

Spiritual, Moral, Social and Cultural Development at Mayhill Junior School

We believe that the ethos of our school underpins the SMSC development of all learners. SMSC is central to the life and work of our school.

Evidence of SMSC across our school's curriculum:

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<p>English</p>	<p>In responding to a poem, story or text, pupils can be asked,</p> <p>‘I wonder what you think happens next?’</p> <p>‘How would you feel if you were the person in the story?’</p> <p>‘Where have you met these ideas before?’</p> <p>By appreciating the beauty of the language.</p>	<p>By exploring stimulus for thinking about the consequences of right and wrong behaviour; 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 viewpoints.</p> <p>By using texts ‘The Island’ and ‘Rose Blanche’ in Year 5 to consider injustice.</p>	<p>By supporting conceptual and language development through an understanding of and debates, e.g. the process of democracy, refugees</p> <p>By providing opportunities for talk in the range of settings, especially through the ‘Talk 4 Writing’ approach.</p> <p>By giving children opportunities to write election speeches to persuade others to vote for them.</p> <p>By providing able writers workshops</p>	<p>By pupils telling stories from their own cultures and backgrounds creating the idea that ‘everyone has a story to tell’.</p> <p>By providing opportunities for pupils to engage with texts from different cultures e.g. creation stories from around the world, myths and legends, poems from other cultures etc.</p> <p>By looking at developments in society in the UK through the poem ‘The Highwayman’</p>

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<p>PE</p>	<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 focussed and creative.</p> <p>By being aware of one's own strengths and limitations e.g. Year 5 swimming lessons, participation in Sports Day.</p> <p>By considering the impact of Ramadam.</p>	<p>By discussing fair play and the value of team work.</p> <p>By developing qualities of self-discipline, commitment and perseverance.</p> <p>By developing sportsmanship e.g. good attitude regardless of result.</p> <p>By discussing the pluses and minuses of competitive sport.</p> <p>By discussing issues in the newspapers e.g. drugs in sport</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>By offering a variety of extra-curricular sporting activities that are cross phase/year group, enabling pupils to work together in a variety of different groupings and contexts.</p> <p>Annual Sports Day.</p> <p>By providing able PE workshops</p> <p>Mixed Year 5/6 PE Lessons.</p>	<p>By learning about the history of sport and where they originate from e.g. The Olympics when studying the Greeks (Year 5).</p> <p>By making links with national and global sporting events such as the World Cup and the Olympics.</p> <p>By exploring rituals surrounding sporting activities e.g. medal ceremonies, learning and singing the national anthem.</p>

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<p>Computing</p>	<p>By understanding the advantages and limitations of ICT.</p> <p>By recognising the power of computers by making lego move.</p> <p>By using the internet to pose questions and gain answers.</p> <p>By exploring the beginning of technology in the 1960's in our space topic and people's awe at it.</p>	<p>By exploring the moral issues surrounding the use of data.</p> <p>By considering the benefits and potential dangers of the internet – e.g. campaigns for charities and injustice as a force for good. Cyber bullying as a danger.</p> <p>By considering the vision of those involved in developing the web.</p> <p>Year 6 Topic Blogs: How to communicate appropriately on line.</p> <p>E Safety programme.</p> <p>Using videos as a portal into moral dilemmas.</p>	<p>By links through digital media services with other schools and communities.</p> <p>By highlighting ways to stay safe when using on line services and social media.</p> <p>IT Club.</p> <p>Pair and Group Projects.</p> <p>Contribute to school blogs.</p> <p>E-Safety – how to stay safe when making friends online.</p> <p>Discussing the impact of IT on how we communicate e.g. Skype.</p> <p>By working with new technology together e.g. new school tablets.</p> <p>By making short films about residential trips.</p>	<p>By developing a sense of awe and wonder at human ingenuity.</p> <p>Google Earth to look at foreign countries.</p> <p>Using videos as a portal into other cultures.</p> <p>By exploring human achievements and creativity using computing worldwide.</p>

