

## Mapping SMSC across the curriculum



	Spiritual	Moral	Social	Cultural
	<p style="text-align: center;"><b>2019 Framework p. 58</b></p> <p>Provision for the spiritual development of pupils includes developing their:</p> <ul style="list-style-type: none"> <li>• ability to be reflective about their own beliefs (religious or otherwise) and perspective on life interest in, and respect for, different people’s faiths, feelings and values</li> <li>• sense of enjoyment and fascination in learning about themselves, others and the world around them</li> <li>• use of imagination and creativity in their learning</li> <li>• willingness to reflect on their experiences</li> </ul>	<p style="text-align: center;"><b>2019 Framework p. 58</b></p> <p>Provision for the moral development of pupils includes developing their:</p> <ul style="list-style-type: none"> <li>• ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and recognise legal boundaries and, in so doing, respect the civil and criminal law of England</li> <li>• understanding of the consequences of their behaviour and actions</li> <li>• interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.</li> </ul>	<p style="text-align: center;"><b>2019 Framework p. 58</b></p> <p>Provision for the social development of pupils includes developing their:</p> <ul style="list-style-type: none"> <li>• use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic background.</li> <li>• willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively</li> <li>• acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</li> </ul>	<p style="text-align: center;"><b>2019 Framework p. 59</b></p> <p>Provision for the cultural development of pupils includes developing their:</p> <ul style="list-style-type: none"> <li>• understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</li> <li>• understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain</li> <li>• ability to recognise, and value, the things shared in common across cultural, religious, ethnic and socio-economic communities</li> <li>• knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</li> <li>• willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities</li> </ul>

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				<ul style="list-style-type: none"> <li>• interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity and things we share in common. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.</li> </ul>
<p><b>English (Drama)</b></p>	<ul style="list-style-type: none"> <li>▪ look at stories which tell of achievement against the odds which have the capacity to inspire (Story of Billy's Bucket, The 3 Pigs)</li> <li>▪ hearing imaginative, mystical, fantasy stories which take them outside of the mundane (Harry Potter, Chronicles of Narnia)</li> <li>▪ writing portal stories which encourage them to imagine other worlds (e.g. based on Stone Age Boy)</li> <li>▪ playing with different forms of language and how words sound</li> <li>▪ enjoying writing in various poetic forms about the natural and human made world</li> <li>▪ listening to poetry (see core</li> </ul>	<ul style="list-style-type: none"> <li>▪ recognising and discussing the example set by good and bad characters in stories</li> <li>▪ looking at persuasive writing and what influences it can have for good and evil</li> <li>▪ hearing/reading stories with moral themes eg 'good over evil, weak over strong, wise over foolish'</li> <li>▪ hearing and writing stories where there are two sides to an argument</li> <li>▪ using writing frames for persuasive writing</li> <li>▪ evaluating the influences of characters and plots on themselves</li> <li>▪ dramatising situations which</li> </ul>	<ul style="list-style-type: none"> <li>▪ hearing/reading stories about a wide range of relationships eg. friendships, families, gangs, school</li> <li>▪ hearing/reading stories which illustrate the influence of pressure groups eg Palm oil/ rainforest Year 5</li> <li>▪ writing letters to 'important' people in local and national government</li> <li>▪ learning to work co-operatively in groups for discussion and completing a task</li> <li>▪ developing communication skills</li> <li>▪ producing work for different audiences</li> <li>▪ exploring gender issues in literature</li> </ul>	<ul style="list-style-type: none"> <li>▪ hearing/reading novels stories and poems from a variety of cultures and traditions</li> <li>▪ using information books which reflect the multi-cultural nature of Britain</li> <li>▪ talking and writing about the cultures they come from and their influence</li> <li>▪ using stimulus from the arts (music, poetry, dance, drama, painting etc) to produce discussion, various forms of writing and drama</li> <li>▪ exploring a variety of creation stories</li> <li>▪ awareness of issues such as stereotyping and equal opportunities in literature</li> </ul>

