



Mapping for Spiritual, Moral, Social and Cultural (SMSC) across all subjects at Oxhey First School

The lists below are not exhaustive; they provide a flavour of how we develop SMSC across our curriculum.

	We promote spiritual development by...	We promote moral development by...	We promote social development by...	We promote cultural development by...
<p>English - Reading</p> <p><i>*ERICA</i></p> <p><i>*Guided reading</i></p> <p><i>*Daily story time</i></p> <p><i>*Access to school library & local library books</i></p>	<p>Providing opportunities for pupils to show enjoyment and fascination about what they read.</p> <p>Providing opportunities for pupils to reflect on their own experiences and then use these to make connections to the text, themselves and the world around them.</p> <p>Providing opportunities to give responses to literature – questions such as; ‘How would you feel if you were the person in the story?’ ‘Can you think of a time when you’ve felt.....?’ <i>What emotions does the setting evoke? Do you have a special place that makes you feel this way too? Where do you feel peaceful?</i></p> <p>Providing opportunities for the appreciation of language – e.g.</p>	<p>Encouraging pupils to reflect on the choices and actions of characters or individuals and offer their views related to various moral and ethical issues. This in turn builds character. <i>‘When have you had a difficult decision to make?’ ‘What would you do if you were the character?’ – The Tunnel by Anthony Brown.</i></p> <p>Exploring stimuli for thinking about the consequences of right and wrong behaviour; pupils speculating and applying their learning to their own lives. When they do this they are developing their speaking, listening and higher order thinking skills.</p>	<p>Placing a high focus on collaborative learning and showing respect for the views of others, within the curriculum, allowing pupils to develop socially.</p> <p>Supporting conceptual and language development through an understanding of and debates about social issues. KS2 - Bill’s New Frock by Anne Fine.</p> <p>Providing opportunities for talk in a range of settings/contexts. <i>For example - peer assessment, learning partners, drama activities.</i></p>	<p>Ensuring the texts and stimuli used across our curriculum, including class texts, daily story-time texts & ERICA texts are carefully chosen to develop pupils’ appreciation of our cultural heritage as well as that of further afield.</p> <p>For example: KS1 texts-I wonder why Whales sing? KS2 text– Bali Rai</p> <p>Supporting conceptual and language development through an understanding of and debates about social issues.</p> <p>Providing opportunities for talk in a range of settings/contexts understanding and acknowledging different cultures through a range of literary works. For example, Greta</p>



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	<p>etymology, literary features of language and authorial craft.</p> <p>Recognition of how others' beliefs and experiences have shaped the course of literature.</p>	<p>Considering different perspectives, for example</p>		<p>Thunberg (Little People, Big Dreams)</p>
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English-writing	<p>Our 'flow of writing' provides opportunities to be creative and imaginative across a range of genres and purposes for writing thus enabling pupils to develop spiritually.</p> <p>For example, children will explore and discuss prior learning, use a variety of strategies to explore various texts (hot seating, drama) and reflect using peer and self-assessment.</p>	<p>Through writing from the viewpoints of central characters; about the actions of individuals and within contexts related to different moral and ethical issues, our pupils develop morally. For example, Greta Thunberg (Little People, Big Dreams)</p>	<p>There is a high focus on pupils' oracy as part of our 'flow of writing' process which helps to pupils to develop socially.</p> <p>For example, talking partners, drama activities and peer assessment.</p>	<p>The choice of texts and stimuli used, across our curriculum, develops pupils' appreciation of different cultures. For example in EYFS, Handa's Surprise.</p>
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<p>Maths</p>	<p>Making connections between pupils' numeracy <i>skills and real life</i>; for example, pie charts could compare how a child in Africa spends her day with how children in the UK spend their time or the comparison between the temperatures in different climates.</p> <p>Considering pattern, order, symmetry and scale both human made and in the natural world.</p>	<p>Engaging pupils playfully; for example, in unequal shares of resources, why might someone be upset if they received less than other people? EYFS Fractions KS1</p> <p>Reflecting on data that has moral and ethical implications; for example: students might consider the difference in amounts of money spent on non-essentials compared with food aid/water aid - <i>Statistics KS1 and KS2</i></p>	<p>Sharing resources within the classroom, the negotiating of responses and group problem solving to work towards success as a team. All key stages following RUCSAC as a systematic approach and use our TIGER learner traits to support one another positively.