

SMSC Coverage – Evaluation Tool

Hope Federation Church of England Primary Academies Federation

<p>English 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>Mathematics can provide a contribution to pupils’ SMSC by:</p> <ul style="list-style-type: none"> • Enabling pupils to acknowledge the important contribution made to mathematics by non-western cultures. 	<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>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>History makes a contribution to 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>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>French and other MFL contribute to the children’s SMSC development:</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 communication exercises. ▪ Listening skills are improved through oral/aural work. 	<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 which concerns ethical issues, such as War painting. 	<p>D.T. lessons make a particular contribution to children’s SMSC development through:</p> <ul style="list-style-type: none"> ▪ Reflecting on products and inventions, the diversity of materials 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>Music contributes to SMSC by:</p> <ul style="list-style-type: none"> • Explore emotions through music • Reflect on different kinds of music • Explore creativity in composing • Use imagination in group work, song writing and composing • Explore collective thinking in group music making • Seek to understand how music reflects the beliefs of others • Compose music which explores your beliefs and encourage respect for others • Explore moral issues through a range of listening, performance or composition and encourage class/group collaboration on musical projects • Celebrate successes, both in and out of school • Respect diversity in music and the musical heritage of different cultures - learn to play the music of other cultures 	<p>RE contributes to SMSC by:</p> <ul style="list-style-type: none"> • Use of a range of social skills in different contexts • Willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively • Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage • Interest and investigating and offering reasoned views about ethical issues • Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respects for different people’s feelings and values 	<p>Children’s SMSC development is actively promoted though 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. <p>Individual activities that provide the opportunity for self-reflection, awareness and challenge:</p>

How does Hope Federation of Church of England Primary Academies promote all aspects of SMSC across subjects?

	Spiritual	Moral	Social	Cultural
English	<ul style="list-style-type: none"> • Fundamental questions exploring children's understanding of the world around them • Exploration of feelings and emotions • Exercising imagination in writing/discussion 	<ul style="list-style-type: none"> • Moral/ethical issues in literature • Decision making and the exercise of responsibility for oneself and towards others 	<ul style="list-style-type: none"> • Social 'class' and attitudes towards it • Major social issues – e.g., crime, poverty immigration, unemployment • Historical change and its impact; comparisons 	<ul style="list-style-type: none"> • Themes of different cultural contexts • Differing cultural values and experiences • The language of specific contexts and sub cultures
Maths	<ul style="list-style-type: none"> • Appreciation of patterns and relationships i.e., nature, environment, art • Beauty and elegance • Mathematics is the language in which God wrote the universe - Galileo 	<ul style="list-style-type: none"> • Analysis of statistical data, in 'home' and world, i.e., third world debt, life expectancy • Acceptance of variety of answers • Westernisation of maths • Gender of maths 	<ul style="list-style-type: none"> • Mathematics as a means of communication e.g., uses of number in the environment • Group work • Mathematical/numerical ideas as a means to communication • Numeracy as a social survival skill 	<ul style="list-style-type: none"> • Analysis of statistical data across the world • Other number systems • Historical perspectives • Islamic and other art
Science	<ul style="list-style-type: none"> • Is science truth? (limitations of science in understanding purpose of life) 	<ul style="list-style-type: none"> • Moral issues raised by science (genetics, pollution, atomic power, nuclear fuels) 	<ul style="list-style-type: none"> • Gender issues – science as a whole subject etc 	<ul style="list-style-type: none"> • Gender issues – science as a whole subject etc
RE	<ul style="list-style-type: none"> • Awe, wonder, reflection • Transcendent, divine being • Search for meaning and purpose • Suffering, life and death 	<ul style="list-style-type: none"> • Beliefs and lifestyles • Good and evil • Developing personal values 	<ul style="list-style-type: none"> • Individual in society 	<ul style="list-style-type: none"> • Effect of religious traditions on culture
D&T	<ul style="list-style-type: none"> • 			
PE		<ul style="list-style-type: none"> • Awareness and responsibility of the safety of self and others • Experience and appreciation of success and failure • Rules, codes of conduct 	<ul style="list-style-type: none"> • Contact with local sports clubs • teams 	<ul style="list-style-type: none"> • sensitive practice by all to health and safety issues relating to different cultural backgrounds and needs • interpretation and practice of different sporting activities ie, hockey, rugby
History	<ul style="list-style-type: none"> • religious belief in history of nations (crusades reformation) 	<ul style="list-style-type: none"> • moral basis of war (just wars) 		
Geography		<ul style="list-style-type: none"> • moral issues re developing world (aid, famine, built control) 	<ul style="list-style-type: none"> • effects of location and economics on lifestyle – expectations and community etc 	<ul style="list-style-type: none"> • effects of location and economics on lifestyle – expectations and community etc
Computing	<ul style="list-style-type: none"> • What – no awe and wonder at man's technological advances – eg email! 		<ul style="list-style-type: none"> • Group work in design/pattern solving • Technology as agent of social change 	<ul style="list-style-type: none"> • IT as international language (cross cultural)

Art	<ul style="list-style-type: none"> • Expression of inner thoughts through art • Exercising imagination 			<ul style="list-style-type: none"> • Art in society. Business (graphic design, architectural)
Music	<ul style="list-style-type: none"> • Expression of emotion through music 		<ul style="list-style-type: none"> • Shared music making 	<ul style="list-style-type: none"> • Music from different cultural contexts

To be reviewed in 2021/22 by:

- Senior Leadership Team
- Governors
- All staff members
- Ethos Group