



Updated November 2024

## Hampton Hargate Primary School – SMSCD - Spiritual, Moral, Social and Cultural Development

Where can we find evidence in our curriculum?

Subject	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
<p><b>Numeracy</b></p>	<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>Year 4 budgeting skills</p> <p>By considering pattern, order, symmetry and scale both man made and in the natural world</p> <p>Rongoli patterns – Y2</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>Children learn they need to share resources, unfair if some don't have as many</p> <p>Maths game – rules Reception</p>	<p>By the sharing of resources within the classroom, the negotiating of responses and group problem solving</p> <p>Accessible resources</p> <p>Compare data within class – how come to school, eye colour etc...</p> <p>Turn taking, paired work, group work – all years</p> <p>Shopping KS1</p>	<p>By asking questions about the history of maths: for example, 'What do the Egyptians, Greeks and Indians discover that we still use in maths today?'</p> <p>Roman numerals Isosceles triangles – Greek Fibonacci sequences – who is he is Pythagoras Triangle</p> <p>During languages week Y2 – Fibonacci Y3&amp;4 – Roman Mosaics Y2 – Repeated patterns – Greeks Y2 – Rongoli patterns</p>



<b>English and Literacy</b>	We promote <b>spiritual</b> development	We promote <b>moral</b> development	We promote <b>social</b> development	We promote <b>cultural</b> development
	<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 spoken language</p> <p>Virtual Author visit</p> <p>Wow Days – stimulus for exciting starting points for topics</p> <p>Book spine – carefully designed to broaden horizons</p>	<p>By exploring stimulus for thinking about the consequences of right and wrong behavior; 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 within English and cross curricular</p> <p>Text detectives – understanding of the world</p> <p>Gift a book</p>	<p>By supporting conceptual and language development through an understanding of and debates about social issues – across the system oracy</p> <p>Debate, Social stories (KS1) how to be a good friend. Buddy sessions Prefects Role models PSHE Helicopter stories</p> <p>By providing opportunities for talk in a range of settings</p> <p>Persuasion texts in KS2 Read to feed Read it, Frame it, Share it – Reading for pleasure agenda Library – use of Reading Buddies Mystery Reader EYFS – Parents reading to reception classes</p>	<p>By pupils telling stories from their own cultures and backgrounds creating the idea that 'everyone has a story to tell' – Gift a book</p> <p>Reading spine</p> <p>Parents coming in for reading events</p> <p>Religious festivals that are celebrated in class – across the curriculum.</p> <p>By providing opportunities for pupils to engage with texts from different cultures.</p> <p>Reading Spine</p> <p>Word aware – giving words context</p> <p>Reading events – Reading Picnic</p> <p>Mystery Reader EYFS – Parents reading to reception classes</p>



Science	We promote <b>spiritual</b> development	We promote <b>moral</b> development	We promote <b>social</b> development	We promote <b>cultural</b> development
	<p>Nature – developing a sense of awe and wonder</p> <p>By demonstrating openness to the fact that some answers cannot be provided by Science. Big Bang Theory during space topic in Year 5</p> <p>By creating opportunities for pupils to ask questions about how living things rely on and contribute to their environment. Habitats Y1 &amp; 2, EYFS - chickens Year 3&amp;4 – Living Things Topic</p> <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. And space dome.</p> <p>Development of curiosity and imagination</p> <p>Awareness of our uniqueness</p> <p>Empathy and understanding that scientists have different feelings</p>	<p>Debate and discuss ethical issues such as climate change</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. Our class names provide this</p> <p>Year 4 Planet Protectors</p> <p>By considering that not all developments have been good because they have caused harm to the environment and to people</p> <p>Powerdown day</p> <p>Litter</p> <p>Recycling - Local Council</p> <p>Sustainability links</p> <p>Explore/Express scientific opinions</p>	<p>Electricity for safety</p> <p>Mary Seacole, Florence Nightingale – All scientists</p> <p>Powerdown, saving energy, environmental concerns.</p> <p>By exploring the social dimension of scientific advances e.g. environmental concerns, medical advances, energy processes</p> <p>All scientists linked to topics</p> <p>Farmer time</p> <p>Making a difference Duty Scientists are collaborators Children working Scientific investigations</p>	<p>Powerdown</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> <p>Florence Nightingale/ Armstrong – Variety of famous scientists</p> <p>Eco warriors</p> <p>Enrichment timetable</p> <p>Science week</p> <p>Appreciating beauty in nature</p> <p>We explore and research</p> <p>New development</p> <p>We explore how science discoveries have shaped the modern world.</p>



