














## SMSC

Throughout our curriculum we take advantage of spiritual, moral, social and cultural opportunities, some examples of these are shown in the table below.

	Spiritual	Moral	Social	Cultural
<b>Maths</b>  	<p>Make connections between pupils mathematical skill and real life.</p> <p>Consider pattern, order, symmetry and scale in both the man made and natural world.</p>	<p>Engage pupils playfully e.g. in unequal shares of resources.</p> <p>Reflect on data that has moral and ethical implications e.g. the percentage of people in the world suffering from hunger.</p>	<p>Share the classroom resources.</p> <p>Negotiate responses and group problem solving.</p> <p>Analyse social data and statistics e.g. poverty/bullying/cyber-bullying etc.</p>	<p>Ask questions about the history of maths e.g. what did the Greeks discover that we still use in maths today?</p> <p>Roman Numerals</p>
<b>English</b>  	<p>Develop response to a poem, story or text e.g. I wonder..., How would you feel...?</p> <p>Develop an appreciation of the beauty of Language.</p> <p>Allow self expression in drama and a chance to walk in someone else's shoes.</p>	<p>Explore stimulus for thinking about the consequences of right and wrong behaviour.</p> <p>Speculate and apply their learning to their own lives.</p> <p>Express what it feels like to be wronged and what remedies may make things better e.g. anti-bullying week.</p>	<p>Support conceptual and language development through an understanding of and debates about social issues e.g. social media.</p> <p>Provide opportunities for talk in a range of settings e.g. talk for writing.</p> <p>In drama explore similarities and differences and how respect for others can be expressed.</p> <p>Build self-esteem and encourage self-worth.</p> <p>Encourage pupils to have conversations with each other at break time and lunchtimes and value the content.</p>	<p>Provide opportunities for pupils to engage with texts from different cultures.</p> <p>Tell stories from their own cultures and backgrounds.</p> <p>Tell stories associated with festivals</p> <p>In drama take different roles from other backgrounds.</p> <p>Use different dramatic conventions to encourage empathy.</p> <p>Use drama to create exemplification of British Values</p> <p>Develop links with the RSC retelling Shakespeare's plays</p>
<b>Science</b>  	<p>Demonstrate that some answers cannot be provided by science.</p> <p>Create opportunities for pupils to ask questions and develop their own line of enquiry.</p> <p>Appreciate the abilities and limitations of the human body</p> <p>Appreciate the wonder of nature and the earth.</p>	<p>Consider the wonder of the natural world and the inventions that have made the world a better place.</p> <p>Speculate about how science can be used for both good reasons and how sometimes people abuse their knowledge.</p> <p>Consider not all developments are good because they have caused harm to the environment and people.</p>	<p>Explain how to keep other people safe and how they might protect a younger or vulnerable person.</p> <p>Explore social dimension of scientific advances e.g. environmental concerns, medical advances, energy processes. Consider and negative.</p>	<p>Ask questions about the ways in which scientific discoveries from around the world have affected our lives.</p>

<b>Computing</b> 	<p>Develop a sense of awe and wonder at human ingenuity.</p> <p>Be aware of the power of the digital age.</p>	<p>Explore moral issues around e-safety and data.</p> <p>Consider benefits and potential dangers of the internet.</p> <p>Consider the vision of those involved in developing the internet.</p>	<p>Link through digital media services with other schools and communities.</p> <p>Highlight ways to stay safe when using online services and social media.</p> <p>Discuss the impact of computing on how people communicate and live e.g. email and phones in restaurants and at mealtimes</p> <p>Understand the advantages and limitations of ICT the advantages of connecting with the wider world and disadvantages of self image and self esteem linked to social media.</p>	<p>Explore human achievements and creativity in relation to worldwide communications.</p>
<b>History</b> 	<p>Consider how things have changed over time.</p> <p>Speculate about how we mark important events from history and the people that shaped them.</p>	<p>Explore the results of right and wrong behaviour in the past.</p> <p>Consider characteristics of people who have had a bad influence and caused suffering to others.</p> <p>Go beyond the facts and ask pupils to make hypotheses and pose questions such as "what if..."</p>	<p>Consider questions about social structure in the past e.g. rights of children in Victorian times.</p> <p>Discuss how groups and communities organised themselves e.g. Egyptians.</p>	<p>Investigate how culture is shaped by history.</p> <p>Take pupils on visits to heritage sites e.g. Anne Hathaway's, Guild Chapel and Shakespeare's Birthplace</p>
<b>Geography</b> 	<p>Use resources including maps to reflect on different places to live in the world.</p> <p>Compare their lives with pupils living in other parts of the world or the UK.</p> <p>We are developing a link with Stratford Australia and maintain links with pupils who have moved abroad</p>	<p>Consider how people treat the environment and ask questions.</p> <p>Look at recycling in school eg: batteries, paper and composting and worldwide</p>	<p>Provide positive and effective links with the community.</p> <p>Consider social responsibility.</p>	<p>Make links with schools in other countries. – Stratford Australia</p> <p>Explore cultures that have had and still have, an impact on the local area.</p>
<b>RE</b> 	<p>Experience wonder and joy through stories, celebrations, rituals and different expressions of religion and world views.</p> <p>Ask and respond to questions of meaning and purpose.</p> <p>Consider big questions about "God and the world".</p>	<p>Explore morality including rules, teachings and commands.</p> <p>Investigate importance of rituals and practices in various religions.</p> <p>Explore religious perspectives.</p> <p>Ask questions about the purpose and meaning.</p>	<p>Explore the qualities which are valued by our school through our core values e.g. respect for difference.</p> <p>Ask questions about the social impact of religion at age appropriate level.</p>	<p>Explore similarities and differences between faiths and cultures.</p> <p>Consider different cultural expressions.</p> <p>Engage with text, artefacts and other sources from different cultures and religious backgrounds.</p>
<b>Art</b> 	<p>Provide plenty of rich opportunities for pupils to explore spiritual dimension and natural phenomena.</p>	<p>Explore how emotions and inner feelings are expressed through painting, sculpture and architecture.</p>	<p>Share resources.</p> <p>Explore social conflict and resolution.</p>	<p>Experience a wide range of creative media from around the world.</p>

