How we promote SMSC through the curriculum

Spiritual	Moral	Social	Cultural
The spiritual development of pupils is shown by their: • ability to be reflective about their own beliefs (religious or otherwise) and perspective on life • knowledge of, and respect for, different people's faiths, feelings and values • sense of enjoyment and fascination in learning about themselves, others and the world around them • use of imagination and creativity in their learning • willingness to reflect on their experiences	The moral development of pupils is shown by their: • ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England • understanding of the consequences of their behaviour and actions • interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.	The social development of pupils is shown by their: • use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds • willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively • acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.	The cultural development of pupils is shown by their: • understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others • understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain • ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities • knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain • willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities • interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

We promote spiritual, moral, social and cultural development through English by:			
Spiritual	**Moral**	**Social**	**Cultural**
By appreciating the beauty of language, for example, poetic language within stories and poems. By allowing for insight, self-expression and the chance to walk in someone else's shoes, for example through role play and hot seating.	By considering different perspectives and showing empathy through role play and drama. By considering and politely disagreeing with the viewpoints of other children through debating, understanding how to show respect and tolerance for those with different views.	By supporting language development through debating and speeches, for example, School Council, leading whole school assemblies. By planning in opportunities throughout the year for older children to read with the younger children. Inviting authors in throughout the year to share stories together.	By providing opportunities for pupils to engage with texts (fiction and non-fiction) which represent our strong literary heritage through diverse class libraries, a whole school library and core books in every class. By providing opportunities for pupils to engage with texts from or representing different cultures.

		By encouraging peer assessment as an integral part of a writing unit, encouraging focused feedback and encouragement towards each other during the editing stage. By giving children, the opportunity to be independent, self-reliant and responsible for their own learning.	By providing opportunities for children to visit the theatre and experience theatrical productions in both Manchester and London. By creating strong cross-curricular links through a range of subjects.

We promote spiritual, moral, social and cultural development through Maths by:			
Spiritual	**Moral**	**Social**	**Cultural**
By considering pattern and order through the learning of times tables. Through the use of School Council, making connections between maths and real life, for example, making charitable donations, the school council make decisions about fundraising for charity and for the benefit of the school.	By looking at the Maths involved in democratic voting and elections, for example, selecting School ouncil members.	By the sharing of resources within the classroom, the negotiating of responses and group problem solving. By using discussion and collaborative work to further mathematical knowledge and understanding.	By learning about Maths from other cultures through cross-curricular links in the afternoon, for example, The Mayan number system. By asking questions about the history of maths: for example, “When were Roman Numerals first used?” (KS2)

We promote spiritual, moral, social and cultural development through Science by:			
Spiritual	**Moral**	**Social**	**Cultural**
By enhancing and considering the structure of the solar system and the formulation of the universe (Year 5/6) By developing an emotional drive to know more and to wonder more about the world. By understanding why sometimes science and spiritual ideas do cause conflict and understanding the importance of respecting the views of others (Evolution & Inheritance, Year 5/6)	By offering pupils the chance to learn about inventions which have made the world a better place (Light, Year 5/6) By considering different perspectives and viewpoints. When carrying out modelled or independent investigations, the children will decide which variable to use to ensure the text remains fair.	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 e.g. safety when using electricity. (Years 3/4 & 5/6) By research the work of different scientists including chemists, naturalists and behaviourists, for example, Carl Linnaeus (Year 3/4 & 5/6) By finding out about the work of different female scientists, for example Mary Anning (Year 1/2 & 5/6) and Maria Merion (Year 5/6)	By taking children on visits to different habitats and areas within the local environment and area. For example, whole school trip to Chester Zoo, the local South Lakes Safari Park and trips to Blackpool Aquarium and beach. Opportunities for children to visit the Science Museum in London. By finding out about the significant work of scientists and their discoveries and how they make Britain Great, for example, Charles Darwin (Year 5/6)

		By encouraging children to work together on scientific investigations and to share results (to improve reliability). Children consider the social impact (both positive and negative) of science and technology.	By exploring how scientific discoveries have shaped the beliefs, cultures and politics of the modern world.

