

Fellgate Primary School

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>Creating writing that is inspired by nature and the world around us</p> <p>Expressing beliefs, feelings, ideas and emotions through talk and writing.</p> <p>Reading and writing in unusual settings.</p> <p>Reading poetry and great works of fiction including myths and legends.</p> <p>Using and expressing imagination in reading, writing and speaking</p>	<p>Discussing and exploring a point of view through stories, poems and plays.</p> <p>Exploring stories and other texts that present moral issues.</p> <p>Exploring moral issues through reading, discussion, drama and role play.</p> <p>Presenting an argument through talk or writing.</p> <p>Using persuasion in writing.</p>	<p>Debating and writing about social issues.</p> <p>Using non-fiction texts such as newspaper reports as a stimulus for writing or debate.</p> <p>Reading a range of fiction set in a range of social settings.</p> <p>Creating blogs and other social media posts to present school-based issues</p> <p>Creating content aimed at a variety of audiences.</p>	<p>Exploring the origins of words and language.</p> <p>Listening to, reading and discussing resources such as stories that challenge stereotypes.</p> <p>Taking part in productions and performances.</p> <p>Watching performances including plays and films.</p> <p>Reading and listening to texts from a variety of cultures.</p> <p>Reading traditional and cultural tales, myths and legends.</p>
Maths	<p>Exploring pattern, number, shape, space and measures in the world around them, for example, Fibonacci or angles in everyday life.</p> <p>Using role play, concrete objects, structured apparatus and real life situations.</p> <p>Talking creatively using mathematical language.</p> <p>Developing mathematical reasoning by talking about their learning and listening to others' viewpoints.</p>	<p>Calculating and proving whether an answer is right or wrong.</p> <p>Testing and explaining mathematical statements, problems or investigations.</p> <p>Using probability to help understand risk and real life economics.</p> <p>Looking at moral issues raised in mathematics, for example, lessons linked to global charities such as Children in Need.</p>	<p>Exploring mathematics in the real world, for example, money, shopping, cooking, travel.</p> <p>Collaborating with others to solve mathematical problems, investigations and challenges.</p> <p>Using group work as an opportunity to learn from others and noticing that different people solve problems in different ways.</p> <p>Working together to discuss, compare, evaluate and improve their work.</p>	<p>Investigating patterns from a range of cultures, for example Islamic tiling or Rangoli patterns.</p> <p>Exploring other number systems from the past and around the world for example Egyptian hieroglyphs and Roman numerals.</p> <p>Recognising that mathematics from many cultures have contributed to modern day mathematics.</p> <p>Having opportunities to explore mathematical methods and strategies used in other cultures, for example lattice multiplication and Shanghai maths.</p>

<p>Science</p>	<p>Exploring aspects of nature including seasons and other natural phenomenon. Finding out about Earth, space and the universe and their place in it. Questioning and exploring why things happen and how things work. Debating and questioning 'big' ideas such as evolution. Developing a sense of awe and wonder about the world around them.</p>	<p>Exploring sensitive issues such as genetic modification, selective breeding, sex and relationships or animal testing.</p>	<p>Finding out how medical research has changes and saved lives, for example, hearth transplants. Finding out how science-based charities promote and support health and wellbeing, for example the British Heart Foundation or Cancer Research UK. Exploring inventions that have changed lives, such as flight, electricity and steam power.</p>	<p>Finding out about different scientists from around the world. Exploring different beliefs about aspects of science, especially evolution and life and death. Investigating variation between all living things.</p>
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<p>Art</p>	<p>Exploring art in the environment. Making transient art using natural materials. Exploring emotions expressed in works of art. Creating images and artefacts that reflect a personal interpretation of the world around them. Using sketch books to record their ideas and feelings. Expressing feelings, ideas and beliefs through their artwork.</p>	<p>Exploring art that challenges moral and ethical beliefs for example Damien Hirst's '<i>The Physical Impossibility of Death in the Mind of Someone Living</i>'.</p>	<p>Contributing to shared pieces of artwork. Working with artists from different communities. Creating art in and for the community. Exhibiting art in community settings. Exploring how art has changed perceptions.</p>	<p>Studying artists from a range of genres. Exploring art from a range of cultures. Participating in cultural events.</p>
<p>Computing</p>	<p>Exploring how technology makes the world a better place by connecting people and places. Investigating the potential of virtual reality and how this can create 'new' worlds. Finding out how technology can connect us to the natural world and space and help develop a sense of 'awe' and 'wonder'. Using photography to capture images of nature and natural phenomenon.</p>	<p>Exploring sensitive issues linked to e-safety. Exploring issues including copyright and plagiarism. Discerning between content found online and understand that sources information can be incorrect or biased.</p>	<p>Making connections with other social groups and communities using communication technology. Exploring social media networks and how to use them safely. Using collaborative tools to work together and learn from others.</p>	<p>Exploring the digital divide in different cultures and parts of the world. Using technology to engage with cultural events such as a dramatic performance, author discussion or online concert. Using technology to learn about the lives and beliefs of other cultures.</p>
<p>Design Technology</p>	<p>Reflecting on ways in which products and inventions can improve the quality of their lives and the lives of others. Developing a sense of curiosity through disassembly/deconstruction of products.</p>	<p>Exploring moral dilemmas created by technological advances. Developing an awareness of how sustainable materials can positively impact lives. Exploring issues surrounding Fairtrade. Understanding why we have rules for using equipment.</p>	<p>Working as a team, recognising others' strengths and sharing equipment. Making healthy choices when designing menus. Sharing and choosing appropriate ideas.</p>	<p>Exploring how different cultures have contributed to technological advances. Creating a range of dishes form a variety of cultures and historical periods. Exploring products and artefacts from a range of times, countries and cultures and religions, for example, puppets, buildings, clothing, bags and purses.</p>

