

# John Perry Primary School



## SMSC Policy

Date: November 2023

Review Date: November 2025

## **Introduction**

The Government defines British Values as the values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance for those of different faiths and beliefs

As a school we understand the importance of these values but do not believe that these values will be assumed just because we demand it. Instead we aim to encourage children to discuss their view points, and then understand and challenge them always in a respectful manner. This will be implemented by the study of SMSC (Spiritual, Moral, Social and Culture Education).

Spiritual, moral, social and cultural education helps children develop personal qualities, which are valued in a civilised society; for example, thoughtfulness, honesty, respect for difference, moral principles, independence, and self-respect. At John Perry Primary School, we seek to teach these qualities across the curriculum and throughout school life. It is linked closely to our school values and ethos.

## **Aims of SMSC**

- Being reflective about beliefs, values and more profound aspects of human experience, use their imagination and creativity, and develop curiosity in their learning.
- Developing and applying an understanding of right and wrong in their school life and life outside school.
- Taking part in a range of activities requiring social skills.
- Developing an awareness of, and respect towards, diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation, and disability.
- Gaining a well-informed understanding of the options and challenges facing them as they move through the school and on to the next stage of their education and training.
- Overcoming barriers to their learning.
- Responding positively to a range of artistic, sporting and other cultural opportunities, provided by the school, including for example developing an appreciation of drama, music and literature.
- Developing the skills and attitudes to enable them to participate fully and positively in democratic, modern Britain.
- Understanding and appreciating the range of different cultures within school and further afield as an essential element of their preparation for life.

## **Definitions**

John Perry uses the following definitions of Spiritual, Moral, Social and Cultural:

**Spiritual:** We will encourage children to explore themselves and their beliefs, experiences and surroundings, whilst respecting the faiths, feelings and values of others. We will promote a sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible. We will acknowledge and praise the use of imagination and creativity in their learning and willingness to reflect on their experiences.

What it looks like in the classroom (*see Appendix 1 for more details*):

- Children to reflect on their own needs, beliefs, religion and interests whilst being respectful to the views, faiths, feelings and values of others.

**Moral:** We will encourage children to recognise the law and what is right and wrong, understanding the consequences and exploring moral and ethical issues.

What it looks like in the classroom:

- Children to recognise the difference between right and wrong in their own lives, in the school environment and the wider society and to respect these laws and rules which society abides by.

**Social:** We will encourage children to use a range of social skills in order to respect and engage with others, irrespective of religion, belief, socioeconomic background or viewpoint in order to become active and cooperative members of the school and greater community. We will provide guidance to resolve conflicts effectively.

What it looks like in the classroom:

- Social interaction within the classroom, freedom to give their view. Praise and acknowledgements for achievement in and out of school.

**Cultural:** Children will be encourage to embrace cultural differences and participate in cultural opportunities in order to accept, respect and celebrate the diverseness of Britain.

What it looks like in the classrooms:

- Varied cross curricular lessons or stories that focus on different cultures and traditions
- A rich RE curriculum that looks at different beliefs and cultures that allows for discussions to explore differences and similarities

The expectation is not for every lesson to involve all of the above but to try and have at least one element present at some stage during the lessons.



## What is SMSC?

SMSC is defined in the Ofsted School Inspection handbook November 2019

**Spiritual, Moral, Social and Cultural (SMSC) development** is the overarching umbrella that encompasses personal development across the whole curriculum.

### **The spiritual development of pupils is shown by their:**

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for, different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

### **The social development of pupils is shown by their:**

- 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
- 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
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and 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.

### **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
- understanding of the consequences of their behaviour and actions
- 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.

