



Barton CofE (VA) Primary School

Mapping for Spiritual, Moral, Social and Cultural (SMSC) Development Across the Curriculum

Subjects	We promote Spiritual development by	We promote Moral development by	We promote Social development by	We promote Cultural development by
English	<ul style="list-style-type: none"> ➤ Opportunities for personal reflections through the writing of diaries and recounts for example writing a diary account of a character from the Nativity story. ➤ Responses to literature ➤ e.g. “How would you feel if you were a character in the story?” ‘Where have you met these ideas before?’ ➤ Appreciating the beauty of language e.g. through poetry. ➤ Opportunities for creative writing. ➤ Opportunities for empathy and thinking about what it would be like for someone else, recognising how others’ beliefs and experiences have shaped the course of Literature. ➤ e.g. reflecting on extracts from Anne Frank’s diary 	<ul style="list-style-type: none"> ➤ Considering different perspectives e.g. debating and writing about right and wrong through the topics such as learning about Nelson Mandela ➤ Exploring stimuli for thinking about the consequences of right or wrong behaviour. ➤ Completing work around traditional tales and stories, which deal with right and wrong. ➤ Opportunities for debating, speaking and listening and higher order thinking skills, hot seating and role-play. ➤ Reading texts that stimulate discussions such as about modern day refugees. ➤ Considering different perspectives in situations / life 	<ul style="list-style-type: none"> ➤ Taking different roles in group discussions and learning how to negotiate and agree to differ. ➤ Writing invitations. ➤ Communicating with others in different ways. ➤ Participating in group / paired tasks such as role plays and presentations (listen and respond) ➤ Sharing viewpoints. ➤ Learning about or from others who are ‘different’ e.g. about a child with autism, deafness ➤ Addressing diversity and inclusion 	<ul style="list-style-type: none"> ➤ Sharing texts from around the world, being informed about different cultures, communication in different languages. ➤ Studying and writing reports about different countries.
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Maths	<ul style="list-style-type: none"> ➤ Making connections between pupils’ numeracy skills and real life ➤ Developing a sense of awe and achievement in solving 	<ul style="list-style-type: none"> ➤ Discussing money choices (spending and saving) ➤ Looking at fractions and considering unequal shares / fairness. 	<ul style="list-style-type: none"> ➤ Completing investigations / open-ended tasks which allow children to work together e.g. conducting surveys. 	<ul style="list-style-type: none"> ➤ Learning about number systems such as Roman numerals. ➤ Asking questions about History – what did the Egyptians,



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	<p>problems. Appreciating the wonder when researching patterns that appear in nature such as the symmetry of snowflake patterns or the stripes of a tiger.</p> <ul style="list-style-type: none"> ➤ Delving deeper into how Maths relates to the world around them. ➤ Using maths to support understanding of the Trinity (God the Son, God the Father, and God the Holy Spirit). ONE God. Thus the term: "Tri" meaning three, and "Unity" meaning one, Tri+Unity = Trinity. 	<ul style="list-style-type: none"> ➤ Sharing resources – impact on individuals feelings (having less) ➤ Appreciating and understanding the value of money. ➤ Conducting surveys to gather opinions. ➤ Appreciating the fact, that it is ok to be wrong. 	<ul style="list-style-type: none"> ➤ Using mathematical language to discuss similarities and differences between people e.g. tall / short. ➤ Accepting outcomes from games / competition – win or lose. ➤ Respecting resources. ➤ Sharing thoughts / reasoning. -Taking turns 	<p>Greeks and Romans discover that is still used in Maths today.</p> <ul style="list-style-type: none"> ➤ Exploring how mathematical language is universal and used across the world. ➤ Learning about the tessellation of shapes to form cultural patterns etc. ➤ Using exchange rates for foreign travel.
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Science	<ul style="list-style-type: none"> ➤ Creating opportunities for children to ask questions which Science cannot always answer e.g. when learning about creation. ➤ Activities such as plotting the scale of the solar system and opening up discussions about the size of the universe and how it might have been formed. ➤ Learning about ourselves. - Reflecting on the living world (living things and habitats). 	<ul style="list-style-type: none"> ➤ Appreciating that, in order to investigate fairly, commitment and honest observation are crucial. ➤ Considering the ethical implications of environmental problems e.g. pollution, climate change, destruction of rainforests, etc. ➤ Encouraging pupils to speculate and consider how science can be used for good and bad 	<ul style="list-style-type: none"> ➤ Taking responsibility for your own and other's safety when completing practical work. ➤ Learning about personal hygiene and staying healthy. ➤ Caring for plants and animals. ➤ Respecting / listening to each other when completing collaborative practical activities. ➤ Taking on board different viewpoints when talking about theories. 	<ul style="list-style-type: none"> ➤ Being aware of how we need to care for the world in which we live. ➤ Asking questions about the way in which scientific discoveries from around the World have affected our lives. ➤ Looking at a range of scientists from around the world (rich heritage of discoveries) ➤ Making comparisons e.g. weather and climates in different parts of the world and their impact on daily life



