

SMSC in Curriculum Subjects

Literacy Maths DT PE Art Computing Music PSHCE Science French Geography History RE

	How SMSC development is present in curriculum subjects:
The spiritual development of pupils is shown by their:	
*ability to be reflective about their own beliefs (religious or otherwise) and perspective on life	<p>In art at LH, children study different famous artists and crafts persons and how their work reflects their personal experiences and lives.</p> <p>PSHCE sessions encourage reflection time and often we have time to talk and share perspectives on life.</p> <p>In Science, learning about the wonders of nature and the universe.</p> <p>In RE, pupils are encouraged to explore different beliefs and give their own ideas, beliefs and perspectives on aspects of life and death.</p>
*knowledge of, and respect for, different people's faiths, feelings and values	<p>In art children at LH are taught to be respectful of these artists and craftspersons through discussion, reflection and study into their history, lives and the lives of those around them, this then helps them develop an understanding for those individuals. This is also the same for any artwork created by the children's peers. They are taught to be respectful of their work, feelings towards work and their values that have helped shape their work. This is done through reflective practice, verbal feedback and when work is showcased. Eg: Art Stay and Create sessions.</p> <p>In PSHCE we teach about differences and respect as part of the curriculum. We discuss not stereotyping. We teach about discrimination. We make sure the images we use are representative of a range of differences to promote being respectful to all.</p> <p>In French, children learn about French culture in a respectful way.</p>

SMSC in Curriculum Subjects

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	<p>In History, some units have a central religious theme eg Tudors. Local studies contain a focus on Selby Abbey and its history.</p> <p>In RE lessons pupils study a variety of different faiths and the values these faiths hold. Pupils are taught where these values come from in the history of the religion. Respect for people of faith and their beliefs is given paramount importance.</p>
*sense of enjoyment and fascination in learning about themselves, others and the world around them	<p>Non-fiction report reading and writing. GR Ninja texts are about real world issues and knowledge.</p> <p>Maths - Teachers making real world links to Maths. Stay & Play Maths mornings Fiver Challenge. Maths Eyes competition</p> <p>DT - Researching products and inventors</p> <p>At LH we encourage all of our pupils to enjoy art and the process of creating art through learning about artists, their lives, their history and the social context. We also encourage this through school art trips Eg: to Yorkshire Sculpture Park and hopefully, to an Art Gallery (TBC 2022)</p> <p>In computing children at LH learn to enjoy the fascination of the digital world, technology and its possibilities.</p> <p>Music for many is interlinked with their feelings and mood, as well as religious beliefs. Music is a creative and reflective subject, encouraging imagination and individuality.</p>

SMSC in Curriculum Subjects

Literacy Maths DT PE Art Computing Music PSHCE Science French Geography History RE

	<p>The PSHCE curriculum teaches children how to live in the ever-changing world and includes teaching about recycling, healthy eating, respect for living things.</p> <p>Children learn about the world around them in Science - evidence shows their excitement and fascination when conducting investigations. Science supports spiritual development by involving children in the search for meaning and purpose in natural and physical phenomena. It is the wonder about what is special about life, an awe at the scale of living things from the smallest microorganism to the largest tree and the interdependence of all living things and materials of the Earth. Science fosters a passion in children to know more and to wonder about the world and aesthetically appreciate its wonders including for example the enormity of space and the beauty of natural objects or phenomenon, plants, animals, crystals, rainbows, the Earth from space etc.</p> <p>French lessons are fun and interactive and give chn the opportunity to learn about another part of the world.</p> <p>Human and Physical Geography promotes a sense of fascination about the world.</p> <p>In RE, pupils are encouraged to ask and discuss big questions about the world around them.</p>
*use of imagination and creativity in their learning	<p>Literacy: Creative writing - stories/poetry Reading creative texts eg Poetry - own interpretations of meanings.</p>

SMSC in Curriculum Subjects

Literacy Maths DT PE Art Computing Music PSHCE Science French Geography History RE