### **The cultural development of pupils is shown by their:**

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- 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
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- 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



Subject Area:	Spiritual	Moral	Social	Cultural
<p><b>Mathematics</b></p>	<p>By making mathematics meaningful to the children; showing them how mathematics links to the real world and helps us solve real-life problems.</p> <p>By deepening children’s understanding of mathematics, which allows them to make links within and across different learning topics, links that they may not have seen for themselves.</p> <p>By considering pattern, order, symmetry and scale both man made and in the natural world</p> <p>By developing mathematical reasoning by talking about their learning and listening to the viewpoints of others.</p> <p>By using role play, concrete objects, structural apparatus and real-life situations</p> <p>By confidently questioning information and data, and challenging mathematical assumptions</p> <p>By taking risks and persevering, trying different methods and strategies</p> <p>Maths within art: looking at perspective, comparison of scale and size. Looking at artwork involving shapes, tessellation and patterns</p>	<p>By calculating and proving whether an answer is right or wrong.</p> <p>By testing and explaining mathematical statements, problems and investigations.</p> <p>By using probability to help them understand risk and real-life economics.</p> <p>By looking at moral issues raised in mathematics e.g. Does the largest percentage/fraction always produce the ‘right’ decision? How big a percentage is needed to make different types of decisions?</p> <p>By encouraging children to work co-operatively; respecting the learning environment, including equipment and more importantly, encouraging children to become resilient.</p>	<p>By sharing our resources</p> <p>By working with talk partners, within small groups or as a class and participating in discussion to explain their reasoning.</p> <p>By encouraging children to respect the thoughts and ideas of their peers and understand that in maths, there is no ‘one way’ to solve a problem.</p> <p>By encouraging children to understand that what works for one person may not work for another but that both methods/ strategies are correct.</p>	<p>By investigating patterns from a range of cultures.</p> <p>By exploring other number systems from the past and around the world.</p> <p>By recognising that many cultures from around the world have contributed to modern day mathematics (Egyptians, Greeks and Romans).</p> <p>By looking at different currencies around the world.</p> <p>Zakay – the third pillar of Islam – donating part of your earnings to charity.</p>



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**Spiritual, Moral, Social and Cultural Development Across Our Curriculum**

Subject Area:	Spiritual	Moral	Social	Cultural
<p><b>English</b></p>	<p>By appreciating the beauty of language chosen (for instance, in narrative and poetry).</p> <p>By reading texts which allow for insight, empathy ('What would you have done?', 'How would you feel?') and the chance to imagine and wonder.</p> <p>By choosing texts which stimulate children's development of their sense of identity and self-worth.</p> <p>By encouraging children to reflect on a text taught and discussed in class, and learn from reflection.</p> <p>By providing opportunities to infer beyond the literal, considering hidden meanings while engaging with ideas in fiction, non-fiction and poetry.</p> <p>By reflecting on their own life and lives of others using diaries, letters, biographies and autobiographies.</p> <p>By evaluating characters' thoughts, feelings and motives, relating it to their own lives.</p> <p>By deploying thought-provoking dramatic strategies e.g. conscience alley and freeze frames etc. allowing for insight, self-expression and the chance to walk in someone else's shoes.</p>	<p>By exploring stimulus for thinking about the consequences of right and wrong behaviour, where pupils speculate and apply their learning to their own lives.</p> <p>By considering different perspectives and empathising with other characters.</p> <p>By identifying themes and morals of stories.</p> <p>By analysing characters and events to explore the consequences of negative actions.</p> <p>By reflecting on a writer's presentation of ideas and the motivation and behaviour of characters.</p> <p>By asking pupils to express informed personal opinions.</p> <p>By asking pupils to justify their reasoning, asking their peers to listen, agree or disagree courteously.</p> <p>By learning to articulate their own attitudes and values through being provided with opportunities to discuss matters of personal concern, related to books read in class.</p> <p>By giving opportunities to talk</p>	<p>By promoting cooperation and teamwork through being able to work in groups, listen to presentations and ask and answer questions.</p> <p>By using real issues to encourage pupils to think about the world outside of school and give opinions on topics that may affect them in the future e.g. debating the effects of pollution and the importance of recycling.</p> <p>By requiring pupils to take on a role and argue a point of view.</p> <p>By ensuring that peer assessment is an integral part of teaching and encouraging focused feedback between pupils, whereby they support and encourage each other reflecting and giving advice using their own method for success.</p> <p>By giving pupils the opportunity to be independent, self-reliant and responsible for their own learning.</p> <p>By providing many opportunities for talk in a range of settings.</p>	<p>By telling and listening to stories from their own cultures and backgrounds.</p> <p>By providing opportunities for pupils to engage with texts from different cultures.</p> <p>By reading a range of nonfiction texts which teach the children about a wide variety of cultures and through a variety of cross-curricular texts across school.</p> <p>By ensuring pupils learn to appreciate our own British heritage alongside texts from other cultures.</p>



