including recycling, saving energy and protecting the environment <input type="checkbox"/> explore issues and facts relating to global warming and the moral use of resources 	
<p>Social Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and co-operate; resolve conflict</p>	<ul style="list-style-type: none"> <input type="checkbox"/> explore causes and effect on people and communities of world events and natural disasters <input type="checkbox"/> learn about the human geography of different communities and societies <input type="checkbox"/> explore a range of social backgrounds and compare them with their own social background <input type="checkbox"/> explore maps to discover how people live and what resources they have 	
<p>Cultural Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity</p>	<ul style="list-style-type: none"> <input type="checkbox"/> investigate a range of geographical locations and how they have been shaped by the cultural background of the country <input type="checkbox"/> develop a deeper understanding of different cultures and communities 	

<p>Democracy A system where everyone plays an equal part</p>	<p><input type="checkbox"/> explore how global organisations such as the United Nations work and how they impact on the lives of others</p> <p><input type="checkbox"/> investigate how the leaders of a country are chosen</p>	
<p>Rule of Law The principle that all people and institutions are subject to and accountable for their actions and behaviours</p>	<p><input type="checkbox"/> investigate the laws of different geographical locations and how they differ</p> <p><input type="checkbox"/> explore the impact that laws have on the people living in different geographical locations</p>	
<p>Individual Liberty Being free to express views or ideas</p>	<p><input type="checkbox"/> express their views on local issues, for example, the construction of a new road, the building of a wind turbine</p>	
<p>Tolerance and Respect The ability or willingness to respect and tolerate the opinions or behavior of others</p>	<p><input type="checkbox"/> discuss different cultures or beliefs and backgrounds and question misconceptions they may have about them</p>	