</p> <p><i>Problem solving skills, reasoning and discussion are fundamental, allowing social development</i></p>	<p>Promoting whole school events such as NSPCC Number day whole school to raise money for a worthy cause and to educate children further on who to contact and the purpose.</p> <p>Asking questions about the history of maths: for example, 'What did the Romans do to help with mathematics?' KS2</p> <p>'Did the Victorians improve the teaching on mathematics?' KS1</p>
<p>Science</p>	<p>Demonstrating openness to the fact that some answers cannot be provided by Science.</p> <p>Encouraging children to reflect on the wonder of the natural world. – Explorify in KS1 and KS2 and Understanding the World EYFS</p>	<p>By offering children the chance to consider the wonder of the natural world and the inventions which have made the world a better place. Percy Shaw – Cat's Eyes – Light and Shadow Y3 Forest Schools – all classes</p> <p>Considering that not all developments have been good because they have caused</p>	<p>Working scientifically and applying logical thought to articulate their knowledge – 5 scientific enquiry strands run through every lesson</p> <p>Using opportunities during Science lessons to explain how to keep other people safe. – Light Y3</p>	<p>Asking questions about the ways in which scientific discoveries from around the world have affected our lives.</p> <p>There is a rich heritage of scientific discoveries from Hindu, Egyptian and Muslim traditions - Famous Scientists on the progression document</p>



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	<p>Creating opportunities for students to ask questions about how living things rely on and contribute to their environment. (For example KS1 Unit Living things and their habitats)</p> <p>Links to the world around us allowing children to reflect on larger concepts and ideas to recognise how things function by creating curiosity and reflection.</p>	<p>harm to the environment and to people. – Materials KS1</p> <p>Encouraging students to speculate about how science can be used both for good and ill.</p> <p>Raising awareness that scientific developments are the product of many cultures. – Famous scientists throughout the curriculum</p> <p>Having respect and tolerance for other people's interpretations of scientific ideas and concepts.</p>	<p>Exploring the social dimension of scientific advances e.g. environmental concerns, medical advances, energy processes - plants across the curriculum allows understanding of environmental concerns</p>	<p>Recognise the importance of living things and how to ensure healthy futures for all – Animals including humans Y3</p>
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<p>Computing</p>	<p><i>Opportunities for reflection and exploration of the achievements of computing and possibilities for the future.</i></p> <p>Wondering at the power of the digital age e.g. use of the Internet.</p> <p>Understanding the advantages and limitations of ICT</p> <p>Using the internet as a gateway to big life issues</p>	<p>Exploring the moral issues surrounding the use of data.</p> <p>Considering the benefits and potential dangers of the internet – eg campaigns for charities and injustice as a force for good.</p> <p>Online bullying as a danger.</p> <p>Making clear the guidelines about the ethical use of the internet.</p>	<p>Links through digital media allows children to work collaboratively with services with other schools and communities</p> <p>Highlighting ways to stay safe when using on line services and social media.</p> <p>Discussing the impact of ICT on the ways people communicate.</p>	<p>Acknowledging advances in technology and appreciation for human achievement.</p> <p>Developing a sense of awe and wonder at human ingenuity.</p> <p><i>Preparing the children for the challenges of living and learning in a technologically enriched increasingly inter-connected world.</i></p>
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<p>Design Technology</p>	<p>Enjoying and celebrating personal creativity, promoting self-belief and self-confidence.</p> <p>Reviewing and evaluating created things</p> <p>Reflection on products and inventions and the ways in which design can improve our lives.</p> <p>E.g., KS1 Autumn Year A: Mechanisms – Wheels and Axels: Moving vehicles</p>	<p>. Raising questions about the effect of technological change on human life and the world around them.</p> <p>Develop a sense of moral conscience through dilemmas raised in designing and making new products.</p> <p>Children will consider the use of materials and components used during the design and make process on new products. EYFS – Summer 2 - How to experiment with colour, design, texture, form, and function to change/better a product/model.</p>	<p>Exploring dilemmas that individuals may face and developing practical solutions to these problems.</p> <p>Opportunities to work as a team, recognising others' strengths and giving constructive criticism as a vehicle to improving outcomes.</p> <p>E.g., KS2 – throughout - Refine work and techniques as work progresses, continually evaluating the end product design</p>	<p>. Considering wider cultural influences on design and manufacture and how different cultures have contributed to technology.</p> <p>Asking questions about functionality v aesthetics.</p>