	Explore different artists' interpretations and ask what the artist was trying to convey.	Make response to and use visual images to evoke a range of emotions.	Explore art as a powerful social tool e.g. in advertising.	Develop aesthetic and critical awareness at an age appropriate level.  Opportunity to join art club  Art days to create our Shottery Art Gallery
<b>DT</b> 	Enjoy and celebrate personal creativity.  Review and evaluate created things.	Raise questions about the effect technological change on human life and the world around them.	Explore dilemmas that individuals may face and develop practical solutions to these problems.  Contribute to the local society through art works.	Consider cultural influences on design.  Ask questions about functionality v aesthetics
<b>French</b> 	Explore the beauty of languages around the world.  Celebrate the variety of languages spoken at Shottery  Explore how language is constructed.	Help pupils to have an accurate and truthful understanding of the French culture.	Learn the skill to communicate in different ways. Explore different social conventions e.g. forms of address in French.	Appreciate the language and customs of others. Explore literature and culture of other countries.  Take part in cultural occasions e.g. Chinese New Year.
<b>Music</b> 	Show delight and curiosity in creating their own sounds.  Consider how music makes us feel.	Explore how music can convey human emotions. Appreciate the self-discipline required to learn a musical instrument	Explore how an ensemble or orchestra works together. (Summer 18 KS2 CBSO)  Appreciate how music can be used in different ways in different settings.  Use music to develop a sense of community.	Give pupils in Year 3 upwards opportunity to learn the guitar.  Weekly singing assemblies.  Opportunity to join singing club  Appreciate musical expressions from different times and places.  Encourage pupils to listen and respond to traditional music from around the world.
<b>PE</b> 	Delight in movement.  Take part in activities such as dance, games, gymnastics which help children to become more focused, connected and creative.  Become aware of one's strengths and limitations.	Discuss fair play and the value of team work.  Develop qualities of self-discipline, commitment and perseverance.  Develop sportsmanship e.g. shaking the hand of a competitor at the end of a competition.	Develop a sense of belonging and self-esteem through team work.  Develop a sense of community identity through taking part in school events.  Offer a variety of extra-curricular sport activities across year groups enabling children to work together.  Raise esteem and fitness through Sports Council.	Learn about the history of sport and where they originate from.  Make links with national and global sporting events.  Explore rituals surrounding sporting activities e.g. medal ceremonies.
<b>PSHE Education</b> 	Develop an awareness of and responding to others needs/wants.  Explore meaning and purpose for individuals/society.	Explore what is right and wrong.  Investigate what we need to do in our community to make sure everyone thrives.	Engage in the democratic process for agreeing the rules for community life. Student council opportunities to exercise leadership and responsibilities	Explore how different cultures can offer great insights into how we lead our lives.

	<p>Develop resilience and inner strength.</p> <p>Explore spiritual practices such as worship and prayer.</p> <p>Access to reflection areas, candles and prayer pebbles.</p>	<p>Make explicit links to the school's ethos and values</p> <p>Use national campaigns to inspire and raise awareness: Anti bullying week, E safety week, Comic Relief, Children in Need</p>		
--	---	---	--	--