WESTON ST MARY C. of E. PRIMARY SCHOOL

'I can do all things through Him who strengthens me' *Philippians 4:13*

SMSC in the Whaplode Curriculum

At Weston St Mary Church of England Primary School, we support the spiritual, moral, social and cultural (SMSC) aspects of pupils' development across our curriculum.

Definitions

Spiritual Development

Spiritual development enables people to look within themselves at their human relationships, at the wider world. The Spiritual development of all our children is addressed through the ethos of the school.

According to Rebecca Nye, spirituality can be defined as relational awareness. That means awareness of my relationship with:

Self (being a unique person and understanding self-perception)

Others (how empathy, concern, compassion and other values and principles

affect relationships)

World and Beauty (perceiving and relating to the physical and creative world through responses to nature and art)

Beyond – (relating to the transcendental and understanding experiences and meaning outside the 'everyday')

As a church school we include Christian Spiritual practices including, prayer, worship, celebration of festivals and reading/reflection on the Bible within Collective Worship, RE and the wider curriculum.
We are committed to:

- celebrating the religious and non-religious beliefs and values that our pupils bring as part of their family/culture heritage and to building an awareness of and respect for others' spiritual and religious beliefs
- fostering common human values and building spiritual capacities to promote self-worth
- self-esteem and a valuing of others

- helping our pupils to come to an understanding of themselves as unique individuals and encouraging them to reflect on ultimate questions
- developing our pupils' curiosity, imagination, creativity and promoting a sense of awe and wonder.

Moral Development

Moral development: knowing what is right and wrong and acting on it accordingly. We are committed to encouraging pupils to:

- be truthful and honest
- respect the rights and property of others, their opinions and customs, even when they are different from our own
- understand of the consequences of their actions
- help others
- solve differences of opinion in non-violent ways
- explore and offer reasoned views about moral and ethical issues.

Consequently we reject all forms of bullying, cruelty, dishonesty, violence and discrimination.

Social Development

Social development: developing an understanding of rights and responsibilities of living in a community of being a "responsible citizen". We are committed to:

- fostering the skill and qualities of team building through the development of self-confidence, co-operation, sensitivity to others, reliability, initiative and understanding
- providing an environment where pupils can take responsibility for themselves and others in school and the wider society
- learning about, work and socialising with pupils from a range of different religious, ethnic and socio-economic backgrounds
- participating in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- developing an understanding of their individual and group identities
- reflecting and showing a greater understanding of 'self', expressing their feelings with increased clarity
- understand difference and similarity between individuals and groups and be aware of inequalities and stereotyping

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Cultural Development

Cultural development: knowledge and understanding of others' cultural traditions. We value and celebrate the cultural diversity of our school, our society and the world by:

- promoting an appreciation of our own cultural tradition/s and encouraging an appreciation of other peoples' cultural traditions
- celebrating the richness of culture and tradition
- exploring, respecting and celebrating cultural diversity, lifestyles and choices
- participating in a wide range of artistic, musical, sporting and other cultural activities

Examples of SMSC in the Weston Curriculum

Subject	We promote ***spiritual*** development	We promote ***moral*** development	We promote ***social*** development	We promote ***cultural*** development
Maths	By 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. By considering pattern, order, symmetry and scale both man made and in the natural world.	By engaging pupils playfully; for example, in unequal shares of resources, why might someone be upset if they received less than other people? By reflecting on data that has moral and ethical implications; for example pupils might consider the difference in amounts of	By the sharing of resources within the classroom, the negotiating of responses and group problem solving By analysing social data e.g. on health care, poverty, bullying. Raising money for charity. Consider which charity to give money to – why the	By asking questions about the history of maths: for example, 'What do the Egyptians, Greeks and Indians discover that we still use in maths today?'

		money spent on non-essentials compared with food. Consider which charity to give money to – why the chosen charity? Justify reason.	chosen charity? Justify reason.	
English	In responding to a literature; pupils can be asked 'I wonder what you think happens next?' 'How would you feel if you were the person in the story?' 'Where have you met these ideas before?' By appreciating the beauty of language Recognition of how others' beliefs and experiences have been shaped	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. Considering opposing points of view. Generating classroom rules By considering different	By supporting conceptual and language development through an understanding of and debates about social issues. By providing opportunities for talk in a range of settings.	By pupils telling stories from their own cultures and backgrounds creating the idea that 'everyone has a story to tell'. By providing opportunities for pupils to engage with texts from different cultures. Literature Spine – Guided Reading.

