

SMSC in History

Spiritual education in History involves the mystery of how and why events in the past happened and their many causes, and helping students to a realisation that events did not have to happen that way, they could have taken other directions. This is an integral part of almost all History lessons at The Long Eaton School focusing on cause and consequence. It also involves realising the incredible significance that some individuals have had in the past, the distortions that can take place through time and the multitude of different interpretations that can be made about one single event. History allows students to see the similarities between people now and in the past and sometimes through sources and artefacts we feel that we can almost reach and touch them. Artefacts, for example, can bring us closer to people through touching what they felt, feeling their shoes, clothes etc.

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

Social education in History encourages students to think about what past societies have contributed to our culture today. Student's own social development is encouraged through working together and problem solving. History also has a role to play in helping people to express themselves clearly and communicate better.

Cultural education involves students developing a better understanding of our multicultural society through studying links between local, British, European and world history.

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

- Causes of WWI. Specifically the investigation of Franz Ferdinand and how world events turned up his actions. Students explore the idea of whether things could have changed without his influence.
- Students explore the role of the individual in shaping world events. Examples of this are littered across the curriculum but include Adolf Hitler, William the Conqueror, Charles I and Emily Wilding Davidson.
- Students explore the ideas of toleration consistently throughout their History lessons and their ability to empathise with these scenarios. Specific examples include the Holocaust.
- Students 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.
- Students questioning the moral codes of different societies.
- Students 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.
- Students examining the Bayeux Tapestry and the story it tells.
- Students exploring the treatment and persecution of minorities in Hitler's Germany.
- In History students are taught British values through exploring the British parliamentary system. They look at how the British voting system developed through the English civil war's impact on the role of Parliament and Magna Carta and the development of parliamentary democracy and how protest contributes to a significant proportion of GCSE history.
- British values are consistently developed in terms of understanding and accepting the rights of others to hold different and varying religious beliefs through the study of the Holocaust.