



# **A policy for Spiritual, Moral, Social and Cultural Education (SMSC) and to promote fundamental British Values**

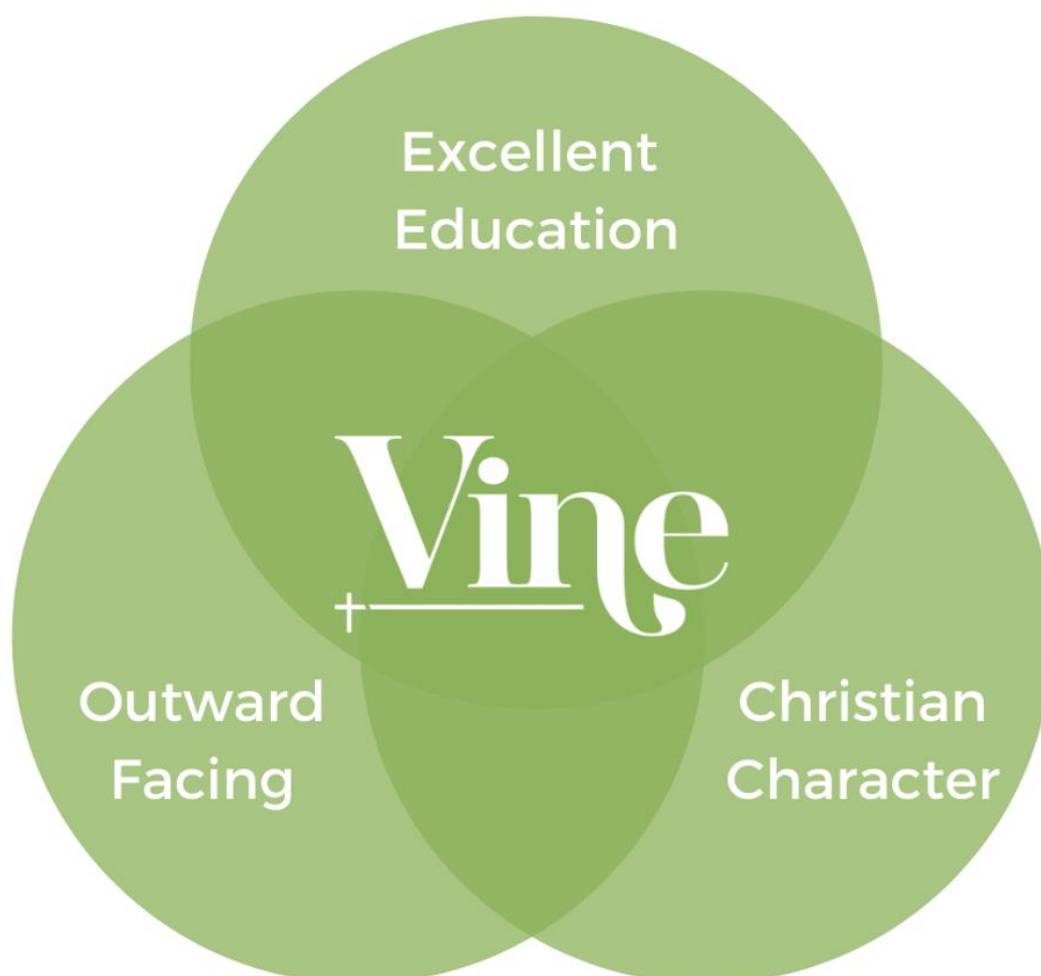
**"I am the vine; you are the branches.  
If you remain in me and I in you, you will bear much fruit"  
(John 15:5)**

This is a model policy for Vine schools that has been adapted for St Andrew's C of E Primary school.

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## Vision & Values

**V** Valuing every person  
**I** Inspiring great teaching  
**N** Nurturing academic excellence and Christian Character  
**E** Excelling, unlocking great potential



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## **Our Vision for St Andrew's Primary School**

**To create a happy, caring, secure school where children and staff feel valued. We aim to provide our children with the knowledge and skills to develop their God-given talents, within an environment that makes them feel inspired, challenged and excited. Our Christian values of determination, hope, kindness and respect underpin all that we do, enabling our children to flourish academically, socially, emotionally and spiritually. Our children become courageous and determined learners - able to take risks, make mistakes and develop resilience. Our children leave us well-rounded individuals ready to take on the world.**

***'Be strong and courageous.***

***Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go.'***

***Joshua 1.9***

At St Andrew's, we recognise the importance of both the academic and personal development and well-being of every child in our school. This includes recognising the importance of providing a range of opportunities for our pupils to respond to, that supports their spiritual, moral, social and cultural development and including global education themes.

We recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures.

All members of the school community are encouraged to develop into responsible citizens through the implementation of modern British Values. Modern British Values are shared through the thoughtful and wide-ranging promotion of the children's SMSC development, enabling them to thrive in a supportive, highly cohesive learning

### **Aims**

- To embrace the spiritual, physical, intellectual, emotional, moral and social development of children, young people and adults.
- To embed a clear understanding of SMSC within a Christian Church School context.
- To provide a broad and balanced curriculum that promotes SMSC development of all pupils.
- To ensure that the provision for pupils in SMSC is highly effective and has an impact across the curriculum.
- To ensure that everyone connected with the school is aware of our values and principles.
- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- To ensure that pupils know what is expected of them and why.
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.

- To enable pupils to develop an understanding of their individual and group identity.
- To enable pupils to begin to develop an understanding of their social and cultural environment, and an appreciation of the many cultures that now enrich our society.
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.
- To ensure that British Values are frequently and purposefully promoted

## **Our curriculum**

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum.

Christian spirituality and Christian values and principles are explored, especially in RE/Collective Worship, but the integrity and spirituality of other faith backgrounds is also respected and explored.

The diversity of spiritual traditions is recognised, and pupils are given access to alternative views.

All adults model and promote expected behaviour, treating all people as unique and valuable individuals.

The school community is a place where pupils can find acceptance for themselves as unique individuals and where forgiveness is fundamental to the ethos of the school.

Pupils learn to differentiate between right and wrong in and how their actions may affect other people. They are encouraged to value themselves and others.

Pupils are supported to understand the need for rules and the need to abide by rules for the good of everyone.

School and classroom rules/codes of conduct reflect, reiterate, promote and reward appropriate behaviour and provide opportunities to celebrate pupils' work and achievements.

All curriculum areas seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This is reflected in planning and purchasing decisions.

This policy has been formally adopted by the Local Schools Board, in consultation with the Headteacher. It is consistent with the Christian foundation of the school as expressed in the Trust Deed and School Ethos Statement.

## **Spiritual, Moral, Social and Cultural development (SMSC)**

(NB whilst each dimension is outlined separately there is a great deal of overlap between the four areas).

### **Spiritual development**

Spiritual development is concerned with developing the non-material aspects of life, focusing on personal insight, values, meaning and purpose. Beliefs that help provide perspective on life may be rooted in a religion, but equally may not. Children explore the fundamental British Value of exploring and respecting the values and beliefs of others.

The Spiritual development of all our children is addressed through the Christian vision and values of our school. As a church school we address spiritual development through prayer, Christian worship, celebration of Christian festivals and learning about those of other faiths, reading and reflection on the Bible within Collective Worship, RE and across the wider curriculum.