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	<p>poetry spine)</p> <ul style="list-style-type: none"> <li>▪ working with storytellers, actors and writers to stimulate imagination and creativity</li> <li>▪ expressing their personal thoughts views, beliefs, opinions and feelings especially through P4C</li> <li>▪ empathising with the emotions of characters in stories including through imaginative play and role-play</li> <li>▪ expressing their inner self in relation to others through drama</li> <li>▪ using the senses</li> </ul>	<p>raise moral issues</p> <ul style="list-style-type: none"> <li>▪ PSHE discussions of behaviour and relationships</li> <li>▪ discussion of right and wrong – moral issues in literature</li> </ul>	<ul style="list-style-type: none"> <li>▪ stories to create an awareness of a variety of life experiences eg deafness</li> <li>▪ P4C– speaking &amp; list</li> <li>▪ group drama work- social issues</li> </ul>	<ul style="list-style-type: none"> <li>▪ language and meanings in different cultures</li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <li>▪ having fun with numbers and data</li> <li>▪ appreciating the beauty and perfection of mathematics</li> <li>▪ recognising ‘eureka’ moments</li> <li>▪ wondering at the beauty of order and patterns; symmetry in the natural world eg flowers, crystals</li> <li>▪ noticing naturally occurring mathematical forms eg hexagons in snowflakes and in honeycombs</li> <li>▪ engage in increasingly challenging problem solving activities, persevere to overcome difficulties and experience the pleasure and satisfaction in reaching a solution</li> </ul>	<ul style="list-style-type: none"> <li>▪ developing a respect for truth</li> <li>▪ understanding that statistics, in many shapes and forms, can be misused to prove a particular viewpoint</li> <li>▪ to investigate moral issues surrounding money and wealth</li> <li>▪ encouraging sense of personal responsibility for their own learning in class and through homework</li> </ul>	<ul style="list-style-type: none"> <li>▪ acquiring skills to help them take financial responsibility</li> <li>▪ collecting data in groups</li> <li>▪ planning small budgets</li> <li>▪ learning how to solve problems which can improve peoples’ living conditions</li> <li>▪ looking at practical applications of mathematics eg conducting and analysing surveys</li> <li>▪ Maths games for social interaction, taking turns and sharing</li> <li>▪ recognising maths skills as a tool for society</li> </ul>	<ul style="list-style-type: none"> <li>▪ learning that numbers are a symbol system and different cultures have different systems (eg Arabic, Roman)</li> <li>▪ discovering mathematical patterns in art from a wide variety of cultural contexts eg Islamic patterns, mosaic, Greek and Rangoli patterns</li> <li>▪ investigating mathematical problems using a variety of cultural contexts</li> <li>▪ counting in a different language</li> </ul>

