

LONGTON LANE PRIMARY SCHOOL

 *A place to learn, a place to achieve, a place to enjoy.*

**How Spiritual, Moral, Social and Cultural Development (SMSC) is promoted at Longton Lane Primary School**

Longton Lane Primary School has a long term coverage chart of aspects of SMSC. These plans are constantly reviewed and updated so that we can take into account our rapidly changing world and different learning opportunities that may arise under these headings.

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| **Aspect of SMSC** | Spiritual Development |
| **What does this look like at Longton Lane** | Spiritual developments concerned with developing the non- material aspects of life, focusing on personal insight, values, meaning and purpose. Beliefs that help provide perspective on life may be rooted in religion, but equally may not.This refers to children’s beliefs, religious or otherwise, which inform their perspective on life and their interest in, and respect for, different people’s feelings and values.This is supported by:* Giving pupils the opportunity to explore values and beliefs, including religious beliefs and the way in which they impact on people’s lives.
* Giving pupils the opportunity to understand human emotions and feelings, the way they impact on people and how an understanding of them can be helpful.
* Developing a climate, or ethos, within which all pupils can grow and flourish, respect others and be respected.
* Offering pupils the opportunity to appreciate the beauty and wonder of the natural environment.
* Accommodating difference and respecting the integrity of individuals.

Promoting teaching styles that:1. Value pupil questions and give them space for their own thoughts, ideas and concerns.
2. Allow children to take ownership of and lead their learning.
3. Enable pupils to make connections between aspects of their learning.
4. Encourage pupils to relate their learning to a wider frame of reference: e.g. asking ‘why’, ‘how’, and ‘where’ as well as ‘what’.
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**How Spiritual Development is promoted within the ethos at Longton Lane Primary School**

Assembly / Collective

Worship time

School values awards.

Visits from and to our

local Church

British Values

Mindfulness / feelings register / Worry Monsters

Notebooks highlight different faiths and ethnicities through pictures

Reflection Time

Buddy system

 **SPIRITUAL**

Bereavement support in nurture

Remembrance Day

Music - singing

RE lessons – beliefs, festivals and buildings

Outdoor learning OPAL

PHSE curriculum

Anti-Bullying Week

History Topics – WW1 and WW2

Displays

 **Spiritual Development**

DESIGN & TECHNOLOGY

-Enjoying and celebrating personal creativity

-Review and evaluate created things

MATHEMATICS

-By considering pattern, order, symmetry and scale in both the man-made and natural world.

By allowing pupils to show what they know through

their own expression of

big ideas about life e.g.

ethical issues.

ENGLISH

-In responding to a text; pupils can be asked, ‘I wonder what you think happens next? ’‘How would you feel if you were the person in the story?’ etc

- To understand how text can be used to describe spiritual images.

-By allowing for insight,

self- expression and the

chance to walk in someone else’s shoes e.g. different characters from fairy tales, soldiers from the trenches

-Text Led planning across genres

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.

-Lin to creation and how some scientists were persecuted because of their ideas.

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.

-By speculating about how we mark important events from history and the people who shaped them.

GEOGRAPHY

-By using Google maps and asking pupils to imagine what it might be like to live in different parts of the World.

-Speculating on why the landscape is as it is.

-By comparing their lives with pupils living in other countries or other part of the UK.

PE

-Awe and wonder of how movement shows feelings.

- Use dance to express emotions and feelings.

-Focus on being connected and

creative.

-To know their own strength and limitations

MUSIC

-Allow pupils to show their curiosity in

creating their own sounds.

-By making links between their learning in other subjects.

-Began to understand how music makes one feel and can ‘move us’ deeply.

LANGUAGES (FRENCH)

-Increase awareness of the beauty of languages from around the world through topic work.

-Begin to understand how language is constructed.

ART & DESIGN

-Explore how emotions and inner feelings are expressed through art.

-Allow pupils to explore the spiritual dimension of art.

-Let pupils show their own big ideas about life through art.

-Question and respond to a range of visual

images to evoke a range of emotions.

COMPUTING

-Explore the wonder of the digital age.

-Begin to understand the

advantages / disadvantages of ICT.