We are committed to:

- Celebrating the religious and non-religious beliefs and values that our pupils bring as part of their family/culture heritage and to building an awareness of and respect for others' spiritual and religious beliefs
- Fostering common human values and building spiritual capacities to promote self-worth
- Promoting Self-esteem and valuing others
- Helping our pupils to come to an understanding of themselves as unique individuals and encouraging them to reflect on "big questions"
- Developing our pupils' curiosity, imagination, creativity and promoting a lifelong love of learning.

The learning environment and curriculum have been carefully developed and planned to provide thoughtful and wide-ranging opportunities for Spiritual Development. These include:

- Opportunities for deep thinking, exploring challenging questions and issues (Big Questions, Understanding Christianity, DNEAT RE Syllabus)
- Prayer permeating the life of the school (prayer in Collective worship, role of prayer in class bases, prayer spaces, outdoor prayer)
- Creative, bold and imaginative curriculum structure leading to opportunities for delight and wonder. (topic focus areas, scientific investigations, exploration of awe and wonder)
- Time to be calm, peaceful and reflective (times of stillness, use of reflection, reflective spaces, format of the school day)
- Opportunities for pupils to know themselves as they are known and loved by God (Worship, RE, PSHE, RSE, Drama activities, Music, Art)
- Exploring a range of beliefs and how they can impact on the way an individual lives (RE, Worship, History, PSHE, Themed Days, external visits and visitors)
- Engaging and exploring worship from a range of Christian traditions (links to the Parish Church, Daily Worship, Services in the church, visitors supporting Worship, visits to places of worship, Festivals, Eucharist)

Note: In the current SIAMS schedule (September 2021) Spiritual Development is focused on primarily in Strand 2 'Wisdom, Knowledge and Skills'.

### **Moral Development**

The school's definition of Moral Development

Moral development is about knowing what is right and wrong and acting on it accordingly. Moral development is about personal and societal values, understanding the reasons for them and airing and understanding disagreements. Children develop the fundamental British Value of investigating moral values and ethical issues, and recognising and applying right and wrong.

We are committed to encouraging pupils to:

- Be truthful and honest
- Respect the rights and property of others, their opinions and customs, even when they are different from our own
- Help others
- Solve differences of opinion in non-violent ways using the principles of restorative practice.

The learning environment and curriculum have been carefully developed and planned to provide thoughtful and wide-ranging opportunities for Moral Development. These include:

- Develop a sense of right and wrong based on Christian teaching (Worship, class rules, code of conduct, Behaviour policy, Christian values)
- Opportunities for genuine thanksgiving and praise (class rewards, whole school reward system, Celebration worship, team points)
- Time to explore moral and ethical dilemmas and consider how to respond within a Christian framework ( PSHE, RE, Worship, RSE, class assemblies, plays, workshops, Big Questions)

- A consistent approach that ensures fairness, justice and equality and promotes forgiveness and repentance (equality policy, social/behaviour policy, anti-bullying policy, Valuing All God's Children)
- Space to act justly and mercifully with a sense of humility to challenge injustice (courageous advocates, school council, eco council, social action projects)

Note: In the current SIAMS schedule (September 21) Moral Development is focused on primarily in Strand 3 'Character Development: Hope, Aspiration and Courageous Advocacy'.

## **Social Development**

Social development shows pupils working together effectively, relating well to adults and participating in the local community. It also includes the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs

We are committed to:

- Fostering the skill and qualities of team building through the development of self-confidence, co-operation, sensitivity to others, reliability, initiative and understanding
- Providing an environment where pupils can take responsibility for themselves and others in school and the wider society
- Teaching the Equalities Act throughout our curriculum.

The learning environment and curriculum have been carefully developed and planned to provide thoughtful and wide-ranging opportunities for Social Development. These include:

- Quality relationships allowing all to express themselves openly, honestly and respectfully (PSHE, Behaviour Policy, Mentoring, Emotional Support & intervention, Circle Time, buddies, collaborative work in classrooms, Christian Values)
- Strategies to support pupils with managing disappointment (Circle time, Counselling, mentoring, Growth mindset, mindfulness)
- Building relationships within and across different communities (local Parish church, local places of worship, care home visits, choir events, cluster schools, academy trust events, Cathedral days, national links, global links)
- Positive social behaviours including accepting and understanding difference, talking and listening to others and being aware of own and others emotions (Friendship groups, Reading Buddies, PSHE, Worship, Behaviour Policy, Exclusion Policy, Attendance Policy, Code of conduct, RE)
- Effective systems for supporting the well-being of all adults and pupils (Mental Health & Wellbeing CofE doc, internal school support, wellbeing activities, signposting)

Note: In the current SIAMS schedule (September 21) Social Development is focused on primarily in Strand 4 'Community and Living Well Together' and Stand 5 'Dignity and Respect'.

## **Cultural Development**

Cultural development shows pupils understanding and feeling comfortable in a variety of cultures and experiencing a range of cultural activities (art, theatre, travel, concerts). Children develop the fundamental British Value of exploring, understanding and tolerance regarding the diversity of cultural traditions and beliefs of others. We value and celebrate the cultural diversity of our school, our society and the world by:

- Promoting an appreciation of our on cultural tradition/s and encouraging an appreciation of other peoples' cultural traditions
- Celebrating the richness of culture and tradition.
- Weaving global education themes through our curriculum.

The learning environment and curriculum have been carefully developed and planned to provide thoughtful and wide-ranging opportunities for Cultural Development. These include:

- Learning about others, accepting and valuing other traditions and celebrations (links with local, national and international schools, stories from other cultures, learning about other cultures as part of fundraising/charity work, themed workshops, RE, Worship)
- Exploring the diversity of cultures within Britain and the local area (RE, Curriculum Plans, Themed days, visitors from the local and national community dance workshops, drum workshops and other musical groups, first hand visits including places of worship, art galleries, concert venues, theatres etc..)
- Prompting an understanding of Christianity from a global perspective (RE, Worship, links with other countries, being part of international and national Christian fundraising events, encounters with people, art, music, literature etc.. from a differing culture)
- Understanding the contexts in which people express their beliefs and identity, and demonstrating openness to other beliefs and cultural differences (school ethos, vision & values, PSHE, Big Questions, Citizenship, RSE, Valuing all Gods Children, Anti-bullying policy, E-safety)

Note: In the current SIAMS schedule (September 21) Cultural Development is focused on primarily in Strand 4 'Community and Living Well Together' and Stand 5 'Dignity and Respect'.

### **Promoting British Values**

e.g. Our core Christian values of determination, hope, kindness and respect are at the heart of our ethos and embedded within them are the fundamental values of

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect and Tolerance of those with different faiths and beliefs.

These deeply rooted values, alongside our commitment to promoting children's spiritual, moral, social and cultural development, we are able to actively promote British Values.

See Appendix C for further details of how our core Christian values and British values connect.