Primary Languages	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
	<p>By exploring the beauty of languages from around the world</p> <p>By exploring the way language is constructed</p> <p>Language of half term</p> <p>Languages week</p> <p>Airport Day creates awe and wonder</p>	<p>By helping pupils to have an accurate and truthful understanding of another culture</p> <p>Languages Day/Week</p> <p>Language of half term</p>	<p>By learning the skill of communicating in different ways</p> <p>Sign language to accompany language learning</p> <p>By exploring different social conventions e.g. forms of address</p> <p>French</p> <p>Exploring different social conventions</p> <p>Talking using puppets French lessons!</p>	<p>By appreciating the language and customs of others</p> <p>By exploring the literature and culture of other countries. Books.</p> <p>By taking part in cultural occasions</p> <p>Languages day/week</p> <p>Letters</p> <p>Language of half term</p> <p>Links with other schools</p> <p>Airport Day</p> <p>Mrs Wills and Mrs Todisco – French family connections</p> <p>Cultural Café – EAL Parents come into school to share language and culture</p> <p>Mystery reader – encourage EAL parents to read to EYFS classes</p>



History	We promote <b>spiritual</b> development	We promote <b>moral</b> development	We promote <b>social</b> development	We promote <b>cultural</b> development
	<p>By considering how things would be different if the course of events had been different; for example what difference would it have made if events hadn't taken place e.g. if advances hadn't been made</p> <p>Considered what if ..... topics</p> <p>By looking at local history and investigating the reasons why there is a landmark, building or museum.</p> <p>By speculating about how we mark important events from history and the people who shaped them.</p> <p>Remembrance Day Assemblies – St. Andrews etc...</p> <p>Black History month</p> <p>Timelines – Key events</p> <p>Beliefs of different time periods</p>	<p>By exploring the results of right and wrong behaviour in the past WW2 – Year 5&amp;6</p> <p>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?</p> <p>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?'</p>	<p>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?</p> <p>By encouraging pupils to talk to their parents and grandparents; for example, when learning about World War Two</p> <p>Toys from past, WW2 etc....</p> <p>Looking at different social classes – Key stage 2</p>	<p>By exploring local history and under researched history and history around us</p> <p>Cathedral visit Stibbington village Museum visit Black Country Museum</p> <p>By taking pupils on visits to heritage sites</p> <p>Roman Day Anglo Saxon Day Egyptian Day</p> <p>Perceptions of working class monarchs</p> <p>Society is taught from a variety of time periods e.g. Stone Age, Romans etc..</p>



<b>Geography</b>	We promote <b>spiritual</b> development	We promote <b>moral</b> development	We promote <b>social</b> development	We promote <b>cultural</b> development
	<p>By using google maps and asking pupils to imagine what it might be like to live in different parts of the world.</p> <p>By making links with history when exploring the environment and speculating on why the landscape is as it is.</p> <p>By comparing their lives with pupils living in other countries or other part of the UK, possibly through a schools linking programme www.schoolslinkingnetwork.org.uk or www.epals.com or through contacts with a different Diocese.</p> <p>Toys around the world, children play with similar or different.</p> <p>British Council</p> <p>School Links</p> <p>Cathedral visit – Map local area</p> <p>Mosques – Environment friendly</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 working towards an Eco RE award (check this is still going) or Eco School status</p> <p>We have our Eco Flag</p> <p>Litter picking and Eco badge</p> <p>Planet Protec Year 3 &amp;4</p> <p>Fair Trade</p> <p>Links to RE</p> <p>Deforestation Habitat Loss</p>	<p>By providing positive and effective links with the wider community, both locally and through linking with other schools with different demographics both in the UK and globally – But no locally/UK</p> <p>No link to Global School</p> <p>By considering social responsibility e.g. care for the environment, impact of traffic on the local area, tourism</p> <p>Care home singing Bikeability Macmillan run</p> <p>Contrasting localities – Y2 – Y6</p>	<p>By making links with other countries through schools linking and cultural theme days. Languages week</p> <p>By exploring links through the British Council and European Union.</p> <p>By exploring cultures that have had, and still have an impact on the local area.</p> <p>Geography day – map skills</p> <p>Weather impact – newsround, Science Reporter</p> <p>Year 5/6 Water</p> <p>Birdman</p> <p>Art from different countries</p> <p>Literacy books – Yr 6 Antarctic Yr 3 Boy who biked the world</p> <p>Road Trip around Britain Food link with DT Airport Day</p>