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	<ul style="list-style-type: none"> ➤ Looking at the process of growing and changing and the miracle of our uniqueness. ➤ Wow moments of Awe and Wonder ➤ Opportunities for curiosity open ended questions/ Big Questions 	<ul style="list-style-type: none"> ➤ Discussing the ethical implications of investigations e.g. discussions around plastic and why this material is a concern when studying 'Properties of Materials'. 	<ul style="list-style-type: none"> ➤ Sharing ideas and results, respecting other pupils ideas and respecting resources and equipment. 	everyday life.
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Art	<ul style="list-style-type: none"> ➤ Appreciating and evaluating art, showing an awareness of their surroundings by painting and drawing, sketching scenery and landscapes. ➤ Providing rich opportunities for pupils both to explore the spiritual dimension and natural phenomena. ➤ Allowing students to show what they know through their own expression of big ideas about life e.g. morality, ethical issues. ➤ Exploring different artists' interpretations of a key figure or event and asking what the artist was trying to convey. ➤ Opportunities for looking at details and pattern. ➤ Developing resilience. ➤ Representing the Trinity through art. 	<ul style="list-style-type: none"> ➤ Exploring how emotions and inner feelings are expressed through painting, sculpture and architecture. ➤ Responses to and use of visual images to evoke a range of emotions. ➤ Accepting that it is ok to make mistakes and to redraft work. 	<ul style="list-style-type: none"> ➤ Sharing of resources. ➤ Exploring social conflict and resolution. Exploring art as a powerful social tool e.g. in advertising, in representing particular groups of people. ➤ Helping others when seeking to improve work at different stages of the design 	<ul style="list-style-type: none"> ➤ Exploring a wide range of creative media from around the world. ➤ Reflecting on the cultural significance of well-known pieces of art. ➤ Considering how art is used to express values and beliefs ➤ Developing aesthetic and critical awareness.
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<p>Computing</p>	<ul style="list-style-type: none"> ➤ Using technology to amaze and inspire. ➤ Wondering at the power of the digital age e.g. use of internet etc. ➤ Wondering at the ease of gathering and sharing information. 	<ul style="list-style-type: none"> ➤ Learning how to keep safe online. Exploring the moral issues around the use of data. ➤ Learning about the consequences of misusing data and the internet. ➤ Learning about the legal aspects of the internet / online usage e.g. cyber bullying, e-safety etc. 	<ul style="list-style-type: none"> ➤ Discussing the impact of ICT on the ways people communicate. ➤ Having digital links with other schools and communities ➤ Highlighting ways to stay safe when on line and in use of social media – who to contact if you feel unsafe. ➤ Gathering information to support ideas and debates. ➤ Communicating with other people in different ways. ➤ Looking after and caring for IT equipment. ➤ Sharing equipment with other people fairly. 	<ul style="list-style-type: none"> ➤ Developing a sense of awe and wonder at human ingenuity ➤ Exploring human achievements and creativity in relation to worldwide communications. ➤ Learning about use of technology around the world and how access to it varies across cultures.
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<p>Design and Technology</p>	<ul style="list-style-type: none"> ➤ Enjoying and celebrating personal creativity. ➤ Reviewing and evaluating created things. ➤ Appreciating existing products and expressing awe and wonder at how they came to be invented. 	<ul style="list-style-type: none"> ➤ Asking questions about the effect of technological change on human life and the world around them. ➤ Learning about nutrition and how to cook as a life skill. ➤ Accepting that it is ok to make mistakes and the learning that can come from redrafting or starting again. 	<ul style="list-style-type: none"> ➤ Co-operating when working on a group design. ➤ Undertaking market research to seek a view. ➤ Taking time to help each other. Sharing resources / tools and equipment. ➤ Caring for D&T materials and tools. Problem solving 	<ul style="list-style-type: none"> ➤ Considering cultural influences on design. ➤ Looking at recipes for traditional meals from around the world. ➤ Experiencing food / cooking from around the world. ➤ Working with textiles from around the world. ➤ Researching, appreciating and evaluating existing products from different cultures, asking questions about functionality and aesthetics.



