

**Spiritual, Moral, Social and Cultural Development at
Rose Hill Primary School**

Years 1 - 6

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

Evidence of SMSC across our school's curriculum:

(text in red indicates aspects we would like to develop further).

Subject	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
<p>Mathematics</p>	<p>By making connections between children's mathematical skills and real life; for example, creating pie charts to compare how a child in The Amazon spends their day with how children at Rose Hill spend their time.</p> <p>By considering pattern, order, symmetry and scale in both the man made and natural world.</p> <p>Real life experiences-relating mathematical concepts to the child and their interests (e.g. superheroes) Looking at mathematical concepts in the natural world.</p> <p>Measure - money, length/weight/capacity. all linked to use of everyday life</p> <p>Art focusing on Andy Goldsworthy - environmental artist</p>	<p>By engaging pupils playfully; for example, in unequal shares of resources, why might someone be upset if they received less than other people?</p> <p>By reflecting on data that has moral and ethical implications; for example, at Harvest time, pupils consider the percentage of people around the world suffering from hunger.</p> <p>Sharing and cooperating-making it fair</p> <p>Identifying misconceptions/encouraging to learn from mistakes</p> <p>Oxford University students working with children to improve and support maths skills.</p>	<p>By the sharing of resources within the classroom, the negotiating of responses and group problem solving.</p> <p>By analysing social data e.g. on poverty and bullying, including cyber bullying in anti-bullying week.</p> <p>Sharing and cooperating-making it fair. Opportunities to learn maths during child-initiated and to teach others, sharing knowledge.</p> <p>Fundraising Teamwork skills for problem solving - having a plan Budgeting</p> <p>Problem solving in pairs and small groups</p>	<p>By asking questions about the history of maths: for example, 'What did the Greeks discover that we still use in maths today?'</p> <p>Counting in different languages Explore different counting systems, e.g. using every joint on each finger.</p> <p>Where our number system came from. Maths coming from ancient Arab cultures</p>

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English	<p>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?'</p> <p>By appreciating the beauty of language.</p> <p>By sharing stories from different religions.</p> <p>Booktalk questions -opening up children's thinking.</p> <p>Real life experiences extending their abstract thinking.</p> <p>Opening up possibilities of worlds other than their own</p> <p>Time spent imagining and reflecting on settings and characters and how they make them feel.</p> <p>Modelled and shared writing to improve their ability as writers.</p> <p>Creation stories from different cultures.</p>	<p>By exploring stimulus for thinking about the consequences of right and wrong behavior; pupils can speculate and apply their learning to their own lives. When they do this they are developing their speaking, listening and higher order thinking skills.</p> <p>By considering different perspectives.</p> <p>By discussing and modeling how to write argumentative texts and texts with balanced perspective.</p> <p>By analysing the purpose and effect of persuasive writing.</p> <p>By studying a range of poets and poetry from a range of different cultures.</p> <p>By studying about people who have influenced our world by standing up for what they believe in, e.g. Nelson Mandela, Rose Parks, Martin Luther King, Malala Yousafzai.</p> <p>By inviting visitors to share their experiences with us, e.g. Chris Lubb, Nelson Mandela's bodyguard.</p> <p>Stories posing moral dilemmas for children to discuss.</p> <p>Compared good/bad characters, looking at the image of good characters and do they all follow the same patterns e.g. Jack and Goldilocks</p> <p>Krindlekrax characters bullying (Elvis) what are the impacts.</p> <p>Links to WWII, Holocaust and moral decision making, relating to own life, human rights</p> <p>Argumentative texts on eating meat and cruelty to animals.</p>	<p>By supporting conceptual and language development through an understanding of and debates about social issues e.g. the use of social media.</p> <p>By providing opportunities for talk in a range of settings, especially through the 'Talk 4 Writing' approach.</p> <p>Booktalk, drama, cooperative work and talking, play, group work mixed ability.</p> <p>Compared good/bad characters, looking at the image of good characters and do they all follow the same patterns e.g. Jack and Goldilocks</p> <p>Starters/warm-ups to encourage to speaking and listening</p>	<p>By pupils telling stories from their own cultures and backgrounds creating the idea that 'everyone has a story to tell'</p> <p>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.</p> <p>By sharing stories from different cultures, e.g. Handa's Surprise, A Necklace of Raindrops, A Thief in the Village.</p> <p>By using non-fiction texts to learn about different countries, cultures etc.</p> <p>Books which challenge cultural stereotypes</p> <p>Sharing stories on weekly basis from another culture during class story time.</p> <p>Stories from another culture used in guided reading.</p> <p>Core text: Victorians and stories from another culture.</p> <p>Learning about Germany and Eastern Europe, Japan through WWII topic and Sheep Don't Wear Clothes poems</p>