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<p><b>Science</b></p>	<ul style="list-style-type: none"> <li>• consider the fact of life, growth, decay and death and how different organisms are dependent upon each other</li> <li>• using senses to become aware of the world around them</li> <li>• appreciating the beauty of the natural world</li> <li>• asking questions about life and its origins</li> <li>• developing a sense of awe and wonder at the complexity and pattern in natural phenomena</li> <li>• being fascinated by how things work and what might happen</li> <li>• encouraging a sense of wonder in scientific discovery</li> <li>• working with 'variables' – learning to test hypotheses, accept failure and try again</li> <li>• learning to value and respect all forms of life</li> <li>• ethical issues – medical, nuclear, environmental and the pursuit of truth in science v value of human life</li> </ul>	<ul style="list-style-type: none"> <li>• looking at good and bad uses of drugs</li> <li>• moral issues in the human food chain</li> <li>• moral issues surrounding animals, including pets</li> <li>• recognising the need for a fair test</li> <li>• exploring the consequences of certain action eg decomposition</li> <li>• investigating the laws of nature</li> <li>• the scientific skills of making predictions, observing and drawing conclusion are helpful in considering moral issues</li> <li>• consider topics where science and religions both have something to say eg about the origins of the world, issues in medical ethics</li> </ul>	<ul style="list-style-type: none"> <li>• relating their understanding of science to their personal health eg personal hygiene, drugs, diet, smoking, exercise</li> <li>• looking at health and safety issues</li> <li>• considering how to treat living things and the environment with care and sensitivity</li> <li>• looking at the ways in which the environment needs protection</li> <li>• exploring why they need to look after the environment</li> <li>• exploring the part played by science in civilisation</li> <li>• investigation in groups, sharing expertise and skills</li> <li>• Science as a co-operative activity requiring communication and interaction</li> </ul>	<ul style="list-style-type: none"> <li>• recognising similarity and differences between themselves and other pupils</li> <li>• developing scientific ideas through various aesthetic media eg machines in Dance</li> <li>• becoming aware that scientific discovery is worldwide and not a 'western' phenomena</li> <li>• creation stories from different cultures alongside scientific stories</li> <li>• scientific development in relation to others – water supplies, new varieties of flowers and food crops</li> </ul>
<p><b>RE</b></p>	<ul style="list-style-type: none"> <li>• becoming familiar with what 'spiritual' means in the religions they study e.g. use of silence and meditation</li> <li>• exploring the insights, beliefs and teaching of faith traditions</li> </ul>	<ul style="list-style-type: none"> <li>• looking at the examples set by characters in religious stories</li> <li>• discussing the moral teaching of founders and leaders</li> <li>• exploring key themes in religious stories eg good and evil</li> </ul>	<ul style="list-style-type: none"> <li>• learning about different religious communities and how they work together</li> <li>• hearing religious stories which show a variety of relationships</li> <li>• understanding how religious</li> </ul>	<ul style="list-style-type: none"> <li>• exploring Britain as a multi-faith, multi-cultural society</li> <li>• discussing how peoples' beliefs and cultural traditions affect the way they live their lives eg food, dress</li> </ul>

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	<ul style="list-style-type: none"> <li>exploring beliefs and values, through stories, celebrations, rituals and practices</li> <li>reflecting on what they learn about religions</li> <li>developing their own beliefs and values</li> <li>valuing intuition</li> <li>appreciating the beauty and order of natural and human made world</li> <li>responding to their world with awe and wonder</li> <li>asking ultimate questions – responding to the challenging experiences of life, death, suffering, goodness, evil and be challenged by the different answers offered by Christianity</li> <li>expressing their thoughts creatively</li> <li>being aware of things other than the material and physical</li> <li>encourage an understanding and respect for those who hold views different from their own</li> </ul>	<ul style="list-style-type: none"> <li>reflecting on the teaching in moral codes: what is right and wrong?</li> <li>learning that there may be more than one side to moral argument</li> </ul>	<p>moral codes bind a community together</p> <ul style="list-style-type: none"> <li>exploring events eg ceremonies and festivals, which bring communities together</li> <li>discussing religious attitudes to social and environmental issues</li> <li>knowing and understanding importance of family and traditions within religious faiths</li> </ul>	<ul style="list-style-type: none"> <li>exploring religious traditions in their own community and how these shape people’s lives</li> <li>using the arts as a stimulus</li> <li>representing work in various artistic forms</li> <li>meeting people of a variety of faiths and cultures and visiting places of worship</li> <li>looking at different attitudes to animals and environment in different cultures</li> </ul>
<b>D&amp;T</b>	<ul style="list-style-type: none"> <li>recognising their own creativity and that of others</li> <li>developing thinking and reasoning skills</li> <li>making decisions about usefulness, beauty, cost-</li> </ul>	<ul style="list-style-type: none"> <li>considering how a product affects society and the environment eg weapons (now and through history), factories, convenience foods, packaging and recycling</li> <li>looking at how products are</li> </ul>	<ul style="list-style-type: none"> <li>learning to treat the ideas and finished products of others with respect</li> <li>developing the skill of co-operation in designing, planning and making</li> </ul>	<ul style="list-style-type: none"> <li>considering the aesthetic principles of design</li> <li>appreciating design and technology from a wide variety of cultural contexts</li> <li>developing awareness that design</li> </ul>