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Art	<p>Art lessons develop aesthetic appreciation.</p> <p>Providing plenty of rich opportunities for students both to explore the spiritual dimension and natural phenomena.</p> <p>Exploring different artists' interpretations of a key figure or event and asking what the artist was trying to convey. E.g., KS1 Autumn Year B: Lieve Verschuier 'The Great Fire of London' - I know the names of some artists and can talk about their work describing how it makes me feel and whether I like it.</p> <p>Allowing students to show what they know through their own expression of big ideas about life e.g. morality, ethical issues.</p> <p>Promoting the process of reviewing and evaluating.</p>	<p>Exploring how emotions and inner feelings are expressed through painting, sculpture and architecture.</p> <p>Responses to and use of visual images to evoke a range of emotions.</p> <p>E.g., KS2 Autumn Year A: Guerra de la Paz - convey feelings, expression and movement when creating sculpture.</p>	<p>Sharing of resources.</p> <p>Exploring art as a powerful social tool e.g. in advertising, in representing particular groups such as women</p> <p>EYFS – Autumn – I know that my ideas, opinions, marks, and Artwork are important.</p>	<p>Experiencing a wide range of creative media from around <i>the world</i>.</p> <p>E.g., a wide range of artists from around the world covered throughout Art topics across the key stages.</p>
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<p>RE</p> <p>Through the Staffordshire Syllabus for RE</p> <p>SMSC is promoted through 3 key dimensions:</p> <p>1.Exploring 2.Engaging 3.Reflecting</p> <p><i>(see RE Progression documents for the six broad dimensions and further detail.</i></p>	<p>Providing opportunities for children to reflect on key questions of meaning and truth such as creation, good and evil, beliefs about God and human values. (KS1 - 1.6c Caring for the Natural World)</p> <p><i>Investigating and considering how religions and other world views perceive the value of human beings, their relationships with one another, the natural world and with God.</i></p> <p><i>Valuing relationships and a sense of belonging. (KS1 - Belonging to a group 1.2c)</i></p>	<p><i>Exploring the influence of family, friends and society on moral choices and how society is influenced by beliefs, teachings, sacred texts. (KS2 - Landmarks in Life 2.4d)</i></p> <p>Considering what is of value to pupils, believers through studying key beliefs and practices from religion.</p> <p>Exploring the impact of consequences of actions and ideas for different groups of people within our society.</p>	<p>Examining the social role of religion in bringing people together, building a sense of identity and encouraging community life</p> <p>Exploring how religious community life works. (KS1 -</p> <p>Articulating children’s own and others’ ideas on a range of social issues from religious perspectives, recognising the diversity of viewpoints within and between religions as well as shared perspectives.</p> <p>Asking questions about the social impact of religion. How is the church like a family? (KS1)</p>	<p>Exploring similarities and differences between faiths and cultures. (KS1 - Compare and contrast welcoming ceremonies Christianity/Islam)</p> <p>Engaging with text, artefacts and other sources from different cultures and religious backgrounds developing understanding and respect for different faiths and cultural diversity. (KS2 – Study of a chosen religion 2.4c)</p> <p><i>Explore the importance and influence of culture and religion throughout the world.</i></p>
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<p>MFL French</p>	<p>Exploring the beauty of another language.</p> <p>By exploring the way language is constructed, has evolved and its links with English</p>	<p>Helping pupils to have an accurate and truthful understanding of another culture</p>	<p>Learning the skill of communicating in different ways.</p> <p>Exploring different social conventions e.g. forms of address</p> <p>Learning greetings and social customs practiced in other countries.</p> <p>Creating greetings cards in French for traditional festivals, such as Saint-Nicolas Celebrations and Bonne Annee (New Year).</p>	<p>Appreciating the language and customs of others.</p> <p>Exploring the literature and culture of other countries.</p> <p>Taking part in visits or other cultural occasions</p> <p>Engaging in activities that celebrate the different customs and traditional festivals such as Bastille Day</p> <p>Exploring and experiencing the cuisine of France and traditional French clothing</p>