-How to use the internet to help explore issues and problems

PHSE

- Develop an awareness of and responding to others’ needs and wants.

-Understand meaning and purpose for individuals and communities.

-Help pupils to develop resilience and inner strength.

-Physical health and mental well-being.

-Families, friendships and communities.

RE

- Explore awe and wonder through religions.

- By asking and responding to questions of meaning and purpose.

-By considering ‘big questions’ about God and the world.

-Knowledge of religious books and meanings

-Search for Meaning learning

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| **Aspect of SMSC** | **Moral Development** |
| **What does this look like at Longton Lane** | Moral development is largely about making choices, behaviour and how you live your life. It is also about personal and societal values, understanding the reasons for them and airing and understanding disagreements.Moral development refers to a pupil’s understanding, attitude and behaviour to what is right and what is wrong. This is supported by:* Providing a clear moral code for behaviour which is promoted consistently through all aspects of the school; for example, behaviour policy, classroom rules, e-safety work and anti-bullying week.
* Promoting equality relating to; gender, religion, ethnic origin, sexual orientation, age, disability, SEN.
* Promoting racial, religious and other forms of equality
* Giving pupils opportunities to explore and develop moral concepts and values throughout the curriculum; for example, truth, justice, equality of opportunity, right and wrong.
* Developing an open and safe learning environment in which pupils can express their views and practice moral decision making.
* Rewarding expressions of moral insights and good behaviour
* Modelling through the quality of relationships and interactions the principles we wish to promote; for example, fairness, integrity, respect for persons, pupil welfare, respect for minority interests, resolution of conflict keeping promises and contracts.
* Recognising and respecting different cultural groups represented in the school and the wider community.
* Encouraging children to take responsibility for their actions; for example, respect for property, care of the environment and code of behaviour.
* Providing models of moral standards through the curriculum.
* Reinforcing the school’s values through the use of posters, displays etc
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 **How Moral Development is promoted within the ethos at Longton Lane Primary School**

Anti-bullying week and work

Crucial Crew – Year 5

Charity work / fundraising

House Captains / ambassadors

OPAL

PHSE / SEAD FS2

**MORAL**

Eco-council / Monitors / school council

Assembly time

Role Modelling

School / class rules

Buddy System

Friendship groups - nurture

Behaviour Policy / Reflection

Internet Safety

RE Curriculum

House points / Dinner raffle awards

Texts used in English



**Moral Development**

DESIGN & TECHNOLOGY

-Ask questions about how technology changes human life and the world around us.

-Use of sustainable and eco-friendly materials, through fashion topic.

MATHEMATICS

-By engaging pupils for example, in unequal shares of resources, why might someone be upset if they received less than other people?

SCIENCE

-Explore the chance to consider the wonder of the natural world and the inventions which have made the world a better place.

-Look at developments that have

caused harm to the environment and to people.

-Encourage pupils to speculate about how science can be used both for good and bad.

ENGLISH

-Explore stimulus for thinking about the consequences of right and wrong behaviour; pupils can speculate and apply their learning to their own lives.

-By considering different perspectives.

-By expressing what it feels like to be wronged and what remedies might make things better for the injured.

-Conscience Alley

-Texts with moral messages

GEOGRAPHY

-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?

-work towards Bronze Eco School status.

HISTORY

-Explore the results of right and wrong behaviour in the past e.g. wars.

-Look at some of the characteristics of people who have had a bad influence and caused suffering to others. What have others done to stop injustice? Moral decisions

-By making hypotheses and posing questions

such as ‘what if…?’

PE

-By discussing fair play and the value of team work.

-Developing qualities of self-discipline, commitment and perseverance.

-Express sportsmanship e.g. clapping, shaking hands at the end regardless of the result.

MUSIC

-Understand 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. Wider Opportunities, after school club.

LANGUAGES (FRENCH)

-By helping pupils to have an accurate and honest understanding of the French

culture.

ART & DESIGN

-Question and respond to a range of visual

images to evoke a range of emotions.

-How art depicts values of life i.e. family life, trust, love.

-How art conveys a message or moral meaning.

-To look after equipment used

COMPUTING

-Begin to understand moral issues linked to the use of personal information.

-Explore the benefits and

potential dangers of the internet

-Understand cyber bullying as a danger.