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	<p>effectiveness</p> <ul style="list-style-type: none"> <li>persevering and taking care, to produce something unique – a sense of achievement and worth</li> <li>appreciating variety, beauty, ingenuity, achievement, magnificence, and simplicity in design</li> <li>designing with the needs of others in mind (Mrs Trotter’s home)</li> <li>creating something good out of ‘rubbish’ (e.g. make and mend project)</li> </ul>	<p>manufactured and advertised (eg exploitation in the market)</p> <ul style="list-style-type: none"> <li>evaluating who benefits from new products eg disposable nappies, round tea bags</li> <li>considering issues of health and safety</li> </ul>	<ul style="list-style-type: none"> <li>working on projects that consider the social aspects of design eg wheel chair access</li> <li>looking at social changes in technology eg mobility</li> <li>considering the impact of design and technology on society</li> <li>ensuring variety in content and tasks to provide access and scope for success for girls and boys</li> </ul>	<p>can communicate and reflect cultural identity</p> <ul style="list-style-type: none"> <li>looking at how design in Britain is influenced by different cultures</li> <li>being aware of differing cultural attitudes to certain products eg food, clothes</li> <li>designs for different climates</li> <li>instruments from different countries eg cooking utensils</li> </ul>
PE	<ul style="list-style-type: none"> <li>experiencing and reflecting on feelings of determination, exhilaration and enjoyment</li> <li>learning to appreciate and enjoy the way their bodies work and can be used to express emotion (e.g. in dance)</li> <li>gaining a sense of achievement</li> <li>developing positive attitudes towards themselves</li> <li>learning to know and challenge their own physical limits</li> <li>developing a healthy body and a healthy mind</li> <li>understanding that body, mind and spirit influence each other</li> <li>enjoy and know the quality of stillness</li> </ul>	<ul style="list-style-type: none"> <li>reflecting on the need for rules</li> <li>developing a sense of fair play and positive sporting behaviour</li> <li>considering the issues around enhancing performance (including the use of drugs)</li> <li>reflecting on values surrounding ‘competition’ (including ‘winning at all costs’)</li> <li>examining issues in sport such as: racism, sporting heroes as role models, sports wear etc</li> </ul>	<ul style="list-style-type: none"> <li>learning how to manage feelings and controlling aggression when working with others</li> <li>developing social skills of co-operation, responsibility, communication, personal commitment, loyalty and team work</li> <li>learning how to handle success and defeat with dignity</li> <li>discovering the role of sport/dance in society</li> <li>learning to take responsibility eg as team leader/coach</li> <li>looking at how people show they belong to a group eg sports wear, team strip etc</li> <li>considering the social aspects of</li> </ul>	<ul style="list-style-type: none"> <li>learning dances from different traditions, including their own</li> <li>playing traditional games and recognising their importance locally, nationally and internationally</li> <li>understanding the importance of activities for different cultures</li> <li>exploring the contribution of sport/dance to the arts</li> <li>being aware of different cultural attitudes towards aspects of physical activity</li> <li>considering sub-cultures in sport – teams adopting names of international sides</li> </ul>