We promote spiritual, moral, social and cultural development through History by:			
Spiritual	**Moral**	**Social**	**Cultural**
By speculating about how we mark important events from History and the people who shaped them. By considering how things would be different if the course of events had been different. For example, what difference would it have made if Germany won WW2 (Year 5/6). By developing their feelings or emotions through role play, stepping into the shoes of another individual to explore their live for example, as an evacuee (Year 5/6) and Vikings (Year 3/4). By looking at local history and visiting Furness Abbey, Lancaster Castle and Church Dalton and Piel Castle, investigating the life of a monk and the effect of the dissolution of monasteries. (Year 1/2). Also visits to the local mining area, Barrow Library to learn more about local history. Visits to the Tower of London, the War Museum in Manchester and Beamish Open Air Museum.	By exploring the results of right and wrong behaviour in the past, for example, Stone Age and Romans (Year 3/4). By considering different perspectives and showing empathy, for example, looking at 'The Victorians' specifically from the viewpoint of the poor (Year 5/6). By considering how historical events show us how we ought to treat one another and teach us how we wouldn't want to behave to one another. By going beyond the facts and asking pupils to make hypotheses and pose questions such as "What if...?",	By giving the trigger for discussions about how groups and communities organised themselves in the past. By considering questions about social structure in the past e.g. 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? By encouraging pupils to talk to their parents and grandparent, for example, how the high street has changed through time (Year 1).	By investigating how culture is shaped by history, exploring the 'cultural heritage' and in particular the Christian influence on British culture. By investigating historical figures who have shaped Britain and/or left a legacy, for example, key monarchs (Years 5 & 6) By taking pupils on visits to heritage sites, for example, Furness Abbey (Year 1/2) By comparing other periods and cultures in History such as 'The Mayans' (Year 5/6) and 'The Anglo-Saxons' (Year 3/4) to life today.

We promote spiritual, moral, social and cultural development through Geography by:			
Spiritual	**Moral**	**Social**	**Cultural**
By finding out about people in the other parts of the world and the way they live, then finding similarities and differences between us. By developing an interest in our local area and how it can be improved, through a range of fieldwork opportunities, expanding children's knowledge of their town. Through opportunities to visit Tithe Barn Nursery, Dalton Town Centre, Broughton, Lakeland Maize and Blockhole Ambleside for wildlife workshops (Years 1-6). Source to sea visit from mountains (Year 5/6)	By recognising what is right and wrong, and acting upon their decisions in their everyday lives. By learning about extreme environments and how animals, plants and people survive in these parts of the world, for example, Antarctica (Nursery/Reception). By exploring the British Empire link, looking at how the empire affected our modern lives and whether this was morally right (Year 1/2). By considering how people treat the environment; posing questions such as "How are we changing our surroundings?", "What is climate change and how is it impacting on our world?".	By promotion of teamwork and discussion around each of the topics and encouraging children to think about the impact on themselves, for example, the destruction of rainforests (Year 5/6). By developing an interest in our local area, making links between the changing of Barrow from Victorian Britain to now, answering the questions 'How has this affected the growth of industry in Barrow?' (Year 5/6). By learning about how Britain has been shaped by different groups from other parts of Europe and beyond, for example, Windrush (Year 5/6).	By exploring cultures and making comparisons within for example, Yanomami (Year 1/2).