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<p>Geography</p>	<p>Using maps, photographs, digital media and other resources and asking pupils to imagine what it might be like to live in different parts of the world.</p> <p>KS2 – life in the Mediterranean - comparing life and land use– comparing topography and land use of places. Mountains/Rivers.</p> <p>Making links with history when exploring the environment and speculating on why the landscape is as it is.</p> <p>KS1 – London’s Burning – the impact of building in cities and busy places.</p> <p>KS2 – Why is London the Capital City?</p> <p>Comparing their lives with people living in other countries or other parts of the UK</p> <p>KS1 – Seaside study - Kenya</p> <p>KS2 - Life in the Mediterranean</p>	<p>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?</p> <p>KS1 - Recycling</p> <p>KS2 –Energy – how we energise homes and the country.</p> <p>Biomes – global warming</p> <p>What should be our personal response to these? Who should look after our environment?</p> <p>KS2 –Energy – how we energise homes and the country.</p>	<p>Fieldwork and classroom opportunities enhance social development as pupils develop a sense of self-discipline and collaborative skills</p> <p>KS1 and KS2 – implement KAGAN strategies and group work to support learning through a range of units of work.</p> <p>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>Considering social responsibility e.g care for the environment, impact of traffic on the local area, tourism.</p> <p>EYFS – traffic survey outside school – how this impacts their safety.</p> <p>KS1 – Recycling – why we recycle</p>	<p><i>Learning and developing place knowledge. Providing opportunities to understand the features and characteristics of the local area and why it is like that and contrast where they live with more distant localities in this country and abroad. This leads to understanding of cultural traditions associated with different places as well as pupils’ own multi-cultural society.</i></p> <p><i>Exploring the impact that cultures that have had, and still have on the local area and further afield.</i></p>
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			KS2 – Biomes – how we are impacting these as humans.	
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History	<p>Considering how things would be different if the course of events had been different; for example: KS1 – what difference would it have made if the Normans had not been successful in 1066? (Castles) KS2 – How would life in Britain be different if the Romans hadn't invaded? (Romans)</p> <p>Looking at local history and investigating the reasons why there is a landmark, building or museum.</p> <p>Speculating about how we mark important events from history and the people who shaped them. KS1 – London's Burning KS2 – learning about the legacy of key figures throughout history linked to all topics – how these are celebrated.</p>	<p>Exploring the results of moral decisions in the past. KS2 – How life changed for people in Britain after the Roman invasion.</p> <p>Considering some of the characteristics of people who have had an influence (positive or negative) on others. What have others done to stop injustice? KS1 – Famous People and Events – who are the famous people who have had an impact on the world? KS1 – Famous Stoke People – how they have impacted life locally. KS2 – Romans- how did Roman leaders impact changes in Britain? Going beyond the facts and asking children to make hypotheses and pose questions such as 'what if...?' 'what would have happened if...?'</p>	<p>Discussions about how groups and communities organised themselves in the past. KS1 – Victorians – daily life. KS2 – Stone Age to Iron Age – changes over time. Considering questions about social structure in the past.; for example, What 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? Encouraging students to talk to their parents and grandparents; for example, when learning about World War Two KS1 – Victorians – life for children. KS1 – Grandparents – life for our grandparents as children KS2 – Romans/Ancient Greeks/Stone Age to Iron Age</p>	<p>Exploring local history and under researched history and history around us KS1 – Famous Stoke People KS2- Homes Over Time KS2 – History of Stoke</p> <p>Investigating how culture is shaped by history, exploring the 'cultural heritage' and in particular the Christian influence on British culture.</p> <p>Celebration of significant national events e.g. Remembrance Day</p>
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			– daily life for children throughout these time periods.	
