

Castle Hill Infants School SMSC (Spiritual, Moral, Social, Cultural) Development Curriculum Subject Information

	<p><b>Spiritual is respect for different people’s feelings and values.</b></p> <p><b>Enjoyment and fascination of the world around them and creativity.</b></p>	<p><b>Moral : offer reasoned views about moral and ethical issues.</b></p>	<p><b>Social : interest and understanding of how individuals and members of communities work together.</b></p> <p><b>Roles and motives.</b></p>	<p><b>Cultural: understand and appreciate the cultural influences that have shaped their heritage.</b></p> <p><b>Respect for different groups and cultural diversity.</b></p> <p><b>Attitudes towards local, national and global communities.</b></p>
Curriculum Area	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
Maths and Numeracy	<p>By making connections between pupils’ numeracy skills and real life: for example investigating fractions on how to share fairly with each other.</p> <p>By considering pattern, order and symmetry and scale of objects found in the natural world or man- made.</p>	<p>By engaging pupils in context embedded learning, using the scenario of why someone may be upset if they have an unequal share of resources.</p> <p>By reflecting on data that has moral and ethical implications; for example the difference on money spent on schools in England and contrast to our link school in Uganda</p>	<p>By the sharing of resources within the classroom, negotiating of responses and group problem solving.</p> <p>By looking at social data for example data related to health care, pollution</p>	<p>By asking questions about different types of maths used in other cultures. Different representations for example use of the abacus , Chinese numerals.</p>
English and Literacy	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> 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 heard these ideas before?’</p> <p>By appreciating the beauty of language.</p>	<p>By exploring stimulus for thinking about consequences of right and wrong behaviour: 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 discussions about social issues.</p> <p>By providing opportunities for talk in a range of settings.</p>	<p>By pupils hearing stories from other 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>

Science	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> 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 Google Earth to find out information about the world and its make- up.</p>	<p>By offering pupils the chances to consider the wonder of the natural world and the inventions that 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 can be used positively and negatively.</p>	<p>By using opportunities during Science activities to explain how to keep other people safe and how they may protect a younger or more vulnerable person.</p> <p>By exploring the social dimension of scientific advances; for example; 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 for example; new drugs from the Rainforest</p>
History	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
	<p>By considering how things would be different if the course of events had been different; for example if Florence Nightingale had not been able to become a nurse.</p> <p>By looking at local history and investigating reasons why there is a landmark, building or museum</p>	<p>By exploring the results of right and wrong behaviour in the past; for example looking at slavery during Black History week.</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?</p> <p>Are there any local heroes?</p>	<p>By giving the pupils information on how groups and communities organised themselves in the past.</p> <p>By considering questions about social structure in the past; for example , rights of children in past times? Is it important that society looks after young children?</p> <p>By encouraging pupils to talk to their parents and grandparents; for example finding out about WW2 during Remembrance Assembly.</p>	<p>By exploring local history and history around us.</p> <p>By taking pupils on visits to historical sites; for example, Colchester castle</p>
Geography	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> 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</p>	<p>By considering how people treat the environment; asking questions such as, 'How are we changing our surrounding- are some things for the better or worse? Who should look</p>	<p>By providing positive links with the wider community, both locally and globally; for example, Ugandan link school, Local allotment visits.</p> <p>By considering social responsibility;</p>	<p>By making links with other countries through schools linking and cultural theme days.</p> <p>By exploring cultures that have had and still have an impact on the local area.</p>

	<p>thinking about why the landscape is as it is.</p> <p>By comparing their lives with pupils living in another part of the UK, or the world.</p>	<p>after our environment?</p> <p>By working towards ECO Schools Award ( green flag)</p>	<p>for example, care for the environment, impact of traffic on teh local area.</p>	
<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 about meaning and purpose.</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, teaching and commands such as the Ten commandments, School promises.</p> <p>By exploring religious perspectives and responses to world problems.</p> <p>By asking questions about purpose and meaning related to different religions; for example, artefacts related to the Sikh religions, use of mezuzahs in the Jewish faith.</p>	<p>By exploring the qualities which are valued by society –thoughtfulness, honesty, respect for difference, independence.</p> <p>Asking questions about impact of religion on their lives and those of others.</p>	<p>By exploring similarities and differences between faiths and cultures.</p> <p>By considering in particular different cultural expressions of religion; for example, churches in the locality.</p> <p>By engaging with text, artefacts and other sources from different cultures and religious backgrounds.</p>
<b>PSHE/Philosophy</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 does the best they can.</p>	<p>By helping pupils to engage in agreeing the promises for our school and community life.</p> <p>By creating opportunities for pupils to exercise leadership and responsibility; for example pupils might be asked, ‘Why do we think this is important?’ ‘What could we do about it?’</p>	<p>By exploring how different cultures can offer great insights into how we lead our lives.</p>

Art and Design	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
	<p>By providing plenty of rich opportunities for pupils to explore the spiritual dimension and natural phenomena; for example historic buildings, mountain ranges.</p> <p>By exploring different artists' interpretations of a key event or person and asking what the artist was trying to convey; for example, pictures from the Great Fire London.</p> <p>By allowing pupils to show what they know through their own expression of big ideas.</p> <p>By promoting the process of 'reviewing and evaluating'</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 resources.</p> <p>By exploring art as a social tool; for example in advertising showing 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	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> 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 other curriculum areas with related music.</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 people can play together.</p> <p>By discussing what could happen if musicians in a band/group didn't co-operate together.</p> <p>By appreciating how music is used in different ways for different settings; for example for worship, to relax, using 'Wake up shake up ' to prepare for learning.</p>	<p>By giving all pupils an opportunity to use a musical instrument both tuned and untuned, 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>
Design Technology	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
	<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> <p>By asking questions about design features related to culture; for example colour choice of objects due to cultural thinking green</p>

				considered unlucky in China.
<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
	<p>By wondering at the power of the digital age; for example the use of the internet.</p> <p>By understanding the advantages and limitations of ICT.</p> <p>By using the internet as a gateway to big life issues.</p>	<p>By exploring the moral issues surrounding the use of data.</p> <p>By considering the benefits and potential dangers of the internet.</p> <p>By considering the vision of those involved in developing new software and games.</p>	<p>By links through digital media with other schools and communities.</p> <p>By highlighting ways to stay safe when using on line services and social media.</p> <p>By having a growing awareness of the impact on ICT on the ways people communicate.</p>	<p>By exploring human achievements and creativity in relation to worldwide communications.</p> <p>By developing a sense of awe and wonder at human ingenuity.</p>
<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>Be 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 class and whole school sporting events; for example, Sports Day.</p>	<p>By learning about the history of sport, and where they originate from.</p> <p>By making links with global sporting events such as The World Cup and the Olympics.</p>