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		<p>for a range of purposes including exploration, consideration of ideas, argument, debate and persuasion.</p> <p>Through discussion where children are encouraged to take different views into account and construct persuasive arguments.</p>		
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**Spiritual, Moral, Social and Cultural Development Across Our Curriculum**



Subject Area:	Spiritual	Moral	Social	Cultural
<p><b>Foreign Languages (French – KS2 only)</b></p>	<p>By being immersed in languages from around the world through topic work e.g. Italy (Y3) and South America (Y5).</p> <p>By learning French and knowing where around the world the French language is spoken.</p> <p>By enjoying the quality of sound when listening to a fluent speaker speak in another language.</p>	<p>By challenging stereotypes and discrimination in response to speakers of other languages.</p> <p>By helping pupils to have an accurate, truthful and respectful understanding of the French culture.</p>	<p>By learning the skill of communicating in different ways.</p> <p>By promoting communication and conversation skills.</p> <p>By exploring different social conventions, e.g. forms of address.</p> <p>By giving them opportunities to cooperate with a group towards a shared goal.</p> <p>By ensuring that there are regular opportunities to work with their peers from different backgrounds and abilities.</p> <p>By recognising and appreciating the variety of languages and customs of others within our own school community.</p>	<p>By providing children with opportunities to learn about life in another country and consequently to reflect on their own lives.</p> <p>By recognising and appreciating the variety of languages and customs of others within our own school community.</p> <p>By exploring the culture (including rhymes and songs) of other countries.</p> <p>By taking part in cultural occasions (for instance, the Year 5 French Café).</p>





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<p style="text-align: center;"><b>Science</b></p>	<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 discussing questions about the universe and how it might have been formed.</p> <p>By respecting different values and opinions and discussing how these impact upon our scientific understanding. We encourage our children to see that science can stand alongside spiritual beliefs and this is looked at from a neutral standpoint within science lessons. For example, during the topic of evolution (Year 6), children's different opinions/beliefs can be discussed.</p> <p>By offering pupils the opportunity to experience the wonder of the natural world (Animals including Humans, Plants, Seasonal Changes).</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 positive because they have caused harm to the environment and to people.</p> <p>By encouraging pupils to speculate about how science can be used both for good and evil.</p> <p>By asking children to question why the discoveries of female scientists have been unnoted.</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 (Everyday Materials in Y4 or Electricity in Y4).</p> <p>By developing team working skills during group practical work and teaching the children how to take responsibility for their actions.</p> <p>By exploring the social dimension of scientific advances, e.g. environmental concerns (when learning about habitats).</p>	<p>By asking questions about the ways in which scientific discoveries from around the world have affected our lives.</p> <p>By learning that there is a rich heritage of scientific discoveries from other cultures and traditions.</p> <p>By exploring different beliefs and opinions about scientific evidence e.g. Charles Darwin versus Christian beliefs about evolution.</p>



