

# SMSC in the Curriculum

At Wimboldsley we promote and encourage Equality and Diversity. We prepare children for life in 21st Century Britain by developing their knowledge and understanding of the 9 protected characteristics - age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

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<p><b>Mathematics</b></p>	<p>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 William Stockton Primary School spend their time.</p> <p>By considering pattern, order, symmetry and scale in both the man-made and natural world, <i>investigating how Tangram puzzles originated in China.</i></p>	<p>By engaging pupils playfully; for example, in unequal shares of resources, why might someone be upset if they received less than other people?</p> <p>By reflecting on data that has moral and ethical implications; for example at <i>Harvest time and Christingle Service where pupils consider the percentage of people around the world suffering from hunger and suffering.</i></p> <p>Investigating moral issue relating to money and wealth e.g. What is it that they talk about the 'North/South divide?'</p>	<p>By the sharing of resources within the classroom, the negotiating of responses and group problem solving, <i>working in Kagan Group activities such as Quiz, Quiz Trade.</i></p> <p>By analysing social data e.g. on poverty and bullying, including cyber bullying in <i>anti-bullying week.</i></p>	<p>By asking questions about the history of maths: for example, 'What did the Greeks discover that we still use in maths today?' <i>Looking at mathematical concept from around the world like Tangram Puzzles.</i></p> <p>Enabling pupils to acknowledge the important contribution made to mathematics by non-western cultures <i>e.g. Roman Numerals, Aztecs.</i></p>

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English	<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 met these ideas before?'</p> <p>By using and applying Blooms taxonomy high order questioning skills.</p> <p>By appreciating the beauty of language. <i>Looking at a variety of text like The Spider and the Fly by Mary Howitt and The Tyger by William Blake. Celebrating authors such as Roald Dahl in annual events like World Book Day.</i></p>	<p>By exploring stimulus for thinking about the 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 by giving them opportunities to value others opinions and express their own for example, <i>voting for their favourite author during World Book Day.</i></p> <p>Enabling pupils to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television.</p> <p>Developing pupils' awareness of moral and social issues in fiction, journalism (<i>following events such as the Paralympics in Rio 2016</i>), magazines, radio, television and film.</p>	<p>By supporting conceptual and language development through an understanding of and debates about social issues e.g. the use of social media.</p> <p>By providing opportunities for talk in a range of settings, especially through the 'Kagan' approach.</p> <p>Developing confidence and expertise in language, which is an important aspect of individual and social identity.</p> <p>Helping pupils to understand how language changes over time, the influences on spoken and written language and social attitudes to the use of language.</p>	<p>By pupils telling stories from their own cultures and backgrounds creating the idea that 'everyone has a story to tell'.</p> <p><i>In our Learning Challenge Curriculum, topic 'Do all animals and plants start life as an egg?', look at The Creation Stories from around the world, such as Charles Darwin's Theory of Evolution, contracted with The Bible and the Cherokee 'How the World was Made'</i></p> <p>By providing opportunities for pupils to engage with texts from different cultures e.g. <i>creation stories from around the world, myths and legends, poems from other cultures etc.</i></p>

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<p><b>Science</b></p>	<p>By demonstrating openness to the fact that some answers cannot be provided by Science e.g. <i>In our Learning Challenge Curriculum, topic 'Do all animals and plants start life as an egg?'</i> Evolution 'v' Creation Stories in Y5.</p> <p>By creating opportunities for pupils to ask questions about how living things rely on and contribute to their environment. <i>We work closely with Chester Zoo, who engage pupils to consider things like: pollution and poaching.</i></p> <p>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.</p>	<p>By offering pupils the chance to consider the wonder of the natural world and the inventions which 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. <i>We work closely with Chester Zoo, who engage pupils to consider things like: pollution and poaching.</i></p> <p>By encouraging pupils to speculate about how science can be used both for good and evil.</p> <p>Consideration of the moral dilemmas that can result in scientific developments.</p>	<p>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. <i>In our Learning Challenge Curriculum LKS2 pupils look at the effect on the sun in the topic 'Light and Shadow.'</i></p> <p>By exploring the social dimension of scientific advances e.g. environmental concerns, medical advances, energy processes. <i>During Science Week, children are able to conduct in experience such as 'walking on custard'.</i></p> <p>Encouraging pupils to reflect on the wonder of the natural world, for example <i>when we had the last Solar Eclipse in 2015 children made viewers and children were able to experience the Eclipse 'first hand'.</i></p> <p>Develop an awareness of the ways that science and technology can affect society and the environment.</p> <p><i>Co-operation in practical activity.</i> <i>Working collaboratively underpins the school ethos and science in William Stockton will involve children challenging beliefs, discussing questions, testing hypothesis and undertaking the principles that underpin science in our school.</i></p>	<p>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 <i>Hindu, Egyptian and Muslim traditions.</i></p> <p>Showing respect for differing opinions, on creation for example; Raising awareness that scientific developments are the product of many different cultures.</p>

