

Stone Hill School
SMSC Curriculum Map
2020 - 2021

Intent:

Spiritual

To gain an understanding, awareness and respect a range of religions and beliefs.
 To enjoy learning about themselves and others.
 To use imagination and creativity in their learning.
 To be able to reflect on their experiences.

Moral

To gain an understanding of right and wrong and respect the law.
 To understand the consequences of their actions.
 To investigate moral and ethical issues.
 To appreciate British Values.

Social

To participate, volunteer and cooperate with others.
 To use a range of social skills to work and socialise with others.
 To recognise and be able to resolve conflict.

Cultural

To develop a moral awareness and social understanding of religions and beliefs.
 To learn about and explore concepts of religions and beliefs as well as the cultural lives of people in our diverse society.
 To be willing to participate in cultural opportunities across the curriculum.

	We promote spiritual development by	We promote moral development by	We promote social development by	We promote cultural development by
Maths and Numeracy	<p>By making connections between pupils' numeracy skills and real life; for example, pie charts could compare how a child in Africa spends her day with how children in the UK spend their time.</p> <p>By considering pattern, order, symmetry and scale both man made and in the natural world.</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 pupils might consider the difference in amounts of money spent on non-essentials compared with food aid/water aid.</p>	<p>By the sharing of resources within the classroom, the negotiating of responses and group problem solving</p> <p>By analysing social data, for example, on health care, poverty and bullying.</p>	<p>By asking questions about the history of maths, for example, 'What did the Egyptians, Greeks and Indians discover that we still use in maths today?'</p>
English and Literacy	<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 exploring stimuli for thinking about the consequences of right and wrong behaviour; 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 supporting conceptual language development through an understanding of and debates about social issues</p> <p>By providing opportunities for talk in a range of settings.</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.</p>
Science	<p>By demonstrating openness to the fact that some answers cannot be provided by science.</p> <p>By creating opportunities for pupils to ask questions about how living things rely on, and contribute to, their environment.</p>	<p>By offering pupils 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 using opportunities during science lessons to explain how to keep other people safe and how they might protect a younger or more vulnerable young person.</p> <p>By exploring the social dimension of scientific advances, for example, environmental concerns,</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>

	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.		medical advances and energy processes.	
MFL (Modern Languages)	By exploring the beauty of languages from around the world. By exploring the way language is constructed.	By helping pupils to have an accurate and truthful understanding of another culture.	By learning the skill of communicating in different ways. By exploring different social conventions e.g. forms of address.	By appreciating the language and customs of others. By exploring the literature and culture of other countries.
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 Normans had not been successful in 1066? By looking at local history and investigating the reasons why there is a landmark, building or museum. By speculating about how we mark important events from history and the people who shaped them.	By exploring the results of right and wrong behaviour in the past. 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 from their own local 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?'	By giving the trigger for discussions about how groups and communities organised themselves in the past. By considering questions about social structure in the past; for example, what might pupils say about the rights of children in earlier times? Is it important that society looks after young children? Are there people who still don't get a fair deal? By encouraging pupils to talk to their parents and grandparents; for example, when learning about World War Two.	By exploring local history. By investigating how culture is shaped by history, exploring the 'cultural heritage'. By taking pupils on visits to heritage sites Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values.
Geography	By using Google maps and asking pupils to imagine what it might be like to live in different parts of the world. By making links with history when exploring the environment and speculating on why the landscape is as it is. By comparing their lives with pupils living in other countries or other parts of the UK.	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 working towards Eco School status.	By providing positive and effective links with the wider community, both locally and through linking with other schools with different demographics in the UK. By considering social responsibility, for example, care for the environment, impact of traffic on the local area and tourism.	By making links with other countries through schools linking and cultural theme days. By exploring links through the British Council and European Union. By exploring cultures that have had, and still have, an impact on the local area.
RE	By experiencing wonder and joy through learning about, and from, stories, celebrations, rituals and different expressions of religion and worldviews By asking and responding to questions of meaning and purpose. By considering questions about God and evaluating truth claims. By exploring spiritual practices such as worship and prayer, and considering the impact of these	By exploring morality, including rules, teachings and commands such as The Golden Rule, the ten commandments, the sayings (hadith) of Muhammad. By investigating the importance of service to others in Sikhism, Hinduism and Buddhism. By asking questions about the purpose and meaning of reconciliation and salvation, for example, exploring Yom Kippur and Christian salvation story.	By exploring the qualities which are valued by a civilised society – thoughtfulness, honesty, respect for difference, independence and interdependence By asking questions about the social impact of religion.	By exploring similarities and differences between faiths and cultures. By considering in particular different cultural expressions of Christianity. By learning about UK saints. By engaging with text, artefacts and other sources from different cultures and religious backgrounds.