RE	We promote <b>spiritual</b> development	We promote <b>moral</b> development	We promote <b>social</b> development	We promote <b>cultural</b> development
	<p>By experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religion and worldviews (not much wonder &amp; joy but all covered) Needing more focus</p> <p>By asking and responding to questions of meaning and purpose</p> <p>By considering questions about God 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 life</p> <p>Gurdwara How Torah influences people's lives</p>	<p>By exploring morality including rules, teachings and commands such as The Golden Rule, the ten commandments, the sayings (hadith) of Muhammad,</p> <p>By investigating the importance of service to others in Sikhism, Hinduism and Buddhism</p> <p>By exploring religious perspectives and responses to evil and suffering in the world (not evil)</p> <p>By asking questions about the purpose and meaning of reconciliation and salvation e.g exploring Yom Kippur, Christian salvation story</p>	<p>By exploring the qualities which are valued by a civilised society – thoughtfulness, honesty, respect for difference, independence and interdependence Golden rules/Class rules, PSHE</p> <p>By asking questions about the social impact of religion</p> <p>Signs and symbols of religion – Year 4</p>	<p>By exploring similarities and differences between faiths and cultures</p> <p>By considering in particular different cultural expressions of Christianity; for example, using the Ngara crosses resource (St Edmundsbury and Ipswich Diocese),</p> <p>By learning about UK saints and those to which their school might be named after in assemblies</p> <p>By engaging with text, artefacts and other sources from different cultures and religious backgrounds. Having artefacts cabinets.</p>



PSHE/Circle Time	We promote <b>spiritual</b> development	We promote <b>moral</b> development	We promote <b>social</b> development	We promote <b>cultural</b> development
	<p>By developing awareness of and responding to others' needs and wants. Children sharing.</p> <p>By exploring meaning and purpose for individuals and society</p> <p>By developing resilience and inner strength</p> <p>PSHE posters around school</p> <p>Religious visits/assemblies</p>	<p>By exploring what is right and wrong at school and home and to work out what we need to do in this particular community to make sure everyone thrives</p> <p>British values – posters</p> <p>Visitors</p> <p>Specific units within scheme</p> <p>Protected characteristics</p> <p>Picture news</p> <p>Behaviour policy</p> <p>Eco Warriors</p>	<p>By helping pupils to engage in a democratic process for agreeing the rules for community life. (Different wording) Hampton Church - community</p> <p>By creating opportunities for pupils to exercise leadership and responsibility; pupils might be asked 'Why do we think this important?' 'What could we do about it?' 'Who would like to take it further?'</p> <p>School Council 4 bears PSHE display</p> <p>Peer mediators Monitors Charitable days/work Pupil voice Pastoral support Subject Ambassadors</p>	<p>By exploring how different cultures can offer great insights into how we lead our lives</p> <p>Gurdwara, Sikhism</p> <p>Church visits</p> <p>RE curriculum</p> <p>Different cultures within local area</p> <p>Primary Languages/Geography curriculum</p>





<b>Art and Design</b>	We promote <b>spiritual</b> development	We promote <b>moral</b> development	We promote <b>social</b> development	We promote <b>cultural</b> development
	<p>By exploring different artists' interpretations of a key figure or event and asking what the artist was trying to convey.</p> <p>By promoting the process of 'reviewing and evaluating'; for example, see the work of artists.</p> <p>How we express our feelings through art</p> <p>Artsmark</p>	<p>By exploring how emotions and inner feelings are expressed through painting, sculpture and architecture.</p> <p>By responses to and use of visual images to evoke a range of emotions. Free writing. What colours do they use? Why that colour?</p> <p>Evaluate artwork - what worked well and what could be better and why</p> <p>Artsmark</p>	<p>By sharing of resources.</p> <p>By exploring art as a powerful social tool e.g. in advertising, in representing particular groups. Persuasive posters in Literacy</p> <p>Arts Week – buddy sessions</p> <p>School Arts Council</p> <p>Peer evaluation</p> <p>Mosaic</p> <p>Artsmark</p>	<p>By experiencing a wide range of creative media from around the world. I pads</p> <p>By working towards the 'Arts Mark' award. Artists and pictures from around the world could tie in with Languages week.</p> <p>By developing aesthetic and critical awareness</p> <p>Movie I Pads Year 3&amp;4 Roman Mosaics</p> <p>Linking art with other cultures for example African Art in Yr 2</p> <p>Displays – architecture from other cultures (Arts Week)</p> <p>Artsmark</p>



