



ALL SAINTS CE (AIDED) PRIMARY SCHOOL AND NURSERY

Social, Moral, Spiritual, Cultural (SMSC) SMSC underpins all aspects of our curriculum at All Saints.

Subject: English

Spiritual: English supports spiritual development by engaging children with poetry, fiction and drama. Through English children can explore and engage with the feelings and values found in a wide range of genre.

Moral: English supports moral development by enabling children to look, discuss and evaluate a range of social and moral issues found in a wide range of genre including newspapers, fiction, television and other media.

Social: English supports social development by helping children to understand how written and spoken language has changed over time. It also covers social attitudes to the use of language.

Cultural: English supports cultural development by exposing children to a wide range of written and spoken language from a range of cultures. In addition, it supports children to become confident and competent in their own language, which is part of their individual identity.

Subject: Maths

Spiritual: Maths supports pupils' spiritual development by helping them to develop deep thinking and questioning the way in which the world works. Through maths lessons, children gain an appreciation of the richness and power of mathematics in our everyday lives.

Moral: Maths supports pupils' moral development through encouraging them to challenge assumptions and supporting them in questioning information and data. Maths helps children to understand and use rigorous and logical argument and discourages jumping to conclusions when trying to determine the truth.

Social: Maths supports pupils' social development by promoting self-esteem and building self-confidence. Maths encourages collaborative learning in the classroom in the form of listening and learning from each other and paired discussion and working with partners. We help pupils develop their mathematical voice and powers of logic, reasoning and explanation by offering explanations to each other. We provide team maths challenges for increased pupil involvement.

Cultural: Maths supports pupils' cultural development by developing an appreciation with the pupils that mathematics, its language and symbols have developed from many different cultures around the world: e.g. Egyptian, Islamic, Greek and Roman roots. Through maths, we investigate and research cross cultural patterns – tessellation



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Subject: Science

Spiritual: Science supports spiritual development by providing many opportunities for children to think and spend time reflecting on the amazing wonders, which occur in our natural world.

Moral: Science supports moral development by showing children that different opinions need to be respected and valued. There are many moral and ethical issues that we cover in science including discussions about environmental and human issues.

Social: Science supports social development by exposing children to the power of collaborative working in the science community that has led to some amazing and life changing breakthroughs in medicine. When undertaking experiments and research children work collaboratively.

Cultural: Science supports cultural development by looking at how scientists from a range of cultures have had a significant impact globally. It also helps children to understand how important science is to the economy and culture of the UK.

Subject: History

Spiritual: History supports spiritual development by helping children develop a sense of curiosity about how and why events in the past happened and raises questions as to what could have happened if events had had different results. Artefacts are used to give pupils an understanding about the people who produced and used these objects. Pupils are encouraged to explore the role played by important individuals, for good or ill, in the shaping of the world we live in. Pupils also reflect upon different interpretations of the past why they differ.

Moral: History supports moral development by asking children to consider and comment on moral questions and dilemmas. They will learn about events and beliefs in the past, which would be considered unacceptable today. Pupils will be encouraged to show compassion for people facing dilemmas and to empathise with decisions which people in the past made and the reasoning behind these decisions. Notions of right and wrong are explored in connection with events from the past, linking with the value of justice.

Social: History supports social development by exploring the similarities and contrasts between past and present societies. They will examine how other cultures have had a major impact on the development of 'British' culture. Pupils will also be encouraged to build up their own social development through collaborative and team working activities.

Cultural: History supports cultural development by encouraging children to gain an understanding of and empathise with, people from different cultural backgrounds. They will examine how other cultures have had a major impact on the development of 'British' culture. Pupils develop a better understanding of our multicultural society through studying links between local, British, European and world history.



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Subject: Geography

Spiritual: Geography supports spiritual development by promoting a sense of wonder and fascination with the physical and human world. An understanding of scale, including how small changes in climate can have far-reaching consequences, is an important aspect of Geography. Understanding that all life is linked together and create the processes that make Earth the only known inhabited planet.

Moral: Geography supports moral development by looking at a range of moral issues such how the development of cities have put pressure on wildlife. We cover moral issues of an ever-increasing population and the different approaches taken by countries to tackle the problem. We explore issues of poverty and the moral dilemma of importing food and the consequences of it on global warming.

Social: Geography supports social development because social issues are common themes within geography. Children discuss issues such as global warming with an emphasis on how they can make a difference by making small changes to their lifestyles.

Cultural: Geography supports cultural development by helping children to understanding different cultures. Through geography, children look at how different cultures and beliefs can affect the environment and human issues. Children look at different locations such as Greece, including their customs and traditions, allowing pupils to develop their humility and an understanding of the world as a global community.

Subject: Art

Spiritual: Art supports spiritual development by introducing children to the work of great Artists and experiencing wonder and awe at the achievements of these great works of art. They also experience great admiration and respect for their peers' work when they see the level of achievement and progress.

Moral: Art supports moral development by encouraging mutual respect and the consideration for others' work. Pupils are encouraged to show compassion when assessing the work of others through, understanding how their comments can build up or destroy another's self-belief.

Social: Art and Design supports social development because children frequently work in pairs, groups or teams collaboratively. Children often work collaboratively requiring cooperation and communication linking to the values of trust and compassion.

Cultural: Art supports cultural development work by enabling children to study art involving various cultures and civilizations from around the world. They lead to a greater understanding of different ways of life and a respect for cultures that are very different from our own; how they can enrich our own lives. The study of artwork from cultures leads to pupils incorporating designs, patterns and motifs in their own work developed by a deeper understanding of the culture.



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Subject: Music

Spiritual: Music supports spiritual development through the experience and emotion of performing, listening to and composing music. We encourage our pupils to have the confidence to express their feelings through music.

