Spiritual, Moral, Social and Cultural Development
Maybury Primary School

We believe that the ethos of our school underpins the SMSC development of all learners.
SMSC is central to the life and work of our school, (including through Collective Worship.)

Subject	We promote *spiritual* development	We promote *moral* Development	We promote *social* development	We promote *cultural* development
Mathematics	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 showing enjoyment and fascination of numbers. Reflecting on pattern and order, as well as a sense of mystery and space. By exploring the relationships of numbers, shapes and objects and the possibility of interconnectedness. By showing a sense of achievement and self-worth at appropriate levels of understanding.	By engaging pupils playfully; for example, in unequal shares of resources, why might someone be upset if they received less than other people? By reflecting on and sharing learning team points in assembly. By promoting attendance through collecting attendance data and sharing this in assembly. By encouraging a sense of responsibility for our own learning in class and through homework. By encouraging honesty, not cheating. By showing an awareness of manipulation of data (statistics).	By the sharing of resources within the classroom, turn-taking in games and negotiating responses and group problem solving. By collecting and analysing learning team points. By collecting and counting up class reward points. By recognising maths skills as a tool for everyday life.	By asking questions about how Roman numerals are used in everyday life. Exploring currency and exchange rates across different cultures. By creating Islamic patterns, rangoli patterns. By carefully selecting resources and examples to include references to other cultures. By shopping in a multicultural area and counting in different languages.

Subject	We promote *spiritual* development	We promote *moral* Development	We promote *social* development	We promote *cultural* development
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?' By appreciating the beauty of language.	By exploring stimulus for thinking about the consequences of right and wrong behavior; pupils can speculate and apply their learning to their own lives. For example children in Year 5 learn the text 'The Hunchback of Notre Dame'. Through drama and speaking and listening activities children consider moral dilemmas. Through a range of texts children consider different characters perspectives.	By supporting conceptual and language development through an understanding of and debates about social issues e.g. the use of social media. By providing opportunities for talk in a range of settings, especially through the 'Talk 4 Writing' approach.	By pupils telling stories from their own cultures and backgrounds creating the idea that 'everyone has a story to tell' Parents are invited into school to share stories from their own cultures. Some parents choose to read a story in their own language. 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.

Subject	We promote *spiritual* development	We promote *moral* Development	We promote *social* development	We promote *cultural* development
Science	By demonstrating openness to the fact that some answers cannot be provided by Science. By creating opportunities for pupils to ask questions about how living things rely on and contribute to their environment. By using tools such as Star Walk which allow pupils to plot the stars in relation to their location and open up questions about the size of the universe and how it might have been formed.	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 both for good and evil.	By using opportunities during Science lessons to explain how to keep other people safe and how they might protect a younger or vulnerable young person. By exploring the social dimension of scientific advances e.g. environmental concerns, medical advances, energy processes.	By asking questions about the ways in which scientific discoveries from around the world have affected our lives. There is a rich heritage of scientific discoveries from Hindu, Egyptian and Muslim traditions.

Subject	We promote *spiritual* development	We promote *moral* Development	We promote *social* development	We promote *cultural* development
MFL – French is taught from Y3 upwards	By exploring the beauty of languages from around the world through topic work e.g Africa and by learning French and knowing where around the world the French language is spoken. By exploring the way language is constructed.	By helping pupils to have an accurate and truthful understanding of the French culture. Year 5 do a whole topic on France, were they research France in books and look at similarities and differences including looking at French buildings and structure. They have a French day including setting up a French café and eating French food.	By learning the skill of communicating in different ways. By exploring different social conventions e.g. forms of address in French.	By appreciating the language and customs of others. By exploring the literature and culture of other countries. Including learning French songs. By taking part in cultural occasions through assemblies and class activities and topics.

