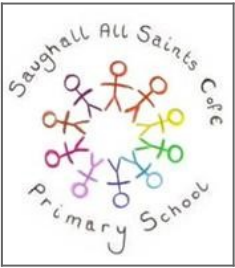
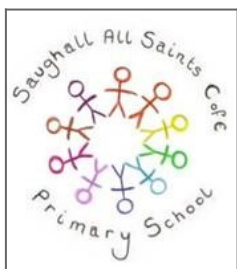


SMSC in the Curriculum

	<p style="text-align: center;">We promote spiritual development</p>	<p style="text-align: center;">We promote moral development</p>	<p style="text-align: center;">We promote social development</p>	<p style="text-align: center;">We promote cultural development</p>
<p>Mathematics</p>	<ul style="list-style-type: none"> - By making connections between pupils' mathematical skills and real life - By considering pattern, order, symmetry and scale in both the man made and natural world - By stimulating moments of awe and wonder as learners notice a connection or pattern - By encouraging independence and the ability to make decisions based on evidence, reasoning and logic 	<ul style="list-style-type: none"> - By learning the value of money - By recognising how logical reasoning can be used to consider the consequences of particular choices and decisions 	<ul style="list-style-type: none"> - By the sharing of resources within the classroom, the negotiating of responses and group problem solving 	<ul style="list-style-type: none"> - By recognising that mathematicians from many cultures have contributed to the development of modern day mathematics - By exploring different number systems like Roman numerals, imperial and metric measures - By linking mathematics with art, for example looking at patterns in Rangoli



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English

- 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?'
- In appreciating the beauty of language and learning how to use it in imaginative and original ways
- By allowing, through drama, insight, self-expression and the chance to walk in someone else's shoes
- By developing the habit of reading widely and often for pleasure
- By opening up a treasure-house of wonder and joy for curious young minds

- By exploring stimulus for thinking about the consequences of right and wrong behavior; pupils can speculate and apply their learning to their own lives
- By considering different perspectives
- By expressing through writing or drama what it feels like to be wronged and what remedies might make things right

- By supporting language development through debates about social issues
- By providing opportunities for talk in a range of settings
- By adopting, creating and sustaining a range of roles
- Through the sharing of books/work with peers
- By celebrating Literacy based events eg. Poetry Week, Storytelling Week and World Book Day
- By planning in opportunities for the older children to read with the younger children

- By pupils telling stories from their own cultures and backgrounds creating the idea that 'everyone has a story to tell'
- By providing opportunities for pupils to engage with texts from different cultures e.g. creation stories from around the world, myths and legends, poems from other cultures etc.
- By responding through writing and drama, taking on the role of someone from a different culture/background
- By appreciating our rich and varied literary heritage



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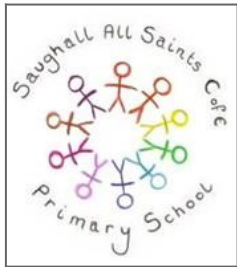
Science

- By demonstrating openness to the fact that there are alternative views to scientific answers
- By building fascination, awe and curiosity about the world around them, encouraging the children to search for meaning and purpose of natural and physical phenomena
- By creating opportunities for the children to ask questions about how living things rely on and contribute to their environment

- By offering pupils the chance to consider the wonder of the natural world and the inventions which have made the world a better place
- By considering that not all developments have been good because they have caused harm to the environment and to people
- By encouraging pupils to speculate about how science can be used for good and to cause harm
- By encouraging the children to give their reasoned views about predictions before investigations and ensuring they listen carefully to the viewpoint of others
- By developing open mindedness to the suggestions of others and to make judgments on evidence

- By encouraging the children to work collaboratively to share ideas and results
- By using opportunities during Science lessons to explain how to keep other people safe and how they might protect a younger or vulnerable person
- By exploring the social dimension of scientific advances e.g. environmental concerns, medical advances, energy processes
- By raising questions about their local environment and how it can be affected both positively and negatively

- By asking questions about the ways in which scientific discoveries from around the world have affected our lives
- By making the children aware of how different countries have an impact on the planet environmentally



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**MFL -
French**

- By exploring the way different languages are constructed
- By developing a sense of enjoyment and fascination in languages from around the world

- By enabling the children to have a true representation of French culture
- By building on the concept that the world is made up of a variety of people and to respect these differences
- By encouraging a learning environment where making mistakes is all part of learning

- By teaching the children to communicate in different ways
- By exploring different social conventions
- By encouraging mutual respect and tolerance of those from other countries and cultures

- By appreciating the language and customs of others, comparing these to our own
- By exploring the culture of other countries
- By learning about cultural occasions and festivals
- By celebrating European Languages Day, widening our knowledge of a greater number of countries



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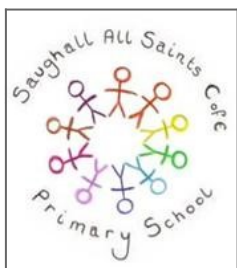
History

- By considering how life would be different if historical events had been different
- By speculating about why and how we mark important events from history