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<p>Science</p>	<p>By demonstrating openness to the fact that some answers cannot be provided by science.</p> <p>By creating opportunities for children to ask questions about how living things rely on and contribute to their environment.</p> <p>By using tools such as Star Walk which allow children 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. Provide opportunities to explore their local environments.</p> <p>Global warming</p> <p>What do plants contribute to the environment</p> <p>Health, growth and nutrition and linked with human rights</p> <p>Reflecting on others people's homes and why they live like this?</p> <p>Studying evolution and comparing it to other religions' ideas on creation stories</p>	<p>By offering children the chance to consider the wonder of the natural world and the inventions which have made the world a better place.</p> <p>By considering that not all developments have been good because they have caused harm to the environment and to people.</p> <p>By encouraging children to speculate about how science can be used both for good and evil.</p> <p>Debate and exploration of their own results and to find their find and plan their own experiment based upon own interests.</p> <p>Natural world wonder</p> <p>Reflected on how different animals live</p> <p>Reflected about how science can be good with blood transfusions</p> <p>Environment changes and their effect</p> <p>How we treat the environment.</p> <p>Invasions: was is right for the Vikings to invade Britain.</p> <p>Treatment of other living things, knowing their needs and protecting their habitats.</p>	<p>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.</p> <p>By exploring the social dimension of scientific advances e.g. environmental concerns (coastal erosion and pollution), medical advances, energy processes.</p> <p>Group work and discussions/acknowledgement of how different social dimensions can impact their results.</p> <p>Wildlife</p> <p>Vets - injured animals</p> <p>Stay safe bite/stings</p> <p>Outdoor learning: environment</p> <p>Looking at animals and how they are adapted to their environment.</p>	<p>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.</p> <p>Meet scientists from other cultures and genders.</p> <p>Electricity: What do other countries use if they don't have electricity.</p> <p>How are different countries developed?</p> <p>Animals are what they mean to different cultures.</p> <p>Looking at human habitats from different countries.</p> <p>Greek topic could cover famous scientists-- Archimedes</p> <p>Space topic could cover Galileo</p>

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<p>MFL – French is taught from Y3 upwards</p>	<p>By exploring the beauty of languages from around the world through topic work e.g. Brazil and by learning French and knowing where around the world the French language is spoken.</p> <p>By exploring the way language is constructed.</p>	<p>By helping children to have an accurate and truthful understanding of the French culture & how this is similar to ours.</p>	<p>By learning the skill of communicating in different ways.</p> <p>By exploring different social conventions e.g. forms of address in French.</p>	<p>By appreciating the language and customs of others.</p> <p>By exploring the literature and culture of other countries.</p> <p>By taking part in cultural occasions e.g. Diwali and Chinese New Year.</p> <p>Understanding the culture and tradition of French life (school life)</p> <p>Learned German from visiting intern, compared with French</p> <p>French day with French food, games, music</p>

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<p>History</p>	<p>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 the Normans had not been successful in 1066? By looking at the history of Oxford and investigating the reasons why</p> <p>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.</p> <p>By exploring the links families may have to the past, e.g. WWII in Y5.</p> <p>By exploring how religion differs through time.</p> <p>By visiting religious buildings to experience the awe and wonder alongside the factual history.</p> <p>Exploring the changes in society's history in their lifetime. Visiting church/ burial site etc.</p>	<p>By exploring the results of right and wrong behaviour in the past e.g. wars.</p> <p>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? For example, Martin Luther King, Rosa Parks. Are there examples of this from the Oxford area?</p> <p>By going beyond the facts and asking children to make hypotheses and pose questions such as 'What if...?' 'What would have turned a tragedy into a triumph?' etc.</p> <p>Drama to help with understanding</p> <p>Looking at laws and punishment in other historical periods. (e.g. Vikings and Saxons)</p>	<p>By giving the trigger for discussions about how groups and communities organise themselves in the past e.g. the Romans in Y4</p> <p>How British Values have roots in the past, e.g. Democracy and Ancient Greece in Y5.</p> <p>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?</p> <p>By encouraging pupils to talk to their parents and grandparents; for example, when learning about war through exploration of Remembrance.</p> <p>Drama/reconstruction</p> <p>What have the Vikings done for us? What changed? Exploring how they have changed Britain. What would be different if they hadn't?</p>	<p>By exploring the history of Oxford.</p> <p>By investigating how culture is shaped by history, exploring the 'cultural heritage' and in particular the Christian (as required in RE curriculum) Influence on British culture.</p> <p>By taking children on visits to heritage sites e.g. a Roman Villa.</p> <p>By exploring how other countries / cultures are affected by events in history and how different social groups may have operated in the past and whether these influences can or cannot still be seen in today's society, e.g. Iron Age Settlements.</p> <p>Visit to Blenheim palace - past and present Cultural heritage - Victorians and how they lived - rights and responsibilities House built in Rose Hill</p> <p>Church visit - finding in Iffley what happens here? Restoration project in conjunction with local church.</p>