### **Monitoring & Evaluation**

The planning and co-ordination of SMSC are the responsibility of the Headteacher, who also:

- Supports colleagues in their teaching, by keeping informed about current developments and by providing a strategic lead and direction for SMSC.
- Works to ensure SMSC has a high profile in school improvement and forms part of school improvement plans.
- Speaks to children and other stakeholders about different elements of SMSC and uses this to inform future planning.



- Reviews planning of SMSC across the curriculum, evidence of pupils' work and to observe elements of SMSC across the school.

**APPENDIX A**  
**OFSTED SCHOOL INSPECTION HANDBOOK 2019 – DEFINING SMSC**

The Ofsted School Inspection Handbook defines SMSC as:

Provision for the **Spiritual Development** of pupils includes developing 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

Provision for the **Moral Development** of pupils includes developing their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, 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.

Provision for the **Social Development** of pupils includes developing 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.

Provision for the **Cultural Development** of pupils includes developing 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 within 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, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities.

## APPENDIX B

### SMSC – A CHRISTIAN PERSPECTIVE

#### SPIRITUAL DEVELOPMENT:

Spiritual Development in a Church School can enrich and encourage the child's journey towards a discovery and deeper understanding of our 'inmost being', God our Creator and the wonder of the world around them.

*'Let us run with perseverance the race marked out for us, fixing our eyes on Jesus, the pioneer and perfecter of faith.'* Hebrews 12:1-2

*'For you created my inmost being; you knit me together in my mother's womb. I praise you because I am fearfully and wonderfully made; your works are wonderful.'* Psalm 139 V 13-14

#### MORAL DEVELOPMENT:

Moral Development in a Church school should allow pupils opportunities to explore issues from a wide range of viewpoints. Underpinning all investigation, discussion, reflection and evaluation are the teachings of Jesus Christ, offering pupils a foundation stone on which to build their lives. The voice of Christianity should be heard clearly throughout.

*'As obedient children, do not conform to the evil desires you had when you lived in ignorance. But just as he who called you is holy, so be holy in all you do; For it is written; 'Be holy, because I am holy''* 1 Peter 1:14-16

*'Since you are my rock and my fortress, for the sake of your name lead and guide me'* Psalm 31: 3

#### SOCIAL DEVELOPMENT:

Social Development in a Church School should develop children's understanding of what it means to live in a Christian community where Jesus' command to love one another is put into practice.

*'Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ.'* 1 Corinthians 12:12

*'May the Lord make your love increase and overflow for each other and for everyone else.'* 1 Thessalonians 3:12

#### CULTURAL DEVELOPMENT:

Cultural Development in a Church School provides opportunities to develop an understanding of Christianity as a worldwide multi-cultural faith and an appreciation of the diversity of beliefs and cultures across the world.

*'There is neither Jew nor Gentile, neither slave nor free, nor is there male and female, for you are all one in Christ Jesus'* Galatians 3:28

## Appendix C – Core Christian Values and British Values

### 'British' Values at St Andrew's Primary School.

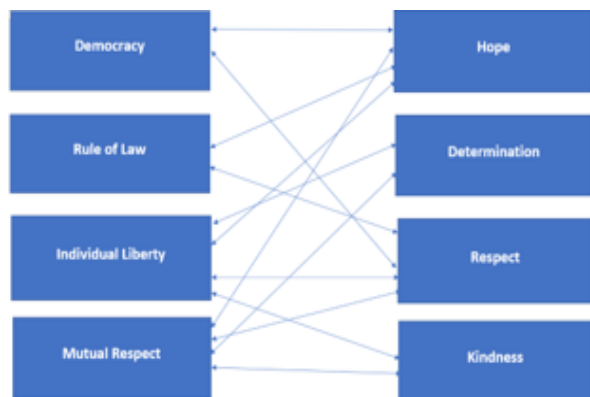
The DfE have reinforced the need ***“to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”***

**How do we actively promote the values fundamental to Britain, of the rule of law, individual liberty, mutual respect and tolerance of others with different faiths and beliefs?**

<p><b>Democracy</b></p> <p>St Andrew's Primary School puts the United Nations Convention on the Rights of the Child at the heart of the school. Each year the children decide upon their class code of conduct and the rights and responsibilities associated with these. All the children contribute to the drawing up of the class code.</p> <p>Children have many opportunities for their voices to be heard. We have a school council which meets regularly to discuss issues and ideas raised in class council meetings. The council members for each year group are voted in by their class, following election campaigns, where prospective candidates set out what they want to achieve during their term of office. Our children take this very seriously and respond well to voting for the person they feel will represent them best, rather than for their best friend.</p> <p>Each week, children and adults in school are able to nominate and vote for children to achieve a Golden Ticket Award for a variety of achievements as well as for demonstrating our Core Christian Values in action.</p>
<p><b>The Rule of Law</b></p> <p>We discuss the value of laws and the importance of fairness when laws are made.</p> <p>The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when promoting positive behaviour and through school assemblies. Pupils are taught the value and reasons behind laws and learn that laws can protect us. They are supported to understand that we all have responsibilities to abide by fair laws and that there are consequences when laws are broken. We link laws with responsible choices. Where children make less responsible choices, they understand that there are consequences, just as there are when people break laws</p>
<p><b>Individual Liberty</b></p> <p>Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-Safety and PSHE lessons. Whether it be through choice of learning challenge, of how they record, of participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices.</p>
<p><b>Mutual Respect and Tolerance</b></p> <p>Mutual respect is at the heart of our Core Christian values. Children learn that their behaviours influence their own rights and those of others. All members of the school community treat each other with respect.</p>

Our core Christian Values are Hope, Determination, Respect and Kindness.

They sit at the heart of our ethos and embedded within them are those fundamental values of Democracy, the Rule of Law, Individual Liberty and Mutual Respect as this diagrams illustrates:



Our vision statement strongly underpins our commitment to preparing children for life in modern Britain:-



Our vision for St Andrew's C of E Primary School:

*To create a happy, caring, secure environment where children and staff feel valued. We aim to provide our children with the knowledge and skills to develop their God-given talents, to feel inspired, challenged and excited. Our Christian values of determination, hope, kindness and respect underpin all that we do, enabling our children to flourish academically, socially, emotionally and spiritually. Our children become courageous and determined learners - able to take risks, make mistakes and develop resilience. Our children leave us well-rounded individuals ready to take on the world.*

*'Be strong and courageous.*

*Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go.'*

*Joshua 1.9*

Our core Christian values that underpin all that we do are:-  
Hope Determination Respect & Kindness

We encourage, guide and teach our children to recognise and celebrate diversity and similarity. We put huge emphasis on developing integrity in order to equip our children with the tools to 'do what is right'. Our curriculum is organised to respond to local, National and Global events as well as to reflect on the past and the lessons we can learn from it.

**How do we promote tolerance and respect for people of other faiths, cultures, lifestyles?**

**How do we include a balanced approach to religious education which is broadly Christian but encompasses all major world faiths.**

Our RE curriculum is rich and diverse. We feel that this is vitally important as we are situated in a community with very little cultural or religious diversity.

