

**Mapping for Spiritual, Moral, Social and Cultural (SMSC) Development at
Eaton Primary School**

The lists below are not exhaustive, but do give a flavour of how we develop SMSC across our curriculum.

	We promote spiritual development by	We promote moral development by	We promote social development by	We promote cultural development by
English	Responses to Literature – questions such as ‘How would you feel if you were the person in the story?’ ‘Where have you met these ideas before?’ Appreciation of the beauty of language. Recognition of how others’ beliefs and experiences have shaped the course of Literature.	Exploring stimuli for thinking about the consequences of right and wrong behaviour. Students speculating and applying their own learning to their own lives. When they do this they are developing their speaking, listening and higher order thinking skills. Considering different perspectives. ²	Supporting conceptual and language development through an understanding of the debates about social issues. Promoting opportunities for talk and collaboration in a range of setting	Understanding and acknowledging different cultures through a range of Literary works.
Maths	Making connections between pupils’ Numeracy skills and real life. For example, could compare how a child in Africa spends her day with how children in the UK spend their time. Consider pattern, order symmetry and scale both human-made and in the natural world.	Engaging pupils playfully, for example in unequal shares of resources, why might someone be upset if they received less than other people? Reflecting on data that has moral and ethical implications; for example, students might consider the difference in amounts of money spent on non-essentials aid/water.	Sharing resources in the classroom, the negotiating of responses and group problem-solving. Analysing social data e.g. on health care, poverty, bullying.	Asking questions about the history of maths: for example, ‘What did the Egyptians, Greeks and Indians discover that we still use in Maths today?’
Science	Demonstrating openness to the fact that some answers cannot be provided by Science. Creating opportunities for students to ask questions about how living things rely on a contribute to their environment. Activities such as plotting the scale of the solar system and open up questions about the size	By offering pupils the opportunity to consider the wonder of the natural world and the inventions which have made the world a better place. Considering that not all developments have been good because they have caused harm to the environment and to people. Encouraging students to speculate	Using opportunities during Science lessons to explain how to keep other people safe. Exploring the social dimensions of scientific advances e.g. environmental concerns, medical advances, energy processes.	Asking questions about the way in which scientific discoveries from around the world have affected our lives. There is a rich heritage of scientific discoveries from Hindu, Egyptian and Muslim traditions.

	of the universe and how it might have been formed.	about how science can be used for both good and ill.		
Art	Providing plenty of rich opportunities for pupils both to explore the spiritual dimension and natural phenomena. Exploring different artists' interpretation of a key figure or event and asking what the artist was trying to convey. Allowing students to show what they know through their own expression of big ideas about life e.g. morality, ethical issues.	Exploring how emotions and inner feelings are expressed through painting, sculpture and architecture. Responses to and use of visual images to evoke a range of emotions.	Sharing of resources. Exploring social conflict and resolution. Exploring art as a powerful social tool e.g. in advertising, in representing particular groups of people.	Exploring a wide range of creative media from around the world. Reflecting on the cultural significance of well-known pieces of art. Developing aesthetic and critical awareness.
Computing	Wondering at the power of the digital age e.g. the use of the internet. Understanding the advantages and limitations of ICT. Using the internet as a gateway to big life issues.	Exploring the moral issues surrounding the use of data. Considering the benefits and potential dangers of the internet – e.g. campaigns for charities and injustice as a force for good. Cyber bullying as a danger. Considering the vision and moral purpose of those involved in developing the web.	Links through digital media services with other schools and communities. Highlighting ways to stay safe when using online services and social media. Being prepared to work with technology to forge new relationships. Discussing the impact of ICT on the ways people communicate.	Exploring human achievements and creativity in relation to worldwide communications. Developing a sense of awe and wonder at human ingenuity.
Design Technology	Enjoying and celebrating personal creativity. Reviewing and evaluating created things.	Raising questions about the effect of technological change on human life and the world around them.	Exploring dilemmas that individuals may face and developing practical solutions to these problems.	Considering cultural influences on design. Asking questions about functionality vs aesthetics.
MFL	Exploring the beauty of another language. By exploring the way in which the language is constructed, has evolved and its link with English.	Helping pupils to have an accurate and truthful understanding of another culture.	Learning the skill of communicating in different ways. Exploring different social conventions e.g. forms of address.	Appreciating the language and customs of others. Exploring the literature and culture of other countries. Taking parts in visits or other cultural occasions.
Geography	Using maps, photographs, DVDs and other resources and asking pupils to imagine what it might be like to live in different parts of	Considering how people treat the environment: posing questions such as, 'How are we changing our surroundings?' 'Are something for	Providing positive and effective links with the wider community, both locally and through linking with other schools with	Exploring cultures that have had and still have an impact on the local area.