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	<ul style="list-style-type: none"> <li>shared activities/team work developing a sense of belonging</li> </ul>		<ul style="list-style-type: none"> <li>sport (eg leisure)</li> <li>awareness of others' needs, particularly physical</li> </ul>	
<b>History</b>	<ul style="list-style-type: none"> <li>appreciating and valuing their own identity – their links with the past and the impact of past events on their own present existence</li> <li>experiencing a sense of wonder by contact with the past (visits, artefacts)</li> <li>valuing past human achievement and spirituality</li> <li>becoming aware of the concept of time-past, present, future and our part in it</li> <li>raising and addressing questions arising from war/suffering about human nature (WW2, Victorians)</li> </ul>	<ul style="list-style-type: none"> <li>evaluating the qualities, skills and attitudes of famous people from the past</li> <li>considering moral issues from past societies eg child labour in Victorian times</li> <li>looking at what we mean by truth in history – studying primary sources</li> <li>developing awareness of local, national and world issues</li> <li>encounter with ideas and encouragement to think through a moral stance on issues eg war and peace</li> </ul>	<ul style="list-style-type: none"> <li>developing empathy through learning to see things from other perspectives</li> <li>learning how past societies were organised and functioned</li> <li>reflect on the spiritual, religious and moral issues which are implicit or explicit in topics eg influence of religious beliefs on everyday</li> <li>learning about social issues in past societies eg slavery, empire</li> </ul>	<ul style="list-style-type: none"> <li>learning how other civilisations (eg Greeks, Romans) have contributed to their own culture</li> <li>looking at how cultures change</li> <li>exploring the cultural values that underpinned past societies</li> <li>appreciating the arts; from the past and links to the present</li> <li>stories of religious leaders and their influences on cultures</li> <li>appreciating that different ages in history have diverse views of beauty and worth</li> </ul>
<b>Geography</b>	<ul style="list-style-type: none"> <li>raise questions about the ambiguous nature of some achievements e.g. Roman legacy Pyramids</li> <li>reflect on the power and implications of the workings of nature e.g. the consequences of natural events such as earthquakes, flooding, hurricanes, volcanic eruptions</li> <li>reflecting on a variety of</li> </ul>	<ul style="list-style-type: none"> <li>evaluating the effects of human actions on their environment, including their own eg litter</li> <li>consider the moral and practical issues of pollution, conservation and sustainability of our environment</li> <li>engaging in discussion and action on improving their environment</li> <li>discussing moral issues on the theme of settlement eg</li> </ul>	<ul style="list-style-type: none"> <li>studying their own locality and its relationship to the wider world</li> <li>evaluating what services are provided for residents</li> <li>discussing issues surrounding citizenship and social justice</li> <li>looking at environmental pressure groups</li> </ul>	<ul style="list-style-type: none"> <li>learning how people differ in their response to their environment</li> <li>finding out about contrasting localities, in Britain and in the wider world</li> <li>exploring how various landscapes provide inspiration for the arts</li> <li>evaluate cultural influences in their own environment</li> <li>visit the Pestalozzi International</li> </ul>

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	<ul style="list-style-type: none"> <li>landscapes and locations</li> <li>reflecting on their own identity by studying their own locality</li> <li>gaining a sense of their own place and their own values</li> <li>developing awareness of interdependence and responsibility</li> <li>damaging and sustaining the planet</li> </ul>	<p>inequality, dilemmas of development</p>		<p>Development Education Centre in East Sussex</p>
<b>Computing</b>	<ul style="list-style-type: none"> <li>wondering at the speed and complexity of developments in computing</li> <li>enjoying the quality of work that they can produce</li> <li>being challenged by the changing demands of new technology</li> <li>exercising creativity in response to information gathering, data handling, simulations, and presentations</li> <li>for many pupils ICT has the capacity to capture imagination</li> </ul>	<ul style="list-style-type: none"> <li>considering the consequence of misuse</li> <li>evaluate the uses of computer for both good and evil eg violent games, pornography, chat rooms, attitudes to the environment</li> <li>looking at issues around freedom and privacy eg Data Protection Act</li> </ul>	<ul style="list-style-type: none"> <li>learning to express themselves clearly and communicate effectively</li> <li>working co-operatively eg class newspaper</li> <li>considering the impact, good and bad, of ICT on society</li> <li>examining gender bias in ICT materials and attitudes</li> <li>reflect on the way using a computer can either isolate people from one another or bring people together eg Internet</li> <li>how can technology help the disabled?</li> <li>using date handling skills to promote understanding of social issues</li> <li>poster design for safety</li> </ul>	<ul style="list-style-type: none"> <li>finding out about the world from information resources eg CD-ROM, Internet</li> <li>communicating with pupils from other parts of Britain and the wider world eg video conferencing, Email</li> <li>discussing how information arises out of a cultural context eg how the presentation of a site on the World Wide Web reflects the culture of its creators</li> <li>communicating with artists, writers, and actors, etc</li> </ul>
	<ul style="list-style-type: none"> <li>using their senses as inspiration for creativity</li> <li>expressing their feelings through</li> </ul>	<ul style="list-style-type: none"> <li>reflecting on social and moral issues portrayed in works of art</li> <li>considering how art is</li> </ul>	<ul style="list-style-type: none"> <li>looking at public works of art past and present</li> <li>evaluating the uses that society</li> </ul>	<ul style="list-style-type: none"> <li>learning about art from a variety of cultural contexts and the role it plays</li> </ul>