<b>Music</b>	We promote <b>spiritual</b> development	We promote <b>moral</b> development	We promote <b>social</b> development	We promote <b>cultural</b> development
	<p>By allowing pupils to show their delight and curiosity in creating their own sounds.</p> <p>By making links between their learning in literacy (or other curriculum area) with music being played as background</p>	<p>By exploring how music can convey human emotions such as sadness, joy, anger...</p> <p>By appreciating the self-discipline required to learn a musical instrument</p>	<p>By appreciating how music is used in different ways in different settings e.g. for pleasure, for worship, to help people relax</p> <p>By discussing what would happen if musicians in a band/group didn't cooperate</p> <p>Choir going into community Hampton college</p>	<p>By giving all pupils an opportunity to learn a musical instrument and to take part regularly in singing.</p> <p>By encouraging pupils to listen and respond to traditions from around the world.</p> <p>By appreciating musical expression from different times and places</p> <p>Languages week Dance workshop</p>



<b>Drama</b>	We promote <b>spiritual</b> development	We promote <b>moral</b> development	We promote <b>social</b> development	We promote <b>cultural</b> development
	<p>By allowing for insight, self-expression and the chance to walk in someone else's shoes</p> <p>Drama Club Christmas productions</p>	<p>By expressing what it feels like to be wronged and what remedies might make things better for the injured</p>	<p>By exploring similarities and differences and how respect for others can be expressed.</p> <p>By building self-esteem and encouraging self worth</p>	<p>By taking different roles from other backgrounds</p> <p>By using different dramatic conventions to encourage empathy</p>



<b>Design and Technology</b>	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
	<p>By enjoying and celebrating personal creativity</p> <p>By reviewing and evaluating created things</p> <p>Nutrition based units of work 'Mexican Feast'</p>	<p>By raising questions about the effect of technological change on human life and the world around them</p>	<p>By exploring dilemmas that individuals may face and developing practical solutions to these problems</p> <p>Carapults Romans</p>	<p>By considering cultural influences on design</p> <p>By asking questions about functionality v aesthetics</p> <p>Tudor Houses</p> <p>Nutrition based units</p>



<b>Computing</b>	We promote <b>spiritual</b> development	We promote <b>moral</b> development	We promote <b>social</b> development	We promote <b>cultural</b> development
	<p>By wondering at the power of the digital age e.g. use of the internet</p> <p>By understanding the advantages and limitations of ICT</p> <p>By using the internet as a gateway to big life issues</p>	<p>By considering the benefits and potential dangers of the internet – eg campaigns for charities and injustice as a force for good. Cyber bullying as a danger.</p> <p>Fair use of other people's work (copyright)</p>	<p>By discussing the impact of ICT on the ways people communicate</p> <p>Cyber bullying. Internet safety I Pads, chromebooks, research</p> <p>Working collaboratively online with others</p>	<p>By developing a sense of awe and wonder at human ingenuity</p> <p>Learning about different cultures through online research</p>



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PE	We promote <b>spiritual</b> development	We promote <b>moral</b> development	We promote <b>social</b> development	We promote <b>cultural</b> development
	<p>By delighting in movement particularly when pupils are able to show spontaneity</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>Gifted and talented</p> <p>Yoga</p> <p>Healthy Selfie</p> <p>A Life</p> <p>Walk to School week</p> <p>Movement breaks</p>	<p>By discussing fair play and the value team work</p> <p>By developing qualities of self-discipline, commitment and perseverance</p> <p>Clubs after school</p> <p>By developing positive sporting behavior</p> <p>Sports day</p> <p>Leadership Determination</p> <p>A Life</p> <p>Rules for games</p> <p>Sports Leaders</p>	<p>By developing a sense of belonging and self-esteem through team work</p> <p>By developing a sense of community identity through taking part in inter school events</p> <p>Sports week / Sports Day</p> <p>Assemblies and visits from athletes</p> <p>School Games</p> <p>Events and Hampton Festivals</p> <p>A Life</p> <p>Healthy Selfie</p> <p>Sports Leaders</p>	<p>By learning about the history of sport and where they originate from</p> <p>By making links with national and global sporting events such as the World Cup and the Olympics / Para Olympics</p> <p>By exploring rituals surrounding sporting activities</p> <p>Yoga</p> <p>School Games Award</p>