	on believers and any relevance to their own lives.			
RSHE	By developing awareness of and responding to other's needs and wants. By exploring meaning and purpose for individuals and society. By developing resilience and inner strength.	By exploring what is right and wrong and working out what we need to do in this particular community to make sure everyone thrives.	By helping pupils to engage in a democratic process for agreeing the rules for community life. By creating opportunities for pupils to exercise leadership and responsibility.	By exploring how different cultures can offer great insights into how we lead our lives. By providing pupils with opportunities to make choices about some aspects of classroom and school life.
Art and Design	By providing plenty of rich opportunities for pupils both to explore the spiritual dimension and natural phenomena, for example, Northern Lights. By exploring different artists' interpretations of a key figure or event and asking what the artist was trying to convey. By allowing pupils to show what they know through their own expression of big ideas about life, for example, morality, ethical issues.	By exploring how emotions and inner feelings are expressed through 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, for example, in advertising and in representing particular groups.	By experiencing a wide range of creative media from around the world. By developing aesthetic and critical awareness.
Music	By allowing pupils to show their delight and curiosity in creating their own sounds. By making links between their learning in literacy (or other curriculum areas) with music being played as background. By considering how music makes one feel and can 'move us' deeply.	By exploring how music can convey human emotions such as sadness, joy, anger... By appreciating the self-discipline required to learn a musical instrument.	By exploring how an orchestra works together. By discussing what would happen if musicians in a band/group didn't cooperate. By appreciating how music is used in different ways in different settings, for example, for pleasure, for worship and to help people relax.	By giving all pupils an opportunity to learn a musical instrument and to take part regularly in singing. By encouraging pupils to listen and respond to traditions from around the world. By appreciating musical expression from different times and places.
Design and Technology	By enjoying and celebrating personal creativity. 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 considering cultural influences on design. By asking questions about functionality versus aesthetics.
ICT	By wondering at the power of the digital age, for example, use of the internet. By understanding the advantages and limitations of ICT. By using the internet as a gateway to big life issues.	By exploring the moral issues surrounding the use of data. 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. By considering the vision of those involved in developing the web.	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. By being prepared to work with technology to forge new relationships. By discussing the impact of ICT on the way people communicate.	By exploring human achievements and creativity in relation to worldwide communications. By developing a sense of awe and wonder at human ingenuity.
PE	By enjoying movement, particularly when pupils are able to show spontaneity.	By discussing fair play and the value of team work.	By developing a sense of belonging and self-esteem through team work.	By learning 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.

	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.	By developing qualities of self-discipline, commitment and perseverance. By developing positive sporting behaviour.	By developing a sense of community identity through taking part in inter school events.	By exploring rituals surrounding sporting activities.
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Intended Impact

Spiritual
Pupils will be aware of and have an understanding of a range of religions and beliefs. They will have respect for these religions and beliefs.
Pupils will enjoy learning about themselves and others.
Pupils will be able to use their imagination and creativity in their learning.
Pupils will be able to reflect on their experiences.

Moral
Pupils will have an understanding of right and wrong and will be able to respect the law.
Pupils will understand the consequences of their actions.
Pupils will understand and recognise moral and ethical issues.
Pupils will have appreciation for British Values.

Social
Pupils will participate, volunteer and cooperate with others.
Pupils will use a range of social skills to work and socialise with others.
Pupils will be able to recognise and resolve conflict.

Cultural
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Pupils will understand about and explore concepts of religions and beliefs as well as the cultural lives of people in our diverse society.
Pupils will be willing to participate in cultural opportunities across the curriculum.

SMSC is not a separate subject that is taught explicitly but an aspect of learning that should be present in lessons and behaviour in school. Staff will record evidence of SMSC learning that takes place in lessons by tracking and monitoring SMSC on Gridmaker. Gridmaker will facilitate this process by making it easy for teachers to record brief details about a lesson or activity and map it to relevant SMSC criteria.