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<p><b>History</b></p>	<p>By helping to develop a sense of mystery and curiosity about the events, people and cultures of the past.</p> <p>By looking at artefacts to give pupils an understanding of the past and an understanding of the people who used or made these artefacts.</p> <p>By looking at how the past has been interpreted and why and how events may have happened differently.</p> <p>By considering the emotions associated when we mark important events from history and the people who shaped them e.g. Remembrance Sunday.</p> <p>By being sympathetic to those who have experienced challenging situations in the long, medium and short term past.</p> <p>By endeavouring to show empathy ('How would you have felt when...?').</p>	<p>By exploring the results of decisions made in the past and whether we think they were right or wrong, such as decisions made in war.</p> <p>By considering some of the characteristics of invading forces (e.g. The Romans) and what their reasoning might have been.</p> <p>By looking at behaviour that was considered acceptable in the past and whether it would be today.</p> <p>By encouraging children to reflect of inequalities in the past, for example the suffragettes (Year 6).</p>	<p>By giving the trigger for discussions about how groups and communities organised themselves in the past e.g. Ancient Greeks.</p> <p>By considering questions about social structure in the past, for example, what might pupils say about work in Victorian Britain? 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 contrasting our society with those of the past to look for shared and different values.</p> <p>By encouraging pupils to talk to older members of their family about their experiences of the past.</p>	<p>By exploring the history of our local area (Dagenham).</p> <p>By looking at different cultures across time, such as Greeks, Romans to see how they may have contributed to our culture through knowledge or attitudes.</p> <p>By contrasting British history to other cultures, for instance the Kingdom of Benin (Y4).</p> <p>By taking children on educational visits or hosting workshops linked to our History curriculum.</p> <p>By cultivating empathy through introducing students to diverse cultures, societies and perspective.</p>



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<p><b>Geography</b></p>	<p>By using Digimap, Google maps and other various technologies, and asking pupils to imagine what it might be like to live in different parts of the world e.g. South America and North America in KS2.</p> <p>By making links with history when exploring the environment and speculating on why the landscape is as it is.</p> <p>By promoting a sense of wonder and fascination with the physical and human world (Y6 residential visit, Y4 unit on mountain and volcanoes).</p> <p>By encouraging our children to reflect on how small changes in climate can have far reaching consequences (Year 5).</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>By providing positive and effective links with the wider community e.g. visits from firefighters in EYFS and the ARP and in Year 5 with regards to water safety around rivers.</p> <p>By considering social responsibility e.g. fund raising for local charities (Queen's Hospital, local foodbank) and working with the Councils (Safe Streets project in UKS2).</p> <p>By celebrating we all belong to a number of groups and/or communities.</p> <p>By developing awareness of contexts for asylum seekers and refugees (direct link to Oranges in No Man's Land, taught in Year 5).</p>	<p>By embracing all cultures in our school and the local community.</p> <p>By respecting the diversity of cultural values and beliefs of others.</p> <p>By knowing that people in different countries have different traditions, celebrations and ways of living (for instance, how Christmas is celebrated in other countries or how children go to school in other countries).</p>



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Subject Area:	Spiritual	Moral	Social	Cultural
<p><b>Religious Education</b></p>	<p>By experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religion and world views e.g. Christianity, Islam, Judaism, Hinduism and Buddhism.</p> <p>By asking and responding to questions of meaning and purpose.</p> <p>By considering 'big questions' about religion, the world and evaluating truth claims.</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 lives.</p>	<p>By exploring morality including rules, teachings and commands such as The School Behaviour Policy or the British Value of Rule of Law.</p> <p>By exploring religious perspectives and valuing others' beliefs and practices.</p> <p>By investigation the importance of service to others as expected by different faith communities.</p>	<p>By exploring the qualities which are valued by our school through our School Values of respect and tolerance of different faiths and responsibility.</p> <p>By exploring the qualities which are valued by a civilised society, such as 'individual liberty' or 'democracy' (British Values).</p> <p>By being an effective and responsible member of their community and adding value to it.</p>	<p>By exploring similarities and differences between faiths and cultures – Christianity, Islam, Hinduism, Buddhism and Sikhism.</p> <p>By learning about different religious festivals.</p> <p>By engaging with texts, artifacts and other sources from different cultures and religious backgrounds.</p> <p>By asking and answering challenging questions, exploring different religious beliefs, values and traditions and developing a more rigorous understanding of the numerous religious traditions, beliefs and practices that are followed in our multi-cultural society.</p>



