



## Spiritual, Moral, Social and Cultural (SMSC) Development Across the Curriculum



	We promote spiritual development by	We promote moral development by	We promote social development by	We promote cultural development by
English	<p>Connecting our own lives to the characters in the text.</p> <p>English engages children with poetry, fiction and drama.</p> <p>It invites and encourages the children to explore feelings and values in a wide range of genres.</p> <p>Encourages confidence and self-belief through drama, speaking and listening activities.</p> <p>Opportunities for personal reflections through writing e.g. diaries, recounts.</p> <p>Appreciating the beauty of language e.g. through poetry.</p>	<p>Discussion of moral dilemmas in a variety of genre texts.</p> <p>Linking these moral dilemmas to their own life and how they choose what is right and wrong.</p> <p>Opportunities for debating, hot seating and role play.</p>	<p>Exploring social attitudes towards language.</p> <p>How has written and spoken language over time.</p> <p>Working in teams for speaking and listening activities.</p> <p>Working in groups to generate ideas.</p> <p>Peer to peer editing and idea sharing.</p> <p>First- hand experience of what is being written about e.g. mummifying apples in LKS2 for instructions</p> <p>Communicating with others in different ways.</p>	<p>Looking at stories, poems and non-fiction texts from around the world.</p> <p>Using role play to explore the lives of characters from other cultures including language and accent.</p> <p>Exploration of social class through spoken language and roles of characters in books.</p> <p>Studying and writing about different countries.</p>
Maths		<p>Maths encourages children to look at, discuss and evaluate a range of social and moral issues in the world e.g. fairtrade pricing</p> <p>It can sometimes draw upon other areas of study such as history and geography.</p>	<p>A requirement for verbal reasoning.</p> <p>Working in groups or teams to solve problems.</p> <p>Sharing resources.</p> <p>Children have the opportunity to discuss their learning with their peers.</p>	<p>Maths exposes the children to range of approaches to solving problems and reasoning skills.</p>

<p style="text-align: center;"><b>Science</b></p>	<p>Creating awe and wonder across all age ranges through experiments and investigating.</p> <p>Raising aspirations of children through giving them awareness of science careers.</p>	<p>Children are encouraged to think about the impact of science on the world in many different ways: Reading for pleasure books, links with climate in geography.</p> <p>Visitors- e.g. Dr delivering a science assembly.</p> <p>Science week- various activities carried out around school</p> <p>Science homework linked to Space.</p>	<p>Developing skills for finding solutions working as a team.</p> <p>Carrying out collaborative experiments and investigations.</p>	<p>Children are encouraged to look at future prospects and how scientific skills will help them in everyday lives and the wider world.</p>
<p style="text-align: center;"><b>Art</b></p>	<p>Expressing their feelings through media. Exploring how art makes them feel and why. Exploring religious art e.g. rangoli.</p>	<p>Debating what is and isn't art. Why do the children think that?</p> <p>Using art to discuss real life moral dilemmas.</p>	<p>Children discuss and share their personal opinions about art work.</p> <p>Children work in groups or teams to create and collective piece of work.</p> <p>Children generate ideas together.</p> <p>Discuss what art might be trying to explain to use with regards to social issues now and in the past.</p> <p>Creating community art links- the Christmas tree competition.</p>	<p>Looking at and exploring art and artists from different countries and cultures.</p> <p>Looking at and exploring art by local artists.</p> <p>Comparing what can be seen in art pieces from around the world and discuss the issues that would make them different.</p> <p>Creating art in the style of other artists.</p>
<p style="text-align: center;"><b>Computing</b></p>	<p>How can technology bring rapid benefits to discussions and tolerance of pupil's beliefs?</p> <p>Children are exposed to the limitations and the abuse of the internet where they question and justify aims, values and principles of their own and other's belief systems.</p>	<p>Looking at how developments of technology have had an impact on the environment as technology has meant that old ways of working have been changed to help the environment.</p>	<p>Completing group work including practical activities with other children.</p> <p>To explore and understand social media and the advantages that these sites can bring as well as the problems that can arise including cyber bullying.</p>	<p>Exploring how technology has impacted some cultures and countries differently to others.</p> <p>Studying how more developed countries have kept up with the pace of technology whereas less developed countries haven't. Children to explore the factors effecting this.</p>
<p style="text-align: center;"><b>Design Technology</b></p>	<p>Creative thinking and innovation encourages the children to discover new talents.</p> <p>Builds self-confidence and belief in their own abilities.</p> <p>Encourages the use of creative instincts.</p>	<p>Moral dilemmas discussed with the creation of new products and new technology.</p> <p>What is the impact on the environment with the new product that is being made?</p> <p>Consider environmental issues and impact.</p>	<p>Health and safety of yourself and others with tools and instruments.</p> <p>Encourage group and team efforts; sharing ideas and compromising.</p> <p>Peer evaluation on products made.</p>	<p>Industrial routes- what has already been made, other products currently on the market.</p> <p>What similar products are available in other countries- why are they different?</p>