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MFL	<ul style="list-style-type: none"> ➤ Considering faiths in different cultures and the role it plays in different societies (Spanish is our MFL at Barton) ➤ Developing a sense of awe at the beauty of language. 	<ul style="list-style-type: none"> ➤ Using the Spanish language to discuss personal responses to what is right and wrong. ➤ Learning about similarities and differences between the UK and Spain. 	<ul style="list-style-type: none"> ➤ Learning the skill of communicating in a different language. ➤ Communicating with a purpose with others who speak Spanish ➤ Exploring different social conventions e.g., formal and informal greetings in Spanish. 	<ul style="list-style-type: none"> ➤ Looking at similarities and differences between our culture and customs and Spanish culture and customs. ➤ Allowing children to develop an appreciation of music, art and literature by listening to Spanish music, reading Spanish books and singing Spanish songs.
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Geography	<ul style="list-style-type: none"> ➤ Using maps and other resources to imagine what it might be like to live in other parts of the world that are different to ours e.g. areas with natural disasters or extreme climates etc. ➤ Marvel at the awe and wonder in the different weather and seasonal patterns. ➤ Awe and wonder at how the world has changed and developed, making links with History when considering landscapes and environments. Wondering at the similarities and differences around the world – time zones; cultures; impact of wars; different extremes such as deserts; 	<ul style="list-style-type: none"> ➤ Considering how people use / treat the environment. How are we changing our environment, for good or ill? ➤ Acting to make the world a more sustainable place e.g. recycling. ➤ Discussing the impact and effect of man on earth / on the moon / space travel. ➤ Considering impact of geographical activities such as deforestation etc. Impact of our actions on others? Who benefits/ suffers? 	<ul style="list-style-type: none"> ➤ Developing map-reading skills essential for later life. ➤ Understanding more about themselves and their place in their immediate, local and global community. ➤ Social responsibility (Windows, mirrors and doors) ➤ Understanding the social impact of over-population and what can and cannot be changed. 	<ul style="list-style-type: none"> ➤ Developing empathy and positive attitudes towards people of all cultures, recognising that often people have common needs and similar challenges. ➤ Looking at causes and effects of migration and immigration and how land use has changed over time.



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	rainforests; areas with glaciers; volcanoes, mountains etc.			
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Music	<ul style="list-style-type: none"> ➤ Considering how music makes us feel. ➤ Expressing curiosity and delight in creating and editing their own music. ➤ Listening to music to support wellbeing. ➤ Looking at the role of sacred and secular music and the use of specific genre of music for certain occasions 	<ul style="list-style-type: none"> ➤ Exploring how music can convey human emotions such as sadness, joy, anger etc. ➤ Appreciating the self-discipline required to learn a musical instrument. ➤ Exploring music as a way of story telling 	<ul style="list-style-type: none"> ➤ Exploring how an orchestra works together. ➤ Discussing what would happen if musicians in a band / group didn't co-operate. ➤ Appreciating how music is used in different ways in different settings e.g. for pleasure, for worship, to help people relax. ➤ Showing a cooperative work ethic when participating in events such as Young Voices. ➤ Developing listening skills ➤ Engaging and delighting the local community through music projects and concerts 	<ul style="list-style-type: none"> ➤ Listening to and learning songs from other cultures. ➤ Encouraging pupils to listen and respond to traditions from around the world e.g. African music. ➤ Appreciating musical expression from different times and places. ➤ Giving opportunities to perform in singing and playing instruments.
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History	<ul style="list-style-type: none"> ➤ Considering how things would be different if the course of events had been different. ➤ Looking at local history and the impact of this on local people ➤ Awe and wonder around artefacts and places to visit. ➤ Considering how we mark events from the past and respect and recognise the people who shaped them. 	<ul style="list-style-type: none"> ➤ Learning about significant people / events from the past who have influenced today's society e.g. when looking at inventors, scientists ➤ Appreciating how situations of injustice have provoked people to rise up and bring change in the world for example the slavery, battles and empires and the class 	<ul style="list-style-type: none"> ➤ Appreciating how values in Britain have formed and evolved over time and have resulted in changes in law, attitudes and expectations. ➤ Encouraging children to talk to grandparents etc. when learning about e.g. WWII. ➤ Learning about British Leaders and monarchs and 	<ul style="list-style-type: none"> ➤ Learning about ways of life in different time periods. ➤ Knowing significant local, national and global historical events. ➤ Respecting values of different cultures and how their values have developed over time. ➤ Learning about the British parliament and monarchy and the changes over time.



