



Berrymede Junior School

Spiritual, Moral, Social and Cultural (SMSC) Development at Berrymede:

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

ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in 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 **moral** development of pupils is shown by their:

ability to recognise the difference between right and wrong, readily apply this understanding in their own lives 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 being able to understand and appreciate the viewpoints of others on these issues.

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

use of a range of social skills in different contexts, including working and socialising with pupils 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; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

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 within school and further afield as an essential element of their preparation for life in modern Britain 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, 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, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.



BERRYMEDE JUNIOR SCHOOL



SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT (SMSC) PROMOTING SMSC ACROSS THE CURRICULUM

<p>LITERACY contributes to children's SMSC development through:</p> <ul style="list-style-type: none"> Developing confidence and expertise in language, which is an important aspect of individual and social identity; Enabling pupils to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television; Developing pupils' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film; Helping pupils to understand how language changes over time, the influences on spoken and written language and social attitudes to the use of language. 	<p>SCIENCE contributes to children's SMSC development through:</p> <ul style="list-style-type: none"> Encouraging pupils to reflect on the wonder of the natural world; Awareness of the ways that science and technology can affect society and the environment; Consideration of the moral dilemmas that can result in scientific developments; Showing respect for differing opinions, on creation for example; Co-operation in practical activity; Raising awareness that scientific developments are the product of many different cultures. 	<p>GEOGRAPHY contributes to children's SMSC development through:</p> <ul style="list-style-type: none"> Opportunities for reflection on the creation, earth's origins, future and diversity are given; Reflection on the fair distribution of the earth's resources and issues surrounding climate change; Studies of people and physical geography gives our children the chance to reflect on the social and cultural characteristics of society. 	<p>ART contributes to SMSC by:</p> <ul style="list-style-type: none"> Art lessons develop children's aesthetic appreciation In turn Art evokes feelings of 'awe' and 'wonder'; Giving pupils the chance to reflect on nature, their environment and surroundings. Studying artists with spiritual or religious theme, issues raised by artists who concern ethical issues, such as war/global warming.
<p>HISTORY makes a contribution to children's SMSC by:</p> <ul style="list-style-type: none"> Looking at the creation and evolution of British society; Enabling pupils to reflect on issues such as slavery, the holocaust and Imperialism; Showing an awareness of the moral implications of the actions of historical figures. 	<p>COMPUTING contributes to children's SMSC development through:</p> <ul style="list-style-type: none"> Preparing the children for the challenges of living and learning in a technologically-enriched, increasingly inter-connected world; Making clear the guidelines about the ethical use of the internet; Acknowledging advances in technology and appreciation for human achievement 	<p>Children's SMSC development is actively promoted through PE by:</p> <ul style="list-style-type: none"> Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play; Exploring the sports and traditions of a variety of cultures. Individual activities that provide the opportunity for self-reflection, awareness and challenge. 	<p>DESIGN & TECHNOLOGY lessons make a particular contribution to children's SMSC development through:</p> <ul style="list-style-type: none"> Reflection on products and inventions, the diversity of material and ways in which design can improve the quality of our lives; Awareness of the moral dilemmas created by technological advances; How different cultures have contributed to technology; Opportunities to work as a team, recognising others' strengths, sharing equipment.
<p>MATHEMATICS can provide a contribution to children's SMSC by:</p> <ul style="list-style-type: none"> Enabling pupils to acknowledge the important contribution made by mathematics by non-western cultures. 		<p>FRENCH contributes to children's SMSC development through:</p> <ul style="list-style-type: none"> Children may gain insights into the way of life, cultural traditions, moral and social developments of other people; Social Skills are developed through group activities and communications exercises. Listening skills are improved through oral/aural work. 	
<p>PSHE makes a contribution to children's SMSC by:</p> <ul style="list-style-type: none"> Developing awareness of and responding to others' needs and wants. Exploring meaning and purpose for individuals and society. Developing resilience and inner strength. Exploring what is right and wrong. Helping pupils engage in a democratic process of electing for school council and taking part in the process of contributing to school decision making. Creating opportunities for pupils to exercise leadership and responsibility. (Mentors/leaders etc.) Exploring how different cultures can offer great insight into how we lead our lives. 		<p>RE/PHILOSOPHY contributes to children's SMSC development through:</p> <ul style="list-style-type: none"> Experiencing wonder and joy through learning about/from stories, celebrations, rituals and different expressions of religion and world views. Asking and responding to questions of meaning and purpose. Exploring spiritual practices such as worship and prayer and considering the impact of these on believers and any relevance of their own life. Exploring morality, including rules, teachings and commands. Asking questions about the purpose and meaning of reconciliation and salvation. Exploring the qualities which are valued by a civilized society – thoughtfulness, honesty, respect for difference, independence, interdependent and acceptance and engagement with fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Asking questions about the social impact of religion. Exploring similarities and differences between faiths and cultures. Developing understanding and respect for different faiths and cultural diversity. 	