



SMSC Across the Curriculum

	We promote spiritual development by...	We promote moral development by...	We promote social development by...	We promote cultural development by...
Literacy	<p>Spiritual development in literacy involves empathy with characters considering their personal situations. Pupils have opportunities to extract meaning beyond the literal, consider alternative interpretation and hidden meanings, while engaging with ideas in fiction, non-fiction, poetry and drama. Children explore how choice of language and style affects implied and explicit meaning. Students are provided with opportunities to reflect on their own life and lives of others using diaries, journals, letters, biographies and autobiographies. Students experience a rich variety of quality language use and learn how to use language in imaginative and original ways, drawing on their reading, and considering how words, usage and meaning change over time.</p>	<p>Moral development can include considering character perspectives when looking at right and wrong. Both fiction and non-fiction texts could be used to promote balanced arguments or considering another point of view. With regards to civil and criminal law, letters can be written, and other specific genre types can be used to include elements of law. Drama and role play can be used to deal with age-appropriate dilemmas and issues that delve into moral quandaries. Class based discussion about ethical and moral issues can be used in all year groups and age-appropriate writing opportunities explored. Reading varied texts which deal with moral dilemmas and consideration of different outcomes and possibilities.</p>	<p>Social development in Literacy can be observed through drama, group work or paired work. Planning writing in groups or teams. Drama opportunities and varied speaking and listening activities at all age groups provide children with an opportunity to listen to one another and appreciate varied perspectives and opinion. Class based discussion is an important aspect of developing children's social development in literacy. Literacy also offers the opportunity to present written work to other children, groups, or classes via the writing of speeches, letters and presentations. Social development in reading can happen in multiple ways. Reading aloud or reading in groups and being respectful and able to listen well. Having deeper discourse about particular opinions, characters</p>	<p>Cultural development can be evidenced via all purposes of writing: to describe, persuade, inform and discuss. Writing can encompass cultural influences and issues that are both familiar to the child or new. Discussion around cultural issues. Children will work within diverse classroom settings with children of varying cultures. Reading can encompass fiction and non-fiction texts that pose cultural differences, discussion and opinion. Children can read books and write about different cultures to develop their own knowledge and understanding of other ways of living. Developing children's cultural diversity can be achieved through writing or reading age-appropriate texts.</p>

			or behaviours in the texts that are being read.	
Maths	Spiritual development in Maths involves dealing with real-life situations relating to the different strands of Mathematics. Students experience a rich variety of quality language use when explaining reasoning and understanding.	Moral development can include considering budgeting financially with regards to what is essential and what isn't. Teachers are expected to build in skills of appreciation, encouragement and positive feedback.	Social development in Maths can be observed through practical lessons. Planning lessons in groups or teams. Class based discussions is an important aspect of developing children's social development in Maths. We encourage opportunities to present discussion-based tasks via reasoning and challenges.	Cultural development can be evidenced via all purposes of Maths. Mathematics is universal and includes children from all cultural backgrounds via the use of universal symbols.
Science	Discussion about evolution vs creation. Animals – discussion about animal worship.	Ethical discussion about scientific discoveries, invention and conservation. Drug use in sport linking to medicine and PSHE. Environmental impact e.g. deforestation. Should animals be used in experiments.	Team work to carry out investigations and conducting fair tests. Working with different organisations e.g. Think Tank and RAF.	Discussions based on cultural differences when using medicines and the treatment of animals.
Art	At Stowlawn, we encourage children to welcome a spiritual encounter whilst developing their work from an initial idea. Each year group studies the work of particular artists which are then revisited in years to come. For example, Y1/3/5	All content set out in the Art Intent, implement and impact document gives clear guidelines on the skills and techniques to be taught. As well as this, teachers are expected to build in skills of appreciation, encouragement and positive	Project based art in school such as screen printing units, sculpture or ink prints will require paired or small group work. Pupils are encouraged to work collaboratively on certain projects when necessary.	All units of work include work of a range of artists from different cultures and backgrounds. The initial artist study leads to a greater understanding of different ways of life and cultures and how these can