We promote spiritual, moral, social and cultural development through Art by:			
Spiritual	**Moral**	**Social**	**Cultural**
By promoting the process of 'reviewing and evaluation': for example, evaluating the work of famous artists. With a visit to the Lowry Museum – Manchester. By showing an awareness of surroundings by sketching scenery and landscapes, for example, Anglo-Saxons (Year 3/4). By exploring different artists' interpretations of a key figure or event and asking what the artist was wanting to convey. Visit opportunities the Dock Museum to observe local artist exhibitions.	By exploring the environment and how art can be sensitive to its surroundings, for example, by creating temporary structures within a range of environments, for example, Giorgio Morandi & Georgia O'Keefe (Year 3/4). By encouraging the use of visual images to evoke a range of emotions, for example, Kandinsky (Year 1/2). By accepting that it is ok to make mistakes and to redraft work.	By sharing resources and working collaboratively. By working as a team to evaluate or improve artwork. By exploring art as a powerful social tool, for example, Hunterwasser – effects of war on social communities (Year 5/6). Contribute to local printing festival in Ulverston (Year 5/6)	By experiencing a wide range of creative media from around the world and from different periods of time. By developing an aesthetic and critical awareness, for example, children evaluate their work and the work of others. By considering how other cultures use art to express their values and beliefs, for example, traditional Kente cloth designs (Year 3/4).

We promote spiritual, moral, social and cultural development through DT by:			
Spiritual	**Moral**	**Social**	**Cultural**
By encouraging creative and innovative thinking during the design process, for example, playgrounds designs (Year 5/6). By experiencing the awe and wonder of a useful, purposeful product.	By teaching children to consider how designs of products can be reinvented or recycled when evaluating their work. By understanding the wider impacts of the environment when designing and making new products, for example, designing biscuit packaging (Year 3/4). By considering their consumers use of the product and any moral dilemmas which may arise.	By promoting safety when using equipment such as glue guns and other joining methods in a range of topics: mechanisms, food, structure and textiles. By encouraging effective conversations through self and peer evaluation which runs through the topic and every lesson. Children are encouraged to constantly evaluate their work and their peers through discussion and constructive criticism. By giving the opportunity to attend STEM events at both Furness Academy and Furness College (Year 5/6).	By creating projects that link to our heritage for example, designing and making castles (Year 3/4) By considering cultural influences on design. By asking questions about functionality versus aesthetics.

We promote spiritual, moral, social and cultural development through MFL by:			
Spiritual	**Moral**	**Social**	**Cultural**
By teaching children to accept and embrace other languages and cultures through the teaching of MFL. Children are educated on the religious beliefs of the people in countries of the language they are learning. By encouraging children to be empathetic to the cultures, beliefs and traditions of others and stereotypes are challenged where necessary.	By helping pupils to have an accurate and truthful understanding of another culture. Stereotypes and intolerance are challenged through the teaching of language and culture.	By learning the skill of communicating in different ways, exploring different social conventions, for example, forms of address	By appreciating the language and customs of others. Exploring the literature and culture of other countries. Taking part in visits or other cultural occasions

We promote spiritual, moral, social and cultural development through RE by:			
Spiritual	**Moral**	**Social**	**Cultural**
By experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religion and worldviews. For	By exploring morality including rules, teachings and commands such as The Golden Rule, the ten commandments, the sayings (hadith) of Muhammad.	By exploring the qualities which are valued by a civilised society – thoughtfulness, honesty, respect for difference, independence and interdependence. For example, in Year 5/6 learning about how	By exploring similarities and differences between faiths and cultures. By engaging with text, artefacts and other sources from different cultures and religious

example, the teaching of the Easter Story in EYFS, Year 1/ 2 & Year 3/4). By asking and responding to questions of meaning and purpose. By appreciating how religion has changed. By considering questions about God and evaluating truth claims. By exploring spiritual practices such as worship and prayer and considering the impact of these on believers and any relevance to their own life. For example, visits to places of worship, for example, Year 5/6 visit to St. Paul's Church and Year 3/4 Visit to Dalton Methodist Church to take part in Flashbacks to Jesus. Also visit to St Pauls Cathedral London (Year 5/6).	By investigating the importance of service to others in Sikhism, Sanatana Dharma and Buddhism. For example, in Year 1/2 learning about and reflecting upon Buddha's story. By exploring religious perspectives and responses to evil and suffering in the world. For example, in Year 5/6 learning about Sanatana Dharama beliefs in Karma, Samsara and Moksha. By using biblical and other religious stories to teach moral codes of conduct. For example, in Year 3/4 learning about forgiveness through a Bible text.	Christians use these qualities to commit to God. By asking questions about the social impact of religion. By learning how to effectively communicate own beliefs, values and attitudes.	backgrounds. For example, in Year 1/2, children look at a range of Islamic artefacts. Islamic workshops and assembly. By visiting different places or worship and invited visitors of different faith. For example, in Year 3/4 children visit the local Manjushri Kadampa Meditation Centre. Each year group has a minimum of one visit or visitor yearly.