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		<p>system. For example, reflecting on life in the Victorian Era and analysing the differences between rich and poor.</p> <ul style="list-style-type: none"> ➤ Understanding the consequences of events in history. ➤ Learning to debate about the rights and wrongs of events such as battles or slavery in history. ➤ Asking those BIG – What if questions? 	<p>what they have taught us about social etiquette.</p> <ul style="list-style-type: none"> ➤ Looking after / caring for historical artefacts. ➤ To acknowledge our respect and appreciation to the older generation – intergenerational events 	<ul style="list-style-type: none"> ➤ Learning about belief systems in history for example Mayan Gods.
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PE	<ul style="list-style-type: none"> ➤ Using dance/movement as an expression of emotion. ➤ Being aware of one’s own strengths and limitations. ➤ Being aware of how winning / losing can affect our feelings. ➤ Developing resilience 	<ul style="list-style-type: none"> ➤ Discussing fair play and the value of teamwork. ➤ Developing qualities of self-discipline, commitment and perseverance. ➤ Accepting loss and the importance of losing. ➤ Understanding the consequences of actions. ➤ Evaluating own and other’s performance. 	<ul style="list-style-type: none"> ➤ Developing a sense of belonging and self-esteem through teamwork. ➤ Developing a sense of community identity through taking part in inter school events. ➤ Learning how to umpire and lead sports fairly. ➤ Caring for PE resources. ➤ Picking teams and captains. ➤ Respecting a referee’s decision. ➤ Creating and following the rules of games. 	<ul style="list-style-type: none"> ➤ Learning about the history of sport, and where they originate. ➤ Exploring rituals surrounding sporting activities. ➤ Exploring why different sports are played in different countries / by different cultures. ➤ Learning dances from different countries.



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			➤ Supporting others regardless of ability.	
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PSHE	<ul style="list-style-type: none"> ➤ Learning about the process of growth from young to old. ➤ Considering special people and their influence on our lives. ➤ Considering how it feels to belong and how we belong to different groups. ➤ Developing a positive outlook for the future. ➤ Developing resilience and inner strength. ➤ Developing an awareness of and an ability to respond to others wants and needs. 	<ul style="list-style-type: none"> ➤ Respecting and understanding the importance of British Values and what it means to be a British citizen. ➤ Learning about what constitutes a healthy lifestyle. ➤ Exploring feelings. ➤ Thinking about change, loss and the impact of these on our lives. ➤ Thinking about people who help us. ➤ Investigating fairness, right and wrong, kind and unkind. ➤ Developing a strong awareness of bullying issues, their impact and how to tackle them. ➤ Constructing, agreeing and following rules. ➤ Learning about harm and care to the environment. ➤ Nurturing a sense of self-worth, self-identity and personal responsibility so that pupils begin to make sound moral, social, spiritual and cultural choices. 	<ul style="list-style-type: none"> ➤ Exploring likes and dislikes and comparing these between different people. ➤ Learning about personal hygiene. ➤ Learning rules for keeping physically and emotionally safe. ➤ Sharing opinions and listening to the views of others. ➤ Playing and working cooperatively. ➤ Developing resolution strategies. ➤ Discussing money and the concepts of spending and saving. ➤ Recognising the rights of others and preparing to take responsibility in society. ➤ Learning how to resolve conflict. 	<ul style="list-style-type: none"> ➤ Hearing stories from different cultures and countries. ➤ Learning about viewpoints of people with different beliefs. ➤ Developing an awareness of the shared value of communities and where there might be conflicting values. ➤ Respecting and valuing diversity.



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		<ul style="list-style-type: none"> ➤ Becoming aware of social injustice and how to make a difference. ➤ Becoming empowered to make choices and take action to contribute to the common good 		
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RWE	<ul style="list-style-type: none"> ➤ With consideration and use of Windows, Mirrors and Doors – Big Questions . . . ➤ Learning about the Trinity and reflecting on God who lives without the limitations of a three dimensional universe. ➤ Reflecting on spiritual ideas, experiences and concepts such as worship, wonder, praise, prayer etc. ➤ Participating in prayer. ➤ Wondering at religious icons. ➤ Looking at religious beliefs and ideas expressed through the arts. ➤ Developing the ability to ask questions. ➤ Understanding that people have different beliefs to us. ➤ Being curious about different artefacts and practices from different religions. 	<ul style="list-style-type: none"> ➤ Using Biblical and other religious stories to teach moral codes of conduct. ➤ Learning about British Values and their importance in developing good human beings. ➤ Appreciating how sacred texts can inform people’s way of life. ➤ Understanding that we can choose whether to follow a religion or not. 	<ul style="list-style-type: none"> ➤ Asking questions about the social impact of religion. ➤ Learning how to effectively communicate their own beliefs, values and attitudes. ➤ Having links to religious people in the community for example our vicar. ➤ Learning to respect those of different faiths. ➤ Respecting religious artefacts. 	<ul style="list-style-type: none"> ➤ Learning about and from celebrations, worship and rituals from different countries and world religious. ➤ Learning to value religious and cultural diversity. ➤ Visiting places of worship. ➤ Welcoming visitors of all religions. ➤ Understanding and accepting those of different faiths and cultures – how they may eat or dress differently / how they may fast as part of their culture or religion. ➤ Appreciating artefacts from different religions. ➤ Learning about cultural occasions e.g. Diwali, Chinese New Year, Eid, Sukkot etc.