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Subject Area:	Spiritual	Moral	Social	Cultural
<b>Personal, Social, Health and Economic education</b>	<p>By exploring meaning and purpose for individuals and society.</p> <p>By respecting all faiths, feelings and values.</p> <p>By learning about ourselves and the world around us.</p> <p>By developing and maintaining a healthy self-concept (including self-confidence, assertiveness and self-respect).</p> <p>By developing resilience.</p> <p>By focusing on self-improvement through constructive self-reflection, seeking and utilising constructive feedback and effective goal setting.</p> <p>By showing empathy and compassion (including impact on decision making and behaviour).</p>	<p>By exploring what is right and wrong and understanding about respecting the law.</p> <p>By involving the children with decision making within school e.g. through the school council, and how these help us to understand moral issues.</p> <p>By developing an appreciation of British Values and that we demonstrate our understanding through being involved in many areas of school life, such as making our class rules and choosing our school councillors.</p> <p>By applying self-regulation, including promotion of a positive mindset and managing strong emotions and impulses.</p> <p>By knowing the importance of permission seeking and</p>	<p>By helping pupils to understand the importance of rules for community life, such as school rules or health and safety rules.</p> <p>By engaging in discussions with the children as to how we can demonstrate that we are following rules, and what the sanctions might be for themselves and others, if we don't.</p> <p>By creating opportunities for pupils to exercise leadership and responsibility through membership of the school council or roles in the school (House Captain and Vice-Captain, Playground Buddies).</p> <p>By recognising and managing peer influence and the need for peer approvals, including perceived social norms.</p>	<p>By exploring how different cultures can offer great insights into how we lead our lives.</p> <p>By understanding, accepting, respecting and celebrating diversity.</p> <p>By recognising the positive benefit of community participation and helping others on our own mental health and wellbeing.</p>



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		<p>giving, in relationships with friends, peers and adults.</p> <p>By challenging 'group thinking'.</p>	<p>By building and maintaining healthy relationships of all kinds and knowing that bullying, including cyberbullying, has a negative and often lasting impact on mental wellbeing.</p> <p>By recognising the characteristics of good friendships.</p>	
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Subject Area:	Spiritual	Moral	Social	Cultural
<b>Religious Education</b>	<p>By experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religion and world views e.g. Christianity, Islam, Judaism, Hinduism and Buddhism.</p> <p>By asking and responding to questions of meaning and purpose.</p> <p>By considering ‘big questions’ about God, the world and evaluating truth claims.</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 lives.</p>	<p>By exploring morality including rules, teachings and commands such as The School Behaviour Policy or the British Value of Rule of Law.</p> <p>By exploring religious perspectives and valuing others’ beliefs and practices.</p> <p>By investigation the importance of service to others as expected by different faith communities.</p>	<p>By exploring the qualities which are valued by our school through our School Values of respect and tolerance of different faiths and responsibility.</p> <p>By exploring the qualities which are valued by a civilised society, such as ‘individual liberty’ or ‘democracy’ (British Values).</p> <p>By being an effective and responsible member of their community and adding value to it.</p>	<p>By exploring similarities and differences between faiths and cultures – Christianity, Islam, Hinduism, Buddhism and Sikhism.</p> <p>By learning about different religious festivals.</p> <p>By engaging with texts, artifacts and other sources from different cultures and religious backgrounds.</p> <p>By asking and answering challenging questions, exploring different religious beliefs, values and traditions and developing a more rigorous understanding of the numerous religious traditions, beliefs and practices that are followed in our multi-cultural society.</p>