	Published texts from our Literature Spine	perspectives. School council elections – linked to democracy		
Science	By demonstrating openness to the fact that some answers cannot be provided by Science. By creating opportunities for pupils to ask questions about how living things rely on and contribute to their environment. Life cycles for humans, animals and plants. Activities such as plotting the scale of the solar system and opening questioning on the formation of the universe.	By offering pupils the chance to consider the wonder of the natural world and the inventions which have made the world a better place. By considering that not all developments have been good because they have caused harm to the environment and to people. By encouraging pupils to see science can be used both for good and evil.	By using opportunities during Science lessons to explain how to keep other people safe and how they might protect a younger or vulnerable young person. By exploring the social dimension of scientific advances e.g. environmental concerns, medical advances, energy processes. By becoming collaborators as scientists are collaborators. Sharing predictions, results, and conclusions is key to the scientific approach, enabling others to build upon what we have discovered.	By 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.

			By working on investigations whilst learning our part in the team and completing this to achieve a shared goal.	
Languages	By exploring the beauty of languages from around the world. By exploring the way language is constructed, has evolved and its links with English.	By helping pupils to have an accurate and truthful understanding of another culture.	By learning the skill of communicating in different ways. By exploring different social conventions e.g. forms of address	By appreciating the language and customs of others. By exploring the literature and culture of other countries. By taking part in visits or cultural occasions.
History	By 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? By looking at local history and investigating the reasons why	By exploring the results of right and wrong behaviour in the past. By considering some of the characteristics of people who have had a bad influence and caused suffering to others. What have others done to stop injustice? By going beyond the facts and asking pupils to make	By giving the trigger for discussions about how groups and communities organised themselves in the past. By 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	By exploring local history and under researched history and history around us. By investigating how culture is shaped by history, exploring the 'cultural heritage' and in particular the Christian influence on British culture.

	there is a landmark, building or museum. By speculating about how we mark important events from history and the people who shaped them.	hypotheses and pose questions such as 'what if…?' 'what would have turned a tragedy into a triumph?'	children? Are there people who still don't get a fair deal? By encouraging pupils to talk to their parents and grandparents; for example, when learning about World War Two.	By taking pupils on visits to heritage sites. Visit to Lincoln Cathedral. Visits to local church. Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values.
Geography	By using Google maps and asking pupils to imagine what it might be like to live in different parts of the world. By making links with history when exploring the environment and speculating on why the landscape is as it is.	By 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	By 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. By considering social responsibility e.g care for the environment, impact of traffic	By exploring cultures that have had, and still have, an impact on the local area.

	By comparing their lives with pupils living in other countries or other part of the UK.	our environment?	on the local area.	
RE	By experiencing wonder and joy through learning abut and from stories, celebrations, rituals and different expressions of religion and world views. By asking and responding to questions of meaning and purpose. By considering questions about God and evaluating truth claims. By exploring spiritual practices such as worship and prayer, and considering the impact of	By exploring morality including rules, teachings and commands such as The Golden Rule, the ten commandments, the sayings (hadith) of Muhammad, By investigating the importance of service to others in Sikhism, Hinduism and Buddhism. By exploring religious perspectives and responses to evil and suffering in the world. By asking questions about the purpose and meaning of	By exploring the qualities which are valued by a civilised society – thoughtfulness, honesty, respect for difference, independence and interdependence. By asking questions about the social impact of religion.	By exploring similarities and differences between faiths and cultures. By considering in particular different cultural expressions of Christianity. By learning about UK saints. By engaging with text, artefacts and other sources from different cultures and religious backgrounds.

