



St Saviour's RC Primary School

SMSC – What is it and where can we find evidence in curriculum subjects?

Spiritual Moral Social and Cultural Development

The person and teachings of Jesus Christ are central to our Catholic Community. We look to Jesus for example and inspiration in all areas of school life. His Gospel values underpin and permeate everything we do.

Spiritual

Examples: Catholic beliefs, showing interest and respect for people's values, beliefs and feelings; sense of enjoyment in learning about themselves, others and the world; use of imagination and creativity; reflecting on key questions of meaning and truth; creative and expressive arts; valuing relationships, developing a sense of belonging; teaching encourages 'why', 'how' and 'where' as well as 'what'.

Moral

Examples: right and wrong; moral conflict, concern for others; willing to do what is right; reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge and skills to make responsible moral decisions that follow in Jesus' footsteps.

Social

Examples: the responsibilities and rights of being members of families and communities (Church, school and a wider context); ability to relate to others including those from a range of religious, ethnic and socio-economic backgrounds; to work with others for the common good; belonging and participating; active contribution to the democratic process – School Council.

Cultural

Examples: cultural traditions, respect for own culture and that of others, an interest in differences; understand, appreciate and contribute to culture; willingness to participate and respond to eg. Musical, sporting, mathematical, technological, scientific and cultural opportunities; respect diversity

Subject	We promote spiritual development	We promote moral development	We promote social development	We promote cultural development
Maths and Numeracy	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. By considering pattern, order, symmetry and scale both man made and in the natural world	By engaging pupils playfully; for example, in unequal shares of resources, why might someone be upset if they received less than other people?	By the sharing of resources within the classroom, the negotiating of responses and group problem solving	By asking questions about the history of maths: for example, 'What do the Egyptians, Greeks and Romans discover that we still use in maths today?'
English and Literacy	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	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	By supporting conceptual and language development through an understanding of and debates about social issues By providing opportunities for talk	By pupils telling stories from their own cultures and backgrounds creating the idea that 'everyone has a story to tell' By providing opportunities for



St Saviour's RC Primary School

SMSC – What is it and where can we find evidence in curriculum subjects?

	<p>ideas before?'</p> <p>By appreciating the beauty of language</p>	<p>their speaking, listening and higher order thinking skills.</p> <p>By considering different perspectives.</p>	<p>in a range of settings</p>	<p>pupils to engage with texts from different cultures</p>
Science	<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 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 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 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>
MFL	<p>By exploring the beauty of languages from around the world</p> <p>By exploring the way language is constructed</p>	<p>By helping pupils to have an accurate and truthful understanding of another culture</p>	<p>By learning the skill of communicating in different ways</p> <p>By exploring different social conventions e.g. forms of address</p>	<p>By appreciating the language and customs of others</p> <p>By exploring the literature and culture of other countries</p> <p>By taking part in exchange visits or cultural occasions</p>
History	<p>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 looking at local history and investigating the reasons why there is a landmark, building or museum.</p> <p>By speculating about how we</p>	<p>By considering some of the characteristics of people who have had a bad influence and caused suffering to 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</p>	<p>By giving the trigger for discussions about how groups and communities organised themselves in the past.</p> <p>By encouraging pupils to talk to their parents and grandparents; for example, when learning about World War Two</p>	<p>By exploring local history and history around us</p> <p>By investigating how culture is shaped by history, exploring the 'cultural heritage' and in particular the Christian/Catholic influence on British culture.</p> <p>By taking pupils on visits to heritage sites</p>



St Saviour's RC Primary School

SMSC – What is it and where can we find evidence in curriculum subjects?

	mark important events from history and the people who shaped them.	have turned a tragedy into a triumph?		
Geography	<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 comparing their lives with pupils living in other countries or other part of the UK.</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 exploring cultures that have had, and still have an impact on the local area and Britain.</p>
RE	<p>By experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religion and worldviews</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 ten commandments, the sayings (hadith) of Muhammad, and the links between Judaism and Christianity</p> <p>By investigating the importance of service to others in Sikhism, Hinduism and Buddhism</p>	<p>By exploring the qualities which are valued by a civilised society – thoughtfulness, honesty, respect for difference, independence and interdependence</p>	<p>By exploring similarities and differences between faiths and cultures</p> <p>By learning about UK saints</p> <p>By engaging with text, artefacts and other sources from different cultures and religious backgrounds</p>
PSHE/circle time	<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 making explicit links to the school's values</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 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</p>	<p>By exploring how different cultures can offer great insights into how we lead our lives</p>



St Saviour's RC Primary School

SMSC – What is it and where can we find evidence in curriculum subjects?

			take it further?'	
Art and design	<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 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 developing aesthetic and critical awareness</p>
Music	<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 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>
Drama	<p>By allowing for insight, self-expression and the chance to walk in someone else's shoes.</p>	<p>By expressing what it feels like to be wronged and what remedies might make things better for the injured</p>	<p>By exploring similarities and differences and how respect for others can be expressed.</p> <p>By building self- esteem and encouraging self-worth</p>	<p>By taking different roles from other backgrounds</p> <p>By using different dramatic conventions to encourage empathy</p>
Design and technology	<p>By enjoying and celebrating personal creativity</p> <p>By reviewing and evaluating created things</p>	<p>By raising questions about the effect of technological change on human life and the world around them</p>	<p>By exploring dilemmas that individuals may face and developing practical solutions to these problems</p>	<p>By considering cultural influences on design</p>