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<b>Art</b>	<ul style="list-style-type: none"> <li>a variety of art media</li> <li>studying the work of great artists as a source of inspiration and creativity (see artists studied)</li> <li>exercising the imagination</li> <li>using the environment as a source of inspiration</li> <li>appreciate the religious impulse present in some great works of art and the way that religious traditions have expressed themselves in painting, sculpture and architecture</li> </ul>	<ul style="list-style-type: none"> <li>manipulated by the media eg advertising</li> <li>debating whether or not anything is permissible for Art's sake</li> <li>looking at the value of Art – is it everyone? should we spend so much public money on it?</li> </ul>	<ul style="list-style-type: none"> <li>makes of art</li> <li>looking at how works of art portray the societies they came from</li> <li>group collage eg murals</li> </ul>	<ul style="list-style-type: none"> <li>recognising that different societies have diverse views of beauty and worth</li> <li>experimenting with a variety of influences to express their own cultural identity</li> <li>Visiting exhibitions and art galleries to view art from different cultures</li> <li>art as an expression of culture eg nativity pictures on Christmas card</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>promote discipline, inner strength and resilience through practice to achieve an ideal sound or technique</li> <li>appreciate that a religious impulse has often been present in the creation of great works of music</li> <li>exploring their feelings by listening to a wide variety of music</li> <li>appreciating the use of sound and silence</li> <li>experiencing joy, satisfaction, creativity, use of imagination in creating and performing music</li> <li>appreciating the power of music to take them beyond the commonplace</li> <li>appreciate the way that a</li> </ul>	<ul style="list-style-type: none"> <li>investigating the values placed on the different kinds of music</li> <li>considering the issue of noise-pollution how music is used</li> <li>looking at songs which have been written dealing with a variety of social and moral issues (blues, folk)</li> <li>evaluating how music can influence (sub cultural, advertising)</li> <li>looking at the notion of elitism in music</li> <li>learning about and from the lives of musicians</li> </ul>	<ul style="list-style-type: none"> <li>learning to compose and perform together</li> <li>looking at how music can be a powerful tool to bind groups together eg School Production</li> <li>investigating what musical groups exist in their locality eg Jazz band, brass bands, church choir</li> <li>exploring how various societies use music eg for national occasions</li> <li>develop sensitivity and responsiveness to others, a sense of shared commitment and group identity through the experience of live music, making and participation in performances eg class/school concert</li> </ul>	<ul style="list-style-type: none"> <li>listening to music from a wide variety of cultures</li> <li>exploring how music 'belongs' to a particular cultures or sub-culture eg opera, bhangra, heavy metal...</li> <li>exploring what music is on offer in their own locality</li> <li>considering different notions of 'tuneful' in different cultures</li> <li>listening to and using instruments from other cultures</li> </ul>