EYFS and KS1

	Autumn	Spring	Summer	
<b>Mulberry (R/1) One Year</b>	<p><b>Creation</b> - Core Learning (F1) Why is the word 'God' so important</p> <p>Special people</p> <p><b>Incarnation</b> - Core Learning (F2) Why do Christians perform nativity plays at Christmas?</p> <p>Special festivals as appropriate</p>	<p>Special symbols and objects (<a href="#">ExploRE</a>)</p> <p><b>Salvation</b> - Core Learning (F3) Why do Christians put a cross in an Easter garden?</p> <p>Special festivals as appropriate</p>	<b>Pentecost</b>	<p>Special words and stories (<a href="#">ExploRE</a>)</p> <p>Special festivals</p>
<b>Apple A (1/2)</b>	<p><b>Creation</b> - (1.2) Who made the world?</p> <p>Special things in Nature (<a href="#">ExploRE</a>)</p> <p><b>Incarnation</b> - (1.3) Why does Christmas matter to Christians?</p> <p>Special festivals as appropriate</p>	<p>Special symbols and objects (<a href="#">ExploRE</a>)</p> <p><b>Salvation</b> - (1.5) Why does Easter matter to Christians?</p> <p>Special festivals as appropriate</p>	<b>Pentecost</b>	<p><b>God</b> - (1.1) What do Christians believe God is like?</p> <p>Special words and stories (<a href="#">ExploRE</a>)</p> <p>Special festivals as appropriate</p>
<b>Apple B (1/2)</b>	<p><b>Creation</b> - (1.2) Who made the world?</p> <p>Special people (<a href="#">ExploRE</a> - Islam)</p> <p><b>Incarnation</b> - (1.3) Why does Christmas matter to Christians?</p> <p>Special festivals as appropriate</p>	<p>Special ways of living – multi faith - (<a href="#">ExploRE</a> - not Islam)</p> <p>Special festivals as appropriate</p> <p><b>Salvation</b> - (1.5) Why does Easter matter to Christians?</p>	<b>Pentecost</b>	<p><b>God</b> - (1.1) What do Christians believe God is like?</p> <p>Special places – multi faith (<a href="#">ExploRE</a>)</p> <p>Special festivals as appropriate</p>

## Lower KS2

	Autumn	Spring	Summer
Cherry A (3/4)	<p><b>Creation/Fall</b> - (2.1) What do Christians learn from the Creation story?</p> <p><b>Judaism</b> - the Jewish home (ExploRE Judaism Unit 2)</p> <p><b>Incarnation</b> - (2A.3) What is the Trinity?</p>	<p><b>Incarnation</b> - (2A.3) What is the Trinity?</p> <p><b>Hinduism</b> - Gods and Goddesses and Festivals (ExploRE Hinduism unit 2)</p> <p><b>Salvation</b> - (2A.5) Why do Christians call the day Jesus died 'Good Friday'?</p>	<p><b>Pentecost</b></p> <p><b>Buddhism</b> - Buddha's life story (ExploRE Buddhism Unit 1)</p> <p><b>Gospel</b> - (2A.4) What kind of world did Jesus want?</p>
Cherry B (3/4)	<p><b>Creation/Fall</b> - (2.1) What do Christians learn from the Creation story?</p> <p><b>Islam</b> - The Qur'an (ExploRE Islam Unit 2)</p> <p><b>Incarnation</b> - (2A.3) What is the Trinity?</p>	<p><b>Incarnation</b> - (2A.3) What is the Trinity?</p> <p><b>Hinduism</b> - Gods and Goddesses (ExploRE Hinduism Unit 1)</p> <p><b>Salvation</b> - (2A.5) Why do Christians call the day Jesus died 'Good Friday'?</p>	<p><b>Pentecost</b></p> <p><b>Buddhism</b> - The Living as a Buddhist- devotional practices and the middle way (ExploRE Buddhism Unit 2)</p> <p><b>Gospel</b> - (2A.4) What kind of world did Jesus want?</p>

## Upper KS2

HCT A (4/5)	<p><b>Creation/Fall</b> - (2B.2) Creation and Science: Conflicting or Complimentary?</p> <p><b>Judaism</b> - The synagogue (ExploRE Judaism unit 2)</p> <p><b>Incarnation</b> - (2A.4) Was Jesus the Messiah?</p>	<p><b>Judaism</b> - Moses (ExploRE unit 1)</p> <p><b>Salvation</b> - (2B.6) What did Jesus have to do to save human beings?</p>	<p><b>Pentecost</b></p> <p><b>People of God</b> - (2A.2) What is it like to follow God? (Opportunities to link to other faiths)</p> <p><b>Sikhism</b> - The first and last human gurus, the Khalsa and the five Ks (ExploRE Sikhism unit 1)</p>
HCT B (4/5)	<p><b>Creation/Fall</b> - (2B.2) Creation and Science: Conflicting or Complimentary?</p> <p><b>Judaism</b> - The Jewish Home (ExploRE Judaism unit 3)</p> <p><b>Incarnation</b> - (2A.4) Was Jesus the Messiah?</p>	<p><b>Islam</b> - Features of the mosque (ExploRE Islam Unit)</p> <p><b>Salvation</b> - (2B.6) What did Jesus have to do to save human beings?</p>	<p><b>Pentecost</b></p> <p><b>People of God</b> - (2A.2) What is it like to follow God? (Opportunities to link to other faiths)</p> <p><b>Buddhism</b> - Buddhist shrines (ExploRE Buddhism Unit)</p>
Oak A (5/6)	<p><b>UC Unit - Review Creation</b></p> <p><b>Humanism</b> - Central beliefs of different religions (ExploRE)</p> <p><b>UC Unit - Review Incarnation</b></p>	<p><b>Sikhism</b> - The Guru Granth Sahib and the Gurdwara (ExploRE Sikhism Unit 1)</p> <p><b>Salvation</b> - (2B.7) What difference does the resurrection make to Christians?</p>	<p><b>Pentecost</b></p> <p><b>God</b> - (2B.1) What does it mean if God is holy and loving?</p> <p><b>Islam</b> - Holy places / Five pillars (ExploRE Units 1 and 3)</p>
Oak B (5/6)	<p><b>UC Unit - Review Creation</b></p> <p><b>Humanism</b> - Central beliefs of different religions (ExploRE)</p> <p><b>UC Unit - Review Incarnation</b></p>	<p><b>Hinduism</b> - Brahman Trimurti and creation stories (ExploRE Hinduism Unit 2)</p> <p>Living as a Hindu (ExploRE unit 3)</p> <p><b>Salvation</b> - (2B.7) What difference does the resurrection make to Christians?</p>	<p><b>Pentecost</b></p> <p><b>Thematic Unit</b> - Central beliefs in different religions and Humanism</p> <p><b>God</b> - (2B.1) What does it mean if God is holy and loving?</p>

## How effective is our SMSC development of pupils? How do we engage with extracurricular activity and volunteering within our local community?

We have a specific policy and curriculum document to underpin our work in the development of SMSC for our pupil, which is underpinned in our curriculum policies also. Please see Appendix D

At St Andrew's, we believe our role as educators is concerned with much more than the narrowly academic, and the development of the whole child spiritually, morally, socially and culturally is of central importance to our school. We recognise that there is a statutory duty placed on all schools in the maintained sector to promote pupils' spiritual, moral, social and cultural (SMSC) development; and as a Church of England primary school, we are held accountable for this both by OFSTED and Diocesan inspectors. We see the promotion of SMSC development as fundamental to our purpose. We do it because we are committed to it; not just because it is a legal requirement.