Subject	We promote *spiritual* development	We promote *moral* Development	We promote *social* development	We promote *cultural* development
History	By considering how things would be different if the course of events had been different; for example what difference would it have made if the Romans had not invaded Britain or if he Normans had not been successful in 1066? By looking at the history of Woking and investigating the origins of the Shah Jehan Mosque. By speculating about how we mark important events from history and the people who shaped them e.g. Guy Fawkes on the 5th November, Remembrance Day.	By exploring the results of right and wrong behaviour in the past e.g. wars. By considering some of the characteristics of people who have had a bad influence and caused suffering to others. What have others done to stop injustice? Are there examples of this from the Woking area? By going beyond the facts and asking pupils to make hypotheses and pose questions such as 'what if…?' 'what would have turned a tragedy into a triumph?' etc.	By giving the trigger for discussions about how groups and communities organised themselves in the past e.g. Romans. By 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 that society looks after young children? Are there people in the world who still don't get a fair deal? By encouraging pupils to talk to their parents and grandparents; for example, when learning about war through exploration of Remembrance.	By exploring the history of Woking. By investigating how culture is shaped by history, exploring the 'cultural heritage' and in particular the Christian influence on British culture. By taking pupils on visits to heritage sites e.g. Stonehenge, Butser Hill, Imperial War Museum, Windsor Castle, Woking Palace.

Subject	We promote *spiritual* development	We promote *moral* Development	We promote *social* development	We promote *cultural* development
Geography	By using Google maps and asking pupils to imagine what it might be like to live in different parts of the world e.g. the Amazon Rainforest in Y3. By making links with history when exploring the environment and speculating on why the landscape is as it is i.e. in the local area study in Y1. By comparing their lives with pupils living in other countries or other part of the UK, by using the Penpals scheme on Oddizzi.	By considering how people treat the environment; posing questions such as, 'How are we changing our surroundings – are some things for the better and others for the worse?' Who benefits and who suffers? What should be our personal response to these? Who should look after our environment?	By providing positive and effective links with the community, both locally in Woking, e.g. choir singing at the retirement home at Christmas; attendance at Remembrance Day service in Woking Town centre; class visits to Christ Church at Christmas, and through linking with other schools with different demographics both in the UK and globally e.g. through Penpals. By considering social responsibility e.g. impact of traffic on the local area in Y1.	By making links with other countries through schools linking and cultural theme days e.g. Ancient Greece Day in Y4. By exploring cultures that have had, and still have an impact on the local area e.g. Muslim community.

Subject	We promote *spiritual* development	We promote *moral* Development	We promote *social* development	We promote *cultural*
RE	Opportunities to discuss and reflect on key questions of meaning and truth such as the origins of the universe, life after death, good and evil, beliefs about God and values such as justice, honesty and truth. Learning about and reflecting on important concepts, experiences and beliefs that are at the heart of religious and other traditions and practices Considering how religions and other world views perceive the value of human beings, and their relationships with one another, with the natural world, and with God Valuing themselves and each other as unique individuals Developing their own views and ideas on religious and spiritual issues through considering 'big questions' in comparative units.	Learning about morals in religious teachings and commandments in each of the main religions. This is linked to school rules and values to demonstrate morality and create a sense of conscious. Exploring the influence of family, friends and media on moral choices and how society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders Studying a range of ethical issues, including those that focus on justice, to promote racial and religious respect and personal integrity. Considering religious perspectives on suffering in the world.	Discussing values that we demonstrate at our school and how these values are demonstrated within our local community. Considering how religious and other beliefs lead to particular actions and concerns Investigating social issues from religious perspectives, recognising the similarities and differences in viewpoint. Pupils' expressing their own ideas on a range of contemporary social issues.	Studying people, literature, arts and resources from different cultures through our History and Geography topics as well as in RE. Learn about r religion and cultures and how religions and beliefs contribute to cultural identity and practices. Promoting racial and interfaith harmony and respect for all for the common good.

Subject	We promote *spiritual* development	We promote *moral* development	We promote *social* development	We promote *cultural* development
PSHE/ Circle Time/ Values Curriculum	By developing an awareness of and responding to others' needs and wants. By exploring meaning and purpose for individuals and society. By developing resilience and inner strength. By exploring spiritual practices such as collective worship. To incorporate time for reflection into our curriculum in order that we can review our values and how they benefit us a school community.	By exploring what is right and wrong and to work out what we need to do in our School and local community to make sure everyone thrives. By making explicit links to the school's distinctive ethos of a values based curriculum. By ensuring that all adults in the school, irrespective of role, demonstrate the school values and have high expectations of all pupils to do the same. By providing education on E-Safety, we can ensure understanding of the rights and wrongs within social media and how to stay safe.	By helping pupils to engage in a democratic process for agreeing the rules for community life e.g. creating class expectations. By creating opportunities for pupils to exercise leadership and responsibility. Learning Council, Playground Buddies, House Captains, Head Girl/Boy. E.g. pupils might be asked (questionnaire or face to face. 'Why do we think this is important?' 'What could we do about it?' 'Who would like to take it further?' Charity fundraising for worthy causes both locally and globally. By offering opportunities for after school clubs/breakfast club and access to community	By exploring how different cultures can offer great insights into how we lead our lives. By having strong links with our local community. By inviting guests with specialist knowledge of other cultures to come and tell us of their experiences. By having assemblies and theme weeks. By providing rich experiences of different cultures in our school trips.

