

## Where can we find evidence of SMSC in curriculum subjects? Some examples

*Spiritual Moral Social and Cultural Development*

*With thanks to Norwich Diocese*

| <b>Subject</b>              | We promote <b>spiritual</b> development  | We promote <b>moral</b> development   | We promote <b>social</b> development   | We promote <b>cultural</b> development   |
|-----------------------------|--|---|--|--|
| <b>Maths and Numeracy</b>   | <p>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.</p> <p>By considering pattern, order, symmetry and scale both man made and in the natural world</p> | <p>By engaging pupils playfully; for example, in unequal shares of resources, why might someone be upset if they received less than other people?</p> <p>By reflecting on data that has moral and ethical implications; for example pupils might consider the difference in amounts of money spent on non-essentials compared with food aid/water aid</p> | <p>By the sharing of resources within the classroom, the negotiating of responses and group problem solving</p> <p>By analysing social data e.g. on health care, poverty, bullying</p> | <p>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?'</p> |
| <b>English and Literacy</b> | We promote <b>spiritual</b> development  | We promote <b>moral</b> development   | We promote <b>social</b> development   | We promote <b>cultural</b> development   |

|                |   |  |  |  |
|----------------|---|--|--|--|
|                | <p>In responding to a poem, story or text; 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?'</p> <p>By appreciating the beauty of language</p>   | <p>By exploring stimulus for thinking about the consequences of right and wrong behavior; 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.</p> <p>By considering different perspectives.</p>                          | <p>By supporting conceptual and language development through an understanding of and debates about social issues</p> <p>By providing opportunities for talk in a range of settings</p>   | <p>By pupils telling stories from their own cultures and backgrounds creating the idea that 'everyone has a story to tell'</p> <p>By providing opportunities for pupils to engage with texts from different cultures</p> |
| <b>Science</b> | We promote <b>spiritual</b> development   | We promote <b>moral</b> development  | We promote <b>social</b> development   | We promote <b>cultural</b> development   |
|                | <p>By demonstrating openness to the fact that some answers cannot be provided by Science.</p> <p>By creating opportunities for pupils to ask questions about how living things rely on and contribute to their environment.</p> <p>By using tools such as Star Walk which allow pupils to plot the stars in relation to their</p> | <p>By offering pupils the chance to consider the wonder of the natural world and the inventions which have made the world a better place.</p> <p>By considering that not all developments have been good because they have caused harm to the environment and to people.</p> <p>By encouraging pupils to speculate about how science</p> | <p>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.</p> <p>By exploring the social dimension of scientific advances e.g. environmental concerns, medical advances, energy processes</p> | <p>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</p>   |

|                                   |   |  |   |   |
|-----------------------------------|---|--|---|---|
|                                   | location and open up questions about the size of the universe and how it might have been formed   | can be used both for good and evil.  |   |   |
| <b>MFL<br/>(Modern Languages)</b> | We promote <i>spiritual</i> development   | We promote <i>moral</i> development  | We promote <i>social</i> development  | We promote <i>cultural</i> development  |
|                                   | By exploring the beauty of languages from around the world<br><br>By exploring the way language is constructed  | By using the Charis materials produced by the Stapleford Centre to explore moral and ethical issues in different languages ( <a href="http://www.stapleford-centre.org/bookshop">www.stapleford-centre.org/bookshop</a> )<br><br>By helping pupils to have an accurate and truthful understanding of another culture | By learning the skill of communicating in different ways<br><br>By exploring different social conventions e.g. forms of address   | By appreciating the language and customs of others<br><br>By exploring the literature and culture of other countries<br><br>By taking part in exchange visits or cultural occasions                       |
| <b>History</b>                    | We promote <i>spiritual</i> development   | We promote <i>moral</i> development  | We promote <i>social</i> development  | We promote <i>cultural</i> development  |
|                                   | 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 exploring the results of right and wrong behaviour in the past<br><br>By considering some of the characteristics of people who have had a bad influence and caused suffering to   | By giving the trigger for discussions about how groups and communities organised themselves in the past.<br><br>By considering questions about social structure in the past.; for example, What | By exploring local history and under researched history and history around us<br><br>By investigating how culture is shaped by history, exploring the 'cultural heritage' and in particular the Christian |