One of the stated aims of the current National Curriculum for primary schools is that "the school curriculum should aim to promote pupils' spiritual, moral, social and cultural development". The National Curriculum also states that "the personal development of pupils spiritually, morally, socially and culturally plays a significant part in their ability to learn and to achieve". We are in full agreement with both these statements.

At St Andrew's primary school, children's SMSC development is closely linked with the promotion of our core Christian values of hope, determination, respect and kindness. We also recognize that, as a Church of England school, there are times when we need to give SMSC development a specifically Christian emphasis. Children in our school need to be made aware that, for committed Christians, the notion of spiritual development is very much bound up with their personal faith; moral development is seen in terms of the teachings and example of Jesus; and social development is linked with the idea of the Christian family and the worldwide church. Cultural development involves developing understanding of the formative influence of Christianity on British culture in particular and European culture in general.

Every aspect of school life has a part to play in children's SMSC development. For example:

- the example set by the staff

- implicit messages picked up from the buildings and grounds
- what is conveyed through displays and notices
- how children behave and interact during breaks and lunchtimes
- the quality of relationships that exists in the school community
- the contribution of visits, visitors and extra-curricular activities
- links with the local church

We see assemblies and collective worship as having a key role to play here, and this is reflected in the policy covering those activities.

Much of what contributes to SMSC development is 'caught not taught', and this document does not attempt to provide an exhaustive list of how every facet of the school can contribute to SMSC development. Instead, it focuses on the subjects of the curriculum, suggesting ways in which each subject can contribute to children's SMSC development.

Our school council work regularly with the local Parish Council in finding opportunities for joint ventures which impact on our local community and the wider community.

We regularly invite members of the community into school as well as visiting organisations such as residential homes when we can.

Our assemblies reflect our commitment to developing our core Christian values, thus promoting the SMSC integrity of our pupils. We also share stories and teachings from world faiths, with an emphasis on the Christian faith. We have visitors to lead our assemblies including our vicar.

## Appendix D – Opportunities for spiritual, moral, social and cultural (SMSC) development across the curriculum

### Introduction

At St Andrew's, we believe the development of the whole child spiritually, morally, socially and culturally is of central importance to our school. We recognise that there is a statutory duty placed on all schools in the maintained sector to promote pupils' spiritual, moral, social and cultural (SMSC) development; and as a Church of England V primary school, we are held accountable for this both by Diocesan inspectors. We see the promotion of SMSC development as fundamental to our purpose. We do it because we are committed to it; not just because it is a legal requirement.

At St Andrew's school, children's SMSC development is closely linked with the promotion of our core Christian values of hope, determination, respect and kindness. We also recognize that, as a Church of England school, there are times when we need to give SMSC development a specifically Christian emphasis. Children in our school need to be made aware that, for committed Christians, the notion of spiritual development is very much bound up with their personal faith; moral development is seen in terms of the teachings and example of Jesus; and social development is linked with the idea of the Christian family and the worldwide church. Cultural development involves developing understanding of the formative influence of Christianity on British culture in particular and European culture in general.

Every aspect of school life has a part to play in children's SMSC development. For example:

- the example set by the staff
- implicit messages picked up from the buildings and grounds
- what is conveyed through displays and notices
- how children behave and interact during breaks and lunchtimes
- the quality of relationships that exists in the school community
- the contribution of visits, visitors and extra-curricular activities
- links with the local church

We see assemblies and collective worship as having a key role to play here, and this is reflected in the policy covering those activities.

This document does not attempt to provide an exhaustive list of how every facet of the school can contribute to SMSC development. Instead, it focuses on the subjects of the curriculum, suggesting ways in which each subject can contribute to children's SMSC development. This document provides an overview. The suggestions made under each subject heading may also be found in each relevant subject policy.

### Opportunities for SMSC development in different subjects

#### ENGLISH & DRAMA

##### Spiritual development

English provides opportunities for children to:

- represent, explore and reflect on their own and others' inner life in [story, poetry,] drama and the discussion of texts and ideas
- appreciate how the subject of English embodies aspects of the human spirit: our drive to communicate, to record, to express
- give expression to personal thoughts, beliefs and feelings through speaking and writing
- understand the different ways in which human beings have tried to make sense of their lives and given expression to their deepest hopes and fears e.g. (in myth and legend, parable, biography, poetry and song)
- explore stories which tell of the triumph of the human spirit 'against the odds' and which illustrate spiritual qualities such as love, compassion and altruism



- explore a range of inspirational and overtly ‘spiritual’ writings, both religious and non-religious (e.g. works by people such as Kahlil Gibran, Richard Bach and Robert Frost, extracts from sacred books and collections of ‘inspirational thoughts’)
- engage with issues of belief, value and truth
- explore the range of human feelings conveyed in stories, plays and poetry and be moved by the emotional power of certain works of literature
- connect and empathise with characters in stories and plays
- experience and come to an appreciation of the beauty and musicality of language and words, as expressed in poetry, literature and the spoken word
- appreciate the limitations of words in trying to articulate things of a spiritual nature
- appreciate the use of literary devices such as metaphor, symbol, allegory and analogy when seeking to express things of a spiritual nature, which by definition are hard to put into words
- explore, and appreciate the difference between literal and non-literal uses of language

#### Moral development

English provides opportunities for children to:

- explore questions of right and wrong, values and conflict between values in their reading of fiction and non-fiction, in their discussions and in drama
- give expression to personal views and opinions through speaking and writing
- recognise and discuss ‘good’ and ‘bad’ characters in stories and plays – and characters with both ‘good’ and ‘bad’ characteristics
- explore occasions in stories and plays when characters have to make moral choices
- explore moral themes in stories (e.g. good over evil, weak over strong, wise over foolish)
- hear and write stories where there are two sides to an argument
- reflect on the underlying values, beliefs and attitudes that motivate characters

#### Social development

English provides opportunities for children to:

- collaborate with others to create or present devised or scripted drama
- take account of the needs of the audience and the effects they wish to achieve when adapting their speech and writing
- read, review and discuss texts that present issues and relationships between groups and between the individual and society in different historical periods and cultures
- develop effective communication skills
- collaborate with others to write stories or poems
- hear/read/write stories or plays about a wide range of relationships (e.g. friendships, families, gangs)
- explore the impact of the media on society

#### Cultural development

English provides opportunities for children to:

- explore and reflect on the way that cultures are represented in their stories and poems
- be introduced to the English literary heritage
- learn about language variation in English and how language relates to national, regional and cultural identities
- explore folk tales and traditional stories from different cultures
- identify and challenge stereotypes by analysing characters in stories and plays
- use factual texts which reflect the multicultural nature of Britain

## MATHEMATICS

## Spiritual development

Maths provides opportunities for children to:

- obtain an insight into the infinite
- appreciate the underlying mathematical principles behind some of the beautiful natural forms and patterns in the world around us
- learn the value of mathematical truth
- appreciate how the subject of Maths embodies aspects of the human spirit: our drive to explore the language of mathematics in a purely abstract way and our capacity to use mathematics for practical purposes
- appreciate how in Islam, mathematical patterns are used to convey something of the beauty, order and harmony of the universe, and the infinite nature of Allah
- explore sacred numbers such as 7 and 40
- wonder at mathematical marvels such as 'pi', the Fibonacci sequence, the Golden Section, symmetry in the natural world, fractals
- wonder at the power, beauty and elegance of mathematical logic and reasoning
- see how the world and universe are ordered according to mathematical principles and wonder at this
- appreciate that for the ancient Greeks, mathematics was the supreme form of knowledge, believed to hold the key to the secrets of the universe
- engage in increasingly challenging problem-solving activities, persevere to overcome difficulties and experience the pleasure and satisfaction in reaching a solution (arriving at the 'Eureka!' moment!)
- consider the implications of reducing human beings to mere numbers or percentages (e.g. in statistics)

## Moral development

Maths provides opportunities for children to:

- recognise how logical reasoning can be used to consider the consequences of decisions and choices
- develop understanding of ways in which statistics can be used to misrepresent or mislead
- explore moral issues related to money, finance and wealth

## Social development

Maths provides opportunities for children to:

- see that by working [co-operatively] on complex mathematical tasks, the result is often better than any of them could achieve separately
- solve mathematical problems in collaboration with others
- acquire skills necessary for taking financial responsibility
- explore practical applications of maths for social purposes (e.g. conducting and analysing surveys)

## Cultural development

Maths provides opportunities for children to:

- appreciate that mathematical thought contributes to the development of our culture and is becoming increasingly central to our highly technological future
- recognise that mathematicians from many cultures have contributed to the development of modern day mathematics
- appreciate that numbers are a symbol system and different cultures (e.g. Arabic, Roman) have different systems
- appreciate the underlying mathematical principles behind some of the world's great works of art (e.g. the compositions of J.S. Bach, the paintings of Mondrian, the pyramids of Giza)

## SCIENCE

### Spiritual development

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Science provides opportunities for children to:

- sense the natural, material, physical; world they live in, reflecting their part in it
- explore questions such as when does life start and where does life come from?
- recognise how scientific discoveries and ideas have affected the way people think, feel, create, behave and live
- appreciate how the subject of science embodies aspects of the human spirit: our drive to make sense of things, discover, find out, explore, hypothesise and test out our ideas, and our capacity to use science for practical purposes
- experience the joy of discovery
- respond with a sense of awe and wonder to the beauty, intricacy, grandeur and mystery of the natural world
- respond with a sense of awe and wonder to at scientific discoveries (e.g. space exploration)
- appreciate the cruelty, violence and suffering inherent in the natural world
- explore the cycle of birth, life, decay and death
- experience the wonder of new life
- appreciate the inter-connectedness of everything
- appreciate the inter-dependence of different organisms (e.g. symbiotic relationships)
- reflect on and wonder at the order, regularity and pattern in the natural and physical world, the incomprehensible vastness of the universe and the variety of life forms within it
- appreciate the limitations of science, seeing the boundaries of the subject and understanding that science does not seek to answer all the questions that human beings ask
- explore the complementary relationship between science and religion: the view that science seeks to answer the 'how' questions and that religion seeks to answer the 'why' questions
- explore the differences between scientific language (literal, factual, objective) and religious language (largely non-literal, symbolic, evocative, suggestive)

Moral development

Science provides opportunities for children to:

- see the need to draw conclusions using observation and evidence rather than preconception or prejudice
- discuss the implications of the uses of scientific knowledge, including the recognition that such uses can have both beneficial and harmful effects [e.g. splitting the atom: nuclear bombs and nuclear power]
- explore the moral issues around the use of animals for scientific experiments

Social development

Science provides opportunities for children to:

- recognise how the formation of opinion and the justification of decisions can be informed by experimental evidence
- understand how different interpretations of scientific evidence can be used in discussing social issues [e.g. climate change]
- discuss the social benefits and problems brought about through science

Cultural development

Science provides opportunities for children to:

- develop awareness of how cultural differences can influence the extent to which scientific ideas are accepted, used and valued
- recognise that scientists from many cultures have contributed to the development of modern-day science
- explore the differences between scientific and non-scientific culture

## INFORMATION AND COMMUNICATION TECHNOLOGY

### Spiritual development

ICT provides opportunities for children to:

- discuss how the limitations of ICT make us more aware of what makes us human (e.g. 'can computers create?')
- recognise their own and others' creativity and imagination
- appreciate how the subject of ICT embodies aspects of the human spirit: our drive to share and communicate through the invention of new technologies, and our capacity to use ICT for practical purposes
- respond with a sense of awe and wonder to humankind's technological achievements
- wonder at what a small computer can do
- reflect on how people the world over are linked through the world wide web
- consider whether ICT has impacted positively or negatively on the quality of people's lives

### Moral development

ICT provides opportunities for children to:

- consider some of the ethical issues surrounding the misuse of information (e.g. the rights of access to personal information)
- recognise how ICT can multiply the results of our actions
- evaluate the uses of computers for both good and bad (e.g. computer games, use by terrorists)
- explore issues around freedom and privacy (e.g. data protection)

### Social development

ICT provides opportunities for children to:

- consider how ICT can facilitate communication
- share information
- discuss how ICT affects ways of life, ways of working and communities (e.g. its impact on employment, social relations and small communities)
- appreciate the enormous social impact of ICT (e.g. emails, tweets, social networking sites, Facebook, discussion forums, the world wide web)

### Cultural development

ICT provides opportunities for children to:

- discuss how information arises out of a cultural context (e.g. how the presentation of a website reflects the culture of its creators)
- discuss how ICT connects local, national and international communities
- learn about other cultures through information on the internet
- access literature (stories, poems, etc) and works of art (e.g. through Google images)

## DESIGN AND TECHNOLOGY

### Spiritual development

D & T provides opportunities for children to:

- recognise their own creativity and the creativity of others in finding solutions to problems
- recognise the tension between material and non-material needs
- appreciate how the subject of D & T embodies aspects of the human spirit: our drive to design, create and make for practical purposes

- appreciate that a truly effective design transcends the functional: it is not one that simply works well, it also needs to be aesthetically pleasing and to possess a certain elegance
- apply their ideas to buildings, artefacts and clothing connected with Christianity and other religions (e.g. designing a priest's vestments, a 21st century mosque, a Buddhist prayer wheel fit for the space age)

#### Moral development

D & T provides opportunities for children to:

- reflect on how technology affects the environment so that they can make informed choices when designing and making
- the moral dilemmas posed by introducing new technologies within different values systems
- explore issues of exploitation in the manufacture of products (e.g. trainers)
- consider the morality of the fashion industry and the harm that can be done by promoting certain images through advertising, magazines and the media

#### Social development

D & T provides opportunities for children to:

- recognise the need to consider the views of others when discussing design ideas
- discuss the advantages and disadvantages of new technology to local, national and global communities
- consider how different products affect society and the environment (e.g. the car, weapons, factories, convenience food)
- work on projects that consider the social aspects of design (e.g. wheel chair access)

#### Cultural development

D & T provides opportunities for children to:

- explore the contribution of products to the quality of life within different cultures
- value and reflect on the response of people from other cultures to design solutions
- consider how products may need to be adapted for different cultural contexts
- consider the aesthetic principles of design
- appreciate how design in Britain is influenced by different cultures
- develop awareness of differing cultural attitudes to certain products (e.g. food, clothes)

### HISTORY

#### Spiritual development

History provides opportunities for children to:

- appreciate the achievements of past societies (e.g. the pyramids, cathedrals, illuminated manuscripts)
- understand the motivation of individuals who made sacrifices for a particular cause
- appreciate how the subject of History embodies aspects of the human spirit: our drive to revisit, find out about and learn from the past, applying it to the present and future
- understand that what we (individually and collectively) are now, is as a result of the past, and reflect on the question, "Who am I?" in relation to our origins
- appreciate the spiritual quality of old things (e.g. the atmosphere of old buildings, the associations of old artefacts)
- consider the lives, writings and influence of inspirational figures from the past
- appreciate the tremendous influence of religion on human societies past and present
- reflect on the 'dark side' of human nature, and our capacity for inhumanity (e.g. the Holocaust)

#### Moral development

History provides opportunities for children to:

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- recognise that actions have consequences by considering the results of events and decisions
- explore how different interpretations of the past reflect different viewpoints and values
- develop awareness of factors which shape and influence human behaviour for good or bad
- consider moral issues from past societies (e.g. slavery, child labour in Victorian times)

#### Social development

History provides opportunities for children to:

- identify how different societies were organised in the past
- consider different political structures (e.g. democratic, autocratic, hierarchical)
- learn how our present society has been shaped by the past

#### Cultural development

History provides opportunities for children to:

- recognise differences and similarities between cultures and within cultures over time
- explore a range of sources and different interpretations of what constitutes culture and cultural developments
- learn about the historical roots of our own culture
- learn about how certain cultures have dominated others in the past (e.g. Empire)

### GEOGRAPHY

#### Spiritual development

Geography provides opportunities for children to:

- reflect on their experiences, such as a visit to an imposing natural landscape
- respond to dramatic environments, both physical and human, such as photographs of the world from space
- appreciate how the subject of Geography embodies aspects of the human spirit: our drive to find out about and learn from people and places both near and far
- experience awe and wonder at different aspects of the natural world, especially places of outstanding beauty and grandeur
- reflect on the power and implications of the workings of nature (e.g. the consequences of natural events such as earthquakes, tsunamis, volcanic eruptions, hurricanes and floods)

#### Moral development

Geography provides opportunities for children to:

- consider the impact of their own and others' actions, such as dropping litter, on the environment
- investigate environmental issues, such as global warming, in which people's current needs have to be balanced against the needs of future generations
- consider the moral and practical issues of pollution, conservation and the sustainability of our environment

#### Social development

Geography provides opportunities for children to:

- work together to investigate how changes in transport in the local area affect different groups of people, such as the elderly or children
- investigate how differences in development in different countries can affect the quality of life of different groups of people
- study their own locality and its relationship to the wider world

## Cultural development

Geography provides opportunities for children to:

- find out about the different traditions and activities of a family in a less economically developed country
- study the way the school's local environment reflects the cultures of its inhabitants
- reflect on similarities and differences among peoples in near and distant parts of the world
- find out about contrasting localities in Britain and the wider world
- explore how various landscapes provide sources of inspiration for the arts

## ART AND DESIGN

### Spiritual development

Art and Design provides opportunities for children to:

- explore ideas, feelings and meanings and to make sense of them in a personal way in their own creative work
- make connections with the experiences of others, as represented in works of art, craft and design
- recognise how images and artefacts can have an influence on the way people think and feel
- appreciate how the subject of Art & Design embodies aspects of the human spirit: our drive to create, express, find meanings in and communicate through essentially non-verbal visual media
- appreciate how the human spirit finds expression in works of art
- appreciate how the same work of art can be interpreted in different ways by different people
- appreciate that the religious impulse has often been present in the creation of great works of art, and the way that religious traditions have expressed themselves through painting, sculpture and architecture
- explore a range of Christian and other religious works of art
- explore works of art of an overtly spiritual, though not necessarily religious, nature (e.g. the paintings of Mark Rothko or Craigie Aitchison)
- reflect on their own emotional responses to works of art
- reflect on meanings, issues and values expressed in art, developing understanding and respect for differences in beliefs and values contained in the art of different traditions
- appreciate the ability of art to articulate and express things of a spiritual nature that cannot easily, if at all, be put into words

### Moral development

Art and Design provides opportunities for children to:

- identify and discuss how artists, craftspeople and designers represent moral issues in their work (e.g. Picasso's condemnation of warfare in his painting Guernica)
- discuss whether the money paid for certain works of art can be justified, or whether it would be better spent in other ways

### Social development

Art and Design provides opportunities for children to:

- learn the value of different ideas and contributions and develop respect for the ideas and opinions of others
- work on collaborative projects, making the most of different strengths and interests within a team
- appreciate public or municipal works of art (e.g. Angel of the North)

### Cultural development

Art and Design provides opportunities for children to:

- understand the ideas, beliefs and values behind the making of images and artefacts, relating art, craft and design to its cultural context (e.g. the use of icons in religious art, corporate advertising)

- explore art from a variety of cultures
- recognise that different cultures may have different views on what may be considered beautiful

## MUSIC

### Spiritual development

Music provides opportunities for children to:

- develop awareness of the power of music to take the listener out of the commonplace
- use music to express and reflect on their own thoughts and feelings
- appreciate how the subject of Music embodies aspects of the human spirit: our drive to create, express, find meanings in and communicate through music
- appreciate how the human spirit finds expression in music
- explore the wealth of love songs in contemporary pop music
- appreciate how the same piece of music can be interpreted in different ways by different performers – and listeners
- appreciate that the religious impulse has often been present in the creation of great works of music, and the way that religious traditions use music
- explore music of an overtly spiritual, though not necessarily religious, nature (e.g. the *liebestod* from Wagner's *Tristan und Isolde*, Henry Gorecki's 3rd Symphony, or, in more popular vein, *Adiemus* by Karl Jenkins or recordings by Enya)
- appreciate (through listening, composing and performing) the capacity of different types of music to move people in different ways (e.g. to inspire, console, refresh, soothe and lift the spirit)
- reflect on their own emotional responses to pieces of music
- reflect on meanings, issues and values expressed in music, developing understanding and respect for differences in beliefs and values contained in the music of different traditions
- appreciate the ability of music to articulate and express things of a spiritual nature that cannot easily, if at all, be put into words

### Moral development

Music provides opportunities for children to:

- exercise responsibility in the choices and decisions they, and others make as part of the creative process
- value their own and others' work
- recognise the effect of music (e.g. its use in advertising and propaganda, and its misuse in sound pollution)
- explore songs which have been written dealing with a variety of moral and social issues (e.g. 'protest' songs)

### Social development

Music provides opportunities for children to:

- share music making and develop a sense of social cohesion, recognising the need for different roles in group performance
- recognise the value of different contributions and their own responsibility to support and enrich the work of others
- develop sensitivity and responsiveness to others, a sense of shared commitment and group identity through the experience of collaborative music making
- discuss whether certain forms of pop music have a benign or detrimental effect on society