	<p>study the same artist but increase the depth of information each year. We encourage children to develop both a critical and appreciative mindset when looking at a range of artwork including work of their peers.</p> <p>Lessons are structured to encourage a progression of new skills as well as embedding previous skills taught.</p> <p>Year groups are encouraged to set up a 'gallery viewpoint' of work every couple of weeks/terms or at the end of a project.</p>	<p>feedback when pupils look at the work of artists as well as each others work.</p> <p>Each classroom aims to display a range of artwork developed by the children.</p> <p>An 'art gallery' day/booklet has been discussed which aims to praise the dedicated work and effort children have put into a project or piece of work. However, this was placed on hold due to Covid-19.</p>	<p>We also include trips to galleries when possible or inviting professionals in to conduct workshops for aspects of the art curriculum.</p> <p>Enrichment enables children from different year groups to work together in Art, mask making and Craft groups.</p> <p>Older and more able children are able to help children and gain mastery of a subject through teaching skills themselves.</p>	<p>be thread through into a persons art work.</p> <p>In Y3/4/5/6 children are encouraged to use the work of the artist to inspire their own work, incorporating patterns, designs, and techniques in their own work.</p> <p>All key stages ensure that Art is taught as part of a topic (When appropriate) and alongside other subjects to gain a greater understanding of different cultures.</p>
Music	<p>At Stowlawn, the process of spiritual education within music is encouraged through the children's experiences towards the creative process. Children have opportunities to regularly hear and respond creatively to music stimuli. We use music to give children the opportunity to</p>	<p>At Stowlawn, Moral education is developed through music when giving the children the opportunity to express their emotions towards the Music they respond to during their weekly sessions. Through Listen and Appraise children are giving the opportunity to appreciate the work of</p>	<p>A pupil's social development in music gives children an individual and collective opportunity. Children are able to develop their social skills as they share ideas and then select and develop them with a large degree of co-operation and mutual agreements through group collaboration. Alongside</p>	<p>Through sharing a range of genres in Music children have the opportunity to develop a cultural appreciation. The opportunity to listen to different styles of music in each unit and feedback their thoughts and feelings allows children to explore different aspects of each culture and begin to recognise and</p>

	<p>reflect on the artistic expression, nurturing their feelings and enhancing their mood.</p>	<p>musicians and artists in response to given songs.</p>	<p>this, a child would need to understand and accept their place within the social situation when working within a group. For example, they may have a solo or they may be a supportive role. When working as a group in Music children develop their social skills and understanding that they have a responsibility to not let the group down ensuring they all work just as hard no matter what their role in that group is. Through group work in music children will also develop their speaking and listening skills, responding to the ideas of others and appreciating each other's ideas.</p>	<p>appreciate how music differs through place and how it has changed over the years.</p>
RE	<p>Spiritual development in RE is explored through the exploration of various religions, beliefs and values. RE at Stowlawn also provides opportunities for children to explore their own beliefs about a range of topics. The RE curriculum</p>	<p>Moral development in RE is explored through recognising the difference between right and wrong through the teachings of rules and teachings such as 'The Ten Commandments' and 'The Golden Rule.' The children will also partake in</p>	<p>Social development in RE is explored through the teaching of how to respect opinions and beliefs of others. Children are also provided with a range of opportunities to develop social skills, including discussions and debates.</p>	<p>Cultural development in RE is promoted through the exploration of artefacts and texts from different religions. Provision for cultural development also includes learning to respect people of all faiths, combating discrimination.</p>

	also teaches children about religious festivals and celebrations.	discussions about ethical issues and moral values. Children will learn to empathise with others and to understand the consequences of their own and others' actions.	There are also opportunities for children to socialise with other pupils and adults from different ethnicities and religions.	
History	At Stowlawn, the History curriculum involves the mystery of how and why events in the past happened, helping students to a realisation that these same events could have taken other directions. Students will identify the significance that some individuals have had and the multitude of different interpretations that can be made about one single event. Through the study of History, students gain an understanding of how religion has shaped significant historical periods, causing both conflict and co-operation.	At Stowlawn, pupils are encouraged to comment on the moral questions and dilemmas faced by many different historical figures throughout time. Pupils are also required to develop their own values and attitudes in response to a range of events. Pupils are required to analyse sources of evidence and find out the truth about past events. They are also required to develop the ability to empathise with decisions made at the time, based on the historical situation.	At Stowlawn, pupils to think about what past societies have contributed to our culture today. Their own social development is encouraged through working together as a team to problem solve. History also provides the students with opportunities to express themselves and communicate their ideas clearly. Pupils are encouraged to articulate their thoughts and opinions, as well as working with peers and adults, when investigating different historical sources.	At Stowlawn, we develop a better understanding of our multi-cultural society through studying links between local, British, European and world history. They explore ways in which events have shaped our culture and society and the causes and consequences of cultural conflict and prejudice. An appreciation, of and respect of their own and other cultures, is acquired through the study of tolerance and harmony in historical periods. An acceptance that other people have different faiths or beliefs to oneself (or having none) should be accepted and tolerated and not be the cause of prejudicial or discriminatory behaviour is explored through cultural

