

Spiritual, Moral, Social and Cultural Development at **Gayton Primary School**

We believe that the ethos of our school underpins the SMSC development of all learners. SMSC is central to the life and work of our school, (including through Collective Worship).

Evidence of SMSC across our school's curriculum:

Subject	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
Mathematics	By making connections between pupils' mathematical skills and real life; for example, creating pie charts to compare how a child in India spends their day with how children at Dover Park spend their time. By considering pattern, order, symmetry and scale in both the man made and 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 reflecting on data that has moral and ethical implications; for example at harvest time, pupils consider the percentage of people around the world suffering from hunger.	By the sharing of resources within the classroom, the negotiating of responses and group problem solving. By analysing social data e.g. on poverty and bullying, including cyber bullying in anti-bullying week.	By asking questions about the history of maths: for example, 'What did the Greeks discover that we still use in maths today?'

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English	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?' By appreciating the beauty of language.	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. By considering different perspectives.	By supporting conceptual and language development through an understanding of and debates about social issues e.g. the use of social media. By providing opportunities for talk in a range of settings, especially through the 'Talk 4 Writing' approach.	By pupils telling stories from their own cultures and backgrounds creating the idea that 'everyone has a story to tell' By providing opportunities for pupils to engage with texts from different cultures e.g. creation stories from around the world, myths and legends, poems from other cultures etc.

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Science	By demonstrating openness to the fact that some answers cannot be provided by Science. By creating opportunities for pupils to ask questions about how living things rely on and contribute to their environment. By using tools such as Star Walk which allow pupils to plot the stars in relation to their location and open up questions about the size of the universe and how it might have been formed.	By offering pupils the chance to consider the wonder of the natural world and the inventions which have made the world a better place. By considering that not all developments have been good because they have caused harm to the environment and to people. By encouraging pupils to speculate about how science can be used both for good and evil.	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. By exploring the social dimension of scientific advances e.g. environmental concerns, medical advances, energy processes.	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.

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MFL – French is taught from Y3 upwards	By exploring the beauty of languages from around the world through topic work e.g. India and by learning French and knowing where around the world the French language is spoken. By exploring the way language is constructed.	By helping pupils to have an accurate and truthful understanding of the French culture.	By learning the skill of communicating in different ways. By exploring different social conventions e.g. forms of address in French.	By appreciating the language and customs of others. By exploring the literature and culture of other countries. By taking part in cultural occasions e.g. Divali and Chinese New Year.

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History	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 Romans had not invaded Britain or if the Normans had not been successful in 1066? By looking at the history of Andover and investigating the reasons why there are Iron Age hill forts etc. By speculating about how we mark important events from history and the people who shaped them e.g. Guy Fawkes on the 5th November, Remembrance Day.	By exploring the results of right and wrong behaviour in the past e.g. wars. 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 of this from the Isle of Wight area? 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?' etc.	By giving the trigger for discussions about how groups and communities organised themselves in the past e.g. Romans. By considering questions about social structure in the past. for example, What might pupils say about the rights of children in Victorian times? Is it important that society looks after young children? Are there people in the world who still don't get a fair deal? By encouraging pupils to talk to their parents and grandparents; for example, when learning about war through exploration of Remembrance.	By exploring the history of the Isle of Wight and history around us in Ryde. By investigating how culture is shaped by history, exploring the 'cultural heritage' and in particular the Christian Influence on British culture. By taking pupils on visits to heritage sites e.g. Brading Roman Villa.

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Geography	By using Google maps and asking pupils to imagine what it might be like to live in different parts of the world e.g. India in Y2. By making links with history when exploring the environment and speculating on why the landscape is as it is i.e. in the local area study in Y1. By comparing their lives with pupils living in other countries or other part of the UK, possibly through a schools linking programme.	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? By working towards Eco School status from September 2015.	By providing positive and effective links with the community, both locally in Ryde e.g. Y1 Incredible Edible planting and through linking with other schools with different demographics both in the UK and globally e.g. India in Y6. By considering social responsibility e.g. care for the environment in Y2 and impact of traffic on the local area in Y1.	By making links with other countries through schools linking and cultural theme days e.g. India in Y6. By exploring cultures that have had, and still have an impact on the local area e.g. Polish community.

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RE	By experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religion and world views – Christianity and Hinduism in KS1 extending to include Judaism and Islam in KS2. By asking and responding to questions of meaning and purpose. By considering ‘big questions’ about God and the world By exploring spiritual practices such as worship and prayer, and considering	By exploring morality including rules, teachings and commands such as The School Behaviour Policy, The Ten commandments, the sayings (hadith) of Muhammad in Y6 unit. By investigating the importance of service to others in Hinduism and in Y4 Community unit etc. By exploring religious perspectives and responses to evil and suffering in the world By asking questions about the purpose and meaning of reconciliation and salvation e.g. exploring Yom Kippur.	By exploring the qualities which are valued by our school through our core values of trust, love and courage, as well as a civilized society – thoughtfulness, honesty, respect for difference, independence and interdependence in Y1 rules and values in a community unit. By asking questions about the social impact of religion at an age appropriate level	By exploring similarities and differences between faiths and cultures - Christianity and Hinduism in KS1 extending to include Judaism and Islam in KS2. By considering in particular, different cultural expressions of Christianity in Y4. By learning about UK Saints, especially through celebration of these in worship. By engaging with text, artefacts and other sources from different cultures and religious backgrounds.