|                  |  |  |   |  |
|------------------|--|--|---|--|
|                  | <p>By looking at local history and investigating the reasons why there is a landmark, building or museum.</p> <p>By speculating about how we mark important events from history and the people who shaped them.</p>  | <p>others. What have others done to stop injustice? Are there examples from their own local area?</p> <p>By going beyond the facts and asking pupils to make hypotheses and pose questions such as 'what if...?' 'what would have turned a tragedy into a triumph?'</p>  | <p>might pupils say about the rights of children in earlier times? Is it important that society looks after young children? Are there people who still don't get a fair deal?</p> <p>By encouraging pupils to talk to their parents and grandparents; for example, when learning about World War Two</p>      | <p>influence on British culture.</p> <p>By taking pupils on visits to heritage sites</p> <p>Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values</p>  |
| <b>Geography</b> | We promote <b>spiritual</b> development  | We promote <b>moral</b> development  | We promote <b>social</b> development  | We promote <b>cultural</b> development   |
|                  | <p>By using Google maps and asking pupils to imagine what it might be like to live in different parts of the world.</p> <p>By making links with history when exploring the environment and speculating on why the landscape is as it is.</p> <p>By comparing their lives with pupils living in other countries or other part of the UK, possibly through a schools linking programme</p> | <p>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 our environment?</p> <p>By working towards an Eco School status</p> | <p>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</p> <p>By considering social responsibility e.g care for the environment, impact of traffic on the local area, tourism</p> | <p>By making links with other countries through schools linking and cultural theme days.</p> <p>By exploring links through the British Council and European Union.</p> <p>By exploring cultures that have had, and still have an impact on the local area.</p> |

|           |  |   |  |  |
|-----------|--|---|--|--|
|           | www.schoolslinkingnetwork.org.uk or www.epals.com or through contacts with a different Diocese.  |   |  |  |
| <b>RE</b> | We promote <b>spiritual</b> development  | We promote <b>moral</b> development   | We promote <b>social</b> development   | We promote <b>cultural</b> development   |
|           | <p>By experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religion and worldviews</p> <p>By asking and responding to questions of meaning and purpose</p> <p>By considering questions about God and evaluating truth claims</p> <p>By exploring spiritual practices such as worship and prayer, and considering the impact of these on believers and any relevance to their own life</p> | <p>By exploring morality including rules, teachings and commands such as The Golden Rule, the ten commandments, the sayings (hadith) of Muhammad,</p> <p>By investigating the importance of service to others in Sikhism, Hinduism and Buddhism</p> <p>By exploring religious perspectives and responses to evil and suffering in the world</p> <p>By asking questions about the purpose and meaning of reconciliation and salvation e.g exploring Yom Kippur, Christian salvation story</p> <p>By using the Eco RE enquiries</p> | <p>By exploring the qualities which are valued by a civilised society – thoughtfulness, honesty, respect for difference, independence and interdependence</p> <p>By asking questions about the social impact of religion</p> | <p>By exploring similarities and differences between faiths and cultures</p> <p>By considering in particular different cultural expressions of Christianity; for example, using the Ngara crosses resource (St Edmundsbury and Ipswich Diocese),</p> <p>By learning about UK saints and those to which their school might be named after</p> <p>By engaging with text, artefacts and other sources from different cultures and religious backgrounds</p> |

|                         |  |  |  |  |
|-------------------------|--|--|--|--|
|                         |  | provided by Norwich Diocese  |  |  |
| <b>PSHE/Circle Time</b> | We promote <b>spiritual</b> development  | We promote <b>moral</b> development  | We promote <b>social</b> development   | We promote <b>cultural</b> development   |
|                         | <p>By developing awareness of and responding to others' needs and wants</p> <p>By exploring meaning and purpose for individuals and society</p> <p>By developing resilience and inner strength</p>   | <p>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.</p> <p>By making explicit links to the school's distinctive ethos as a church school.</p> | <p>By helping pupils to engage in a democratic process for agreeing the rules for community life.</p> <p>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?'</p> | <p>By exploring how different cultures can offer great insights into how we lead our lives</p> <p>By providing pupils with opportunities to make choices about some aspects of classroom and school life</p> |
| <b>Art and Design</b>   | We promote <b>spiritual</b> development  | We promote <b>moral</b> development  | We promote <b>social</b> development   | We promote <b>cultural</b> development   |
|                         | <p>By providing plenty of rich opportunities for pupils both to explore the spiritual dimension and natural phenomena e.g. Northern Lights.</p> <p>By exploring different artists' interpretations of a key figure or event and asking what the artist was trying to convey.</p> | <p>By exploring how emotions and inner feelings are expressed through painting, sculpture and architecture.</p> <p>By responses to and use of visual images to evoke a range of emotions</p>                                     | <p>By sharing of resources.</p> <p>By exploring social conflict and resolution.</p> <p>By exploring art as a powerful social tool e.g. in advertising, in representing particular groups</p>   | <p>By experiencing a wide range of creative media from around the world.</p> <p>By working towards the 'Arts Mark' award.</p> <p>By developing aesthetic and critical awareness</p>                          |

