



## Ribchester St. Wilfrid's C of E Primary School

### Spiritual, Moral, Social and Cultural Development within the Curriculum

Although not a subject on its own, SMSC threads throughout our curriculum.

#### **What is SMSC?**

All National Curriculum subjects provide opportunities to promote pupils' spiritual, moral, social and cultural development. Explicit opportunities to promote pupils' development in these areas are provided within religious education and personal, social, health education (PSHE). A significant contribution is also made by our school ethos and values, other curriculum activities, trips, visitors and assemblies.

#### **Spiritual Development**

The ability to be reflective about their own beliefs and to be interested in and have respect for different people's faiths, feelings and values; to have a sense of enjoyment in learning about themselves, others and the world around them.

#### **Moral Development**

The ability to recognise the difference between right and wrong and to be able to apply this understanding in their own lives. Also, for pupils to understand the consequences of their behaviour and actions and to begin to offer reasoned views about a variety of issues.

#### **Social Development**

The use a range of social skills in a variety of contexts and a willingness to participate in a range of communities and social settings by volunteering, cooperating well with others and being able to resolve conflicts.

#### **Cultural Development**

An understanding of cultural traditions and heritage and the ability to appreciate and respond positively to artistic, musical, sporting and cultural opportunities. Children will acquire a respect for their own culture and that of others, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

<b>Religious Education</b>	<b>We promote spiritual development</b>	<b>We promote moral development</b>	<b>We promote social development</b>	<b>We promote cultural development</b>
	<p>Children are given the opportunity to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values. Learning about and reflecting on important concepts, experiences and beliefs that are at the heart of religious and other traditions of belief and practice.</p> <p>Considering how beliefs and concepts in religion may be expressed through the creative and expressive arts and related to the human and natural sciences, thereby contributing to personal and communal identity.</p> <p>Investigating and considering how religions and other world views perceive the value of human beings, and their relationships with one another, with the natural world, and with God.</p> <p>Valuing relationships and developing a sense of belonging enquiring into and developing their own views and ideas on religious and spiritual issues.</p>	<p>Enquiring into the Christian values, particularly valuing diversity and enquiring into issues of truth, justice and trust.</p> <p>Exploring the influence of family, friends, society and media on moral choices and how society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders.</p> <p>Considering what is of ultimate value to pupils and believers through studying the key beliefs and teachings from religion and philosophy about values and ethical codes of practice</p> <p>Exploring the impact and consequences of actions and ideas for different groups of people within our society.</p> <p>Investigating a range of ethical issues, including those that focus on justice, to promote racial and religious respect and personal integrity.</p> <p>Considering the importance of rights and responsibilities and developing a sense of conscience.</p>	<p>Examining the social role of religion in bringing people together, building a sense of identity, encouraging community life and giving a context in which the challenges of human life can be met.</p> <p>Exploring how religious community life works and the contributions community living makes to human well-being.</p> <p>Considering how religious and other beliefs lead to particular actions and concerns</p> <p>Investigating social issues from religious perspectives, recognising the diversity of viewpoints within and between religions as well as the common ground between religions.</p> <p>Articulating pupils’ own and others’ ideas on a range of contemporary social issues.</p> <p>Considering ways in which religion can contribute to the community cohesion or to the common good.</p>	<p>Encountering people, literature, the creative and expressive arts and resources from differing cultures and religions.</p> <p>Enquiring into the richness of local and national examples of cultural diversity in relation to religious ways of living.</p> <p>Investigating the ways in which religion is embodied in culture, and exploring the relationships between religions and cultures</p> <p>Considering the relationship between religions and cultures and how religions and beliefs contribute to cultural identity and practices.</p> <p>Promoting racial and inter faith harmony and respect for all, combating prejudice and discrimination, contributing positively to community cohesion</p> <p>Promoting awareness of how inter faith cooperation can support the pursuit of the common good.</p>

<b>English</b>	<b>We promote spiritual development</b>	<b>We promote moral development</b>	<b>We promote social development</b>	<b>We promote cultural development</b>
	<p>In responding to a poem, story or text; pupils can be asked 'I wonder what your wonder?' 'How would you feel if you were the person in the story?' 'Where have you met these ideas before?' e.g. when responding to text through drama or Real Reading thinking stems.</p> <p>By appreciation the beauty of language within stories and poems.</p>	<p>By exploring stimulus for thinking about the consequences of right and wrong behaviour; pupils can speculate and apply their learning to their own lives. When they do this, they are developing their speaking, listening and higher order thinking skills.</p> <p>By considering different perspectives and showing empathy.</p>	<p>By supporting conceptual and language development through and understanding of and debates about social issues, e.g. refugees, bullying, stereotyping, conformity, homelessness.</p> <p>Work collaboratively, e.g. as part of a dramatised response; to prepare a verbal response to an argument; to evaluate each other's work.</p> <p>By providing opportunities for learning to continue at home e.g. through homework projects.</p> <p>By providing opportunities for talk in a range of settings, to a range of audiences and for different purposes. E.g. performances and structured discussion.</p>	<p>By providing opportunities for pupils to engage with texts form of representing different cultures.</p> <p>By providing opportunities for pupils to engage with texts that represent a strong literary heritage.</p> <p>By providing opportunities for children to visit the theater and experience theatrical productions.</p>