- By considering some of the characteristics of people who have had a significant part to play in history
- By discussing decisions made in the past that have had positive/negative consequences
- By encouraging the children to express their views on ethical issues

- By encouraging the children to link their own/ family experiences with specific periods of the past
- By considering social structures from the past .e.g. what was life like for Victorian children? Are there still children in the world who are not treated fairly?
- By encouraging the children to engage with their learning through role play and drama, participating willingly

- By exploring the local history of Chester
- By organising visits to enrich learning that has taken place in the classroom e.g. Chester walls, World Museum
- By inviting into school a variety of guest speakers/ workshops led by specialists to learn about a range of periods in history



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Geography

- By comparing their lives with pupils living in other countries or other parts of the UK
- By using Google maps and asking pupils to imagine what it might be like to live in different parts of the world
- By making links with history when exploring the environment and speculating on why the landscape is as it is (links with local study of Chester)
- By asking the children to complete homework projects based on topics: researching and presenting findings in a variety of ways

- By considering how people treat the environment; posing questions such as, 'How are we changing our surroundings? What can we do to look after our environment?'
- By promoting positive steps, in which the children can take responsibility for, towards looking after the environment e.g. recycling paper, ensuring lights are turned off
- By taking part in fundraising events that consider other people around the world who are less fortunate

- By considering social responsibility
- By ensuring the children have opportunity to work collaboratively through paired work, group work, role play and games to foster effective social skills and self-discipline
- Through the regular meetings of the school council to discuss, amongst other things, the school grounds and local environment

- By exploring how other cultures have shaped their own heritage, as well as local, national and global communities
- By considering how the culture we live in has developed over time



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RE

- By experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religion
- Christianity and Judaism in KS1, extending to include the religions of Islam, Sikhism and Hinduism in KS2
- By reflecting on their own beliefs, religious or otherwise, and how that informs the way they live their life
- By aiming to create confident individuals who have a sense of worth and personal identify
- By showing an interest and respect for different people's faiths, feelings and values
- By allowing the children to reflect on/evaluate Collective Worship

- By exploring rules and teachings and the reasons for living by these (School Behaviour Policy, The Ten Commandments, The 5 Ks, The Torah, The 5 pillars etc)
- By enabling the children to gain a sense of moral values from their learning experiences, ensuring they think and act responsibly, courageously and compassionately towards themselves, others, society and the environment

- By gathering collectively as a whole school on a Monday, Wednesday and Friday
- By gathering each Thursday in Key Stage 2. Each week one of the classes leads an act of worship based upon a theme from the overview
- By visiting Chester Cathedral each Christmas where children from each key stage sing the Christmas story
- By exploring the qualities which are valued by school
- By focusing on key British values during Collective worship
- By teaching the importance of society in World Faiths

- By exploring similarities and differences between faiths and cultures
- By learning about UK Saints
- By identifying celebrations in different cultures . E.g. Chinese New Year, Diwali
- By displaying positive attitudes and acceptance of other religious and socio-economic groups
- By involving the school in the wider community, for example inviting parents in for fundraising events, sports day, speakers from a range of cultures and religions



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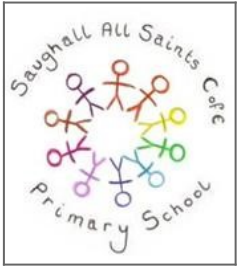
PSHE

- By developing an awareness of and responding to others' needs
- By exploring spiritual practices such as worship and prayer
- By looking at different societies and identify which the children belong to
- By developing their sense of self and their unique potential
- By helping the children to understand their strengths and weaknesses
- By providing opportunities for the children to learn about themselves, others and the surrounding world

- By exploring right and wrong and developing the will to do what is right
- By following the schools ethos and promoting the values
- By discussing different moral and ethical dilemmas and suggesting solutions
- By reflecting on their actions and learning how to forgive themselves and others
- By understanding consequences of particular actions
- By encouraging reasoned views

- By helping the children to engage democratically in agreeing rules for the school community e.g. create class expectations
- By creating opportunities for pupils to exercise leadership and membership e.g. School Council
- By ensuring the children's thoughts and feelings are valued
- By engaging in circle times and sharing emotions
- By taking the children on residential visits in Year 2, 4 and 6 to develop independence
- By identifying children who may need more support socially and developing appropriate skills in small group intervention
- By understanding rights and responsibilities of being members of families and communities

- By exploring how different cultures live their lives and how they can influence ours
- By encouraging understanding, acceptance, respect and celebration of diversity
- By engaging with the British value of democracy
- By appreciating the role of Britain's parliamentary system
- By developing curiosity about differences



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Art and Design

-By exploring different artists' interpretations of a key figure or event and asking what the artist was trying to convey
- By developing aesthetic and critical awareness at an age appropriate level
-By reviewing and evaluating own art pieces

-By exploring how emotions and inner feelings are expressed through painting, sculpture and architecture
-By expressing a range of emotions in response to the art they are viewing

-By sharing of resources
-By displaying the children's work to celebrate their achievements

