

Spiritual, Moral, Social and Cultural (SMSC) across the curriculum- November 2024

	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>Linking our writing to the outdoors and the local environment</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>Balanced and persuasive discussions</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>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>
Maths	<p>Children are engaged in deeper thinking with regards to problem solving.</p>	<p>Maths encourages children to look at, discuss and evaluate a range of social and moral issues in the world.</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>
Science	<p>Year 6 look at evolution and how Darwin's theories rocked religion.</p> <p>Harvest Easter/spring celebrations Celebrating new life</p> <p>Creating awe and wonder across all age ranges through experiments and</p>	<p>Children are encouraged to think about the impact of science on the world.</p> <p>e.g litter, energy usage, impact of natural disasters and the human influence, protecting animals and the environment</p>	<p>Developing skills for finding solutions, working as a team.</p> <p>Presenting findings and ideas to the class.</p> <p>Challenging results, thoughts and the opinions of others</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>Considering opportunities for science and STEM careers</p>

	<p>investigating</p> <p>Raising aspirations of children through giving them awareness of science and engineering careers</p>			
Art	<p>Expressing their feelings through media.</p> <p>Exploring how art makes them feel and why.</p> <p>Creating art in the style of other artists.</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>Using art when discussing the morals and beliefs of biblical stories</p>	<p>Children to 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>Looking at and exploring art and artists from different countries and cultures.</p> <p>Comparing what can be seen in art pieces from around the world and discuss the issues that would make them different.</p>
Computing	<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>Social issues on the internet e.g fake news, cyber bullying etc</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>
Design Technology	<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</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>What similar products are available in other countries- why are they different?</p> <p>Fair trade</p>

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Spanish	<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>Encouraging a collaborative approach to learning.</p> <p>Children regularly are encourage 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>
Geography	<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 in 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"> - How the development of cities has affected wild-life. - How different countries tackle and ever increasing population. - Poverty. - Environmental issues surrounding importing goods from other countries (fairtrade) 	<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 through our Eco and sustainability work</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>
Music	<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>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>Working together on group ensembles and practising to perfect a performance.</p> <p>Participating in a variety of community events</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>History</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>PE</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. 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>Sports day.</p> <p>Make links between balanced lifestyle</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. Work effectively with a partner/small group/team.</p> <p>Participate in competitive activities.</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>Understanding the Olympics for different cultures and traditions.</p> <p>Take part in traditional games/activities of different culture- cricket and countryside day/Sunita/paralympics</p>

	and being happy. Understand a variety of tactics and strategies for different activities.			
PHSE and RSE	<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>A sense of enjoyment and fascination in learning about themselves, others and the world around them.</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>Understand the behaviour and consequence of their actions</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 encourage to listen to and value the beliefs and opinions of others.</p> <p>A sense of belonging and community</p> <p>A raft of pupil voice council and subject ambassadors</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>Through our work as a UNICEF Rights Respecting School pupils reflect deeply upon the injustice in some countries around the world.</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>
SMSC is deeply rooted within the Jigsaw programme				
RE	Learning about different spiritual	Opportunities to reflect upon own self	Discussion with others about	Learning of different cultural

	<p>beliefs around the world. Being reflective about their own beliefs religious or otherwise</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>beliefs and beliefs of others</p> <p>Discussion of what is right and wrong to different people.</p> <p>Reflection time. Use of bible stories to discuss moral issues.</p> <p>Discuss the morality of different stories and why they are an important part of different religions and cultures.</p>	<p>world views</p> <p>Sharing religious values, beliefs and practices.</p> <p>Learning from people in the local area</p> <p>Learning about the world round them.</p>	<p>beliefs, religions and practises.</p> <p>Showing respect for different faiths and religions</p> <p>Learning about practices and ways of life across the world.</p> <p>Trying food from different cultures.</p> <p>Learning about different places of worship.</p> <p>Appreciation of the wide range of cultural influences that have shaped their own heritage and those of others.</p>
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