

SMSC through the curriculum at All Saints

English

- **Spiritual**
 - In responding to a poem, story or text, pupils are encouraged to make predictions and answer questions e.g. '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?'
 - Appreciating the beauty of language
- **Moral**
 - 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 different perspectives.
- **Social**
 - Supporting conceptual and language development through an understanding of and debates about social issues.
 - Providing opportunities for talk in a range of settings.
- **Cultural**
 - Sharing stories from different cultures and backgrounds.
 - Providing opportunities for pupils to engage with texts from different cultures.

Examples of SMSC in English include:

- Pupils addressing moral issues in texts e.g. discrimination, behaviour etc.
- Pupils being given the opportunity to develop empathy for characters and understand the feelings and emotions of characters in texts.

Maths

- **Spiritual**
 - Making connections between pupils' numeracy skills and real life.
 - Considering pattern, order, symmetry and scale both man made and in the natural world.
 - Developing deep thinking and an ability to question the way in which the world works promotes the spiritual growth of pupils.

- **Moral**
 - Engaging pupils playfully e.g. unequal sharing of resources.
 - Providing pupils with opportunities to use their maths skills in real life contexts, applying and exploring the skills required in solving various problems.
- **Social**
 - Negotiating of responses and group problem solving.
 - Encouraging pupils to explain concepts to each other and support each other in their learning.
 - Problem solving skills and teamwork are fundamental to maths through creative thinking, discussion, explaining and presenting ideas.
- **Cultural**
 - Recognition is given to symmetry patterns, number systems and mathematical thinking from other cultures.

Examples of SMSC in Maths include:

- Pupils investigating different number sequences and where they occur in the real world.
- Pupils considering the development of pattern in different cultures including work on tessellations.

Science

- **Spiritual**
 - Enabling children to reflect on the wonder of the natural world (e.g. seasonal changes).
 - Exploring the wonders of life.
 - Demonstrating understanding that some answers cannot be provided by science.
- **Moral**
 - Developing an awareness of the ways that science affects society and the environment.
 - Giving children the opportunity to explore moral dilemmas related to Science.
 - Discussing and being open to each other's ideas.

- Ensuring children show respect for different opinions e.g. creation.
- **Social**
 - Finding out about the work of different scientists.
 - Promoting cooperation within practical activities.
 - Taking responsibility for their own and other people's safety.
- **Cultural**
 - Asking questions about the ways in which scientific discoveries from around the world have affected our lives.
 - Taking children to visit areas of interest within the local environment e.g. local habitats.

Examples of SMSC in Science include:

- Observing changes throughout the seasons.
- Debating and discussing ethical issues in science e.g. climate change.

History

- **Spiritual**
 - Considering how things would be different if the course of events had been different e.g. What if Florence Nightingale had not been able to become a nurse?
 - Looking at local history and investigating reasons why there is a landmark, building or museum.
 - Speculating about how important events from history are remembered as well as the people who influenced them.
- **Moral**
 - Exploring the results of right and wrong behaviour in the past.
 - Considering characteristics of people who have had a bad influence and caused suffering to others.
- **Social**
 - Giving pupils information on how groups and communities organised themselves in the past.
 - Considering questions about social structure in the past.
 - Encouraging pupils to discuss history with their parents and grandparents.
- **Cultural**

- Exploring local history and history around us.
- Taking pupils on visits to historical sites e.g. Framlingham Castle, West Stow etc.
- Considering what past societies have contributed to our culture.

Examples of SMSC in History include:

- Pupils exploring Crime and Punishment - recognising the difference between right and wrong, understanding legal boundaries and the consequences of behaviour and actions, knowing that the rules of the law are essential for individual's safety and learning about Britain's democratic parliamentary system and its central role in shaping our history and values, and continuing to develop Britain.

Geography

- **Spiritual**
 - Using Google maps 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 thinking about why the landscape is as it is e.g. Anglo Saxons impact on the local area.
 - Comparing their lives with pupils living in another part of the UK or the world.
- **Moral**
 - Considering how we treat the environment and our impact on it.
- **Social**
 - Providing positive links with the wider community, both locally and globally e.g. Watoto.
 - Considering social responsibility e.g. care for the environment, impact of traffic on the local area.
- **Cultural**
 - Exploring cultures that have had and still have an impact on the local area.

Examples of SMSC in Geography include:

- Pupils learning the power of the Earth's forces, for instance the effects of volcanoes and their impact on people.

- Comparing and contrasting environments e.g. Felixstowe and Derbyshire.

Music

- **Spiritual**
 - Allowing pupils the opportunity to explore instrument sounds.
 - Considering how a piece of music makes us feel.
 - Exploring the pupil's curiosity and delight when creating their own sounds.
- **Moral**
 - Exploring how music can reflect a person's mood.
- **Social**
 - Giving pupils opportunities to work together to create a piece of music.
 - Exploring the necessity of working together and being in time with each other.
 - Providing opportunities for pupils to perform for different audiences.
- **Cultural**
 - Listening to different genres of music from all over the world.
 - Developing respect for musical diversity and an understanding of the musical heritage of different cultures, beliefs and religions.
 - Giving all pupils the opportunity to sing together as a school e.g. Collective Worship.