### Cultural development

Music provides opportunities for children to:



- recognise how music influences and reflects the way people think and feel
- relate music to the time and place in which it was created and performed
- analyse and evaluate music from contrasting traditions, identifying how and why some aspects change or stay the same
- explore music from a variety of cultures
- recognise that different cultures may have different views on what may be considered beautiful

## PHYSICAL EDUCATION

### Spiritual development

PE provides opportunities for children to:

- gain a sense of achievement and develop positive attitudes towards themselves
- appreciate how the subject of PE embodies aspects of the human spirit: enjoyment in our own physicality and what our bodies enable us to do
- understand that human beings are a unity comprising body, mind and spirit, and that these are intimately connected
- understand that if they are to be healthy in spirit, they need to respect and look after the body (the 'temple of the soul'), maintain health and fitness, and achieve balance, co-ordination and control of the body
- experience the pleasure, exhilaration and aesthetics of mastering a skill or of watching excellence
- use the movement of the body (one of the simplest and purest of all art forms) as a means of communication and expression in dance
- develop creativity and imagination through dance
- explore Eastern disciplines that explicitly combine the physical and the spiritual (e.g. karate, ju-jitsu, tai chi, kendo)
- enjoy and know the quality of stillness

### Moral development

PE provides opportunities for children to:

- gain a sense of fair play based on rules and the conventions of activities
- develop positive sporting behaviour
- learn how to conduct themselves in sporting competitions
- accept authority and support referees, umpires and judges
- examine moral issues that arise in sport (e.g. racism, the amount top sports people earn, performance enhancing drugs)
- reflect on the values surrounding competition, including winning at all costs

### Social development

PE provides opportunities for children to:

- develop social skills in activities involving co-operation and collaboration
- develop responsibility, personal commitment, loyalty and team spirit
- consider the social importance of physical activity, sport and dance
- examine sports heroes as role models
- consider the influence of sports wear on the way many people dress, including demonstrating loyalty to a particular team
- develop appreciation of the profound influence that football (our national sport) exerts on our society and on many people's lives
- consider gender stereotypes in relation to sport and dance (e.g. Billy Elliott, comments made about female referees by commentators)

### Cultural development

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PE provides opportunities for children to:

- experience and understand the significance of activities from their own and other cultures (e.g. folk dances and traditional games)
- recognise how activities and public performances give a sense of cultural identity
- consider how sport can transcend cultural boundaries
- consider the impact of major sports competitions on national life (e.g. the World Cup, the Olympics)

## RELIGIOUS EDUCATION

### Spiritual development

RE provides opportunities for children to:

- appreciate that the subject of RE deals explicitly with the spiritual dimension of human experience, and how this finds communal expression in Christianity and other religious traditions
- develop understanding of what is meant by spirituality
- open their personal awareness to those aspects of human experience in which religion is rooted, i.e. the spiritual
- develop a language of spirituality (e.g. words such as amazement, beauty, belonging, chaos, commitment, conscience, despair, fairness, freedom, fulfilment, harmony, hope, insight, inspiration, love, meaning, order, peace, sacredness, sensitivity, value, wholeness, unity)
- become aware of ultimate questions and learn about and be challenged by the different answers offered by Christianity and other major religious traditions
- develop a sense of awe, wonder, transcendence (the feeling that there is something more to life than the immediately apparent) and the ultimate mysteries of existence
- develop awareness of the human quest to make sense of the world and the human predicament and to seek meaning and purpose in life
- learn about the beliefs and practices of Christianity and other major world religions
- learn from religion and evaluate the truth claims made by Christians and other religious believers
- reflect on their individual quests for meaning and purpose, and to develop a set of beliefs, values and attitudes by which to live
- learn about the spiritual practices of Christianity and other religious traditions (e.g. prayer and meditation)

### Moral development

RE provides opportunities for children to:

- explore a range of moral and ethical issues from their own point of view and that of others, including Christians and other religious believers
- evaluate different moral stances
- learn about the moral teachings of Christianity and other religions (e.g. the teaching of Jesus, the Ten Commandments)
- appreciate the extent to which moral codes are rooted in religion
- learn about similarities and differences regarding the moral stances of different religions
- explore moral issues through a range of religious stories, including the parables of Jesus

### Social development

RE provides opportunities for children to:

- develop understanding and respect for those holding views, beliefs and values different from their own
- develop understanding of the enormous impact that religion has had on societies past and present
- explore events such as religious ceremonies and festivals that bring people together

- develop understanding of how religion can be the glue that binds people together, and also a source of social tensions and divisions
- appreciate how our society is enriched by a variety of religions and cultures
- explore Christian and other religious teachings on relationships and the family
- appreciate the social importance of rites of passage (ceremonies marking birth, entry into adulthood, marriage and death) as practised in Christianity and other religions

#### Cultural development

RE provides opportunities for children to:

- develop their understanding of the multifaith, multicultural nature of contemporary Britain
- appreciate how people's religious beliefs affect the way they live their lives, in matters such as food and dress as well as their outlook and what they believe
- develop understanding of the huge cultural influence of Christianity and other religions
- appreciate how religion has inspired some of the world's greatest artistic achievements

#### LIFE SKILLS (PERSONAL, HEALTH, SOCIAL EDUCATION incorporating RSE)

##### Spiritual development

Life Skills provides opportunities for children to:

- develop awareness and understanding of meaning and purpose in life

##### Moral development

Life Skills provides opportunities for children to:

- develop a critical appreciation of issues of right and wrong, justice and fairness, rights and obligations in society
- develop awareness and understanding of differing values in human society
- explore a range of moral and ethical issues from their own point of view and that of others

##### Social development

Life Skills provides opportunities for children to:

- acquire the understanding and skills needed to become responsible and effective members of society
- explore moral issues in areas such as health (medical ethics), sex and relationships and drugs
- work collaboratively
- develop a range of interpersonal skills

##### Cultural development

Life Skills provides opportunities for children to:

- understand the nature and role of the different groups to which they belong
- develop respect for diversity and difference

## Appendix E – SMSC Checklist

SMSC Questions for Discussion	Yes/No	Evidence/Next Step
1. Do pupils feel free to express and explore their views openly and honestly and listen to the different opinions of others?		
2. Are the children developing their own values while learning to appreciate the beliefs and practices of others?		
3. Are imagination, inspiration and contemplation valued in the classroom?		
4. Are pupils encouraged to ask questions about meaning and purpose?		
5. Are the children given the time and space to experience awe and wonder as they examine our world?		
6. Do we promote an ethos, which helps to develop a clear understanding of right and wrong?		
7. Are the children gaining the knowledge and skills to develop their overall comprehension of spiritual, moral, social and cultural issues?		
8. Are we providing an environment for pupils to further their own beliefs, character and behaviour?		
9. Are we helping pupils to approach challenges and problems rationally?		
10. Are there opportunities for pupils to develop wider interests, social skills and community awareness?		
11. Are the pupils involved in a variety of extra curricular activities?		
12. Are we involving all staff and parents/carers in this area of education?		
13. How do pupils respond to activities and responsibilities outside the classroom, including the wider community?		