-To understand how moral issues play a part in developing the web and social media.

RE

- Know links between rules and religions.

-Explore the importance of service to / helping others in religions.

-Begin to understand how religions respond to suffering and evils in the world.

-By asking and responding to questions.

PHSE

- By exploring what is right and wrong and to work out what we need to do in our school community and beyond to make sure everyone achieves and is happy.

-Pupils can make links to our school ethos and values.

-Making appropriate choices

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| **What does this look like at Longton Lane** | Social development shows pupils working together effectively, relating well to adults and participating in the local community.Social development refers to a pupil’s progressive acquisition of the competencies and qualities needed to play a full part in society and become well rounded citizens of the future. This is supported by:* Fostering a sense of community with common, inclusive values
* Promoting equality relating to; gender, religion, ethnic origin, sexual orientation, age, disability, SEN.
* Promoting racial, religious and other forms of equality.
* Encouraging children to work and play co-operatively.
* Encouraging children to recognise and respect social differences and similarities; for example, where they live, different kinds of family models, age issues.
* Providing positive corporate experiences; for example, special curriculum events, productions, school council
* Helping pupils develop personal qualities which are valued in society; for example, thoughtfulness, honesty, moral principles, self-respect, respect for differences.
* Helping children to relieve tensions between their own aspirations and those of the wider group.
* Providing opportunities to participate in the democratic process and participate in making community decisions.
* Providing children with opportunities to exercise leadership and responsibility
* Welcoming members of the wider school / Rainhill community into our school and keeping them informed of developments
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 **How Social Development is promoted within the ethos at Longton Lane Primary School**

Peer assessments

Bikeability

Buddy System

School Discos

Collaborative class work / Group work

FS2 Welcome Assembly / Assemblies / Christmas and parent events

PSHE Curriculum

**SOCIAL**

Behaviour Policy

Charity fundraising events

Extra-curricular clubs

School trips and residential

PTFA events

Celebration Certificates

Nurture friendship groups

OPAL

Sports Day / PE inter and intra competitions

Curriculum topic work

House Rewards

Celebration Certificates



 **Social Development**

OPAL

DESIGN & TECHNOLOGY

-Look at problems / issues people may face and develop practical solutions to help them

-Work co-operatively to create products

-Evaluate each other’s work

SCIENCE

-Use science lessons to explain how to keep other people safe and how they might protect younger people.

-Explore how scientific advances have helped or caused harm to society e.g. environmental concerns, medical advances and energy processes.

ENGLISH

-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.

-By exploring similarities and differences and how respect for others can be expressed.

-By building self- esteem and

encouraging self-worth.

-Use of texts from different social backgrounds / times in history.

-Class assemblies / performances

ART & DESIGN

-Sharing of resources.

-Looking at art as an expression of social conflict and resolution.

-Explore art as a powerful social tool e.g. in advertising.

-Art expressing different views, industrial etc

GEOGRAPHY

-By providing positive and effective links with the community, both locally in Rainhill and with other schools with different demographics both in the UK and globally where possible.

-By considering social responsibility that we have as individuals.

-By comparing / contrasting social situations.

HISTORY

-By discussing about how communities organised themselves in the past e.g. Romans.

-Ask questions about social structure in the past. i.e What might pupils say about the rights of children in WW1 & 2? Are there people in the world who still don’t get a fair deal?

-Fairtrade and how we can learn from charities and other people i.e. grandparents.

By encouraging pupils to talk to

their parents and grandparents;

for example, when learning about

war through exploration of

Remembrance.

PE

-Understand a sense of belonging

and self-esteem through team work.

-Develop a sense of community identity through taking part in inter school events.

- Extra-curricular PE activities that are cross year allowing children to work with others.

MUSIC

-By exploring how an orchestra works together.

- Understanding what would happen if musicians in a group didn’t co-operate.

-Explore how music is used in different ways in different settings e.g. for pleasure.

LANGUAGES (FRENCH)

-By learning the skill of communicating in different ways.

-By exploring different social conventions e.g. forms of address in French.

-Practice pronunciation together without ridicule.

MATHEMATICS

-Sharing of resources

within the classroom, the

negotiating of responses and group problem solving.

