

SMSC and The Water Curriculum



Spiritual development

Through the curriculum, pupils develop:

- An 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
- A 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

SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES
English	<ul style="list-style-type: none">• Use of texts from different cultures and backgrounds• Through comprehension activities, pupils are encouraged to empathise with characters and compare to own experiences• Enabling pupils to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television• Digital skills are a universal requirement in the job market
Maths	<ul style="list-style-type: none">• Learning about other religions and their links to money (e.g. Zakat in Islam); studying the percentages they give to charity.
Science	<ul style="list-style-type: none">• Science supports spiritual development by providing many opportunities for children to think and spend time reflecting on the amazing wonders which occur in our natural world.• To promote a sense of awe and wonder in students, helping them to appreciate the beauty and complexity of the natural world. To reflect on own spirituality and to think about the role that science plays in their lives.

SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES
Art and design	<ul style="list-style-type: none"> • Reflecting on art and design from around the world including studying artists from different cultures. • Appreciation of the natural world around them. • Feelings of 'awe and wonder' about the art work that they see. • The freedom to express their imagination and creativity to share their thoughts and feelings.
Computing	<ul style="list-style-type: none"> • Acknowledging advances in technology and appreciation for human achievement. • Understanding of the importance of technology in the modern world – here from their own experiences and from learning about other cultures, faiths, religions.
Design and technology	<ul style="list-style-type: none"> • Reflecting on their products and inventions. • Reflecting on the way that products can improve our quality of life. • Sharing their thoughts and perspectives about how design and technology differs around the world. • Reflecting on the access of technology in different areas of the world (access to wifi, money to purchase products etc).
History	<ul style="list-style-type: none"> • Children given the opportunity to learn about how religion feeds into history and how this may have changed over time- e.g. the beginning of Christianity in Britain during the Anglo-Saxon times. • The study of people through history and how their faiths and values shaped the choices they made throughout history. • A knowledge of different historical religions, including that of the Mayans. • Fostering the mystery of how and why events in the past happened and their many causes. • Allowing pupils to see the similarities between people now and in the past and bringing them alive through primary and secondary sources, artefacts and visits and visitors. Artefacts, for example, can bring us closer to people through touching what they felt, feeling their shoes, clothes etc.
Geography	<ul style="list-style-type: none"> • A chance to explore the beliefs of others when learning about different countries, including those across Europe. • Children have the opportunity to explore their own feelings about the people, culture, place and environments that they are learning about. • Children can sense of enjoyment and fascination in learning about themselves, others and the world around them
Modern foreign languages	<ul style="list-style-type: none"> • Getting the pupils excited about learning about the world around them. • By exploring the beauty of languages from around the world • By exploring the way language is constructed

SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES
Music	<ul style="list-style-type: none"> • Use of music from different cultures to listen and appraise. • Opportunities to learn about the origins of different genres of music and to compare genres. • Enabling pupils to understand and engage with the feelings and values embodied in different genres of music.
PE	<ul style="list-style-type: none"> • Activities involving co-operation, teamwork, competition, respect, competitive fixtures, rules, self-discipline and fair play. • Exploring the sports and traditions of a variety of cultures. • Individual activities that provide the opportunity for self-reflection, awareness and challenge (Personal Best).
PSHE	<ul style="list-style-type: none"> • By developing awareness of and responding to others' needs and wants • By exploring meaning and purpose for individuals and society • By developing resilience and inner strength
Religious education	<ul style="list-style-type: none"> • Each unit begins with the child's experience and then returns to it. • Encourages students to reflect on their views in light of what they have learned. • Children are encouraged to consider aspects of the natural world in an exploration of Christian beliefs about Creation. • Children are encouraged to create their own responses around key questions.
Extra-curricular activities	<ul style="list-style-type: none"> • Faith Week • Comic relief/Children in Need • Christian celebration assemblies at Lumb Baptist • Ramadan and Eid festival • Celebration of the Queen

Moral development

Through the curriculum, pupils develop:

- An 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
- An understanding of the consequences of their behaviour and actions
- An 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

SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES
English	<ul style="list-style-type: none"> • Use of texts that look at the differences between right and wrong • Comprehension activities and questioning encourage pupils to debate consequences of actions and behaviour and apply this understanding to their own lives • Developing confidence and expertise in language, which is an important aspect of individual and social identity
Maths	<ul style="list-style-type: none"> • Developing an understanding of the value of money through programs such a 'Money Matters'. • Understanding how money is spent, comparing the money in a country such as England, which is a 1st world country', to that of a 3rd world country.
Science	<ul style="list-style-type: none"> • Science supports moral development by showing children that different opinions need to be respected and valued. • There are many moral and ethical issues that we cover in science including discussions about environmental and human issues, for example, global warming and pollution. • Awareness of the ways that science and technology can affect society and the environment. • Consideration of the moral dilemmas that can result in scientific developments. Encouraging students to consider ethical issues and to think about their own values and beliefs to help them to develop their moral understanding of relevant issues.
Art and design	<ul style="list-style-type: none"> • Studying artists using different themes that may raise moral and ethical issues. • Sharing their opinions and viewpoints about different pieces of art work and understanding that not everyone's opinions will be the same as theirs.
Computing	<ul style="list-style-type: none"> • Preparing the children for the challenges of living and learning in a technologically-enriched, increasingly inter-connected world; • Making clear the guidelines about the ethical use of the internet; • Internet Safety
Design and technology	<ul style="list-style-type: none"> • Discuss moral dilemmas created by technological advances. • Discussing technology and it's impact on privacy. • Discussing developments in design in the world around us and the impact that this can have on our environment.

SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES
History	<ul style="list-style-type: none"> • Children given the opportunity to study the changing roles of women- linking directly to moral purpose, social norms and changes in culture through time. • Significant individuals throughout British history studied, with a focus on how they have made a difference to our modern day lives. • Studying important issues such as BLM and women's education, and people through history who have advocated the changes needed. These include Malala Yousafseï, Rosa Parks and Ruby Bridges. • Children given the opportunity to learn about important dates throughout the school year and take part in activities, including live lessons, which enhance their knowledge in this area- e.g. Remembrance Day. • Helping children to empathise with the decisions which ordinary people made at the time, based on their historical situation. • Developing open mindedness when considering the actions and decisions of people from the past .
Geography	<ul style="list-style-type: none"> • Events which have happened or are happening across the globe and in Europe, including learning about the war in Ukraine as part of the 'Europe' unit. • A comparison between the lives of people in their country and that of people living in a different country. • A study of how the actions of people and land uses can affect the physical and human features of a landscape. • The effects of water pollution to our local rivers and streams which has a wider effect on oceans. • To learn about the most polluted rivers around the world and why this is- children can reflect on what impact this can have. • To understand the consequences of our own actions is extremely important. • Children develop an 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.
Modern foreign languages	<ul style="list-style-type: none"> • Encourage pupils to recognise the importance of learning a MFL from another country to enable them to respect the barrier is when people visit Britain and try to speak a new language. • By helping pupils to have an accurate and truthful understanding of another culture
Music	<ul style="list-style-type: none"> • Listening to a range of music, including music with different tempos etc, and discussing how the pieces of music make pupils feel and why. • Developing confidence and expertise in singing and playing instruments, including improvising and composing, in order to develop individualism and identity.

SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES
PE	<ul style="list-style-type: none"> • Rules, fair-play, consequences of foul-play, fines, banning, performance-enhancing drugs – legalities. • Viewpoints on sport-related worldwide issues such as pay-related performance, men v women pay e.g. football etc. • Activities involving co-operation, teamwork, competition, respect, competitive fixtures, rules, self-discipline and fair play. • Exploring the sports and traditions of a variety of cultures. • Individual activities that provide the opportunity for self-reflection, awareness and challenge (Personal Best).
PSHE	<ul style="list-style-type: none"> • By exploring what is right and wrong and to work out what we need to do in our community to make sure everyone thrives. • By making explicit links to the school's distinctive ethos as a church school.
Religious education	<ul style="list-style-type: none"> • Children will explore whether they think religious people lead better lives and think through what a 'better' life might look like. • Explore environmental issues. • Show interest in moral and ethical viewpoints and appreciate those of others by finding out about Zakah and the work of Islamic Relief.
Extra-curricular activities	<ul style="list-style-type: none"> • Activities involving co-operation, teamwork, competition, respect, competitive fixtures, rules, self-discipline and fair play. • Faith Week • Comic relief/Children in Need • Christian celebration assemblies at Lumb Baptiste • Ramadan and Eid festival • Celebration of the Queen • Young Leaders

Social development

Through the curriculum, pupils develop:

- A 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
- A willingness to participate in a variety of communities and social settings, including by volunteering, co-operating well with others and being able to resolve conflicts effectively
- An acceptance of 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 will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES
English	<ul style="list-style-type: none">• Group speaking, and listening/drama activities enable pupils to develop social skills e.g. co-operation and team work• Developing confidence and expertise in language, which is an important aspect of individual and social identity• High quality texts with links to diversity, conflict, different ethnicities
Maths	<ul style="list-style-type: none">• Developing personal qualities and using social skills: Working in pairs or groups to solve problems;• Perseverance when struggling to answer questions; not being afraid to try – it's ok to be wrong, it's not ok not to try; taking turns when playing maths games.• Understanding money and the social aspects of spending, saving, sharing etc.
Science	<ul style="list-style-type: none">• Science lessons often involve group work and collaboration, providing opportunities for students to develop social skills and to work together to find solutions to problems. By encouraging students to work together, teachers can help to build trust and respect between students and to promote social cohesion.
Art and design	<ul style="list-style-type: none">• Whole class, collaborative art work.• Continuous provision craft area and mark-making area. Sharing resources etc. in EYFS• Creating posters and thought-provoking art work about British values.

SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES
Computing	<ul style="list-style-type: none"> • Using Microsoft Teams in school for meetings/courses which children have been involved in – sharing thoughts/ideas. • Working together in small groups using Purple Mash to solve challenges • Preparing the children for the challenges of living and learning in a technologically-enriched, increasingly inter-connected world; • Early use of digital technology improves children’s language skills and promotes social development and creativity – Mini-Mash in EYFS. • Digital skills are a universal requirement in the job market – ALL children in school have access to developing digital skills from an early age. • We ensure that young people are aware of the wide range of careers available in computing, by providing relatable role models. At school we can help children to explore the potential career paths in areas such as coding, cyber security, software development, digital marketing and analytics by giving them opportunities to explore these areas in computing lessons and other curriculum areas where possible.
Design and technology	<ul style="list-style-type: none"> • Continuous Provision craft area in EYFS. • Creating a group project. Sharing ideas and resources, compromising etc. • Partner work to design, make and develop a project and reaching compromises.
History	<ul style="list-style-type: none"> • Children given the opportunity to study the changing roles of women- linking directly to moral purpose, social norms and changes in culture through time. • Studying important issues such as BLM and women’s education, and people through history who have advocated the changes needed. These include Malala Yousafsei, Rosa Parks and Ruby Bridges. • Encouraging pupils to think about what past societies have contributed to our culture today. • Promoting pupils own social development through working together and problem solving. • The study of social issues is a common theme in History lessons. • Exploring the similarities and contrasts between past and present societies and be made aware of how, in the main, we are very fortunate to live in ‘the modern world’
Geography	<ul style="list-style-type: none"> • A comparison between the everyday lives of other people in the UK (rural vs city life) • Studies of our school. • A study of the local environment, including river uses in the area.

SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES
Modern foreign languages	<ul style="list-style-type: none"> • Learning orally through group work and communication exercises while learning French. This enhances their listening and social skills. • By exploring different social conventions e.g. forms of address
Music	<ul style="list-style-type: none"> • Working in small groups enabling pupils to develop social skills such as teamwork, collaboration and turn taking. • Opportunities to take part in rehearsals and performances such as Young Voices.
PE	<ul style="list-style-type: none"> • RSSP Calendar – Appropriate opportunities/challenges/benefits for our children. • Playground/Lunchtime Games/Activities. • Rules, fair-play, consequences of foul-play, fines, banning, performance-enhancing drugs – legalities. • Viewpoints on sport-related worldwide issues such as pay-related performance, men v women pay e.g. football etc. • Activities involving co-operation, teamwork, competition, respect, competitive fixtures, rules, self-discipline and fair play. • Exploring the sports and traditions of a variety of cultures. • Individual activities that provide the opportunity for self-reflection, awareness and challenge (Personal Best).
PSHE	<ul style="list-style-type: none"> • By helping pupils to engage in a democratic process for agreeing the rules for community life. By creating opportunities for pupils to exercise leadership and responsibility; pupils might be asked 'Why do we think this important?' 'What could we do about it?' 'Who would like to take it further?'

SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES
Religious education	<ul style="list-style-type: none"> • Encourages active learning and gives many opportunities for group work across every year group as well as facilitating learning about religion and social issues. • In year 6 children consider how faith and beliefs motivate and impact on behaviour and if religious belief influences people to behave well towards others. • The idea that not all people of faith are the same is explored. • Individual liberty and the consequences of personal choice is emphasised.
Extra-curricular activities	<ul style="list-style-type: none"> • Activities involving co-operation, teamwork, competition, respect, competitive fixtures, rules, self-discipline and fair play. • Comic relief/Children in Need • Christian celebration assemblies at Lumb Baptiste • Ramadan and Eid festival • Celebration of the Queen • World Book Day • PGL • Dance Festival • Young Voices

Cultural development

Through the curriculum, pupils develop:

- An understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- An understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- An ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- A knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- A willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- An interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity
- An ability to understand, accept and respect diversity (as shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities)

SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES
English	<ul style="list-style-type: none"> • Texts used help pupils to explore and understand different cultures and backgrounds e.g. Black history, Refugees • Visits from local poets and authors built into the curriculum • Developing pupils' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film; • Helping pupils to understand how language changes over time, the influences on spoken, and written language and social attitudes to the use of language. • Non-fiction texts to develop understand of the wider world • Debates/speaking and listening opportunities to show democracy • Use of films/clips/news to enhance teaching of English
Maths	<ul style="list-style-type: none"> • Using a 'mastery' style of teaching, in line with Singapore Mathematics. • Understanding the culture of money in different societies and countries around the world.
Science	<ul style="list-style-type: none"> • Showing respect for differing opinions, on creation for example. Studying people of all cultures and backgrounds and celebrating diversity to encourage students to learn about different cultures and beliefs relating to science i.e. different scientists from different cultures/backgrounds. • Science supports cultural development by looking at how scientists from a range of cultures have had a significant impact globally. It also helps children to understand how important science is to the economy and culture of the UK.
Art and design	<ul style="list-style-type: none"> • Studying different artists and art from different countries/cultures. • Looking at artists from the past and how this has shaped the art that we see and create today. • Comparing art and design from different countries and cultures. • Showing respect towards diversity in their discussions and evaluations of different pieces of art work.

SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES
Computing	<ul style="list-style-type: none"> • By exploring human achievements and creativity in relation to worldwide communications • By developing a sense of awe and wonder at human ingenuity
Design and technology	<ul style="list-style-type: none"> • When discussing and designing products, look at ways in which design can improve the quality of our lives and of those in different cultures, countries and socio-economical backgrounds. • When discussing and designing products, look at ways that different cultures have contributed to technology
History	<ul style="list-style-type: none"> • Children given the opportunity to study the changing roles of women- linking directly to moral purpose, social norms and changes in culture through time. • Significant individuals throughout British history studied, with a focus on how they have made a difference to our modern day lives. • Links to European studies and in particular, studying Eastern Europe and the events which have taken place in countries such as Russia. • Considering the morals of people who lived during the Viking and Anglo-Saxon periods and how this differs from today's society. • Developing a better understanding of our multicultural society through studying links between local, British, European and world history. • Gaining an understanding of and empathy with, people from different cultural backgrounds. • Examining how other cultures have had a major impact on the development of 'British' culture.
Geography	<ul style="list-style-type: none"> • Children are given the opportunity to research the uses of rivers from around the world and consider the cultural differences (e.g. Ganges being used to wash clothes)
Modern foreign languages	<ul style="list-style-type: none"> • Allowing children to appreciate the similarities and differences between France and Britain. • By appreciating the language and customs of others • By exploring the literature and culture of other countries • By taking part in exchange visits or cultural occasions

SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES
Music	<ul style="list-style-type: none"> • Visits from musical experts to help teach music and also to showcase music. • Use of films/clips to enhance teaching and understanding of music and performance. • Help pupils to understand how much changes over time, the influences on music and social attitudes to different genres.
PE	<ul style="list-style-type: none"> • Different cultures/religions/beliefs – upbringings of sporting heroes and those that inspire us. • Knowledge of sporting events that bring us together – connect us. • Knowledge and respect of sports/sporting events around the world – what sport do you relate to certain parts of the world – e.g. America – American football. • Rules, fair-play, consequences of foul-play, fines, banning, performance-enhancing drugs – legalities. • Viewpoints on sport-related worldwide issues such as pay-related performance, men v women pay e.g. football etc. • • Activities involving co-operation, teamwork, competition, respect, competitive fixtures, rules, self-discipline and fair play. • Exploring the sports and traditions of a variety of cultures. • Individual activities that provide the opportunity for self-reflection, awareness and challenge (Personal Best).
PSHE	<ul style="list-style-type: none"> • By exploring how different cultures can offer great insights into how we lead our lives

SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES
Religious education	<ul style="list-style-type: none"> • Children are encouraged to find similarities and differences between their culture and those of others. • Enquiries across the principal world faiths. • Texts used to gain a strong understanding. • Different versions of stories (bible stories) used to compare life between regions. • The use of clips/videos to enhance the teaching of RE.
Extra-curricular activities	<ul style="list-style-type: none"> • Activities involving co-operation, teamwork, competition, respect, competitive fixtures, rules, self-discipline and fair play. • Faith Week • Comic relief/Children in Need • Christian celebration assemblies at Lumb Baptiste • Ramadan and Eid festival • Celebration of the Queen