Subject	We promote *spiritual* development	We promote *moral* development	We promote *social* development	We promote *cultural* development
Art and Design	By providing plenty of opportunities for pupils to explore the way different works of art make them feel spiritually By exploring different artists' interpretations of a key figure or event e.g Take one picture week and asking what the artist was trying to convey this allows pupils to show what they know through their own expression of big ideas about life e.g. ethical issues. By promoting the process of 'reviewing and evaluating'; for example, visiting a local art gallery or museum and associated follow-up work.	By exploring how emotions and inner feelings are expressed though painting, sculpture and architecture. By responses to and use of visual images to evoke a range of emotions.	By sharing of resources. By exploring social conflict and resolution. By exploring art as a powerful social tool e.g. in advertising, in representing particular groups.	By experiencing a wide range of creative media from around the world. By developing aesthetic and critical awareness at an age appropriate level.

Subject	We promote *spiritual* development	We promote *moral* development	We promote *social* development	We promote *cultural* development
Music	By allowing pupils to show their delight and curiosity in creating their own sounds. By making links between their learning in RE, Geography etc. with music being played as background i.e. Christmas Carols, Indian music.

By considering how music makes us feel emotionally. By appreciating how music is used in different | By exploring how music can convey human emotions such as sadness, joy, anger etc.

By appreciating the self- discipline required to learn a musical instrument e.g. By learning the recorder | By exploring how an ensemble or orchestra works together By discussing and experimenting with what would happen if musicians in a band/group didn't co-operate. By offering the opportunity to join an extra-curricular clubs e.g Glee and choir and to take part in community singing events e.g Residential homes and World Wildlife centre at Christmas

. | By giving some pupils the opportunity to learn the recorder and all pupils regularly singing in assembly

By encouraging pupils to listen and respond to traditions from around the world e.g. Indian and African music.

By appreciating musical expression from different times and places |

Subject	We promote *spiritual* development	We promote *moral* development	We promote *social* development	We promote *cultural* development
Design and Technology	By enjoying and celebrating personal creativity e.g. celebration assembly, merits and learning team points. By reviewing and evaluating created things.	By raising questions about the effect of technological change on human life and the world around them.	By exploring dilemmas that individuals may face and developing practical solutions to these problems By making a contribution for our learning council for designing new areas of our school. By sharing resources	By considering cultural influences on design By asking questions about functionality aesthetics.

Subject	We promote *spiritual* development	We promote *moral* development	We promote *social* development	We promote *cultural* development
Computing	By reflection of awe and wonder about the achievements in ICT today and the possibilities for the future. By understanding the advantages and limitations of ICT e.g. how computers can sometimes perform better in certain activities than some people. By using the internet as a gateway to big life issues e.g. newsround	By exploring aspects of real and imaginary situations and enabling pupils to reflect on the possible consequences of different actions and situations. By raising issues such as whether it is morally right to have computer games whose aim is killing and violence By considering issues surrounding the misuse and access rights to personal data. By considering if it is fair that some people in this country and in other countries cannot use the internet.	By links through digital media services with other schools and communities. By encouraging pupils to research and work collaboratively By highlighting ways to stay safe when using on line services and social media By being prepared to work with technology to forge new relationships. By discussing the impact of ICT on the ways people communicate e.g.	By exploring human achievements and creativity in relation to worldwide communications. By developing a sense of awe and wonder at human ingenuity. By creating new opportunities to communicate such as social networks. By thinking about how differing cultures access and use the internet and what implications this has on the individual and the culture. By using e-mail or chat (within a

Subject	We promote *spiritual* development	We promote *moral* development	We promote *social* development	We promote *cultural* development
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. swimming lessons, participation in Sports Day.	By discussing fair play and the value of team work. By developing 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 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 developing both pupils and staff's skills with our partnership of our local secondary school (Bishop David Brown): BDB By offering a variety of extra-curricular sporting activities that are across the key stage, enabling pupils' to work together in a variety of different groupings and contexts.	By learning about the history of sport, and where they 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 ceremonies,