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PSHE/ Circle Time/ Leadership	By developing a n awareness of and responding to others' needs and wants. By exploring meaning and purpose for individuals and society. By developing resilience and inner strength. By exploring spiritual practices such as worship and prayer, and considering the impact of these on believers and any relevance to their own life	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. By making explicit links to the school's distinctive ethos	By helping pupils to engage in a democratic process for agreeing the rules for community life e.g. creating class expectations. By creating opportunities for pupils to exercise leadership and responsibility through membership of the JLT and termly pupil surveys. E.g. pupils might be asked 'Why do we think this is important?' 'What could we do about it?' 'Who would like to take it further?'	By exploring how different cultures can offer great insights into how we lead our lives.

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Art and Design	By providing plenty of rich opportunities for pupils both to explore the spiritual dimension and natural phenomena By exploring different artists' interpretations of a key figure or event and asking what the artist was trying to convey e.g. birth of Jesus in RE. By allowing pupils to show what they know through their own expression of big ideas about life e.g. ethical issues. By promoting the process of 'reviewing and evaluating'; for example, visiting a museum and associated follow-up work.	By exploring how emotions and inner feelings are expressed through painting, sculpture and architecture. By responses to and use of visual images to evoke a range of emotions.	By sharing of resources. By exploring social conflict and resolution. By exploring art as a powerful social tool e.g. in advertising, in representing particular groups.	By experiencing a wide range of creative media from around the world. By developing aesthetic and critical awareness at an age appropriate level.

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Music	By allowing pupils to show their delight and curiosity in creating their own sounds. By making links between their learning in RE, Geography etc. with music being played as background i.e. Christmas Carols, Indian music. By considering how music makes one feel and can 'move us' deeply.	By exploring how music can convey human emotions such as sadness, joy, anger etc. By appreciating the self- discipline required to learn a musical instrument e.g. By Year 4 all learning guitar	By exploring how an ensemble or orchestra works together By discussing and experimenting with what would happen if musicians in a band/group didn't co-operate. By appreciating how music is used in different ways in different settings e.g. for pleasure, for worship, to help people relax.	By giving all pupils an opportunity to learn a musical instrument from Year 1 and to take part regularly in singing in each worship and for longer periods on a Friday morning each week. By encouraging pupils to listen and respond to traditions from around the world e.g. Indian music in Y6. By appreciating musical expression from different times and places

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Drama	By allowing for insight, self-expression and the chance to walk in someone else's shoes e.g. Different characters from fairytales in Y1, soldiers from the trenches in Y5.	By expressing what it feels like to be wronged and what remedies might make things better for the injured e.g. during Anti-bullying Week.	By exploring similarities and differences and how respect for others can be expressed. By building self-esteem and encouraging self worth.	By taking different roles from other backgrounds. By using different dramatic conventions to encourage empathy.

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Design and Technology	By enjoying and celebrating personal creativity e.g. Y1 creating Memory Boxes. 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 making a contribution to the local society through art works at the Waterside Pool and Depository	By considering cultural influences on design By asking questions about functionality v aesthetics.

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Computing	By wondering at the power of the digital age e.g. use of the internet By understanding the advantages and limitations of ICT. By using the internet as a gateway to big life issues.	By exploring the moral issues surrounding the use of data. By considering the benefits and potential dangers of the internet – e.g. campaigns for charities and injustice as a force for good. Cyber bullying as a danger. By considering the vision of those involved in developing the web.	By links through digital media services with other schools and communities. By highlighting ways to stay safe when using on line services and social media By being prepared to work with technology to forge new relationships. By discussing the impact of ICT on the ways people communicate e.g. Skype.	By exploring human achievements and creativity in relation to worldwide communications. By developing a sense of awe and wonder at human ingenuity.

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PE	By delighting in movement, particularly when pupils are able to show spontaneity. By taking part in activities such as dance, games and gymnastics which help pupils to become more focused, connected and creative By being aware of one's own strengths and limitations e.g. Y3 swimming lessons, participation in Sports Day.	By discussing fair play and the value of team work. By developing qualities of self-discipline, commitment and perseverance. By developing sportsmanship e.g. through shaking the hand of a competitor at the end of an event, regardless of the result.	By developing a sense of belonging and self-esteem through team work to create a dance, participate in a race etc. By developing a sense of community identity through taking part in inter school events By offering a variety of extra-curricular sporting activities that are cross phase/year group, enabling pupils' to work together in a variety of different groupings and contexts.	By learning about the history of sport, and where they originate from e.g. The Olympics when studying the Greeks. By making links with national and global sporting events such as the World Cup and the Olympics. By exploring rituals surrounding sporting activities e.g. medal ceremonies, learning and singing the national anthem.