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<p>Geography</p>	<p>By using Google maps and asking pupils to imagine what it might be like to live in different parts of the world e.g. Antartica in Y2.</p> <p>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 and 'Journeys'. Y2 study of 'Location, Location, Location'. Y3/4 study of 'Where We Live'.</p> <p>By comparing their lives with children living in other countries or other part of the UK, possibly through a schools linking programme.</p> <p>By using Google maps and asking pupils to imagine what it might be like to live in different parts of the world e.g. Antartica in</p> <p>Study of 'Location, Location, Location' - walk around the environment</p> <p>Putting themselves in the shoes of a warrior or Viking child how would it feel?</p>	<p>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?</p> <p>Through our curriculum, Y3/4 Volcanoes, natural disasters, global impact.</p> <p>Through fundraising to support communities who have experienced a natural disaster and are in need of aid.</p> <p>Fundraising e.g. waterproofs</p>	<p>By providing positive and effective links with the community, both locally in Oxford e.g. Y1 Winter Veg planting and through linking with other schools with different demographics both in the UK and globally.</p> <p>By considering social responsibility e.g. Eco Playground in Y1, Getting Ready for Winter in Y2, Drought and Water Saving and Local vs. Contrasting Locality in Y4.</p> <p>Introducing husbandry across the school, e.g. the care of the chickens.</p> <p>To create a project linked with the local community, such as linking with Iffley Lock and creating Child friendly leaflets for the Lock Keeper</p> <p>Getting Ready for Winter in Y2- how would it feel, where is it? Identify on a map.</p> <p>Outdoor learning and caring for our immediate environment.</p>	<p>By making links with other countries through schools linking and cultural theme days</p> <p>By exploring cultures that have had, and still have an impact on the local area e.g. Polish community.</p> <p>Pen pals or Skype links with schools in other countries?</p> <p>How different countries are affected by their heritage- links to Vikings around the world</p>

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RE	<p>By experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religion and world views – Christianity and Hinduism in KS1 extending to include Judaism and Islam in KS2.</p> <p>By asking and responding to questions of meaning and purpose.</p> <p>By considering ‘big questions’ about God and the world</p> <p>By links to local community leaders</p> <p>By exploring spiritual practices such as worship and prayer, and considering the impact of these on believers and any relevance to their own life e.g. Y4 unit on prayer.</p> <p>Meditation / stilling exercises.</p> <p>Links to Outdoor Learning, e.g. growing / planting and how we can grow as individuals and a community.</p> <p>RE topics, e.g. We are Special, Symbols, Clothing.</p>	<p>By exploring morality including rules, teachings and commands such as The School Behaviour Policy, The Ten Commandments, the sayings (hadith) of Muhammad.</p> <p>By investigating the importance of service to others in e.g. Hinduism</p> <p>By exploring religious perspectives and responses to evil and suffering in the world</p> <p>By asking questions about the purpose and meaning of reconciliation and salvation e.g. exploring Yom Kippur.</p> <p>PSHE filtering through everything we do.</p> <p>By using P4C to explore and develop the children's thinking within topics which they have chosen.</p> <p>Whole school assemblies about the key celebration occasions celebrated throughout the year.</p>	<p>By exploring the qualities which are valued by our school through our core values.</p> <p>By asking questions about the social impact of religion at an age appropriate level</p>	<p>By exploring similarities and differences between faiths and cultures.</p> <p>By considering in particular different cultural expressions of Christianity.</p> <p>By learning about UK Saints, especially through celebration of these in worship.</p> <p>By engaging with text, artefacts and other sources from different cultures and religious backgrounds.</p> <p>Special & Religious occasions celebrated</p> <p>Whole school RE day where different cultures and religions are represented. Each classroom has someone from a different religion and children spend the day moving around the school with the chance to explore the different cultures and the key elements of their belief system.</p> <p>Visiting places of worship</p> <p>Educational visits to Iffley Church, Oxford Central Mosque etc.</p>