				understanding of society throughout history.
Geography	Geography at Stowlawn Primary focuses on the natural world: both at the physical and human features. Pupils learn about rivers (Y6) mountains (Y5) volcanoes and earthquakes (Y3) a fascination and sense of awe and wonder and a certain kind of Spiritualism about the world around them is developed.	Geography at Stowlawn Primary provides opportunities for pupils to understand the causes and consequences of a range of environmental, economic, social and cultural issues. The pupils are encouraged to understand the global implications & moral impact of such issues. Various exercises enable the pupils to explore a range of moral issues held by society, which in turn enables them to develop their own attitudes and values. In Year 6 the pupils will study the Mayans and focus on the economic activity including trade links.	At Stowlawn Primary pupils across KS1 and KS2 study their local area and compare their cities with others in the UK and in other countries of the world, strengthening their sense of identity in their local community and their knowledge of other cultures and of the wider world.	At Stowlawn Primary cultural education in geography involves the study of real people in real places in the present. It provides opportunities for multi-cultural education through recognising commonalities and differences across all key stages. Each year group will Study their own locality and its relationship to the wider world.
PSHE	PSHE supports spiritual development by helping pupils to recognise and respect that every child can develop their own sense of	PSHE supports moral development by encouraging pupils to build a sense of character; our children explore moral ideas	PSHE supports social development by creating an environment that is cohesive and embracing of everyone's unique skills and	PSHE supports cultural development because it develops an understanding and appreciation of the wide range of cultural

	<p>identity and learn tolerance towards others. PSHE also promotes the development of respect for self and others. It provides children with a sense of enjoyment and fascination in learning about themselves, others, and the world around them. It provides pupils many opportunities to use imagination and creativity in their learning and promotes a willingness to reflect on individual experiences.</p>	<p>and grow an awareness of rights and responsibilities and learn about equality for all members of our community. It helps children to recognise the difference between not only right and wrong but making the best decision in the moment and to readily apply this understanding to their own lives. For example, through Anti-Bullying Week, school visitors, Safer Internet Day, and through our many school focus days, children develop an understanding of the consequences of their behaviour and actions. PSHE develops an interest in investigating and offering reasoned views about moral and ethical issues. Pupils are encouraged to develop an ability to understand and appreciate the viewpoints of others.</p>	<p>attributes, allowing pupils to work successfully as a member of a group. It develops pupils' social skills in different contexts: working and socializing with other pupils from different religious, ethnic, and socio-economic backgrounds. PSHE develops in children a willingness and ability to participate in a variety of social settings: volunteering, co-operating, compromising, and resolving conflicts effectively. Through charity work and school campaigns (Red Nose Day, Children in Need, Well-Being Week, Plastic Pollution, etc) we are enabling children to develop an awareness of the needs of others and feel empowered to make a change.</p>	<p>influences that have shaped the pupils' heritage and those of others. PSHE promotes and encourages pupils to respond positively to artistic, musical, sporting, and cultural opportunities as shown through their tolerance and attitudes towards different religious, ethnic, and social economic groups in the school and wider community. It also promotes fairness and equality through these opportunities, allowing children to understand that in Britain, we are all lucky enough to experience many opportunities regardless of race, gender, or sexuality.</p>
Computing	<p>Spiritual At Stowlawn Primary our computing curriculum develops our pupils spirituality by:</p>	<p>Moral At Stowlawn Primary our computing and esafety curriculum develops our pupils morality by:</p>	<p>Social At Stowlawn Primary our computing and e safety curriculum develops our pupils socially by:</p>	<p>Social At Stowlawn Primary our computing and e safety curriculum develops our pupils socially by:</p>

	<p>Exploring creativity and imagination when designing and constructing digital artwork, film, music and presentations.</p> <p>Promoting self-esteem through presenting our work and achievements to others. Ie Digis</p> <p>Exploring how ideas in computing have inspired others.</p> <p>Exploring how online communication and sharing creates and upholds relationships and mental / spiritual wellbeing</p>	<p>Encouraging good etiquette when using digital technology including mobile devices and with due regard to e-safety.</p> <p>Encouraging respect for other people's views and opinions.</p> <p>Encouraging respect for all our computing equipment.</p> <p>Exploring moral issues around the use of digital technology - For example, copyright and plagiarism.</p> <p>Discussing with children how Technology can be misused for example cyber bullying, inappropriate photos, theft and hate-crime.</p> <p>Ensuring that children can recognise misuse and know what to do if it happens to themselves or a friend</p>	<p>Highlighting the benefits and drawbacks of online communication.</p> <p>Discussing appropriate use of technology and the implications of overuse and misuse.</p> <p>Encouraging students to assist one another in problem solving.</p> <p>Encouraging appropriate social behaviours in the classroom including listening whilst others are talking and generally interacting as caring a community.</p> <p>Encouraging good practice and respect in the use of online technology and social networking.</p>	<p>Highlighting the benefits and drawbacks of online communication.</p> <p>Discussing appropriate use of technology and the implications of overuse and misuse.</p> <p>Encouraging students to assist one another in problem solving.</p> <p>Encouraging appropriate social behaviours in the classroom including listening whilst others are talking and generally interacting as caring a community.</p> <p>Encouraging good practice and respect in the use of online technology and social networking.</p>
Design and Technology	<p>Spiritual</p> <p>At Stowlawn Primary School pupils are spiritually educated in Design and Technology by:</p>	<p>Moral</p> <p>At Stowlawn Primary School pupils are morally educated in Design and Technology by:</p>	<p>Social</p> <p>At Stowlawn Primary School pupils are socially educated in Design and Technology by:</p>	<p>Cultural</p> <p>At Stowlawn Primary School pupils are culturally educated in Design and Technology by:</p>