<b>Mathematics</b>	<b>We promote spiritual development</b>	<b>We promote moral development</b>	<b>We promote social development</b>	<b>We promote cultural development</b>
	<p>The study of mathematics enables students to make sense of the world around them and we strive to enable each of our students to explore the connections between their numeracy skills and every-day life. Developing deep thinking and an ability to question the way in which the world works promotes the spiritual growth of students.</p>	<p>The moral development of students is an important thread running through the mathematics curriculum. Students are provided with opportunities to use their maths skills in real life contexts, applying and exploring the skills required in solving various problems.</p>	<p>Problem solving skills and teamwork are fundamental to mathematics through creative thinking, discussion, explaining and presenting ideas. Pupils are always encouraged to explain concepts to each other and support each other in their learning. In this manner, students realise their own strengths and feel a sense of achievement which often boosts confidence. Over time they become more independent and resilient learners.</p>	<p>Mathematics is a universal language with a number of cultural inputs throughout the ages. Different approaches to mathematics from around the world are often explored during cross curricular work in history. This provides an opportunity to discuss their origins.</p> <p>We try to develop an awareness of both the history of maths alongside the realisation that many topics we still learn today have travelled across the world.</p>

	We promote <b>spiritual</b> development	We promote <b>moral</b> development	We promote <b>social</b> development	We promote <b>cultural</b> development
Science	<p>Looking at the process of growing and changing.            Creating opportunities to ask questions which Science cannot always answer.            Learning about ourselves.            Reflecting on the living world (living things and habitats)            Wondering at outcomes of investigations            Sharing awe and wonder</p>	<p>Appreciating that, in order to investigate fairly, commitment and honest observation are crucial.            Considering the ethical implications of environmental problems e.g. pollution, destruction of the rainforest.            Discussing the ethical implications of investigations</p>	<p>Taking responsibility for your own and others safety when completing practical work.            Learning about personal hygiene and staying healthy.            Caring for plants and animals.            Respecting/ Listening to each other when completing tasks.            Working together when carrying out investigations.            Taking onboard different viewpoints when talking about someone's theories.            Sharing ideas and results.            Respecting and looking after Scientific equipment.</p>	<p>Be aware of how we need to care for the world in which we live.            Asking questions about the way in which scientific discoveries from around the world have affected our lives.            Looking at male and female scientists from around the world.</p>

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Art	<p>Use imagination and creativity, to explore ideas and feelings in works of Art and express themselves through their own art and design activities.            Appreciate the achievements of other artists both contemporary and from the past.            Develop fascination, awe and wonder in the work of others.</p>	<p>Talk about how artists and designers represent moral issues through their work</p>	<p>Collaborate to create pieces of work.            Respect each other's ideas and opinions when talking about pieces of art and design including the work of others in the class.            Recognise the need to consider the views of others Develop collaborative, cooperative and teamwork skills.</p>	<p>Reflect on the ways in which cultures are represented in art and design, understanding the ideas behind art, craft and design in different cultural contexts.            Explore a range of festivals and celebrations from our own and other cultures.</p>

<b>Computing</b>	<b>We promote spiritual development</b>	<b>We promote moral development</b>	<b>We promote social development</b>	<b>We promote cultural development</b>
	Computing boosts the spiritual growth of our children through the deeper thinking skills needed to understand and create an algorithm, produce and improve a program and use a program effectively. Children consistently learn and use key life skills needed for the world in which they live.	The moral development of pupils is a thread running through the entire Computing curriculum because it relates to everyday life. They consider the moral decisions about copyright of pictures. All children learn how to keep themselves safe on-line (e-safety) and sign up to a Student Code of Conduct. In addition, they consider the implications of cyber bullying and appropriate actions to take.	Within Computing children use both creativity and problem solving as they create their programs. It is within the de-bugging process that these problem solving skills come to the forefront and the skill of teamwork plays a key part. Children actively engage in projects individually and within pairs or small groups. During these lessons, there are opportunities to both self and peer assess. This enables children to understand how well they are progressing and what actions they will need to take next in order to progress further.	Computing is a recognised key skill for the 21st century, recognizing and promoted across the globe. Children have rich opportunities to appreciate other cultures facilitated by on-line and web applications such as Google Earth.