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<p><b>MFL – French</b></p> <p>Children may gain insights into the way of life, cultural traditions, moral and social developments of other people;</p>	<p>By exploring the beauty of languages from around the world through topic work e.g. learning <i>through topics such as</i> 'Why do so many people choose to go to the Mediterranean for their holidays?' By learning <i>French</i> and knowing where around the world the French language is spoken.</p> <p>By exploring the way language is constructed.</p>	<p>By helping pupils to have an accurate and truthful <i>understanding of the French culture.</i></p>	<p>By learning the skill of communicating in different ways, <i>reinforcing languages, not just French in the everyday school life from answering the register in French to all the other nationalities represented in our classes and school, so that it becomes the 'norm' not just an add on.</i></p> <p>By exploring different social conventions e.g. forms of address in French.</p> <p>Social skills are developed through group activities and communication exercises; <i>children working collaboratively to undertake language tasks, such as word searches to plotting countries on a world map.</i></p> <p>Listening skills are improved through oral/aural work.</p>	<p>By appreciating the language and customs of others.</p> <p>By exploring the literature and culture of other countries.</p> <p>By taking part in cultural occasions e.g. Easter and Chinese New Year.</p>

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History	<p>Looking at the creation and evolution of British society; 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 <i>Romans had not invaded Britain in topics such as 'Why are the Romans so powerful and what did we learn from them'</i> or if the Normans had not been successful in 1066?</p> <p><i>By looking at the history of Britain, through topics such as: 'Who first lived in Britain a look at the Stone Age to the Iron Age, including: Hunter gatherers; Early farming; Bronze Age, and Iron Age.</i></p> <p>By speculating about how we mark important events from history and the people who shaped them e.g. <i>Guy Fawkes on the 5<sup>th</sup> November, Remembrance day.</i></p>	<p>By exploring the results of right and wrong behaviour in the past e.g. wars, <i>studying topics such as: How could Hitler have convinced a nation like Germany to follow him?</i></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>Enabling pupils to reflect on issues such as slavery, the holocaust and Imperialism;</p> <p>By going beyond the facts and asking pupils to make hypotheses and pose questions such as 'what if...?'</p> <p>'what would have turned a tragedy into a triumph?' etc. <i>Our topics start with questions to stimulate thoughts and group discussions.</i></p> <p>Showing an awareness of the moral implications of the actions.</p>	<p>By giving the trigger for discussions about how groups and communities organised themselves in the past e.g. Romans.</p> <p>By considering questions about social structure in the past. For example; <i>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?</i></p> <p>By encouraging pupils to talk to their parents and grandparents; for example, when learning about war through exploration of Remembrance Day Service.</p>	<p>By exploring the history of the Ellesmere Port and history around us in Cheshire.</p> <p>By investigating how culture is shaped by history, exploring the 'cultural heritage' and in particular the Christian influence on British culture.</p> <p>By taking pupils on visits to heritage sites e.g. <i>Roman Deva Centre, Chester or Chester Amphitheatre.</i></p>