	<ul style="list-style-type: none"> • Exploring creativity through design and technology • Explore emotions through design development • Reflection time to access own ideas and expand on ideas through adult or peer support • Use imagination in individual work and group work to design and make a product. (example: Y5 making bread, what herbs or seeds could we add, could we add food colouring) • Appreciation of beauty through discovery of materials and design and compare to other materials 	<ul style="list-style-type: none"> • Encouraging respect for their work and peers work. (work to be displayed in classrooms or around the school, for children to respect and show appreciation too) • Work cooperatively • Encourage respect in classroom environment • Encourage respect for equipment • Promote trust with adults and peers • Encourage sustainability through recycling and Upcycling (junk modelling or finding a new use for something that has been used) 	<ul style="list-style-type: none"> • Promote a sense of community within the classroom and around the school • Encourage independence and self respect • Celebrate success with displays and exhibitions • Encourage group/class discussion to share ideas and improve work • Promote group work and accept roles within a group to make a product. 	<ul style="list-style-type: none"> • Appreciate how culture influences design and implement into work to broaden ideas. • Explore a range of materials and equipment used by different cultures. • Gain inspiration through visiting exhibitions and seeing relevant work to the topic. • Respect diversity of cultural values and beliefs
PE	<p>Spiritual development in PE is taught through reflection on performances through dance and gymnastics. Children also focus on listening to others and taking all peoples values into account when working on tactics. Children are also</p>	<p>Moral development is highly promoted throughout PE lessons. Rules are taught through different games and activities. Children are also encouraged to support their peers and work together as a team to achieve goals. Children are also given</p>	<p>Social development is promoted through team work and leadership opportunities. Children are able to lead groups and learn to work together as a team listening to each others opinions and coming up with solutions if opinions</p>	<p>Our PE topics cover a range of different sports from different countries and cultures. Children are also able to look at different events that were happening in the world. E.g. the Olympics, the world cup and the euros.</p>

	able to focus on self improvement working towards new personal bests and working towards new goals.	opportunities manage or referee games putting them in a position of control and needing to make morally correct decisions. Children will also need to listen and accept consequences during games.	differ. Children are able to take part in internal and external competitions allowing children opportunities to meet children from other year groups or schools. These competitions also allow children to gain confidence and put themselves forward for competitions. When games have been played children are presented with opportunities to reflect on their performance and can encourage and discuss improvements fairly.	
MFL	Pupils at Stowlawn Primary School get a sense of fascination when studying French. As all pupils are at the same starting point when learning French, pupils should go into learning the subject with a clear and focused mind. This builds a confidence that no matter what, pupils are in the early learning stages of adopting a new language.	Stowlawn Primary School pupils understand the importance of learning a new language, being respectful of their peers' achievements, errors in pronunciation, or patience when speaking and listening. Pupils learn that it is important to take risks and make mistakes when trying to learn a different language, helping to build character and resilience.	In Stowlawn Primary School, we teach children French through communicating ideas. We teach French for a purpose – to get children talking to each other using simple sentences and vocabulary, for the purpose of speaking and listening. French concerns people from other cultural and social background, and the social element of language learning comes both from learning about other	In learning French from another culture, pupils at Stowlawn Primary School appreciate the similarities and differences between other countries and Britain. Pupils will explore important parts of France's culture, including famous landmarks, history and heritage linked to known places, and compare the varied topics around the world including sports, Arts and places.

	<p>Learning a language also builds on the understanding of others and how we communicate, not only speaking but reading, writing and listening. This helps to construct awareness of our own language when linking it to French, within the opportunity of exploring new words and phrases.</p>	<p>MFL teaches respect for other cultures, and pupils can develop a sense of awareness of how difficult it may be when people visit Britain and try to speak a new language.</p>	<p>societies and learning together in the classroom.</p>	<p>Using our scheme of learning also means we get regular updates and events surrounding France, e.g Bastille Day. Learning another language offers a wealth of culture and the viewpoint of another world to students at Stowlawn Primary School.</p>
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