

SMSC at Green Lane Infant School

All National Curriculum subjects provide opportunities to promote pupils' spiritual, moral, social and cultural development. Explicit opportunities to promote pupils' development in these areas are provided within religious education and personal, social and health education (PSHE). A significant contribution is also made by the school ethos and values, other curriculum activities, trips and visits and assemblies.

Spiritual development

Children's spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material wellbeing.

Moral development

Moral development involves children acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. They are able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge, skills and understanding, qualities and attitudes they need in order to make responsible moral decisions and act on them.

Social development

Social development involves children acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate. They develop the knowledge, skills, understanding, qualities and attitudes they need to become active citizens within their community.

Cultural development

Cultural development involves children acquiring an understanding of cultural traditions and heritage, and the ability to appreciate and respond to 'the arts'. The children will acquire a respect for their own culture and that of others, an interest in others' ways of doing things and curiosity about differences. They develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture.


Green Lane Infant School	We promote spiritual development	We promote moral development	We promote social development	We promote cultural development
Maths	<ul style="list-style-type: none"> making connections between children's numeracy skills and real life; for example, budgeting, saving and making charitable donations. School Governors make decisions about fundraising for charity and for the benefit of the school. Looking at pattern, order, symmetry and scale both man made and in the natural world 	<ul style="list-style-type: none"> Exploring equal and unequal Voting and understanding of the democratic process. 	<ul style="list-style-type: none"> By the sharing of resources within the classroom, the negotiating of responses and group problem solving and by using discussion, debate and collaborative work to further mathematical knowledge and understanding. 	
English	<ul style="list-style-type: none"> Children are encouraged to think about their own opinion in response to stories, poems and a range of different texts. 	<ul style="list-style-type: none"> Consider different perspectives and develop and articulate own opinions. Think about 'right and wrong' within different 	<ul style="list-style-type: none"> Support conceptual and language development by discussing a range of social issues eg plastic waste, diversity and difference 	<ul style="list-style-type: none"> Texts chosen to expose children to literature from and about different cultures.

	<ul style="list-style-type: none"> Children consider the impact of vocabulary 	<p>contexts and apply this learning to their own lives.</p>	<ul style="list-style-type: none"> Texts chosen to specifically introduce children to these issues Opportunities to work collaboratively Opportunities to work at home (seesaw) Talking in a range of situations eg with visitors, in assemblies. 	<ul style="list-style-type: none"> Book spine exposes children to the 5 plagues of reading. Annual theatre visits and follow up work Developing critical awareness through evaluating each other's work.
History	<ul style="list-style-type: none"> By considering how things would be different if the course of events had been different. By looking at local history and investigating the reasons why there are particular landmark in the local area and beyond. By considering the impact that significant historical figures have had on the way we live now. By speculating about how we mark important events from history and the people who shaped them. E.g., 	<ul style="list-style-type: none"> Exploring the results of right and wrong behaviour in the past, e.g Mary Seacole and prejudicial behaviour towards women and people with BAME backgrounds. Going beyond the facts and asking children to question history. Considering how historical events show us how we ought to treat one another and teach us how we wouldn't want to behave to one another. How and why we preserve historical artefacts. 	<ul style="list-style-type: none"> Thinking about how communities organized themselves in the past and why. Encouraging children to ask about and share information about their relatives from the past. Supporting children to understand how history can be interpreted in different ways. 	<ul style="list-style-type: none"> Exploring local history eg King Richard III Visits to local heritage sites eg King Richard III centre Valuing diversity with historical figures. Recalling key events that have shaped British history.

	<p>Why do we remember November 5th?</p> <ul style="list-style-type: none"> • Finding similarities and differences between ourselves and people living in other parts of the world (eg UK vs Australia) • Developing an interest in our local area and our country and talk about the positive and negative aspects about life in these locations. 	<ul style="list-style-type: none"> • Considering how people the environment and ways in which we can individually and collectively make a difference. • Recognising what is right and wrong eg fair trade, global warming • Learning about extreme environments and how humans and animals have adapted to survive. 	<ul style="list-style-type: none"> • Beginning to explore sustainable living. 	<ul style="list-style-type: none"> • Celebrating diversity within the school and families who have lived in other countries. • Exploring cultures and celebrations within the local area.
<p>Geography</p>	<ul style="list-style-type: none"> • providing plenty of rich opportunities for pupils both to explore the spiritual dimension and natural phenomena e.g., the four seasons, weather • Exploring artist's interpretations of figures and events • Promoting the process of reviewing and evaluating. 	<ul style="list-style-type: none"> • Exploring how emotions and inner feelings are expressed through painting, sculpture and architecture, • Exploring the environment and our own surroundings and how these can be sensitive eg changes in weather • Using images, music and stimuli to evoke an artistic or creative response 	<ul style="list-style-type: none"> • Sharing of resources and working collaboratively • Exploring social conflict through artwork • Exploring art that portrays emotions • Exploring how the world at the time influenced artists 	<ul style="list-style-type: none"> • experiencing a wide range of creative media from around the world and from different periods of time. • Working with local artists • Evaluating their own work and the work of others • Looking at different art movements and how the world and historical events influenced this
<p>Art and Design</p>				