We promote spiritual, moral, social and cultural development through PE by:			
Spiritual	**Moral**	**Social**	**Cultural**
By delighting in movement, particularly when pupils are shown spontaneity e.g. creating gymnastic sequences in KS2. 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. By celebrating individuality, regardless of ability. By providing children with the opportunities to be creative. Allowing them to have a voice in their lessons, choosing activities.	By discussing and modelling the value of fair play and teamwork. By re-enforcing the values important to the school vision and developing qualities of self-discipline, commitment, resilience and perseverance. By developing positive sporting behaviour through competitive and non-competitive activities both intra and inter school competitions. By ensuring all children, regardless of their abilities, are valued and have the opportunity to attend extra-curricular activities and represent the school.	By developing a sense of belonging and self-esteem through teamwork. By learning values of co-operation and teamwork through various activities, inside and outside of school, such as, sports day and school games competitions. By developing a sense of community identity through taking part in intra-school competitions. By celebrating sporting achievements and team results in assembly time.	By making links with topics taught in the afternoons. For example, in Year 5/6, learning about the rules of Pitz in the Mayans. By working towards the School Games Levels. By making links with national and global sporting events such as the World Cup and the Olympics. By exploring rituals surrounding sporting activities.

We promote spiritual, moral, social and cultural development through Computing by:			
Spiritual	**Moral**	**Social**	**Cultural**
By understanding how technology has changed over time through Information Technology. By promoting self-esteem through opportunities to present their work to others. By understanding the advantages and limitations of ICT. By using the internet as a gateway to big life issues.	Throughout KS2 online safety sessions by exploring the moral issues surrounding the use of data, trust, copyright and plagiarism, what it is and the implications. By creating an awareness of the content sometimes displayed online, teaching children what to do in such situations, for example, through our Kidsafe programme. By emphasising acceptable and unacceptable online behaviour. By considering the benefits and potential dangers of the internet, for example, fake e-mails (Year 3/4). By discussing the moral implications of cyber bulling and the consequences of different courses of action in response to online scenarios.	By highlighting ways to stay safe when using online services and social medial. By promoting good etiquette habits when using digital technologies and social media. By emphasising the importance of being respectful to others online through our online safety lessons. By discussing the impact of computing on the ways people communicate and helping pupils to express themselves clearly.	By teaching children how to be sensible users of technology. By empowering children to apply their computing skills and knowledge to the wider curriculum. Through developing an awareness of their audience when communicating in a digital environment, for example, creating podcasts (Year 3/4). By developing a sense of awe and wonder at human ingenuity, looking at what technology may be like in the future.

We promote spiritual, moral, social and cultural development through Music by:			
Spiritual	**Moral**	**Social**	**Cultural**
By allowing pupils to show their delight and curiosity in creating their own sounds, for example, exploring instruments (Nursery/ Reception). 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… By appreciating the self-discipline required to learn a musical instrument, for example, learning to play Ukulele (KS2).	By exploring how an orchestra works together (Year 1/2). By appreciating how music is used in different ways in different sessions, for example, for pleasure, for worship, to help people relax. By performing regularly to a large audience through singing and dancing specifically at the Young Voices Concert in Manchester and visits to local care homes to sing to elderly residents.	By giving all pupils an opportunity to learn a musical instrument and to take part regularly in singing. By encouraging pupils to listen and to respond to traditions from around the world. By appreciating musical expression from different times and places. Visit opportunities and workshops from the Royal Liverpool Philharmonic Orchestra.