

Mapping for Spiritual, Moral, Social and Cultural (SMSC) in the Primary Curriculum



The lists below are not exhaustive, but do give a flavour of how we develop SMSC across our **Primary** curriculum.

	We promote spiritual development by...	We promote moral development by...	We promote social development by...	We promote cultural development by...
English	<p>Responses to literature – questions such as ‘How would you feel if you were the person in the story?’ ‘Where have you met these ideas before?’ Appreciation of the beauty of Language</p> <p>Recognition of how others’ beliefs and experiences have shaped the course of literature</p> <p>Reading across Primary linked to SMSC themes</p>	<p>Exploring stimuli for thinking about the consequences of right and wrong behaviour; children speculating and applying their learning to their own lives. When they do this they are developing their speaking, listening and higher order thinking skills.</p> <p>Considering different perspectives.</p> <p>Reading across Primary linked to SMSC themes</p>	<p>Supporting conceptual and language development through an understanding of and debates about social issues</p> <p>Providing opportunities for talk in a range of settings</p> <p>Reading across Primary linked to SMSC themes</p>	<p>Supporting conceptual and language development through an understanding of and debates about social issues</p> <p>Providing opportunities for talk in a range of settings understanding and acknowledging different cultures through a range of literary works in class and library</p> <p>Reading across Primary linked to SMSC themes</p>

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<p>Maths</p>	<p>Making connections between pupils' numeracy skills and real life; for example, pie charts could compare how a child in Africa spends her day with how children in the UK spend their time. Considering pattern, order, symmetry and scale both human made and in the natural world</p>	<p>Engaging pupils playfully; for example, in unequal shares of resources, why might someone be upset if they received less than other people? Reflecting on data that has moral and ethical implications; for example: children might consider the difference in amounts of money spent on non-essentials compared with food aid/water aid</p>	<p>Sharing resources within the classroom, the negotiating of responses and group problem solving Analysing social data e.g. on health care, poverty, bullying</p>	<p>Asking questions about the history of maths: for example, 'What do the Egyptians, Greeks and Indians discover that we still use in maths today?'</p>
<p>Science</p>	<p>Demonstrating openness to the fact that some answers cannot be provided by Science. Creating opportunities for children to ask questions about how living things rely on and contribute to their environment. Activities such as plotting the scale of the solar system and open up questions about the size of the universe and how it might have been formed</p>	<p>By offering children the chance to consider the wonder of the natural world and the inventions which have made the world a better place. Considering that not all developments have been good because they have caused harm to the environment and to people. Encouraging children to speculate about how science can be used both for good and ill.</p>	<p>Using opportunities during Science lessons to explain how to keep other people safe. Exploring the social dimension of scientific advances e.g. environmental concerns, medical advances, energy processes</p>	<p>Asking questions about the ways in which scientific discoveries from around the world have affected our lives. There is a rich heritage of scientific discoveries from Hindu, Egyptian and Muslim traditions</p>

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<p>Computing</p>	<p>Wondering at the power of the digital age e.g. use of the internet Understanding the advantages and limitations of ICT Using the internet as a gateway to big life issues</p>	<p>Exploring the moral issues surrounding the use of data Considering the benefits and potential dangers of the internet – eg campaigns for charities and injustice as a force for good. Cyber bullying as a danger. Considering the vision and moral purpose of those involved in developing the web</p>	<p>Links through digital media services with other schools and communities Highlighting ways to stay safe when using on line services and social media Being prepared to work with technology to forge new relationships Discussing the impact of ICT on the ways people communicate</p>	<p>Exploring human achievements and creativity in relation to worldwide communications Developing a sense of awe and wonder at human ingenuity</p>
<p>Design Technology</p>	<p>Enjoying and celebrating personal creativity Reviewing and evaluating created things</p>	<p>Raising questions about the effect of technological change on human life and the world around them</p>	<p>Exploring dilemmas that individuals may face and developing practical solutions to these problems</p>	<p>Considering cultural influences on design Asking questions about functionality v aesthetics</p>

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<p>Art</p>	<p>Providing plenty of rich opportunities for children both to explore the spiritual dimension and natural phenomena. Exploring different artists' interpretations of a key figure or event and asking what the artist was trying to convey. Allowing children to show what they know through their own expression of big ideas about life e.g. morality, ethical issues. Promoting the process of reviewing and evaluating</p>	<p>Exploring how emotions and inner feelings are expressed through painting, sculpture and architecture. Responses to and use of visual images to evoke a range of emotions</p>	<p>Sharing of resources. Exploring social conflict and resolution. Exploring art as a powerful social tool e.g. in advertising, in representing particular groups such as women and gay people</p>	<p>Experiencing a wide range of creative media from around the world.</p>
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<p>RE</p>	<p>Experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religion and worldviews Asking and responding to questions of meaning and purpose Considering questions about God and evaluating truth claims Exploring spiritual practices such as worship and prayer, and considering the impact of these on believers and any relevance to their own life</p>	<p>Exploring morality including rules, teachings and commands such as The Golden Rule, the ten commandments, the sayings (hadith) of Muhammad, Investigating the importance of service to others in Sikhism, Hinduism and Buddhism Exploring religious perspectives and responses to evil and suffering in the world Asking questions about the purpose and meaning of reconciliation and salvation e.g exploring Yom Kippur, Christian salvation story</p>	<p>Exploring the qualities which are valued by a civilised society – thoughtfulness, honesty, respect for difference, independence and interdependence acceptance and engagement with fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs Asking questions about the social impact of religion</p>	<p>Exploring similarities and differences between faiths and cultures Engaging with text, artefacts and other sources from different cultures and religious backgrounds developing understanding and respect for different faiths and cultural diversity</p>
<p>MFL French</p>	<p>Exploring the beauty of another language By exploring the way language is constructed, has evolved and its links with English</p>	<p>Helping pupils to have an accurate and truthful understanding of another culture, including the opportunity to visit France</p>	<p>Learning the skill of communicating in different ways Exploring different social conventions e.g. forms of address</p>	<p>Appreciating the language and customs of others Exploring the literature and culture of other countries Taking part in visits or other cultural occasions</p>