	<p>Maths problem solving tasks. Inspirational Maths - first week every year in new class. Art in Maths - mathematical Christmas cards</p> <p>D&T: Designing own products</p> <p>We encourage our children to be imaginative in all areas of art and use their imagination to respond in personal ways. We encourage them to be original, for example through 'art stay and creates' and the work created.</p> <p>In computing children at LH have the opportunity to be creative and use their imagination. EG: to design their own games, videos, digital powerpoints, posters.</p> <p>We teach PSHCE in a creative way through drama, role play, scenarios, art, recording debates, presentations, links with other curriculum areas.</p> <p>In History, chn imagine being back in an era. Role play wardrobes - costumes of all era are studied.</p> <p>In RE, use of drama and art is used to foster imagination and creativity.</p>
*willingness to reflect on their experiences	<p>Literacy: Polishing Pens, Editing flaps, COGS & ARMS. Writing journals.</p> <p>D&T: Evaluating and reflecting on their designs and products. Seeking views of others and using to improve their work.</p> <p>In computing children are given the opportunity to reflect on their online experiences and experiences of certain technology. They are also taught to reflect on their own actions and experiences online and their interaction digitally. EG: in online safety lessons.</p>

SMSC in Curriculum Subjects

Literacy Maths DT PE Art Computing Music PSHCE Science French Geography History RE

	<p>PSHCE: We give children the opportunity to talk and reflect on their experiences during circle times, debates or through written responses. We may also have reflective thinking time.</p> <p>Science: Reflecting on the world around them.</p> <p>In History, children begin in Year 1 with their own time line. In comparative units chn compare 'now' with 'then'.</p> <p>Pupils are encouraged to reflect on their own experiences in RE and all units begin with them eg duties and responsibilities they have, when they have been to a celebration, etc.</p>
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The moral development of pupils is shown by their:	
*ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England	<p>Literacy: Texts/fables with a moral to unpick right and wrong eg Goldilocks in EY/KSI.</p> <p>In computing children at LH learn to recognise what is right and wrong when communicating and interacting online. They learn about internet safety and how to recognise when legal boundaries/respectful rules have been breached.</p>

SMSC in Curriculum Subjects

Literacy Maths DT PE Art Computing Music PSHCE Science French Geography History RE

	<p>PSHCE: In KS2 we discuss laws in relation to RSE, drugs alcohol and criminal actions.</p> <p>In Science units relating to living things and their habitats, children are taught about respecting all living things and how to protect them. E.g. not hurting insects when on a bug hunt.</p> <p>In Geography chn are encouraged to have a respect for the world and its environment eg topics including Rainforests and Beautiful Britain.</p> <p>In History units, crime and punishment in past eras studied eg Anglo-Saxons.</p> <p>Most RE units have a strong element of what is deemed right and wrong in religions eg What Can we decide from religions about what is right and wrong? (Y4 unit). Pupils look at their own lives and reflect on rules and why we have them.</p>
*understanding of the consequences of their behaviour and actions	<p>Literacy: Traditional tales teach consequences eg Red Riding Hood (stranger danger), Ugly Duckling (impact of bullying), Cinderella (kindness v cruelty).</p> <p>Maths: Learning about money and its value - being responsible.</p> <p>Music: In the early years, children can learn about cause and effect via playing musical instruments. This is a tangible step towards understanding cause and effect in our chosen actions.</p> <p>In computing children at LH learn in internet safety lessons about the consequences of their behaviour online and also the consequences of having a 'digital tattoo' or 'footprint'</p> <p>In PSHCE sessions we teach children about making right and wrong decisions, we discuss rules, roles, responsibilities, and laws. We look at School rules</p>

SMSC in Curriculum Subjects

Literacy Maths DT PE Art Computing Music PSHCE Science French Geography History RE