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	<p>person's spirit can be expressed in writing and performing music</p>			
<b>PSHE</b>	<ul style="list-style-type: none"> <li>• Mindfulness included each week during PSHE</li> <li>• Yoga/ mindfulness as an optional lunchtime club available to all children</li> <li>• <b>Being Me in My World</b> Includes understanding my place in the class, school and global community as well as devising Learning Charters.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Dreams and Goals</b> Includes goal-setting, aspirations for yourself and the world and working together</li> <li>• <b>Healthy Me Ages 8-9 (Piece 2)</b> Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.</li> <li>• <b>Celebrating Difference</b> Includes anti-bullying (cyber and homophobic bullying included) and diversity work.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Relationships</b> Includes understanding friendship, family and other relationships, conflict resolution and communication skills</li> <li>• <b>Celebrating Difference</b> Includes anti-bullying (cyber and homophobic bullying included) and diversity work.</li> <li>• <b>Changing Me</b> This puzzle includes sex and relationships education in the context of coping positively with change.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Celebrating Difference</b> Includes anti-bullying (cyber and homophobic bullying included) and diversity work.</li> <li>• <b>Being Me in My World</b> Includes understanding my place in the class, school and global community as well as devising Learning Charters.</li> </ul>
<b>P4C</b>	<ul style="list-style-type: none"> <li>• reflect on goals and values e.g. whether the pursuit of fame, wealth or possessions brings fulfilment and happiness</li> </ul>	<ul style="list-style-type: none"> <li>• debate philosophical moral issues and the difference between right and wrong.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>show 4 Cs</b> – caring thinking, collaborative thinking, critical thinking and creative thinking</li> </ul>	<ul style="list-style-type: none"> <li>• debate and challenge stereotypes</li> </ul>

## Mapping SMSC across the curriculum



SMSC-The broader curriculum

Where there is a positive climate for learning, just about everything a school does will contribute to pupils' spiritual, moral, social and cultural development.

These are 'starting' points on which to build.

<b>Opportunities through</b>	<b>Spiritual</b>	<b>Moral</b>	<b>Social</b>	<b>Cultural</b>
<b>Collective Worship</b>	<ul style="list-style-type: none"> <li>reflection on their own beliefs and values, and those of others</li> </ul>	<ul style="list-style-type: none"> <li>influence of values on behaviour</li> </ul>	<ul style="list-style-type: none"> <li>celebrating together</li> </ul>	<ul style="list-style-type: none"> <li>celebration of own and others' religious and cultural traditions</li> </ul>
<b>Launch and lands</b>	<ul style="list-style-type: none"> <li>special moments to reflect together</li> </ul>	<ul style="list-style-type: none"> <li>moral dilemmas debated e.g. looking after a creature</li> </ul>	<ul style="list-style-type: none"> <li>working together to find reach a goal e.g. art gallery, toy museum</li> </ul>	<ul style="list-style-type: none"> <li>range of trips and visits to celebrate diversity</li> </ul>
<b>Management of behaviour eg buddies</b>	<ul style="list-style-type: none"> <li>sense of well-being in a secure and fair environment</li> </ul>	<ul style="list-style-type: none"> <li>recognition of difference between right and wrong</li> </ul>	<ul style="list-style-type: none"> <li>living together in the school community</li> </ul>	<ul style="list-style-type: none"> <li>recognising the culture of their school community</li> </ul>
<b>Codes of conduct: Class &amp; school rules</b>	<ul style="list-style-type: none"> <li>learning respect for themselves and others and that holding values matters</li> </ul>	<ul style="list-style-type: none"> <li>living by the rules for the benefit of each other</li> </ul>	<ul style="list-style-type: none"> <li>fostering good relationships and respect for property</li> </ul>	<ul style="list-style-type: none"> <li>communities need values and rules for living together</li> </ul>
<b>Awards and merit systems</b>	<ul style="list-style-type: none"> <li>sense of being appreciated</li> </ul>	<ul style="list-style-type: none"> <li>positive actions and behaviour are rewarded</li> </ul>	<ul style="list-style-type: none"> <li>recognising the worth and achievement of others</li> </ul>	<ul style="list-style-type: none"> <li>reinforcement of the cultural values of the community</li> </ul>
<b>Equal opportunities: SEN, gender, multicultural, multi-ethnic</b>	<ul style="list-style-type: none"> <li>values of mutual respect, equal worth</li> <li>good relationships</li> <li>a sense of being included</li> </ul>	<ul style="list-style-type: none"> <li>recognising values and beliefs that may be different from their own</li> <li>challenging prejudice and stereotyping</li> </ul>	<ul style="list-style-type: none"> <li>diversity in society</li> <li>challenging discrimination</li> <li>equal opportunities for boys and girls – encourages complete integration</li> </ul>	<ul style="list-style-type: none"> <li>richness and diversity of cultures</li> </ul>
<b>Community links</b>	<ul style="list-style-type: none"> <li>being involved, participating, playing a part</li> </ul>	<ul style="list-style-type: none"> <li>recognition of the needs of others</li> </ul>	<ul style="list-style-type: none"> <li>working together</li> <li>visit to town hall to meet mayor and explore democracy/ assembly by mayor.</li> </ul>	<ul style="list-style-type: none"> <li>insight into one's own and other cultures</li> </ul>

