

Promoting SMSC and FBV through GEOGRAPHY

Area	Opportunities
<u>Spirituality</u> 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	<ul style="list-style-type: none"> -have opportunities to visit a diverse range of geographical features and locations -develop a sense of 'awe' and 'wonder' about the world around them -reflect on world events such as hurricanes, earthquakes and other natural disasters -understand some of the differences in the way of life of other people and countries
<u>Moral</u> Recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views	<ul style="list-style-type: none"> -find out about poverty and wealth of different countries -explore issues such as Fairtrade and why this is important -understand issues affecting their own locality, for example, the amount of litter near the local part, the amount of cars parked outside of school -investigate conservation including recycling, saving energy and protecting the environment -explore issues and facts relating to global warming and the moral use of resources
<u>Social</u> Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict	<ul style="list-style-type: none"> -explore causes and effect on people and communities of world events and natural disasters -learn about the human geography of different communities and societies -explore a range of social backgrounds and compare them with their own social background -explore maps to discover how people live and what resources they have
<u>Cultural</u> Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity	<ul style="list-style-type: none"> -investigate a range of geographical locations and how they have been shaped by the cultural background of the country -develop a deeper understanding of different cultures and communities
<u>Democracy</u> A system where everyone plays a part	<ul style="list-style-type: none"> -explore how global organisations such as the United Nations work and how the impact on the lives of others -investigate how the leaders of a country are chosen
<u>Rule of Law</u> The principle that all people and institutions are subject to and accountable for their actions and behaviour	<ul style="list-style-type: none"> -investigate the laws of different geographical locations and how they differ -explore the impact that laws have on the people living in different geographical locations
<u>Individual liberty</u> Being free to express views or ideas	<ul style="list-style-type: none"> -express their views on local issues, for example, the construction of a new road, the building of a wind turbine
<u>Tolerance and respect</u> The ability or willingness to respect and tolerate the opinions or behaviour of others	<ul style="list-style-type: none"> -discuss different cultures or beliefs and backgrounds and question misconceptions they may have about them