

Should smacking your child be illegal?



The following criteria are supported by this topic:

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|------|---|--|--------------------|
| 1.4 | Pupils can be holistic in their approach to discussing topics | Spiritual: Personal values & beliefs | SMSC – Ofsted 2004 |
| 1.15 | Schools allow opportunities for pupils to understand human feelings and how these affect us | Spiritual: Understanding human feelings/ emotions | SMSC – Ofsted 2004 |
| 2.1 | Pupils are interested in investigating and adding their own views on moral & ethical issues | Moral: Developing, expressing personal views | SMSC – Ofsted 2004 |
| 2.13 | Pupils know right from wrong based on their own moral code and other cultures | Moral: Recognising right/wrong & apply | SMSC – Ofsted 2014 |
| 3.5 | Schools encourage pupils to recognise and respect social differences and similarities | Social: Developing qualities & social skills | SMSC – Ofsted 2004 |
| 3.17 | Pupils appreciate the rights and responsibilities of individuals within the wider setting | Social: Understanding how communities function | SMSC – Ofsted 2004 |
| 4.8 | Schools develop partnerships with outside agencies to extend pupils cultural awareness | Cultural: Understanding, respecting diversity | SMSC – Ofsted 2004 |
| 4.13 | Pupils can identify the cultural influences that have helped shape their own heritage and behaviours | Cultural: Understanding, respecting diversity | SMSC – Ofsted 2014 |
| 5.1 | Schools provide a safe place to discuss and debate topical and controversial issues affecting young people | Prevent Strategy: HM Government 2007 - Current | |
| 5.2 | Pupils can influence and participate in decision making on issues affecting them in their society | Prevent Strategy: HM Government 2007 - Current | |
| 6.7 | Understand the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries; | Promoting fundamental British values: November 2014 | |