<b>Design Technology</b>	<b>We promote spiritual development</b>	<b>We promote moral development</b>	<b>We promote social development</b>	<b>We promote cultural development</b>
	Design Technology allows pupils the opportunity to exercise imagination, inspiration, intuition and insight through creativity and risk taking in analysing, designing and manufacturing a range of products. It instils a sense of awe, wonder and mystery when studying the natural world or human achievement. Encouraging creativity allows pupils to express innermost thoughts and feelings and to reflect and learn from reflection, for example, asking 'why?', 'how?' and 'where?'.	Design Technology gives pupils an awareness of the moral dilemmas created by technologic advances, for example, the effect advanced manufacturing automation has had on employment and how globalisation has caused poverty and inequality in eastern Asia. It encourages pupils to value the environment and its natural resources and to consider the environmental impact of everyday products. It educates pupils to become responsible consumers.	Design Technology provides positive corporate experiences – for example, through industrial visits. It gives opportunities to work as a team, recognising others' strengths and sharing equipment. Design Technology promotes equality of opportunity and provides an awareness of areas that have gender issues e.g. encouraging girls to use equipment that has been traditionally male dominated.	Design Technology reflects on ingenious products and inventions, the diversity of materials and ways in which design technology can improve the quality of life. It investigates how different cultures have contributed to technology and reflects on products and inventions, the diversity of materials and ways in which design can improve the quality of our lives.

<b>Geography</b>	<b>We promote spiritual development</b>	<b>We promote moral development</b>	<b>We promote social development</b>	<b>We promote cultural development</b>
	<p>Marvel at the awe and wonder in the different weather and seasonal patterns.</p> <p>Using maps and other resources to get the children to imagine what it might be like to live in other parts of the world different to ours (including areas which experience natural disasters).</p> <p>Consider how the world has changed and developed.</p> <p>Wonder and consider the similarities and differences around the world-time zones; cultures; wars; rainforests; volcanoes; mountains etc.</p>	<p>Consider how people use and treat the environment.</p> <p>Acting to make the world more sustainable e.g. recycling.</p> <p>Discussing the impact and effect of man on earth.</p> <p>Considering the impact of geographical activities e.g. deforestation.</p>	<p>Developing map reading skills essential for later life.</p> <p>Understanding more about themselves and their place in the immediate, local and global communities.</p> <p>Understanding the social impact of over-population and what can and can't be changed.</p>	<p>Developing empathy and positive attitudes towards people of all cultures, recognising that often people have common needs and similar challenges.</p> <p>Exploring cultures that have had a great impact on our local area.</p> <p>Looking at causes and effects of movement and how land use has changed over time.</p>

<b>History</b>	<b>We promote spiritual development</b>	<b>We promote moral development</b>	<b>We promote social development</b>	<b>We promote cultural development</b>
	<p>History involves a sense of curiosity and the mystery of how and why events in the past happened and raises questions as to what could have happened if events had had different results.</p> <p>Artefacts are used to give pupils a sense of the past and aid pupils in understanding the people who produced and used these objects.</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 also reflect upon different interpretations of the past and how these interpretations have been arrived at.</p>	<p>Pupils are asked to consider and comment on moral questions and dilemmas. Events and beliefs in the past will often be at odds with what we would consider unacceptable today (and were to some people in the past also).</p> <p>Pupils will be encouraged to show compassion for people facing dilemmas and to empathise with decisions which people in the past made and the reasoning behind these decisions. Notions of right and wrong are explored in connection with events from the past, linking with the value of justice.</p>	<p>Pupils will explore the similarities and contrasts between past and present societies and be made aware of how, in the main, we are very fortunate to live in 'the modern world' which links with the value of thankfulness.</p> <p>They will examine how other cultures have had a major impact on the development of 'British' culture.</p> <p>Pupils will also be encouraged to build up their own social development through collaborative and team working activities.</p> <p>The study of social issues is a common theme in History lessons.</p>	<p>Pupils will study and be encouraged to gain an understanding of and empathise with, people from different cultural backgrounds.</p> <p>They will examine how other cultures have had a major impact on the development of 'British' culture.</p> <p>Pupils develop a better understanding of our multicultural society through studying links between local, British, European and world history. The contribution of different cultures to human development and progress are studied, which links with the values of wisdom and endurance.</p>