<b>MFL</b>	<p>Exploring new language and vocabulary. Awe and wonder.</p> <p>Children are encouraged to express themselves in the target language.</p>	<p>Acceptance of other people's language and culture.</p> <p>Children are encouraged to explore, discuss and evaluate the moral dilemmas in other countries/cultures.</p>	<p>Encouraging a collaborative approach to learning.</p> <p>Children are encouraged regularly, to hold conversations in the target language.</p>	<p>Exposing children to a foreign language and culture.</p> <p>Promote internationalism and their place and role in the world.</p>
<b>Geography</b>	<p>Promotes and sense of wonder and fascination with human and physical aspects of the world.</p> <p>Creating an understanding of scale- how small changes in climate can have far reaching consequences.</p> <p>Understand that all life is linked and creates the processes that make Earth the only habitable planet.</p>	<p>Exploring and discussing a range of Geographical moral dilemmas.</p> <ul style="list-style-type: none"> <li>- How the development of cities has affected wild-life.</li> <li>- How different countries tackle and ever increasing population.</li> <li>- Poverty.</li> <li>- Environmental issues surrounding importing goods from other countries.</li> </ul>	<p>Social issues are common themes within Geography.</p> <p>It is important for the children to work together and out of school to help tackle the issues raised such as global warming.</p>	<p>How can different cultures and beliefs have an impact on the environment and human issues?</p> <p>Children study different places around the world and are introduced to their culture and customs.</p> <p>Children develop their humility and begin to understand that the world is a global community.</p>
<b>Music</b>	<p>Ability to be reflective about their own beliefs, religious or otherwise and use this to create and choose music.</p> <p>Sense of enjoyment and fascination in learning about themselves, others and the world around them.</p> <p>Use of imagination and creativity in their learning.</p> <p>Willingness to reflect on their experiences.</p> <p>Key stage performances</p>	<p>Ability to recognise the difference between right and wrong- lyrics and music and the theory behind the music or song.</p> <p>Understanding of the consequences of their behaviour and actions.</p> <p>Interest in investigating and offering reasoned views about moral and ethical issues in music and being able to understand and appreciate the viewpoints of others on these issues.</p>	<p>Use a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socioeconomic backgrounds.</p> <p>Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.</p> <p>Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</p>	<p>Looking at and exploring music, songs, composers and artists from different countries and cultures.</p> <p>Comparing what can be heard and interpreted from music and lyrics from around the world and discuss the issues that would make them different.</p>