Modern Foreign Language	Finding out more about the beliefs of people in other countries. Using creative role play to bring language to life.	Exploring current affairs in different countries. Debating and considering moral and ethical issues from around the world.	Finding out more about the languages spoken in their local community. Using a new language to communicate with others. Questioning and developing and understanding of similarities and differences in communities where a specific language is spoken.	Studying artists and musicians from around the world. Taking part in themed culture days to experience and reflect on the similarities and differences between their culture and that of others.
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<p>Geography</p>	<p>Having opportunities to visit a diverse range of geographical features and locations. Developing a sense of 'awe' and 'wonder' about the world around them. Reflecting on world events such as hurricanes, earthquakes and other natural disasters. Understanding some of the differences in the way of life of other people and countries.</p>	<p>Finding out about poverty and wealth of different countries. Exploring issues such as Fairtrade and why this is important. Understanding issues affecting their own locality, for example, the amount of litter near the local park, the amount of cars parked outside of school. Investigating conservation including recycling, saving energy and protecting the environment. Exploring issues and facts relating to global warming and the moral use of resources.</p>	<p>Exploring cause and effect on people and communities of world events and natural disasters. Learning about the human geography of different communities and societies. Exploring a range of social backgrounds and compare them with their own social background. Exploring maps to discover how people live and what resources they have.</p>	<p>Investigating a range of geographical location and how they have been shaped by the cultural background of the country. Developing a deeper understanding of different cultures and communities.</p>
<p>Music</p>	<p>Exploring how different genres and pieces of music makes them feel. Using imagination and creativity to compose music. Singing and playing with feeling, giving meaning to lyrics and musical phrases. Listening to songs and music with a spiritual theme or message.</p>	<p>Listening to music that addresses moral issues. Forming views on music with a moral message. Understanding and following rules and symbols in music. Following the leadership of a conductor.</p>	<p>Participating in community events and performances. Learning how to play a musical instrument regardless of background. Working together to create group performances. Understanding the importance of co-operation in group performances. Performing for different audiences in different settings.</p>	<p>Exploring and performing music from a range of historical periods. Listening to music from a range of cultures. Learning about music from a range of genres. Working with musicians from a variety of cultures and musical backgrounds.</p>

History	<p>Exploring chronology and their place in history. Discovering how past and present is interconnected. Exploring how beliefs and perspectives have changed over time. Understanding how people's beliefs have shaped their actions, for example, Henry VIII creating the Church of England, Mayan blood sacrifices.</p>	<p>Exploring moral dilemmas created by technological advances. Using drama. Role play, stories and pictures to develop a better understanding of how moral issues and decisions affected history. Explain why they think that the choices people made were right or wrong. Understand how people have been treated unfairly in the past, for example, Native Americans.</p>	<p>Taking an active part in historical visits and workshops. Collaborating with others. Expressing opinions based on historical evidence and respect the opinions of others. Understanding how laws and rules have change over time to protect and improve life for different groups of people. Investigating aspects of local history.</p>	<p>Visiting and finding out about historical and heritage sites. Visiting museums and exploring historical artefacts. Finding out about ancient civilisations form around the world. Researching conflict within different societies and the attempts that have been made to resolve them, for example William Wilberforce and the abolishment of slavery, Rosa Parks and human rights.</p>
PE	<p>Taking part in outdoor and adventurous activities. Expressing feelings, ideas and emotions through dance and movement. Exploring the effects of exercise on their bodies.</p>	<p>Exploring what it means to be fair in competitive sport. Following rules to play games. Exploring the consequences of not playing fairly.</p>	<p>Playing in teams. Co-operating with others in games, dance and outdoor and adventurous activities. Exploring what makes a good team. Having the opportunity to work alongside sports professionals. Actively engaging in extra-curricular sporting activities, inter-school competition and clubs. Taking turns. Enjoying communicating and collaborating with each other. Enjoying competition against each other and themselves.</p>	<p>Exploring sports and sporting heroes form a range of cultures. Taking part in celebrating national and cultural events, for example, the Olympics or World Cup. Exploring dance from a range of cultures and historical periods. Taking part in and having the opportunity to watch dance and sporting performances in and out of school.</p>

<p>RE</p>	<p>Exploring aspects of belief including worship, prayer and holy texts. Finding out about the beliefs and practices of people in their community and wider world. Exploring and developing their own beliefs and values. Debating 'big' questions. Developing a sense of 'awe' and 'wonder' about the world around them.</p>	<p>Exploring right and wrong, good and evil. Evaluating rules and codes of behaviour found in different religions and world wars. Debating ethical issues about caring for others and the environment.</p>	<p>Learning about the lives and beliefs of others from first hand experiences. Visiting places of worship and showing respect for different beliefs and ways of life. Collaborating and learning from others.</p>	<p>Finding out about how religion has influenced culture in different societies. Showing respect when meeting and learning about people of different faiths and cultures.</p>
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