|              |  |  |   |   |
|--------------|--|--|---|---|
|              | <p>By allowing pupils to show what they know through their own expression of big ideas about life e.g. morality, ethical issues.</p> <p>By promoting the process of 'reviewing and evaluating'; for example, see the work of David Hockney.</p>  |  |   |   |
| <b>Music</b> | We promote <b>spiritual</b> development  | We promote <b>moral</b> development  | We promote <b>social</b> development  | We promote <b>cultural</b> development  |
|              | <p>By allowing pupils to show their delight and curiosity in creating their own sounds.</p> <p>By making links between their learning in literacy (or other curriculum area) with music being played as background</p> <p>By considering how music makes one feel and can 'move us' deeply</p> | <p>By exploring how music can convey human emotions such as sadness, joy, anger...</p> <p>By appreciating the self-discipline required to learn a musical instrument</p> | <p>By exploring how s an orchestra works together</p> <p>By discussing What would happen if musicians in a band/group didn't co-operate</p> <p>By appreciating how music is used in different ways in different settings e.g. for pleasure, for worship, to help people relax</p> | <p>By giving all pupils an opportunity to learn a musical instrument and to take part regularly in singing.</p> <p>By encouraging pupils to listen and respond to traditions from around the world.</p> <p>By appreciating musical expression from different times and places</p> |
| <b>Drama</b> | We promote <b>spiritual</b> development  | We promote <b>moral</b> development  | We promote <b>social</b> development  | We promote <b>cultural</b> development  |

|                              |   |   |  |  |
|------------------------------|---|---|--|--|
|                              |   |   |  |  |
|                              | By allowing for insight, self-expression and the chance to walk in someone else's shoes.  | By expressing what it feels like to be wronged and what remedies might make things better for the injured   | By exploring similarities and differences and how respect for others can be expressed.<br><br>By building self- esteem and encouraging self worth  | By taking different roles from other backgrounds<br><br>By using different dramatic conventions to encourage empathy                                     |
| <b>Design and Technology</b> | We promote <b>spiritual</b> development   | We promote <b>moral</b> development   | We promote <b>social</b> development   | We promote <b>cultural</b> development   |
|                              | By enjoying and celebrating personal creativity<br><br>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<br><br>By asking questions about functionality v aesthetics   |
| <b>ICT</b>                   | We promote <b>spiritual</b> development   | We promote <b>moral</b> development   | We promote <b>social</b> development   | We promote <b>cultural</b> development   |
|                              | By wondering at the power of the digital age e.g. use of the internet<br><br>By understanding the advantages and limitations of ICT<br><br>By using the internet as a | By exploring the moral issues surrounding the use of data<br><br>By considering the benefits and potential dangers of the internet – eg campaigns for charities and injustice as a force for good. Cyber bullying | By links through digital media services with other schools and communities<br>By highlighting ways to stay safe when using on line services and social media<br><br>By being prepared to work with technology to forge new | By exploring human achievements and creativity in relation to worldwide communications<br><br>By developing a sense of awe and wonder at human ingenuity |



|           |  |  |   |   |
|-----------|--|--|---|---|
|           | gateway to big life issues   | as a danger.<br><br>By considering the vision of those involved in developing the web  | relationships<br><br>By discussing the impact of ICT on the ways people communicate   |   |
| <b>PE</b> | We promote <b>spiritual</b> development  | We promote <b>moral</b> development  | We promote <b>social</b> development  | We promote <b>cultural</b> development  |
|           | <p>By delighting in movement, particularly when pupils are able to show spontaneity</p> <p>By taking part in activities such as dance, games and gymnastics which help pupils to become more focused, connected and creative.</p> <p>By being aware of one's own strengths and limitations</p> | <p>By discussing fair play and the value of team work.</p> <p>By developing qualities of self-discipline, commitment and perseverance</p> <p>By developing positive sporting behaviour</p> | <p>By developing a sense of belonging and self esteem through team work</p> <p>By developing a sense of community identity through taking part in inter school events</p> | <p>By learning about the history of sport, and where they originate from</p> <p>By making links with national and global sporting events such as the World Cup and the Olympics</p> <p>By exploring rituals surrounding sporting activities</p> |