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<p>PSHE/ Circle Time/ Leadership</p>	<p>By developing a n awareness of and responding to others' needs and wants.</p> <p>By exploring meaning and purpose for individuals and society.</p> <p>By developing resilience and inner strength.</p> <p>By exploring spiritual practices such as worship and prayer, and considering the impact of these on believers and any relevance to their own life</p> <p>P4C, RE and class assemblies.</p> <p>Having aspirations.</p>	<p>By exploring what is right and wrong and to work out what we need to do in this particular community to make sure everyone thrives.</p> <p>By making explicit links to the school's distinctive ethos</p> <p>Class assembly discussion on value of the week</p> <p>Discussions on school values.</p>	<p>By helping children to engage in a democratic process for agreeing the rules for community life e.g. creating class expectations.</p> <p>By creating opportunities for children to exercise leadership and responsibility through membership of the School Council and termly children's surveys. E.g. children might be asked 'Why do we think this is important?' 'What could we do about it?' 'Who would like to take it further?'</p> <p>By discussing and considering Gender equality (jobs)</p> <p>Class meetings (Elder) run by children to discuss issues and ideas</p>	<p>By exploring how different cultures can offer great insights into how we lead our lives.</p> <p>International Day / Evening.</p> <p>Jobs and how other cultures view them.</p> <p>Sharing what happened at a holiday you celebrated (ex. Eid), sometimes including food brought in from families</p>

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Art and Design	<p>By providing plenty of rich opportunities for pupils both to explore the spiritual dimension and natural phenomena</p> <p>By exploring different artists' interpretations of a key figure or event and asking what the artist was trying to convey e.g. birth of Jesus in RE. By allowing pupils to show what they know through their own expression of big ideas about life e.g. ethical issues.</p> <p>By promoting the process of 'reviewing and evaluating'; for example, visiting a museum and associated follow-up work.</p>	<p>By exploring how emotions and inner feelings are expressed through painting, sculpture and architecture.</p> <p>By responses to and use of visual images to evoke a range of emotions.</p>	<p>By sharing of resources.</p> <p>By exploring social conflict and resolution.</p> <p>By exploring art as a powerful social tool e.g. in advertising, in representing particular groups.</p> <p>Discussing Graffiti/Street Art</p>	<p>By experiencing a wide range of creative media from around the world.</p> <p>By developing aesthetic and critical awareness at an age appropriate level.</p> <p>People from the local community coming in to teach children different art techniques from around the world like a Henna afternoon etc...</p>

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<p>Music</p>	<p>By allowing children to show their delight and curiosity in creating their own sounds.</p> <p>By making links between their learning in RE, geography etc. with music being played as background i.e. Christmas Carols.</p> <p>By considering how music makes one feel and can 'move us' deeply, e.g. Painting with Sounds in Y4.</p> <p>Singing songs related to the Christmas story and the meaning behind them.</p>	<p>By exploring how music can convey human emotions such as sadness, joy, anger etc.</p> <p>By appreciating the self-discipline required to learn a musical instrument e.g. Y5 learn to play the recorder.</p> <p>Learning to play the recorder.</p>	<p>By exploring how an ensemble or orchestra works together</p> <p>By discussing and experimenting with what would happen if musicians in a band/group didn't co-operate.</p> <p>By appreciating how music is used in different ways in different settings e.g. for pleasure, for worship, to help people relax.</p> <p>By discussing the purpose of music and songs, e.g. to promote rallying together in WWII.</p> <p>Experimenting with notes and sounds on the recorder.</p>	<p>By giving all children an opportunity to learn a musical instrument at some time during their schooling with us and to take part regularly in singing in each worship and for longer periods on a Tuesday afternoon each week.</p> <p>By encouraging children to listen and respond to traditions from around the world e.g. South American musical instruments Y5, Djembe drumming Y6.</p> <p>By appreciating musical expression from different times and places</p>

