

<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>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>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>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>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>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>Individual activities that provide the opportunity for self-reflection, awareness and challenge:</p> <ul style="list-style-type: none"> Educational Visits to places of culture including Norwich Theatre Royal, various Museum visits, Norwich Museum Art Gallery. Educational Visits to Houses of Parliament to learn about democracy, British society and law making (Y5/6). Residential Visits (Yr3/4 and Yr5/6) annually to develop understanding of diversity, different cultures and social skills such as co-operation, independency and collaboration (Norfolk Broads, Northumberland and France). School Ethos Group develops spirituality within the schools in the federation, plans, leads and monitors collective worship and works with named governors to develop their voice in decision making (moral). Visitors from other faiths within the UK and wider world to understand spirituality and diversity of our own and other cultures – Sikh (Mr Singh), Islam, Catholic, Methodist and fortnightly visits from local CofE vicar. Charity visitors and safety visitors to promote social, cultural and moral values – Child Line, Guide Dogs for Blind, Sight seers, road safety. Children support a range for charities and raise funds for these as a moral duty – Fara Kids, Save the Children, Big C, Nelson’s Journey (Purple Picnic), Red Nose Day, British Heart Foundation (Jump Rope) and Children in Need. 	

How do The Unity Federation of Church Schools promote all aspects of SMSC across subjects?

2014/15 Audit

	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
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 2016/17 by:

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

Examples of How the Unity Federation of Church Schools promote all aspects of SMSC across subjects in 2014/15

The examples below are not exhausted but lifted from the planning for learning completed by teachers during 2014-15, more examples are found in the termly subject planning week by week break down on our website.

	Spiritual	Moral	Social	Cultural
English	Reflecting on biblical texts and texts that inspire, engage, excite and reflect e.g. Footprints, The Highway Man and I wonder ... statements in speaking and listening tasks.	Exploring dilemmas in the writing process of adventure stories. Debating points of view linked to hot-seating story characters or debating conflicting views.	DRAMA – Christmas productions of the Nativity requiring working collaboratively and sharing ideas / supporting one another.	Creation Stories from around the world. Classical Poetry. Stories from the Bible.
Maths		Surveys, data handling and graphs. Algebra (UKS2)	Regular problem solving activities related to real life. Fundraising events for charities where children manage money, run events to a budget.	Exploring maths from different cultures and how this influences our systems e.g. Arabic, binary.
Science	Exploring Space and Beyond – leads to awe and wonder when the planetarium visits!	KS2 Galapagos – Darwin and evolution v's creation stories and the bible. Fair testing. KS1 Caring for Plant and Animals, growing butterflies, tending plants, growing from seeds.	Undertaking practical experiments together: Floating & Sinking Growing Butterflies Testing how seeds grow with different variables.	
RE	KS2 Life is a journey KS1 Why do Jew celebrate Passover?	KS2 Creation stories KS1 What do Christian's believe? Collective Worship – values of Justice, Respect and Compassion.	KS2 Why do Christian's celebrate the Eucharist? KS1 Why do Christian's go to church?	Exploring through themed days other fiaths in the UK: Judaism Islam Sikhism Walsingham Shrine Day (UKS2)
PE		Cluster events: Rugby, Football, Netball Learning to follow rules	Working as a team – Tag Rugby, Team Games, Sport day, Cluster Sports Day, Federation Sports Day	
History	KS2 The Tudors Ancient Egypt	WW1 – Remembrance Henry 8 th and the church	KS1 People from the Past / People who influenced us	KS1 events in recent history (landing on the moon) KS2 War and how it affects us?
Geography		(LKS2) Rainforests and deforestation	KS1 Our Village KS2 Settlements KS2 Rivers All Children – Forest Schools	Visits to other places: London France Norfolk Broads Coast / Forest/ Heath
Computing		KS2 Coding – following rules KS1 Beebops / Purple Mash	e-mailing pals in other schools Class blogs Creating Powerpoint presentations	Using the www to research learning Using the www to learn about the wider world
Art	Exploring the Nativity through pictures from the National gallery.		Take 1 Picture – Paston Treasure, the history of the objects, how they reflect life in the 1800s where are the objects now?	Take 1 Picture – Paston Treasure how Victorian culture is different to today and what is their legacy?
Music	KS2 BBC Take Ten Pieces – emotional reaction to music.	KS1 Rhythm, beat, timbre	KS1 / KS2 performing compositions Singing club Samba Club	Music from around the world, African Drumming Day, Ukulele band

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