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RE	<p>By experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religion and world views.</p> <p>By asking and responding to questions of meaning and purpose.</p> <p>By considering 'big questions' about God and the world</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 e.g. <i>Y4 unit on 'Worship'</i>.</p>	<p>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.</p> <p>By investigating the importance of service to others e.g. in Hinduism.</p> <p>By exploring religious perspectives and responses to evil and suffering in the world.</p> <p>By asking questions about the purpose and meaning of reconciliation and salvation e.g. exploring Yom Kippur.</p>	<p>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.</p> <p>By asking questions about the social impact of religion at an age appropriate level.</p> <p><i>In Wimboldsley Religious Education study is embraced. We strive for a holistic approach to study and have a very successful annual RE/multi-cultural week in which classes get to look at the subject holistically and see how each area of the curriculum 'fit together' and are united through the study of RE. Children look at religion through the mediums of: Art, Music, DT, Places of Worship, in which children get to visit places as worship from a Synagogue to a Church.</i></p>	<p>By exploring similarities and differences between faiths and cultures - <i>Christianity and Hinduism in KS1 extending to include Judaism and Islam in KS2.</i></p> <p>By considering in particular. <i>different cultural expressions of Christianity in Y4.</i></p> <p>By learning about UK Saints, especially through celebration of these in worship.</p> <p>By engaging with text, artefacts and other sources from different cultures and religious backgrounds.</p>

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<b>PSHE/ Circle Time/ Leadership</b>	<p>By developing an 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 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 what is right and wrong and to work out what we need to do in this particular community to make sure everyone thrives e.g. Good to be Green, school values and principles (Star in every classroom).</p> <p>By making explicit links to the school's distinctive ethos e.g. <i>Values assembly.</i></p>	<p>By helping pupils to engage in a democratic process for agreeing the rules for community life e.g. creating class expectations.</p> <p>By creating opportunities for pupils to exercise leadership and responsibility through school council. E.g. pupils might be asked <i>'Why do we think this is important?' 'What could we do about it?' 'Who would like to take it further?'</i></p> <p><i>At Wimboldsley we embrace change and have an annual British Values assembly/event in which we share the progression from Reception to Year 6, 'What does it mean to be British' and what British Values means to us.</i></p>	<p>By exploring how different cultures can offer great insights into how we lead our lives.</p>

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<p><b>Art and Design</b></p> <p>Art lessons develop children's aesthetic appreciation; In turn Art evokes feelings of 'awe' and 'wonder';</p>	<p>By providing plenty of rich opportunities for pupils both to explore the spiritual dimension and natural phenomena e.g. solar eclipse.</p> <p>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. <i>During RE week we had visitors from the muslim and Hindu faiths. As well as going out to 2 Christian churches</i></p> <p>By promoting the process of 'reviewing and evaluating'; for example, visiting a museum and associated follow-up work.</p> <p>Studying artists with spiritual or religious theme, issues raised by artists which concerns ethical issues, such as War painting.</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>Giving pupils the chance to reflect on nature, their environment and surroundings. <i>Recreating forts linked to our Roman/Chester topic.</i></p>	<p>By sharing of resources.</p> <p>By exploring social conflict and resolution.</p> <p>By exploring art as a powerful social tool e.g. in advertising, in representing particular groups. <i>Linking the power of advertising to literacy in the use of persuasive language.</i></p>	<p>By experiencing a wide range of creative media from around the world.</p> <p>By developing aesthetic and critical awareness at an age appropriate level. <i>At Wimboldsley our school embraces art and design from walking through the door, from Reception to Year 6, art encapsulates you. Our recent ART week, allowed the pupils to study diverse artists.</i></p>

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

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<b>Drama</b>	By allowing for insight, self-expression and the chance to walk in someone else's shoes e.g. <i>Different characters from fairy tales in Y1, soldiers from the trenches in Y5.</i>	By expressing what it feels like to be wronged and what remedies might make things better for the injured e.g. during <i>Anti-bullying Week.</i>	By exploring similarities and differences and how respect for others can be expressed.  By building self- esteem and encouraging self-worth.  Ensuring that our literacy lessons plan for children to: 'prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action'.	By taking different roles from other backgrounds.  By using different dramatic conventions to encourage empathy.