	the world. Making links with history when exploring the environment and speculating on why the landscape is as it is.	the better of for the worse?' 'Who benefits and who suffers?' 'What should be our personal response to these? Who should look after our environment?'	different demographics both in the UK and globally. Considering social responsibility e.g. care for the environment, impact on traffic on the local area, tourism.	
Music	Allowing pupils to show their curiosity and delight in creating their own sounds. Making links between their learning in other curriculum areas with music being played as background. Considering how music makes one feel and can makes one feel and can 'move us' deeply. Looking at the role of sacred and secular music and the use of music for an occasion.	Exploring how music can convey human emotions such as sadness, joy, anger. Appreciating the self-discipline required to learn a musical instrument exploring the moral message in liberation songs and in lyric writing using moral tales as starting stimulus.	Exploring how an orchestra works together. Discussing what would happen if musicians in band/group didn't cooperate. Appreciating how music is used in different ways in different settings e.g. for pleasure, for worship, to help people relax. Engaging with the local community through music projects.	Giving all pupils an opportunity to learn a musical instrument and take part in regular singing. Encouraging pupils to listen and respond to traditions from around the world. Appreciating musical expression, from all different times and places. Learning to recognise music from other cultures and learning songs in other dialects.
History	Considering how things would be different if the course of events had been different; for example, what difference would it have made if the Normans had not been successful in 1066? Looking at local history and investigating the reasons why there is a landmark, building or museum. Speculating about how we mark important events from history and the people who shaped him.	Exploring the results of moral decisions in the past. Considering some of the characteristics of people who have had an influence (positive or negative) on others. What have others done to stop injustice? Going beyond the facts and asking students to make hypotheses and pose questions such as 'what if...?' 'What would have turned a tragedy into a triumph?'	Giving the trigger for discussions about how groups and communities organised themselves in the past. Considering questions about social structure in the past; for example, what might pupils say about the rights of children in Victorian times? Is it important society looks after young children? Are there still people who don't get a fair deal? Encouraging students to talk to their parents and grandparents; for example, when learning about WW2.	Exploring local history and under-researched history, exploring the 'cultural heritage' and in particular the Christian influence on British culture. Celebration of significant national events e.g. Remembrance Day.
PE	Delighting in movement, particularly when students are able to show spontaneity. Taking part in activities such as dance, gymnastics which help students	Developing the Olympic values of: <ul style="list-style-type: none"> • Self-respect • Perseverance • Honesty 	Developing a sense of belonging and self-esteem through team-work. Developing a sense of	Learning about the history of sport, and where sports originate from making links with national and global sporting events such as the

	focused, connected and creative. Being aware of one's own strengths and limitations.	<ul style="list-style-type: none"> • Teamwork • Passion <p>Developing positive sporting behaviour.</p>	community through taking part in inter-school sporting events.	World cup and Olympic games. Exploring rituals surrounding sporting activities.
PHSE	Developing awareness of and responding to others' needs and wants. Exploring meaning and purpose for individuals and society. Developing resilience and inner strength.	Exploring what is right and wrong and to work out what we need to do in this particular community to make sure everyone thrives.	Engaging in the democratic process for electing School Council and taking part in the process of contributing to school decision-making. Creating opportunities for students to exercise leadership and responsibility- School council, Peer Mentors etc.	Exploring how different cultures can offer great insights into how we lead our lives.