-Analysing social data e.g.

on poverty and bullying.

PHSE

- By helping pupils to engage in and understand a democratic process for agreeing the rules for community life.

-Create opportunities for pupils to exercise leadership and responsibility through roles held in school.

RE

-Understand, explore and follow our school values.

-Be encouraged to ask questions about the

social impact of religion as appropriate.

-Participate in group tasks and discussions.

COMPUTING

-Links via digital media services with other communities.

-Knowing how to stay safe when using on line services and social media, Internet Safety Day.

-Trying new technologies

-Knowing how technology impacts on how people communicate



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| **Aspect of SMSC** | **Cultural Development** |
| **What does this look like at Longton Lane** | Cultural development is about understanding and feeling comfortable in a variety of cultures and experiencing a range of cultural activities (art, theatre, travel). It is also about understanding and tolerance regarding the cultural traditions and beliefs of others.Cultural development refers to pupils developing their understanding of beliefs, values and customs in social, ethnic and national groups different to their own. This is supported by:* Providing children with opportunities to explore their own cultural assumptions and values.
* Celebrating the attitudes, values and traditions of diverse cultures
* Recognising and nurturing particular gifts and talents.
* Developing partnerships with outside agencies and individuals to extend pupil’s cultural awareness.
* Reinforcing the school’s cultural values through displays and photographs.
* Using ICT and the world-wide web to extend partnerships with those from other cultural backgrounds.
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**How Cultural Development is promoted within the ethos at Longton Lane Primary School**

Library / Research books

Dance from across the world

Music and singing from around the globe

British values

**CULTURAL**

Excellence and enjoyment books

Languages –French. French day

History curriculum

Texts used in class reads, guided reading and English lessons

Geography curriculum

Assemblies – specific days and cultural beliefs

Celebrating festivals from around the world

Visitors in to school

RE Curriculum

Displays and resources



 **Cultural Development**

DESIGN & TECHNOLOGY

-Explore cultural influences on design

-Compare how something looks to how practical and functional it is

MUSIC

-Pupils sing across a variety of genre and use different instruments.

-Listen and respond to traditional music from around the world

-Appreciate music from different places, occasions and times.

PHSE

- By exploring how different cultures can offer great insights into how we lead our lives.

- Explore how different cultures deal with crime and punishment.

- Build knowledge of National Celebrations

RE

-Explore similarities and differences between faiths and cultures.

-Be aware of different cultural expressions of

Christianity.

-Learn about UK Saints through assemblies.

-Artefacts from other cultures and religions.

LANGUAGES (FRENCH)

-By appreciating the language and customs of others.

-By exploring the literature and culture of other countries.

-By taking part in cultural occasions

e.g. Divali and Chinese New Year.

COMPUTING

- Explore how human

achievements and creativity in

have affected worldwide communication.

-Be amazed by human ingenuity within computing.

-Research other cultures / countries and developments

GEOGRAPHY

-By making links with other countries through learning

-By exploring cultures that may have had, and still may have an impact on our local area.

-Addressing cultural assumptions.

HISTORY

-By exploring the history of the local area.

-By investigating how culture is shaped by history, exploring the ‘cultural heritage’ of British culture.

-By taking pupils on visits to heritage sites e

-Visitors and trips to the local area with a focus on our history.

ART & DESIGN

-Experience a wide range of creative media from around the world.

-Explore work of different artist and depictions of culture.

-Reflecting on cultural significance of artists and artwork.

PE

-Finding out about the history of sport, and where they originate

from.

-By making links with national and global sporting events such as the World Cup and the Olympics.

-Explore rituals surrounding sporting activities.

SCIENCE

By asking questions about the

ways in which scientific discoveries / scientists from around the world have affected our lives.

MATHEMATICS

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| By asking questions about the history of maths: for example, ‘What did the Greeks discover that we still use in maths today?’ |
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ENGLISH

-By pupils telling stories from their own cultures and backgrounds creating the idea that ‘everyone has a story to tell’.

-By providing opportunities for pupils to engage with texts from different cultures

-By taking different roles from other backgrounds.

-By using different dramatic

conventions to encourage empathy.

-Story telling with cultural puppets.