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Drama	<p>By allowing for insight, self-expression and the chance to walk in someone else's shoes e.g. Different characters from fairytales in Y1, soldiers from the trenches in Y5.</p> <p>Discussion on characters from alternative story of the 3 little wolves and the big bad pig</p>	<p>By expressing what it feels like to be wronged and what remedies might make things better for the injured e.g. during Anti-bullying Week.</p> <p>Discussing bullying online</p> <p>Role play bully scene in school- link to class assembly</p>	<p>By exploring similarities and differences and how respect for others can be expressed.</p> <p>By building self- esteem and encouraging self worth.</p>	<p>By taking different roles from other backgrounds.</p> <p>By using different dramatic conventions to encourage empathy.</p> <p>Nativity play- considering The Christmas Story, e.g: Mary's feelings, Joseph's feelings etc</p>

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Design and Technology	<p>By enjoying and celebrating personal creativity e.g. making space rockets.</p> <p>By reviewing and evaluating created things.</p> <p>Discussing how we evaluate other peoples work, considering feelings.</p>	<p>By raising questions about the effect of technological change on human life and the world around them.</p> <p>Topic Location, Location, Location comparison on objects in the house in different eras and then links to people in different countries</p>	<p>By exploring dilemmas that individuals may face and developing practical solutions to these problems</p> <p>By making a contribution to the local society through art work with TOA</p> <p>Looking at the best way to build a house-linking to material appropriateness and links with the Great Fire of London looking at dilemmas people faced and some people still face in the world</p>	<p>By considering cultural influences on design</p> <p>By asking questions about functionality v aesthetics.</p> <p>Looking at houses in different eras in time and different countries</p>

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Computing	<p>By wondering at the power of the digital age e.g. use of the internet</p> <p>By understanding the advantages and limitations of ICT.</p> <p>By using the internet as a gateway to big life issues.</p> <p>E- safety poster competition and looking at the rules of staying safe on-line.</p>	<p>By exploring the moral issues surrounding the use of data.</p> <p>By 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.</p> <p>By considering the vision of those involved in developing the web.</p>	<p>By links through digital media services with other schools and communities. By highlighting ways to stay safe when using on line services and social media</p> <p>By being prepared to work with technology to forge new relationships.</p> <p>By discussing the impact of ICT on the ways people communicate e.g. Skype.</p> <p>Email - a type of communication</p>	<p>By exploring human achievements and creativity in relation to worldwide communications.</p> <p>By developing a sense of awe and wonder at human ingenuity.</p> <p>Using computers/internet to communicate with people in other countries (video or email)</p>

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PE	<p>By delighting in movement, particularly when children are able to show spontaneity.</p> <p>By taking part in activities such as dance, games and gymnastics which help children to become more focused, connected and creative</p> <p>By being aware of one's own strengths and limitations e.g. Y5 swimming lessons, participation in Sports Day.</p>	<p>By discussing fair play and the value of team work in every lesson.</p> <p>By developing qualities of self- discipline, commitment and perseverance.</p> <p>By developing sportsmanship e.g. through shaking the hand of a competitor at the end of an event, regardless of the result.</p> <p>By using examples of famous sports people to illustrate a point.</p>	<p>By developing a sense of belonging and self-esteem through team work to create a dance, participate in a race etc.</p> <p>By developing a sense of community identity through taking part in inter school events (The Oxford Academy Partnership)</p> <p>By offering a variety of extra-curricular sporting activities that are cross phase/year group, enabling children to work together in a variety of different groupings and contexts.</p> <p>By organising special sport days, e.g. The Running Challenge, The Skipping Challenge, Sports' Day.</p> <p>Take part in multisports interschool competition</p> <p>Skipping competition</p> <p>SMSC lesson link with team work</p>	<p>By learning about the history of sport, and where they originate from e.g. The Olympics when studying the Greeks.</p> <p>By making links with national and global sporting events such as the World Cup and the Olympics.</p> <p>By exploring rituals surrounding sporting activities e.g. medal ceremonies, learning and singing the national anthem.</p> <p>By learning about sports in different times and places, e.g. The Mayans in Y6, Journeys in Y1, The Olympics in Ancient Greece Y5., Football in World Wars Y5.</p>