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<p><b>Design and Technology</b></p> <p>Reflecting on products and inventions, the diversity of materials and ways in which design can improve the quality of our lives.</p>	<p>By enjoying and celebrating personal creativity e.g. Y1 creating Memory Boxes.</p> <p>By reviewing and evaluating created things. <i>By offering a cultural in which opinion matters by giving children the opportunity to give and receive feedback e.g. 2 stars and a wish.</i></p>	<p>By raising questions about the effect of technological change on human life and the world around them.</p> <p>Awareness of the moral dilemmas created by technological advances;</p>	<p>By exploring dilemmas that individuals may face and developing practical solutions to these problems</p> <p>By making a contribution to the local society through art works <i>such as Boat Art and our local links to the Traveller Community.</i></p> <p>Opportunities to work as a team, recognising others'</p>	<p>By considering cultural influences on design, looking at artist such as:</p> <p>By asking questions about functionality 'v' aesthetics.</p> <p>How different cultures have contributed to technology <i>such as the Romans and the Mayans.</i></p>

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<p><b>Computing</b></p> <p>Preparing the children for the challenges of living and learning in a technologically enriched, increasingly inter-connected world;</p>	<p>By wondering at the power of the digital age e.g. 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 – e.g. campaigns for charities and injustice as a force for good. Cyber bullying as a danger.</p> <p>By considering the vision of those involved in developing the web.</p> <p>Making clear the guidelines about the ethical use of the internet;</p> <p><i>Using the internet to make ‘smart choices’ – reinforcing the ‘safe’ use of the internet and being SMART.</i></p>	<p>By links through digital media services with other schools and communities.</p> <p>By highlighting ways to stay safe when using on line services and social media</p> <p>By being prepared to work with technology to forge new relationships.</p> <p>By discussing the impact of ICT on the ways people communicate e.g. <i>Snap Chat, Instagram and Facebook. Highlighting the advantages and disadvantages of such technology.</i></p> <p>Acknowledging advances in technology and appreciation for human achievement.</p>	<p>By exploring human achievements and creativity in relation to worldwide communications, <i>such as ‘Google Earth (links to Space Stations) and Twitter.’</i></p> <p>By developing a sense of awe and wonder at human ingenuity.</p>

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<p><b>PE</b></p> <p>Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play;</p>	<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>By being aware of one's own strengths and limitations e.g. <i>swimming lessons starting from year 3 through to year 6 and participation in annual Sports Day.</i></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 sportsmanship e.g. through shaking the hand of a competitor at the end of an event, regardless of the result.</p> <p>Individual activities that provide the opportunity for self-reflection, awareness and challenge.</p>	<p>By developing a sense of belonging and self-esteem through team work to create a dance, participate in a race etc.</p> <p><i>Success is celebrated every week in our celebration assembly in which sporting participation is recognised and rewarded.</i></p> <p>By developing a sense of community identity through <i>taking part in inter school events such as local football, rugby and netball events</i></p> <p>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.</p> <p>Individual activities that provide the opportunity for self-reflection, awareness and challenge.</p>	<p>By learning about the history of sport, and where they originate from e.g. <i>The Olympics when studying the Greeks.</i></p> <p>By making links with national and global sporting events such as the World Cup and the Olympics.</p> <p>By exploring rituals surrounding sporting activities e.g. medal ceremonies, learning and singing the national anthem.</p> <p>Exploring the sports and traditions of a variety of cultures.</p>

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<p><b>Geography</b></p> <p>Opportunities for reflection on the creation, earth's origins, future and diversity are given;</p>	<p>By using Google maps and asking pupils to imagine what it might be like to live in different parts of the world e.g. <i>India in Y2</i>.</p> <p>By making links with history when exploring the environment and speculating on why the landscape is as it is i.e. <i>in the local area study in Y1</i>.</p> <p>By comparing their lives with pupils living in other countries or other part of the UK, <i>through annual school events such as Red Nose Day and Comic Relief</i>.</p>	<p>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?</p> <p>Reflection on the fair distribution of the earth's resources and issues surrounding climate change; <i>sharing Newsround stories and compassion to natural disasters, fund raising where possible</i>.</p>	<p>By providing positive and effective links with the community, both locally in Ellesmere Port e.g. Y1 Incredible Edible planting and through linking with other schools with different demographics both in the UK and globally <i>e.g. India in Y6</i>.</p> <p>By considering social responsibility <i>e.g. care for the environment in Y2 and impact of traffic on the local area in Y1</i>.</p>	<p>By making links with other countries through schools linking and cultural theme days e.g. <i>RE week</i>.</p> <p>By exploring cultures that have had, and still have an impact on the local area e.g.</p> <p>Studies of people and physical geography give our children the chance to reflect on the social and cultural characteristics.</p>