-By experiencing a wide range of creative media from around the world



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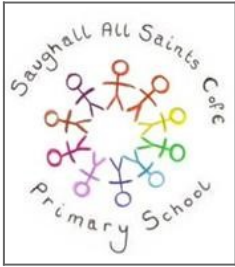
Music

- By considering how music makes one feel
- By allowing pupils to express and create their own sounds using different instruments
- By children taking part regularly in singing practice on a Wednesday morning each week which allows them to express themselves

- By exploring how music can convey human emotions such as sadness, joy, anger etc

- By exploring how a choir works together and discussing what would happen if they didn't turn up or cooperate
- By working collaboratively to rehearse and perform pieces of music
- By singing the Christmas story in Chester Cathedral alongside other Chester schools
- By performing a Year 5/6 end of year production
- By children taking part regularly in singing practice on a Wednesday morning each week

- By encouraging pupils to listen and respond to traditions from around the world e.g. Egyptian music in Y3/4
- By appreciating musical expression from different times and places



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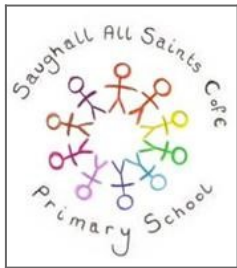
**Design and
Technology**

- By enjoying and celebrating personal creativity e.g. Y1 creating puppets
- By personally reviewing and evaluating after each created thing
- By developing a fascination through the exploration of objects in order to understand how they are designed, structured and function

- By raising questions about the effect of technological change on human life and the world around them
- By ensuring that the children work safely
- By making appropriate choices when it comes to choosing materials/ food used when planning and creating designs

- By exploring dilemmas that individuals may face and developing practical solutions to these problems

- By considering cultural influences on design
- By asking questions about functionality vs aesthetics
- By giving the children opportunities to create small design and make projects through other curriculum areas e.g. Easter cards, junk modelling, Egyptian tombs, Roman shields etc



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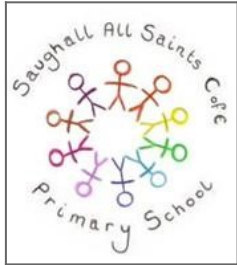
Computing

- By understanding the advantages and limitations of Computing
- By using their creativity to produce work linked to all curriculum areas, through text and images

- By considering the benefits and potential dangers of the internet e.g cyber bullying as a danger
- By evaluating and reflecting on the use of the internet and software, preparing and allowing the children to make appropriate choices when selecting technological tools and information

- By highlighting ways to stay safe when using on line services and social media
- By discussing the impact of Computing on the ways people communicate e.g. Skype

- By sending emails to other countries
- By using the internet to find out about other countries/cultures
- By using Google Maps to locate and explore different local, national and global areas



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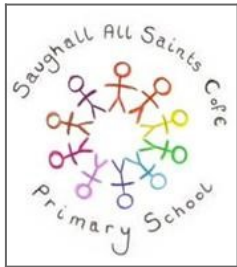
PE

- By taking part in activities such as dance, games and gymnastics which help pupils to become more focused, connected and creative
- By being aware of one's own strengths and limitations e.g. Y3 swimming lessons, participation in Sports Day
- By being reflective in self assessment and working on feedback from others, aspiring to improve performance
- By encouraging creativity in designing and creating their own games and by expressing feelings through dance performances

- By discussing fair play and the value of team work
- By developing the qualities of self- discipline, commitment and perseverance
- By developing sportsmanship e.g. through shaking the hand of a competitor at the end of an event, regardless of the result
- By representing the school at different sporting competitions and wearing their badge with pride
- By cooperating to resolve any conflicts
- By allowing Sports Ambassadors to take responsibility in leading a team

- By developing a sense of belonging and self-esteem through team work to create a dance, participate in a race etc
- By developing a sense of community identity through taking part in inter school events
- By offering a variety of extra-curricular sporting activities that are cross year group, enabling pupils' to work together in a variety of different groupings and contexts
- By supporting the house system where the children work towards a common goal and are able to celebrate everyone's achievements

- By learning about the history of sport, and where events originate from e.g. The Olympics when studying the Greeks
- By making links with national and global sporting events such as the World Cup and the Olympics
- By exploring rituals surrounding sporting activities e.g. medal
- By looking at other cultures and diversity through dance styles and genres



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**In the
Community/
Outside the
Classroom**

- By taking part and reflecting in Church services which celebrate key Christian celebrations e.g. Harvest, Christmas and Easter

- By always maintaining behaviour, within and outside school, that shows that the children 'Wear Their Badge with Pride'

- By encouraging the children to help people who are less fortunate than themselves

- By donating funds generated by the Christmas plays to local charities

- By asking the children to donate food items at Harvest time to donate to the local homeless shelter

- By holding a coffee morning to raise awareness and money for Macmillan Cancer

- By organising residential visits for the Year 2, 4 and 6 children annually

- By offering a wide range of after school clubs including computing, art, sports, board games, film

- By collecting shoeboxes to donate to children from around the world who are less fortunate at Christmas