	<p>and the school behavior policy and Children's rights and Human Rights and the civil and criminal laws of England.</p> <p>We discuss the consequences of actions and decisions.</p> <p>Following rules in Science for safety and discussing consequences.</p> <p>In Geography chn learn about the environment eg climate change, reforestation.</p> <p>In RE, consequences of their behaviour are discussed and then looked at within religions.</p>
<p>*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.</p>	<p>Literacy: Debate - writing arguments for and against, persuasive writing Talk 4 Reading - building on and challenging others' ideas in a respectful way. I wonder... type discussions.</p> <p>D&T: Materials - waste, recycling, being resourceful. Food - food beliefs eg vegan/vegetarian or religious aspects. Where foods are grown/local and seasonal foods. Fairtrade ingredients.</p> <p>In art children at LH are given the opportunity to comment on others work, both professional artists, craft persons but also their peers. They are taught to understand and appreciate different viewpoints and that not everyone's viewpoints are the same.</p> <p>In computing children LH have the opportunity to comment on and give feedback to peers via software such as J2E, Google Classroom and Scratch. They can watch and see others pieces of work and comment. They are taught to understand and appreciate others points of views and to leave nice and constructive feedback, as they would if they were face to face with someone.</p> <p>PHSCE: We often have debates and express different viewpoints but all the time we have an agreed code of conduct so that we are respectful</p>

SMSC in Curriculum Subjects

Literacy Maths DT PE Art Computing Music PSHCE Science French Geography History RE

to others. We learn to appreciate different viewpoints and learn to be open minded and appreciate other people may think differently and that is ok.

Science supports moral development by encouraging children to become increasingly curious and to develop open mindedness and tolerance for the suggestions and views of others. When considering the environment, children understand moral and ethical dilemmas in scientific developments. They are given opportunities to understand that our ever-changing world is an important moral consideration and they have a responsibility to respect it.

In History, moral and ethical issues are considered when studying eg Florence Nightingale/Mary Seacole (Y1), Guy Fawkes (Y2), Vikings (Y3/4), Tudors (Y5/6).

In RE, moral and ethical issues are raised and how different religions views may differ or may be similar in this. Understanding and appreciating people may have views according to their religion is of great importance.

SMSC in Curriculum Subjects

Literacy Maths DT PE Art Computing Music PSHCE Science French Geography History RE

The social development of pupils is shown by their:	
<p>*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</p>	<p><i>Literacy: World Book Day. More able Writers Days - working with pupils from other schools. Group work, collaborations of literacy projects. Talk 4 Reading discussions. Drama - working collaboratively. School performances</i></p> <p><i>Inspirational Maths Week - group work, taking on board others' ideas, mathematical mindset, code of conduct for maths lessons. Group collaboration</i></p> <p><i>PE: Sports competitions across schools and across regions. Opportunities to engage with disability sports (visitor into school in the future) was planned but COVID stopped it.</i></p> <p><i>In computing children at LH learn to communicate digitally and in a safe, respectful way. EG: via comments on J2E, in Internet Safety lessons.</i></p> <p><i>When creating music in a band or singing in a choir, children are working together.</i></p> <p><i>In PSHCE sessions we often work in pairs or groups or whole class and work with different children. We may have visitors to school from different religions or ethnic backgrounds and we always talk to the children about being respectful.</i></p> <p><i>In RE, pupils work together within the class. They learn about children in other religions through programmes such as BBC My Life My</i></p>

SMSC in Curriculum Subjects

Literacy Maths DT PE Art Computing Music PSHCE Science French Geography History RE