<b>MfL - French</b>	<b>We promote spiritual development</b>	<b>We promote moral development</b>	<b>We promote social development</b>	<b>We promote cultural development</b>
	<p>Pupils have some opportunity to reflect on religious beliefs and practices in France when looking at religious festivals at the relevant times of year.</p> <p>We also aim to include an element of 'awe and wonder' through sharing amazing facts about the French language and languages where relevant in lessons.</p>	<p>Topics are tackled based on the exploration and questioning of moral issues. We look at the role of the family and discuss who is important to us and why.</p> <p>Children have the opportunity to express opinions and preferences.</p>	<p>Children are taught to interact in French with people and given the opportunity to practice with the teacher and fellow pupils.</p> <p>French gives the opportunity to develop interpersonal skills. Being able to use verbal and nonverbal means of communication strengthens children's interactive capabilities, which are essential skills when considering social development.</p>	<p>French lessons offer an excellent opportunity to learn about another culture, while reflecting on our own British culture. The children will compare hobbies, homes, festivities, and other cultural events, it is essential that they are able to draw from their own experiences to fully engage. Direct comparisons serve to heighten their awareness of their own culture and develop a sense of pride and national identity. It is also a good opportunity to reflect upon our own cultural diversity</p> <p>Children learn the similarities and differences in the way we live &amp; relate learning to their own lives.</p>

<b>Music</b>	<b>We promote spiritual development</b>	<b>We promote moral development</b>	<b>We promote social development</b>	<b>We promote cultural development</b>
	<p>In response to musical pieces consider feelings and emotions</p> <p>By appreciating the beauty of language e.g. song lyrics.</p> <p>Expressing their own feelings in either a musical or written form</p> <p>Responding to music with a religious element e.g. hymns.</p>	<p>Responding to musical pieces which consider consequences, behavior, right and wrong.</p> <p>Through discussing and appraising musical stimulus or performances</p> <p>By considering different perspectives and developing empathy.</p>	<p>Responding to musical pieces which consider social interaction and issues.</p> <p>Work collaboratively through the composition, performance and evaluation phases.</p> <p>By providing opportunities to perform in a range of settings, of audiences and of purposes.</p> <p>Encouragement to express their feelings whilst showing sensitivity and an awareness of the opinions of others.</p>	<p>By providing opportunities for all pupils to experience music from various cultures.</p> <p>By providing opportunities for pupils to develop their chronological understanding of the history of music. E.g. how Rock and Roll and Latin music having influenced music today</p> <p>By providing the opportunity for children to watch a live orchestra</p>

<b>Physical Education</b>	<b>We promote spiritual development</b>	<b>We promote moral development</b>	<b>We promote social development</b>	<b>We promote cultural development</b>
	<p>Children will be given opportunities to develop the Christian values, Endurance, courage, and perseverance. Overcoming barriers when approaching obstacles. Playing sports and being a member of a team helps children develop a sense of place and belonging. While giving them an identity and sense of self-worth.</p> <p>Allowing children reflection time to evaluate their experiences allows them to build a positive mindset and promotes progression.</p>	<p>Decision making and teamwork, considering consequences, behaviour, right and wrong. Through discussing and appraising each other's performances in dance and gym.</p> <p>By considering different perspectives and developing empathy.</p> <p>When playing sport students should develop a clear sense of right and wrong and an idea of "fair play" and justice.</p>	<p>Work collaboratively through creating gym and dance sequences and in team games.</p> <p>By providing opportunities to perform and compete in a range of settings, with children from other schools and with an audience.</p> <p>Encouragement to express their feelings towards performances whilst showing sensitivity and an awareness of the opinions of others</p> <p>Teaching them to develop intrapersonal skills to manage times of success and defeat.</p>	<p>Children are given the opportunity to explore dances and learn games from different traditions and cultures including their own.</p> <p>By providing opportunities for pupils to develop their chronological understanding of the history of sporting heroes and sporting traditions of other countries.</p>

<b>PSHE</b>	<b>We promote spiritual development</b>	<b>We promote moral development</b>	<b>We promote social development</b>	<b>We promote cultural development</b>
	<p>Explore beliefs and experiences</p> <p>Respect faiths, feelings and values.</p> <p>Enjoy learning about oneself, others and the surrounding world.</p> <p>Use imagination and creativity; reflect.</p>	<p>Recognise right and wrong; respect the law; understand consequences.</p> <p>Investigate moral and ethical issues; offer reasoned views.</p>	<p>Use a range of social skills; participate in the local community.</p> <p>Appreciate diverse viewpoints.</p> <p>Participate, volunteer and cooperate.</p> <p>Resolve conflict.</p> <p>Engage with the 'British Values' of democracy, the rule of law, liberty, respect and tolerance.</p>	<p>Appreciate cultural influences.</p> <p>Appreciate the role of Britain's parliamentary system.</p> <p>Participate in culture opportunities.</p> <p>Understand, accept, respect and celebrate diversity.</p>