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Subject Area:	Spiritual	Moral	Social	Cultural
<p><b>Music</b></p>	<p>By inspiring children to be creative and imaginative when composing.</p> <p>By encouraging them to enjoy and respond to different genres and styles of music.</p> <p>By giving them opportunities to discuss emotions evoked by music</p>	<p>By exploring how music can convey human emotions such as sadness, joy and anger etc.</p> <p>By appreciating the self-discipline required to learn a musical instrument.</p>	<p>By giving children opportunities to collaborate with a group towards a shared outcome.</p> <p>By enabling them to make decisions as a group, dealing with conflict when it arises.</p> <p>By supporting children to give constructive feedback to their peers, considering the feelings of others when doing so.</p> <p>By offering children regular opportunities to perform in class and in front of an audience.</p> <p>By playing instruments together as part of a group.</p> <p>By discussing the benefits of people in an orchestra, choir, ensemble, etc working together</p>	<p>By encouraging pupils to sing, listen and respond to songs from different genres, cultures and traditions from around the world e.g. African music.</p> <p>By appreciating musical expression from different times and places and developing an understanding of the history of music.</p> <p>By giving all pupils the opportunity to perform to parents and other children in concerts and assemblies.</p> <p>By giving children the opportunity to attend a musical performance in and out of school.</p>





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			By appreciating how music is used in different ways in different settings e.g. for pleasure, for worship, to help people relax.	
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Subject Area:	Spiritual	Moral	Social	Cultural
<b>Computing</b>	<p>By understanding the advantages and limitations of computing and our use of ICT e.g. although social media can allow us to have multiple online “friends”, these are different from our real world friendships which often are far more meaningful in comparison.</p> <p>By using the internet and web resources to find out about important life issues.</p> <p>By providing opportunities for reflection of awe and wonder about the achievements in computing science today (e.g. the internet) and the possibilities for the future.</p>	<p>By exploring moral issues raised from our use of ICT services e.g. issues surrounding the use of data or the sharing of copyrighted material or the applications of artificial intelligence.</p> <p>By considering the benefits and potential dangers of the internet e.g. we can use online services to support our learning, but we can also come into contact with people who may behave maliciously.</p> <p>By helping children understand how their moral choices can have consequences for themselves and other people e.g. children learn about the consequences of cyberbullying.</p> <p>By being mindful of those who don't have access to the internet due to social, economic or political challenges.</p>	<p>By exploring top tips and strategies for staying safe when using online services and social media.</p> <p>By providing opportunities for our children to express themselves creatively using digital media.</p> <p>By discussing the impact of computing on the ways people communicate.</p> <p>By helping children to communicate in the digital/electronic world clearly and appropriately and being mindful of how their electronic communications may be interpreted by the receiver.</p>	<p>By using online services across the curriculum to allow the children to explore and find out about different cultures, periods in history, different views and human achievements.</p> <p>By helping children explore the role of technology in the wider world and the impact that it has on our lives.</p> <p>By developing computational thinking which encourages development of problem-solving skills.</p>



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Subject Area:	Spiritual	Moral	Social	Cultural
<p><b>Physical Education</b></p>	<p>By delighting in movement, particularly when pupils are able to show spontaneity e.g. use of a specialist dance instructor working with a selected year group (Year 3).</p> <p>By taking part in activities such as dance, games and gymnastics, which help pupils to become more focused, connected and creative.</p> <p>By being aware of one's own strengths and limitations e.g. swimming lessons, participation in Sports Day and games day (Winning House reward).</p> <p>By exploring the effects of exercise on their bodies.</p>	<p>By discussing fair play and the value of team work.</p> <p>By developing qualities of self-discipline, commitment and perseverance, especially in Outdoor and Adventurous activities and during the Y6 residential.</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 following rules to play games.</p>	<p>By developing a sense of belonging and self-esteem through team work e.g. creating a dance or participating in a race.</p> <p>By developing a sense of community identity through taking part in inter-school events.</p> <p>By offering a variety of extra-curricular sporting activities that are cross phase/year group, enabling pupils to work together in a variety of different groupings and contexts.</p> <p>By playing in teams.</p> <p>By communicating with each other.</p> <p>By taking turns.</p>	<p>By making links with national and global sporting events such as the World Cup and the Olympics.</p> <p>By exploring dance from a range of cultures and historical periods.</p> <p>By taking part in and watching dance and sporting performances in and out of school.</p>