<p>Science</p>	<ul style="list-style-type: none"> • Creating opportunities for children to ask questions about how living things rely on and contribute to their environment. 	<ul style="list-style-type: none"> • Opportunities to consider the wonder of the natural world e.g. Year 2's study of Antarctica and Year 1's study of seasonal changes and the weather. • By offering children the chance to learn about inventions which have made the world a better place. • Considering that not all developments have been good because they have caused harm to the environment and to people. • Considering different perspectives and viewpoints. 	<ul style="list-style-type: none"> • Using opportunities during Science lessons to explain how to keep other people safe • By exploring the social dimension of scientific advances e.g. environmental concerns, medical advances, energy processes • By researching the work of different scientists including chemists, naturalists and behaviourists. • Exposure to male and female scientists. 	<ul style="list-style-type: none"> • Asking questions about the ways in which scientific discoveries from around the world have affected our lives. • Exploring significant work of scientists and their discoveries • Taking children on visits to different habitats and areas within the local environment
<p>Computing</p>	<ul style="list-style-type: none"> • By exploring how ideas in computing have inspired them and others. • By reflecting on those situations where computers perform 	<ul style="list-style-type: none"> • Online safety sessions by exploring the moral issues surrounding the use of data, trust, copyright and plagiarism. 	<ul style="list-style-type: none"> • Highlighting ways to stay safe when using on line services and social media • By promoting good habits when using digital technologies and social media. 	<ul style="list-style-type: none"> • Teaching children how to be sensible users of technology. • Empowering children to apply their computing

	<p>better than people whilst understanding the limitations of ICT.</p> <ul style="list-style-type: none"> • By using the internet as a gateway to big life issues. • Through providing opportunities for children to explore their creativity and imagination when developing digital products. • Promoting self esteem through opportunities to present their work to others. 	<ul style="list-style-type: none"> • Creating an awareness of; encouraging respect for and developing a tolerance of other people's views and opinions • Considering the benefits and potential dangers of the internet • Discussing cyber bullying and the consequences of different courses of actions in response to online scenarios. 	<ul style="list-style-type: none"> • By discussing the impact of ICT on the ways people communicate and helping children express themselves clearly. • Encouraging collaborative learning through paired activities. 	<p>skills and knowledge to the wider curriculum.</p> <ul style="list-style-type: none"> • Developing an awareness of their audience when communicating in a digital environment.
Religious Education	<ul style="list-style-type: none"> • Experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religion and worldviews. • Asking and responding to questions of meaning and purpose. 	<ul style="list-style-type: none"> • By exploring morality including rules and teachings 	<ul style="list-style-type: none"> • By exploring the qualities which are valued by a civilised society – thoughtfulness, honesty, respect for difference, independence. 	<ul style="list-style-type: none"> • Exploring similarities and differences between faiths and cultures. • Engaging with text, artefacts and other sources from different cultures and religious backgrounds • Visits to different places of worship and visitors of different faiths.

	<ul style="list-style-type: none"> • Exploring spiritual practices such as worship and prayer, and considering the impact of these on believers and any relevance to their own life . • Visits to places of worship. 			
Music	<ul style="list-style-type: none"> • Allowing children to show their delight and curiosity in creating their own sounds through composition. • Considering how music makes us feel and explore these range of emotions. 	<ul style="list-style-type: none"> • Exploring how music can convey human emotions such as sadness, joy, anger... e.g., The Planets Suite and The Carnival of the Animals • By appreciating the self-discipline required to learn a musical instrument e.g.ocarina 	<ul style="list-style-type: none"> • Exploring how an orchestra works together. • Appreciating how music is used in different ways in different settings e.g., for pleasure, for worship, to help people relax. • Singing and performing together as a whole school. 	<ul style="list-style-type: none"> • Providing opportunities to take part regularly in singing. • Encouraging children to listen and respond to traditions from around the world • By listening and responding to music which forms our musical heritage, e.g., Vivaldi's Four Seasons, • By appreciating the connections between music, art and literature, and how these form

				'movements' such as expressionism.
PE	<ul style="list-style-type: none"> Delighting in movement, particularly when children are able to show spontaneity and creativity in devising sequences By taking part in activities such as dance, games and gymnastics which help children to become more focused, connected and creative. By being aware of one's own strengths and limitations 	<ul style="list-style-type: none"> By discussing fair play and the value of team work. Developing qualities of self-discipline, commitment and perseverance. By developing positive sporting behaviour. 	<ul style="list-style-type: none"> By developing a sense of belonging and self esteem through team work. By developing a sense of community identity through taking part in inter school events. By celebrating sporting achievements and team results in assembly time Participating in DG sports events. 	<ul style="list-style-type: none"> Making links with national and global sporting events such as the World Cup and the Olympics Exploring rituals surrounding sporting activities e.g. traditions, using national anthems.
PSHE	<ul style="list-style-type: none"> Developing awareness of and responding to others' needs and wants through the core concepts. By developing our school core values- courage, honesty, team 	<ul style="list-style-type: none"> Exploring what is right and wrong and how we can make amends for our actions. Making explicit links to the school's values and behaviour policy. 	<ul style="list-style-type: none"> By helping children to engage in a democratic process for agreeing rules. Student Governors and valuing of pupil voice when making decisions. 	<ul style="list-style-type: none"> By exploring how different cultures can offer insights into how we lead our lives Use of different learning partners within our classes. Working collaboratively in groups.

	work, respect, resilience and			
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