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<p>Geography</p>	<p>Using maps, photographs, digital media and other resources and asking pupils to imagine what it might be like to live in different parts of the world. Making links with history when exploring the environment and speculating on why the landscape is as it is. Comparing their lives with people living in other countries or other parts of the UK</p>	<p>Considering how people treat the environment; posing questions such as, ‘How are we changing our surroundings – are some things for the better and others for the worse?’ Who benefits and who suffers? What should be our personal response to these? Who should look after our environment?</p>	<p>Providing positive and effective links with the wider community, both locally and through linking with other schools with different demographics both in the UK and globally Considering social responsibility e.g care for the environment, impact of traffic on the local area, tourism.</p>	<p>Exploring cultures that have had, and still have an impact on the local area</p>
<p>History</p>	<p>Considering how things would be different if the course of events had been different; for example: what difference would it have made if the Normans had not been successful in 1066? Looking at local history and investigating the reasons why there is a landmark, building or museum. Speculating about how we mark important events from history and the people who shaped them.</p>	<p>Exploring the results of moral decisions in the past Considering some of the characteristics of people who have had an influence (positive or negative) on others. What have others done to stop injustice</p> <p>Going beyond the facts and asking children to make hypotheses and pose questions such as ‘what if...?’ ‘what would have turned a tragedy into a triumph?’</p>	<p>Giving the trigger for discussions about how groups and communities organised themselves in the past. Considering questions about social structure in the past.; for example, What might pupils say about the rights of children in earlier times? Is it important that society looks after young children? Are there people who still don’t get a fair deal? Encouraging children to talk to their parents and grandparents; for example, when learning about World War Two</p>	<p>Exploring local history and under researched history and history around us Investigating how culture is shaped by history, exploring the ‘cultural heritage’ and in particular the Christian influence on British culture. Celebration of significant national events e.g. Remembrance Day</p>

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<p>Music</p>	<p>Allowing children to show their delight and curiosity in creating their own sounds. Making links between their learning in literacy (or other curriculum area) with music being played as background Considering how music makes one feel and can 'move us' deeply Looking at the role of sacred and secular music and the use of music for occasion</p>	<p>Exploring how music can convey human emotions such as sadness, joy, anger... Appreciating the self- discipline required to learn a musical instrument exploring the moral messages in liberation songs and in lyric writing using moral tales as starting stimulus.</p>	<p>Exploring how an orchestra works together Discussing What would happen if musicians in a band/group didn't cooperate Appreciating how music is used in different ways in different settings e.g. for pleasure, for worship, to help people relax engaging with our local community through music projects</p>	<p>Giving all children an opportunity to learn a musical instrument and to take part regularly in singing. Encouraging children to listen and respond to traditions from around the world. Appreciating musical expression from different times and places, including our local traditions of Brass Band music Learning to recognise music from other cultures and learning songs in other dialects. Looking at the future of music with music technology</p>
<p>PE</p>	<p>Delighting in movement, particularly when children are able to show spontaneity Taking part in activities such as dance, games and gymnastics which help children to become more focused, connected and creative. Being aware of one's own strengths and limitations</p>	<p>Developing the Olympic Values of</p> <ul style="list-style-type: none"> • Self- respect • Perseverance • Honesty • Teamwork • Passion <p>Developing positive sporting behaviour</p>	<p>Developing a sense of belonging and self- esteem through team work Developing a sense of community identity through taking part in inter-house and inter- school events</p>	<p>Learning about the history of sport, and where sports originate from Making links with national and global sporting events such as the World Cup and the Olympics Exploring rituals surrounding sporting activities</p>

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<p>PSHE - SCARF</p>	<p>Developing awareness of and responding to others' needs and wants Exploring meaning and purpose for individuals and society Developing resilience and</p>	<p>Exploring what is right and wrong and to work out what we need to do in this particular community to make sure everyone thrives.</p>	<p>Helping children to engage in a democratic process for electing Student Council members and taking part in the process of contributing to school decisionmaking Creating opportunities for children to exercise leadership</p>	<p>Exploring how different cultures can offer great insights into how we lead our lives</p>
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Mapping for Spiritual, Moral, Social and Cultural (SMSC) Development

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