	<p>Religion. Every other year, visits to places of worship take place where children will interact with people from a variety of religions.</p>
<p>*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</p>	<p>D&T: Working with others to make a product – resolving differences, cooperating.</p> <p>PE: Children are going to be given an opportunity to work together and respect each other in our new orienteering scheme (coming soon!)</p> <p>In computing children at LH learn to resolve conflicts that might happen online, effectively. They learn the rights and wrongs of communicating digitally in internet safety lessons.</p> <p>Music requires careful listening skills too, encouraging children to listen to others.</p> <p>In Forest school and PSHCE sessions we work on a range of cooperation skills.</p> <p>Science supports social development by engaging children in practical group work which provides opportunities for pupils to develop team working skills and to take responsibility for their role in the group. Pupils must also learn to take responsibility for their own and other people's safety when undertaking practical work.</p> <p>RE requires an understanding that others may have different opinions to yourself and promotes respect towards all. Discussions about conflicts over religious beliefs and how we can best resolve differences is an important aspect of RE.</p>
<p>*acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and</p>	<p>Literacy: T4R – mutual respect</p>

SMSC in Curriculum Subjects

Literacy Maths DT PE Art Computing Music PSHCE Science French Geography History RE

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.

Maths: Mutual respect - listening to others' viewpoints and ideas in reasoning and problem solving.

In P.E. sessions the children are taught rules of the game and often will officiate games. Children are taught rules of games and what behaviours are acceptable in each sport (physical contact etc)

They are encouraged to offer views and respect others' viewpoints.

In art children at LH learn about artists and craftsmen and their work which may be influenced by the FBVs.

Computing: We encourage our children to be digital citizens in modern Britain. We teach them this through discussion and links to real life jobs that involve digital media, digital literacy, programming etc.

In our society music is seen as a primary means for expressing your individuality.

In PSHCE sessions we make constant links to the fundamental British values. During PSHCE sessions we often ask children to vote with their democracy thumbs, linking the learning to the FBV.

Respect and tolerance towards people from other cultures modelled and encouraged in French lessons.

Geography: Tolerance of different cultures is promoted through the study of different continents and countries eg South America, Africa and China topics.

In History, whole-school work is done on Remembrance day. Democracy is considered when teaching about the past and many units pupils learn about government and leadership such as the Shang Dynasty and

SMSC in Curriculum Subjects

Literacy Maths DT PE Art Computing Music PSHCE Science French Geography History RE

	<p>Roman Britain. Crime and punishment is explored in topics such as Tudors and Anglo-Saxons.</p> <p>Many of these values are interwoven into RE. Respecting others' faiths and values is an important aspect of RE. Many units have a focus on other faiths within the UK and how diverse a society modern Britain is eg What does it mean to be a Hindu in Britain today?</p>
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The cultural development of pupils is shown by their:	
<p>*understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</p>	<p>Literacy: Poems/texts from a range of cultures explored in literacy lessons (eg Willow Pattern - China, Beowulf - Anglo Saxons)</p> <p>Famous British authors and poets studied eg Enid Blyton, Shakespeare, Wordsworth, Roald Dahl, Alfred Noyes.</p> <p>Maths: Roman Numerals - history of.</p> <p>D&T: Inventors and scientists that have shaped the world.</p> <p>PE: During lockdown children have been encouraged to help their community 'Race around the world' to the Wonders of the world - virtually</p> <p>Children learn about music from their British heritage from composers to rock stars, as well as appreciating music from around the globe.</p> <p>In PSHCE sessions we learn about various events that have happened throughout History that change laws and our own culture. We keep up</p>

SMSC in Curriculum Subjects

Literacy Maths DT PE Art Computing Music PSHCE Science French Geography History RE

	<p>to date with the news and what is happening in the world around us and link to this in our teaching.</p> <p>In Science, learning about key figures in science (Humphries, Faraday, Peake, Hadfield). Science supports cultural development by providing opportunities for children to think of scientific discoveries as part of our culture and how it has shaped the culture of the UK and our economy. Children are also taught to appreciate the scientific discoveries of other cultures. Children are taught to value cultural diversity and understand that science is an activity undertaken by a wide range of men and women in many different cultures both now and in the past.</p> <p>How French culture has been shaped through history, food, family life and hobbies.</p> <p>British History units give pupils some understanding of their heritage. History Knowledge Organisers encourage thinking about 'What has _____ ever done for me?'</p> <p>In RE, links are made between religion and cultural heritage eg Henry VIII and the Church of England.</p>
<p>* 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</p>	<p>FD&T: Food from different cultures. Where food comes from.</p> <p>In computing children at LH learn and understand that not all children have access to the technology we have access to.</p> <p>We teach about different cultures and beliefs and be careful not to generalise.</p>