Moral: Music supports moral development by encouraging pupils to engage in critical discussions of musical performances and presentations from other children and also visiting professionals. Where there is a specific cultural or social reference that is explicit in the work examined, we encourage pupils to reflect upon this. Where pupils present their own work, we ensure fair and objective assessment and evaluation of their work.

Social: Music supports social development with children collaborating in group tasks where they take responsibility for their own learning outcomes and progress. We encourage the skills of independence, resilience and time management. When engaged in group work, we help them to appreciate individual abilities and strengths and learn to build upon these collaboratively.

Cultural: Music supports cultural development by encouraging a respect and appreciation for cultures around the world that have contributed to the development of our current popular musical styles. We encourage children to create their own music and to incorporate different musical influences in their own composition. We use a variety of instruments from around the world to enrich the cultural experiences of our children.

Subject: P.E

Spiritual: P.E supports spiritual development by increasing knowledge and understanding of the body's performance when exercising. Through Dance and sports such as Gymnastics, pupils are being creative, expressing feelings and emotions in their performances. Allowing pupils' reflection time to evaluate their experiences allows them to build a positive mindset and promotes progression. Pupils will also see a sense of awe and wonder when observing elite performance from professional athletes.

Moral: P.E supports moral development by promoting healthy living within the lesson. Pupils develop the ability to recognize fair play in sporting events and through participating in competitive situations, giving them a sense of justice, and knowledge of how to respond appropriately when they feel there is an injustice. There are frequent opportunities to reflect on the importance of abiding by rules.

Social: P.E supports social development by developing the necessary skills to work with others through team games or creating sequences in groups; situations in which co-operation with others is paramount to success. Giving the pupils roles such as leaders, coaches, or umpires allows them to develop their communication skills, leadership skills and the ability to compromise. Pupils are encouraged to celebrate their own success and the success of others.

Cultural: P.E supports cultural development by enabling children to experience dances and learn games from different traditions and cultures, developing their compassion and respect for others. Pupils can consider how culture affects what sports different nations excel at and how cultural traditions can affect which sports men and women participate in.



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Subject: D.T

Spiritual: D.T supports spiritual development by allowing pupils the opportunity to exercise imagination, inspiration, intuition and insight through creativity and risk taking in analysing, designing and manufacturing a range of products. It instils a sense of awe, wonder and mystery when studying the natural world or human achievement. Encouraging creativity allows pupils to express thoughts and feelings and to reflect and learn from reflection, for example, asking 'why?', 'how?' and 'where?'

Moral: D.T supports moral development by raising awareness of the moral dilemmas by encouraging pupils to value the environment and its natural resources and to consider the environmental impact of everyday products. It educates pupils to become responsible consumers.

Social: D.T Supports social development by providing opportunities to work as a team, recognising others' strengths and sharing equipment. Design Technology promotes equality of opportunity and provides an awareness of areas that have gender issues e.g. encouraging girls to use equipment that has been traditionally male dominated.

Cultural: D.T supports cultural development by encouraging children to reflect on ingenious products and inventions, the diversity of materials and ways in which design technology can improve the quality of life. It investigates how different cultures have contributed to technology and reflects on products and inventions, the diversity of materials and ways in which design can improve the quality of our lives.

Subject: Computing

Spiritual: Computing supports spiritual development by providing a wealth of information about the beliefs and values of others. However, children are exposed to the limitations of the internet where they question and justify the aims, values and principles of their own and others' belief systems.

Moral: Computing supports moral development by looking at how changes in technology have had /are having an impact on the environment and the world we live in.

Social: Computing supports social development through opportunities for co-operation and collaboration in pair and group tasks. Children are taught to recognise advantages and disadvantages of social media and learn how to keep themselves safe in the digital world.

Cultural: The development in technology has influenced different cultures and backgrounds in different ways. Children learn that some countries have access to a much wider range of technologies than others do.



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Subject: RE

Spiritual: RE supports the spiritual development of children by providing opportunities to reflect on their beliefs, religious or otherwise, which inform their perspective on life. It encourages their interest in and respect for different people's feeling and values. They develop a sense of fascination in learning about themselves, others and the world around them, including the intangible.

Moral: RE supports the moral development of children by helping them to recognise the difference between right and wrong and their readiness to apply this understanding to their own lives. It helps them to understand the consequences of their actions and to have an interest in investigating and offering reasoned views about moral and ethical issues.

Social: Within Religious Education, pupils develop their social skills through debate, speaking and listening and group work. All pupils, regardless of religion, ethnicity and/or socio-economic groups recognise inclusion as one of our core values and demonstrate this in their attitudes towards each other. We consider the affect that different religions can have on community cohesion.

Cultural: Through RE, we look at how religious beliefs influence the culture we live in. We teach children how different religions have influenced different cultures around the world. Pupils learn to understand and appreciate the wide range of cultural influences that have shaped their own heritage.

Subject: PSHE

Spiritual: Spiritual development is an integral part of our PSHE curriculum with mindfulness, appreciation of nature, gratitude and awareness all being part of this. Pupils' spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve.

Moral: Through PSHE, our children consider the difference between right and wrong - moral conflict, a concern for others and the will to do what is right. They are able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the qualities and attitudes they need in order to make responsible moral decisions and act on them.

Social: Relationships is a 'golden thread' within our PSHE curriculum. Children gain an understanding of the responsibilities and rights of being members of families and communities, an ability to relate to others and to work with others for the common good. They develop the knowledge, skills, understanding to make an active contribution to the democratic process in their lives.

Cultural: Cultural capital is at the heart of our PSHE curriculum, helping children to understand and navigate a rapidly changing 21st Century world. We teach children about cultural traditions and an ability to appreciate and respond to a variety of aesthetic experiences. They acquire a respect for their own culture and that of others.