	these on believers and any relevance to their own life.	reconciliation and salvation e.g exploring Yom Kippur, Christian salvation story.		
PSHE	By developing awareness of and responding to others' needs and wants. By exploring meaning and purpose for individuals and society. By developing resilience and inner strength.	By exploring what is right and wrong and to work out what we need to do in this particular community to make sure everyone thrives. By making explicit links to the school's distinctive ethos as a church school	By helping pupils to engage in a democratic process for agreeing the rules for community life. By creating opportunities for pupils to exercise leadership and responsibility; pupils might be asked 'Why do we think this important?' 'What could we do about it?' 'Who would like to take it further?'	By exploring how different cultures can offer great insights into how we lead our lives. By providing pupils with opportunities to make choices about some aspects of classroom and school life.
Art	By providing plenty of rich opportunities for pupils both to explore the spiritual dimension and natural phenomena. By exploring different artists'	By exploring how emotions and inner feelings are expressed though painting, sculpture and architecture.	By sharing of resources. By exploring social conflict and resolution. By exploring art as a powerful	By experiencing a wide range of creative media from around the world. By developing aesthetic and critical awareness

	interpretations of a key figure or event and asking what the artist was trying to convey. By allowing pupils to show what they know through their own expression of big ideas about life e.g. morality, ethical issues. By promoting the process of 'reviewing and evaluating'.	By responses to and use of visual images to evoke a range of emotions.	social tool e.g. in advertising, in representing particular groups.	
Music	By allowing pupils to show their delight and curiosity in creating their own sounds. By making links between their learning in English, Art (or other curriculum area)	By exploring how music can convey human emotions such as sadness, joy, anger… By appreciating the self-discipline required to learn a musical instrument.	By exploring how an orchestra works together. By discussing What would happen if musicians in a band/group didn't cooperate.	By giving all pupils an opportunity to learn a musical instrument and to take part regularly in singing. By encouraging pupils to listen and respond to traditions from around the world.

	with music being played as background. By considering how music makes one feel and can 'move us' deeply. Through looking at the role of sacred and secular music and the use of music for occasion.	Through exploring the moral messages in liberation songs and in lyric writing.	By appreciating how music is used in different ways in different settings e.g. for pleasure, for worship, to help people relax. By engaging with our local community through music projects.	By appreciating musical expression from different times and places. Learning to recognise music from other cultures. Looking at the future of music with music technology.
DT	By enjoying and celebrating personal creativity. By reviewing and evaluating created things.	By raising questions about the effect of technological change on human life and the world around them.	By exploring dilemmas that individuals may face and developing practical solutions to these problems.	By considering cultural influences on design. By asking questions about functionality v aesthetics.
Computing	By wondering at the power of the digital age e.g. use of the internet. By understanding the advantages and limitations of technology.	By exploring the moral issues surrounding the use of data. By considering the benefits and potential dangers of the internet – eg campaigns for	By links through digital media services with other schools and communities. By highlighting ways to stay safe when using online services and social media.	By exploring human achievements and creativity in relation to worldwide communications. By developing a sense of awe and wonder at human Ingenuity.

	By using the internet as a gateway to big life issues.	charities and injustice as a force for good. Cyber bullying as a danger. By considering the vision of those involved in developing the web.	By being prepared to work with technology to forge new relationships. By discussing the impact of technology on the ways people communicate.	
PE	By delighting in movement, particularly when pupils are able to show spontaneity. By taking part in activities such as dance, games and gymnastics which help pupils to become more focused, connected and creative. By being aware of one's own strengths and limitations	By discussing fair play and the value of teamwork. By developing qualities of self-discipline, commitment and perseverance. By developing positive sporting behaviour.	By developing a sense of belonging and self esteem through teamwork. By developing a sense of community identity through taking part in inter school events.	By learning about the history of sport, and where they originate from By making links with national and global sporting events such as the World Cup and the Olympics By exploring rituals surrounding sporting activities