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**Spiritual, Moral, Social and Cultural Development Across Our Curriculum**

Subject Area:	Spiritual	Moral	Social	Cultural
<b>Art and Design</b>	<p>By providing opportunities for pupils to explore nature and natural phenomena. Children may be involved in creating a piece of still life, by using plants, flowers or fruit.</p> <p>By responding to and using visual images to evoke a range of emotions.</p> <p>By developing one's own imagination and creativity, through experimentation with various media.</p> <p>By providing opportunities for discussing and interpreting artwork, cultivating empathy, understanding, personal insight, and self-awareness.</p> <p>By being introduced to the work of great artists and experience wonder and awe at the achievements of their great works of art.</p>	<p>By exploring how emotions and inner feelings are expressed through drawing, painting, collage, digital media, textiles or 3D form.</p> <p>By creating an empathetic learning environment, where mutual respect between diverse beliefs and faiths is promoted.</p> <p>By celebrating various cultures and learning about their traditions and festivals e.g. Hinduism - Diwali – creating Diya lamps.</p> <p>By encouraging responsibility for creative materials and shared resources, emphasizing consequences and care.</p>	<p>By appreciating the delight and curiosity in creating their own work and celebrating this with peers and parents through assemblies, displays and Parent-Teacher consultations.</p> <p>By promoting the process of dialogue, evaluation and feedback. Children work with their teachers and peers to provide constructive feedback in order to improve their masterpieces.</p> <p>By sharing resources</p>	<p>By developing aesthetic and critical awareness through enriching the children's experiences by learning about artists both past and present.</p> <p>By participating in cultural opportunities: visitors (such as artists), visits to art galleries and working in collaboration with institutions (National Portrait Gallery, Year 4).</p>



**John Perry Primary School**

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Subject Area:	Spiritual	Moral	Social	Cultural
<p><b>Design and Technology</b></p>	<p>By offering opportunities to marvel at the human achievements which have led to many design and technology advancements.</p> <p>By encouraging pupils to develop a fascination with how things work.</p> <p>By inspiring pupils to be creative and imaginative in their design.</p> <p>By emphasising the importance of reflection during the evaluation process of the design cycle.</p> <p>By enjoying and celebration personal creativity.</p>	<p>By raising ethical issues related to design, such as sustainability of materials, the environmental impact of single-use or non-degradable materials and importing food.</p> <p>By encouraging the use of recycled materials when making own designs.</p> <p>By encouraging respect for others and their own work; appreciating the value of similarities and differences in finished products.</p> <p>By asking questions about functionality v aesthetics.</p>	<p>By promoting a good sense of community through working cooperatively and promoting trust.</p> <p>By encouraging independence and self-respect.</p> <p>By celebrating success.</p> <p>By encouraging group/class discussion.</p> <p>By promoting group work and accepting roles within a group.</p> <p>By sharing their ideas and work with their families.</p> <p>By encouraging families to work together when designing and creating (for instance, for home-learning projects).</p>	<p>By appreciating how culture influences design e.g. Y5 Building Bridges.</p> <p>By exploring a range of materials and equipment used by different cultures.</p> <p>By asking them to consider cultural or religious influences on the food we eat.</p> <p>Demonstrating that difference in design is often seen as a positive, synonymous with innovation.</p>