<p style="text-align: center;"><b>History</b></p>	<p>Encourages a sense of curiosity and mystery of how and why events happened.</p> <p>What would be different now if things had happened differently?</p> <p>Pupils are encouraged to explore the role played by important individuals, for good or ill, in the shaping of the world we live in.</p> <p>Pupils reflect on different interpretations of the past and how they have been arrived at.</p>	<p>Consider and comment on moral dilemmas and questions.</p> <p>Is that happened in the past acceptable today? If not, why not?</p> <p>Encouraged to show compassion for people facing dilemmas and empathise with their decisions.</p> <p>Notations of right and wrong are explored around events that happened in the past.</p>	<p>Explore the similarities and differences between past and present societies.</p> <p>Explore why we are fortunate to live in the modern world.</p> <p>How did other cultures have an impact on what we know to Britain today?</p> <p>Collaborative and team work in activities.</p>	<p>Encouraged to gain an understanding of and empathise with people from different cultural backgrounds.</p> <p>Pupils develop a better understanding of our multicultural society through studying links between local, British, European and World history.</p>
<p style="text-align: center;"><b>PE</b></p>	<p>Understand how to overcome challenges with determination and perseverance.</p> <p>Explain how confidence can effect performance.</p> <p>Identify ways of dealing with stress using physical activity.</p> <p>Recommend suitable activities for healthy lifestyle for different ages.</p> <p>Identify areas they are confident in.</p> <p>Understand that being healthy incorporates body, mind and lifestyle.</p> <p>Being gracious in success as well as defeat.</p> <p>Make links between balanced lifestyle and being happy.</p> <p>Understand a variety of tactics and strategies for different activities.</p>	<p>Understand the difference between fair/unfair.</p> <p>Begin to set goals and identify if their targets have been met.</p> <p>Offer suggestions on how to offset negative mood.</p> <p>Offer solutions to problems.</p>	<p>Identify the importance of having friends and know what characteristics make a good friend.</p> <p>Listen to advice on how to improve skills from peers and teachers.</p> <p>Share own views and listen to and consider views/opinions of others.</p> <p>Work effectively with a partner/small group/team.</p> <p>Participate in competitive activities (inc. virtual competitions)</p> <p>Recognise own roles and responsibilities within a team.</p> <p>Evaluate performances of self and others looking for areas of strength and weakness</p> <p>Sports day.</p> <p>Playground leaders to support KS1.</p> <p>Swimming lessons for Year 6 children.</p> <p>PE Crew</p>	<p>Understanding the Olympics for different cultures and traditions.</p> <p>Take part in traditional games/activities of different cultures.</p> <p>Discuss the health of people from different countries/regions.</p> <p>May pole/May day links to traditional cultures.</p>

<p style="text-align: center;"><b>PHSE</b></p>	<p>Engage children with a range of mindfulness activities.</p> <p>Children explore a range of feelings and values across a range of situations and scenarios through role play, story-telling and discussions.</p> <p>Learning and understanding physical development at appropriate stages.</p> <p>Understanding human sexuality, reproduction, emotions and relationships.</p>	<p>Children are encouraged to look at, discuss and evaluate a range of moral issues based on different case studies and scenarios.</p> <p>Children discuss what is right and wrong and connect this the British Value; Rule of Law.</p> <p>Learning the importance of values and individual conscience and moral considerations.</p> <p>Learning the value of family life, marriage, and stable and loving relationships for the nurture of children.</p> <p>Learning the value of respect, love and care.</p> <p>Exploring, considering and understanding moral dilemmas.</p> <p>Developing critical thinking as part of decision-making.</p>	<p>Providing the children with an environment in which they can share their views and feel safe.</p> <p>Children are encouraged to listen to and value the beliefs and opinions of others.</p> <p>Learning to manage emotions and relationships confidently and sensitively.</p> <p>Developing self-respect and empathy for others.</p> <p>Learning to make choices based on an understanding of difference and with an absence of prejudice.</p> <p>Developing an appreciation of the consequences of choices made.</p> <p>Managing conflict and learning how to recognise and avoid exploitation and abuse.</p>	<p>Children are exposed to wide range of experiences and situations and they can be explored from other people's points of view.</p> <p>Exploring, improving understanding of and showing respect for different faiths and cultural diversity- this may arise where pupils from other cultures may have opposing views to that of what is being taught.</p>
<p style="text-align: center;"><b>RE</b></p>	<p>Learning about different spiritual beliefs around the world.</p> <p>Learning about spiritual practices around the world.</p> <p>Felling confident to share our own spiritual beliefs.</p> <p>Explore a range of religions and explore ways that people worship, celebrate events and show that they are part of a community.</p> <p>Harvest Festival, Easter Celebrations, Christmas celebrations.</p>	<p>Opportunities to reflect upon own self beliefs and beliefs of others.</p> <p>Discussions of what is right and wrong to different people.</p> <p>Reflection time, use of a stimulus to provoke thoughts on morality e.g. a book, poetry, artwork.</p> <p>Discuss the morality of different stories and why they are an important part of different religions and cultures.</p>	<p>Discussion with others about worldviews.</p> <p>Sharing religious values, beliefs and practices.</p> <p>Learning from people in the local area.</p> <p>Children can learn about the world around them.</p>	<p>Learning of different cultural beliefs, religions and practises.</p> <p>Learning about practices and ways of life across the world.</p> <p>Trying food from different cultures.</p> <p>Visiting different places of worship.</p>