## Mapping SMSC across the curriculum



<b>Extra-curricular activities including visits/visitor programme (x3 trips minimum a year)</b>	<ul style="list-style-type: none"> <li>• sense of achievement and enjoyment when pursuing an interest, talent or skill</li> </ul>	<ul style="list-style-type: none"> <li>• channelling interests, talents or skills positively</li> </ul>	<ul style="list-style-type: none"> <li>• team work, meeting others, working with interest groups</li> </ul>	<ul style="list-style-type: none"> <li>• extending interests, talents and cultural pursuits</li> </ul>
<b>Whole school council. Class ambassadors</b>	<ul style="list-style-type: none"> <li>• views and values recognised</li> </ul>	<ul style="list-style-type: none"> <li>• making decisions</li> </ul>	<ul style="list-style-type: none"> <li>• representation and democracy</li> </ul>	<ul style="list-style-type: none"> <li>• belonging, playing a part in school life, community life</li> </ul>
<b>Preparation for adult life</b>	<ul style="list-style-type: none"> <li>• personal skills</li> <li>• self worth</li> <li>• self expression</li> <li>• knowing oneself</li> <li>• inspiration</li> </ul>	<ul style="list-style-type: none"> <li>• right and wrong behaviour</li> <li>• actions have consequences</li> <li>• responsibility and roles</li> <li>• care for the environment as a moral imperative</li> </ul>	<ul style="list-style-type: none"> <li>• social skills</li> <li>• being a 'good citizen'</li> <li>• democratic process</li> <li>• a better society/environment</li> <li>• working together in groups and teams</li> <li>• Careers week</li> <li>• Olympics week</li> <li>• Science week</li> </ul>	<ul style="list-style-type: none"> <li>• appreciation of environment, art, music, literature</li> <li>• aesthetic and creative qualities</li> <li>• Creative week</li> </ul>
<b>Breakfast and after school clubs</b>	<ul style="list-style-type: none"> <li>• good relationships</li> <li>• sense of well being in a secure environment</li> <li>• sense of self worth</li> </ul>	<ul style="list-style-type: none"> <li>• recognition of needs of others</li> <li>• making decisions</li> <li>• caring for each other</li> <li>• rules of mealtimes</li> </ul>	<ul style="list-style-type: none"> <li>• eating and sharing together</li> <li>• using social skills</li> <li>• opportunities to assist with serving and cleaning</li> <li>• team work, meeting others</li> </ul>	<ul style="list-style-type: none"> <li>• experiencing breakfasts of English and other cultures</li> <li>• belonging to a group</li> </ul>
<b>Sports squad/ inter-school competitions</b>	<ul style="list-style-type: none"> <li>• good relationships</li> <li>• sense of well being in a secure environment</li> <li>• sense of self worth</li> </ul>	<ul style="list-style-type: none"> <li>• recognition of needs of others</li> <li>• making decisions</li> <li>• caring for each other</li> <li>• rules of competition</li> </ul>	<ul style="list-style-type: none"> <li>• sharing together</li> <li>• using social skills</li> <li>• team work, meeting others</li> </ul>	<ul style="list-style-type: none"> <li>• belonging to a group</li> </ul>

# Mapping SMSC across the curriculum