Examples of SMSC in Music include:

- Pupils have frequent opportunities to listen to different genres of music and music from different cultures. Classes engage in discussions about these. Children are encouraged to express how the music made them feel.
- Pupils throughout the school have opportunities to perform and participate in the Nativity or KS2 summer play. They perform to parents, carers and their families as well as the wider community e.g. preschool, Hartismere House.

RE

- **Spiritual**

- Learning about different religions and why people believe.
- Providing opportunities to learn from their experiences, to reflect on and interpret spirituality and their own lives and discuss and reflect on ultimate questions.
- 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.

- **Moral**

- Debating moral dilemmas about right and wrong, good and bad, peace etc.
- Discussing issues such as people's responsibility towards the world and future generations.
- Having the opportunity to make a personal response to right and wrong and to consider other peoples' responses to moral issues.
- Exploring morality including rules, teachings and commands such as The Golden Rule and The Ten commandments.
- 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.

- **Social**

- Exploring the qualities which are valued by a civilised society – thoughtfulness, honesty, respect for difference, independence etc.
- Asking questions about the social impact of religion.
- Beginning to link religion to personal action in everyday life. This is reflected in their relations with others in the classroom and their ability to work together co-operatively.

- **Cultural**

- Exploring similarities and differences between faiths and cultures.

- Engaging with text, artefacts and other sources from different cultures and religious backgrounds.
- Giving pupils an opportunity to learn what it means to belong, to develop confidence in themselves and be able to respond positively to similarities and differences in our society.

Examples of SMSC in RE include:

- Throughout the school, a number of different religions are studied, including Christianity, Buddhism, Hinduism, Humanism, Islam, Judaism and Sikhism. Pupils learn about the beliefs and values of these religions and compare shared and differing views and beliefs.
- Pupils are given opportunities to engage in religious celebrations to enhance their understanding e.g. tasting apple and honey in collective worship when discussing the Jewish festival of Rosh Hashanah.

Computing

- **Spiritual**
 - Reflecting on the achievements of technology today and the possibilities for the future.
 - Understanding the advantages and limitations of technology.
 - Using the internet for research.
- **Moral**
 - Exploring the moral issues surrounding the use of data e.g. regular internet safety lessons.
 - Considering the benefits and potential dangers of the internet.
 - Learning how to use technology safely, respectfully and responsibly.
 - Understanding when to report concerns about content and contact.
- **Social**
 - Highlighting ways to stay safe when using online services and social media.
 - Discussing the impact of ICT on the ways people can communicate.
- **Cultural**
 - Developing a sense of awe and wonder at human ingenuity.

Examples of SMSC in Computing include:

- Pupils participate in Safer Internet Day and regular online safety lessons to help them understand how to use technology safely, respectfully and responsibly.
- Pupils use the internet to research and communicate.

Art and DT

- **Spiritual**
 - Enjoying and celebrating personal creativity.
 - Expressing themselves using artistic techniques.
 - Reviewing and evaluating creations.
 - Promoting the process of reviewing and evaluating.
 - Reflecting on nature, the environment and surroundings.
- **Moral**
 - Use of visual images to evoke a range of emotions.
 - Awareness of the moral dilemmas created by technological advances.
- **Social**
 - Sharing resources and equipment.
 - Team work.
 - Recognising each other's strengths.
 - Exploring art as a powerful social tool.
 - Exploring dilemmas in DT and developing practical solutions to these problems.
 - Artwork is celebrated and widely displayed throughout the school.
- **Cultural**
 - Exploring art and artists from around the world.
 - Developing aesthetic and critical awareness.

Examples of SMSC in Art and DT include:

- Learning about the life and work of specific artists and creating artwork inspired by them e.g. Mondrian, Van Gogh etc.
- Looking at and creating artwork linked to specific places and cultures e.g. African art.

Physical Education

- **Spiritual**
 - Delighting in movement.
 - Taking part in activities such as dance, games and gymnastics which help pupils to become more focused, connected and creative.
 - Being aware of one's own strengths and limitations.
- **Moral**
 - Discussing fair play and the value of team work.
 - Creating qualities of self-discipline, commitment and perseverance.
 - Developing positive sporting behaviour.
- **Social**
 - Developing a sense of belonging and self-esteem through team work.
 - Developing a sense of community identity by taking part in events with other schools.
- **Cultural**
 - Making links with national and global sporting events e.g. Olympics, World Cup.

Examples of SMSC in PE include:

- Participating in inter-school tournaments and competitions.
- Pupils are encouraged to play matches and competitive games in PE lessons to develop good sportsmanship and fair play. They learn to handle success and defeat with dignity.

MFL

- **Spiritual**
 - Exploring the beauty of languages from around the world.
 - Exploring the way language is constructed.
- **Moral**
 - Helping pupils to have an accurate and truthful understanding of another culture.
- **Social**
 - Learning the skill of communicating in different ways.
 - Exploring different social conventions e.g. forms of address.

- **Cultural**
 - Appreciating the language and customs of others.
 - Valuing all languages and therefore learning to understand and respect other people.

Examples of SMSC in MFL include:

- Looking at the similarities and differences between countries and cultures.
- Opportunities to immerse themselves in the language and culture e.g. French food tasting. Children are encouraged to ask for specific food items that they would like in French.