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<p>Music Charganga and Staffordshire Music Teaching service</p>	<p>Allowing children to show their delight and curiosity in creating their own sounds.</p> <p>Making links between their learning in English (or other curriculum area) with music being played as background Considering how music makes one feel and can 'move us' deeply Looking at the role of sacred and secular music and the use of music for occasion.</p> <p>Engagement and performance of music and song in festivals, such as Harvest and Christmas (Carol Service), performed in our local church.</p> <p>The use of music in developing an atmospheric classroom environment to engender a range of emotions - calm,</p>	<p>Exploring how music can convey human emotions such as sadness, joy, anger...</p> <p>Appreciating the self-discipline required to learn a musical instrument</p>	<p>Exploring how an orchestra works together and discussing what would happen if musicians in a band/group didn't cooperate</p> <p>Appreciating how music is used in different ways in different settings e.g. for pleasure, for worship, to help people relax</p> <p>Performance on a larger scale, such as Young Voices in large arenas with both peers and professional musicians</p>	<p>Giving children an opportunity to learn a musical instrument and to take part regularly in singing.</p> <p>Encouraging students to listen and respond to traditions from around the world.</p> <p>Appreciating musical expression from different times and places</p> <p>Learning to recognise music from other cultures and learning songs in other dialects. Looking at the future of music with music technology</p> <p>Singing practices to learn songs from different seasons and</p> <p>Annual events that use music as a way of communicating a message and to celebrate a season such as Easter Bonnet parades, Autumn/Harvest,</p>
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	rousing, peaceful and contemplative.			Christmas Nativities/Carol services
PE	<p>Delighting in movement, particularly when students are able to show spontaneity. Children are encouraged to be expressive and creative during composition tasks, such as by creating their own dance routines in the Toy Story topic (KS1) and Romans topic (KS2).</p> <p>Children are also encouraged to be respectful and empathetic during self and peer assessment tasks and they are encouraged to reflect and improve on their own progress.</p> <p>Reflect on sporting experiences through a range of sport and physical activities - not only PE lessons but through multiple experiences such as clubs, competitions, yoga etc. Children learn about</p>	<p>Developing the Olympic Values of</p> <ul style="list-style-type: none"> • Self- respect • Perseverance • Honesty • Teamwork • Passion <p>Developing positive sporting behaviour</p> <p><i>Understanding the importance of the rules of Sport</i></p>	<p>Developing a sense of belonging and self- esteem through team work.</p> <p>Developing a sense of community identity through taking part in inter-house and inter- school events</p> <p>Focus on respect within Sport and using a range of social skills that are transferable.</p>	<p>Learning about the history of sport, and where sports originate from.</p> <p>Making links with national and global sporting events such as the World Cup and the Olympics</p> <p>Exploring rituals surrounding sporting activities</p> <p>Children have many opportunities to be involved in a range of sporting activities, creating a sporting culture</p>



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	<p>themselves and develop sporting interests.</p> <p>Taking part in activities such as dance, games and gymnastics which help children to become more focused, connected and creative</p> <p>Being aware of one's own strengths and limitations</p>			
<p>PSHRE</p> <p><i>Through the PSHE Association Scheme of Work SMSC is promoted through 3 main strands:</i></p> <p>1.Health &Wellbeing 2.Living in the Wider World 3.Relationships</p>	<p>Encouraging the children to explore beliefs and respect opinions and views of others.</p> <p>Allowing the children to learn about feelings, relationships and values.</p> <p>Providing opportunities to enjoy learning about themselves, others and the surrounding world.</p> <p>Providing opportunities to develop resilience and inner strength.</p>	<p>Exploring what is right and wrong, respecting the law and understanding consequences.</p> <p>Investigating moral and ethical issues, offering reasoned views.</p>	<p>Providing opportunities for the children to learn how to resolve conflict; engage with the British Values of democracy, the rule of law, liberty, respect and tolerance.</p> <p>Learning about how to develop safe and healthy relationships with their peers, family and wider community.</p>	<p>Exploring how families can be different.</p> <p>Understanding that there are different groups of people that make up and contribute to a community.</p>



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<i>(see PSHRE Progression documents for sub strands and further detail.</i>				
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Mapping for Spiritual, Moral, Social and Cultural (SMSC) Development

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