



## **SMSC within Health and Social Care**

### **Spiritual**

Exploring beliefs and experiences; respecting faiths, feelings and values; enjoying learning about yourself, others and the surrounding world; using your imagination and creativity.

Spiritual education in Health & Social Care involves students having the opportunity to consider and discuss questions relating to all aspects of their own development and the development of those they may care for in the future. Students are encouraged to apply their own beliefs to a range of psychological and sociological issues and debates. They are encouraged to hear other students' opinions to develop a range of balanced view points through assessed discursive activities. Lessons are developed to allow opportunities for students to be creative and resilient and allow for development and reflection of their progress, supported by teacher feedback.

#### Examples within Curriculum

- In HSC, at both KS4 and KS5, students consider a range of cultures and faiths and how these may impact their health behaviors and access to health and social care services.

### **Moral**

Recognising the difference between right and wrong; respecting the law; understanding consequences of your behavior and actions; investigating moral and ethical issues; offering reasoned views. Care and use of equipment: Making clear the guidelines about the ethical use of the internet and how we keep ourselves and others safe e.g. discussing the moral and social implications of cyber-bullying. This also include the dangers around sexting and sexual exploitation.

Moral education in Health & Social Care involves students discussing values, attitudes and beliefs relating to a range of ethical and social issues. Students develop an understanding of concepts related to equality, diversity and rights in health and social care and are able to gain knowledge of discriminatory practice and means of combatting this. They will also develop an understanding of national initiatives that promote anti-discriminatory practice in health and social care settings.

#### Examples within Curriculum

- Students develop an understanding of concepts related to equality, diversity and rights in health and social care and are able to gain knowledge of discriminatory practice and means of combatting this.
- They will also develop an understanding of national initiatives that promote anti-discriminatory practice in health and social care settings

## **Social**

Using a range of social skills; participating in the local community; appreciating diverse viewpoints; participating, volunteering and cooperating; resolving conflict; engaging with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.

Social education in Health & Social Care involves students being encouraged to consider the values, attitudes and roles of people that occur in different societies and cultures. They will learn to respect and understand the differences in human needs that occur in these cultures and societies. Throughout Health & Social Care students are led to work in different groupings, encouraging students to accept one another and learn to work alongside each other as a team.

### Examples within Curriculum

- Students in HSC are taught that different people hold different views about right and wrong but should always comply with the fundamental British law of this country, particularly when studying relevant HSC legislation and codes of practice. Students are encouraged to develop mutual respect and tolerance of those with different faiths and beliefs

## **Cultural**

Appreciating cultural influences; appreciating and understanding the role of Britain's parliamentary system; participating in cultural opportunities; to understand, accept, respect and celebrate diversity.

Cultural education in Health & Social care involves students studying patients' needs across different cultures. Students will develop their understanding of and respect for the different needs people have and the effect it may have on their health and wellbeing. This is enveloped across many units and such differences are considered when evaluating Health & Social Care provision.

### Examples within Curriculum

- Students will learn how communication is perceived by different cultures and how some methods can be considered a barrier to communication. Students also explore how services need to be made accessible and analyse the impact when communication process fails.