SMSC in Curriculum Subjects

Literacy Maths DT PE Art Computing Music PSHCE Science French Geography History RE

	In RE, children are encouraged to talk about their own culture or religion eg Jehovah Witnesses or pupils from other countries and their experiences.
*ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities	<p>Music is a global language and a means by which children can connect with the wider world.</p> <p>PHSCE: We talk a lot about similarities and differences.</p> <p>French: Comparisons made between French and English culture.</p> <p>Different cultures looked at in many Geography based topics.</p> <p>Range of cultures looked at in History units encourage pupils to notice similarities as well as differences within and between communities.</p> <p>In RE, similarities between religions are a key component and helps pupils foster empathy and understanding.</p>
*knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain	<p>Maths: Statistics - using real life contexts and real data.</p> <p>PE: Children are encouraged to vote for a club they'd like to see happen. Games leaders will hopefully have a voice in school council meetings (when we can).</p> <p>PSCE: We discuss the laws and the role of the parliamentary system. We link to this by discussing current affairs and check children's understanding. We use 'Newsbites' and 'Picture news' to check the level is appropriate for the children.</p> <p>In British History units, how the parliamentary system has been shaped and reflective of British values at the time is studied.</p>
*willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities	Literacy: Cultural opportunities in Drama lessons and school performances.

SMSC in Curriculum Subjects

Literacy Maths DT PE Art Computing Music PSHCE Science French Geography History RE

PE: Children are encouraged to be part of a club at least once during each school year. Games leaders (in normal times) are met with and discuss games to involve those less active in the playground. Children are encouraged to do their 'personal best' in activities in the playground. When it is a large event such as the Olympics/Tour de Yorkshire, opportunities are taken to take part/learn about the competitors etc. Taster sessions are booked for children to attend Judo, Dance, Archery (after covid) Bowls (after Covid) Rock climbing wall in school (after covid) Kidditch, rugby etc.

In art children have the opportunity to participate in school trips (YWP) 'Stay and Creates' 'Selby in Bloom Competition' etc. They are also encouraged to respond to visits and these experiences in a creative way for instance; taking sketch books on school trips with them (The Deep) or using sketch books or creating sculptures in forest schools.

In Music, we celebrate influential people whether this be musicians, scientists, famous historical figures, artists or sporting heroes.

We also link learning to historical events and traditions.

In History, use of role play/drama in lessons brings different historical eras and cultures to life. Whole-school History days eg Longmans 75th Anniversary gave pupils the opportunity to engage in artistic, musical and cultural opportunities.

In RE pupils are offered opportunities to visit a range of places of worship (Mosque, Mandir, Synagogue, Church, Buddhist Temple so far).

SMSC in Curriculum Subjects

Literacy Maths DT PE Art Computing Music PSHCE Science French Geography History RE

	<i>Visitors of other faiths doing assemblies and workshops also provides cultural experiences.</i>
<i>*interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities</i>	<i>PE: Teams are taught to respect the opposition team no matter who they are e.g. football</i> <i>Art: at LH children have the opportunity to participate in local art competitions such as 'Selby in Bloom' 'Design a Memorial War Bench Competition' 'Selby Abbey Banner Competition'</i> <i>We talk about respect and diversity a lot and this is covered every year in the PSHCE curriculum and built on throughout school.</i> <i>French culture looked at in a respectful way.</i> <i>In RE, pupils explore other religions, their history, traditions, values and beliefs. This fosters an understanding and a respect for others and encourages an empathetic approach towards people with different beliefs to their own. Diversity is seen as a positive aspect of the UK where we can learn from each other.</i>