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<p>Mathematics</p>	<p>By making connections between pupils' mathematical skills and real life; e.g. creating charts to compare how a child in India spends their day with how children at Mayhill spend their time.</p> <p>By considering pattern, order, symmetry and scale in both the man made and natural world.</p>	<p>By engaging pupils playfully; e.g. in unequal shares of resources, why might someone be upset if they received less than other people? E.g. fractions of cake.</p> <p>By considering fair distribution of world resources and data.</p>	<p>By the sharing of resources within the classroom, the negotiating of responses and group problem solving.</p> <p>By analysing social data e.g. on poverty and bullying, including cyber bullying in anti-bullying week.</p> <p>By providing able maths workshops.</p> <p>By asking children how they view maths.</p> <p>By working in mixed ability groups to support each other.</p>	<p>By asking questions about the history of maths, e.g. What did the Greeks discover that we still use in maths today?</p> <p>How education is viewed in an eastern society – Confucious.</p> <p>Exchange rates, how it affects our holidays, market forces?</p>

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<p>Design and Technology</p>	<p>By reviewing and evaluating created products.</p> <p>By creating divas in Year 3 for Diwali</p> <p>Sewing.</p> <p>By promoting a sense of achievement.</p> <p>By designing and making space buggies for space topic in Year 5.</p> <p>By celebrating personal creativity.</p>	<p>By promoting the safe use of tools, teaching right and wrong methods.</p> <p>By thinking about changes in the technology world.</p>	<p>By team and group work activities.</p> <p>By using peer assessment of some work.</p> <p>By making contributions to the local society e.g. Magna Carta artwork.</p> <p>By providing access to 'building challenge' workshops in collaboration with other schools</p>	<p>By making UK landmarks in the Year 3 'Wish you were here' topic</p> <p>By creating Roman Shields in Year 4.</p> <p>By evaluating products from different cultures in Year 6</p> <p>By looking at different Catapult designs in Year 5.</p> <p>By examining the different contributions/technical advances from different cultures – Mayans, Romans, Greeks.</p>

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<p>PSHE/Circle Time</p>	<p>By promoting awareness and respect for other cultures and religions.</p> <p>By developing awareness of others needs.</p> <p>By developing resilience and inner strength.</p> <p>By offering Padre Assemblies each week.</p> <p>By exploring the impact of belief and relevance to own lives e.g. Nelson Mandela – Year 5.</p>	<p>By producing Classroom charters.</p> <p>By discussing our school ethos and values.</p> <p>By carrying out Rights respecting work on rights for the child.</p> <p>By participating in work on ‘the school as a community’.</p> <p>By first aid training in Year 5 – helping others.</p> <p>By running Disability and difference workshops for lower school.</p> <p>Through Relationship and Sex education lessons</p>	<p>Through our Anti Bullying Week programme.</p> <p>Through Circle time discussions on lunchtime issues.</p> <p>By promoting teamwork in PE.</p> <p>Through the democratic process</p> <ul style="list-style-type: none"> • School Council • House Captains • Pupil Surveys <p>Through the provision of ELSA sessions to support friendship issues.</p> <p>Through Peer Mentors in the playground.</p> <p>Through Play Leaders at Infant School.</p> <p>Through our Chill Out Club at lunchtimes.</p>	<p>Through RE lessons to explore how other cultures can advise on how to lead our lives.</p> <p>Through ‘Around the World’ topic in Year 6</p> <p>Through our annual UNICEF ‘Day for Change’</p>

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RE	<p>By exploring big questions such as 'Are we alone in the universe?' in our Space topic.</p> <p>By asking and responding to the meaning and purpose of religion.</p> <p>By allowing time for reflection in Whole school and Year group assemblies</p>	<p>Through our behaviour policy, class charter and RRS work and exploring the Ten Commandments.</p> <p>By exploring 'good' and 'evil' in Padre assemblies.</p> <p>By examining the meaning of 'Justice' in Year 5</p>	<p>Exploring values of a civilised society e.g. honesty, respect, independence.</p>	<p>Through the Diwali topic in Year 3.</p> <p>Through awareness of other religions via RE curriculum.</p> <p>By learning about the Saints through Padre Assemblies.</p> <p>By exploring similarities and differences between Christianity, Judaism and Islam – Year 5.</p> <p>By engaging with texts and artefacts from different cultures and religions.</p> <p>By looking at the beliefs of the Ancient Greeks compared to Modern day Greece.</p>

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<p>Music</p>	<p>By encouraging the responding to the performing, listening and composing of music. How does it make us feel?</p> <p>By allowing children to express their feelings through music and sounds they create.</p>	<p>Through music which encourages a respect for others, instruments and a whole range of music styles.</p> <p>Through responsibility of looking after the classroom and instruments before and after the lesson.</p> <p>Through Self discipline involved in learning an instrument (music lessons).</p>	<p>Through social development, collaboration and sense of togetherness promoted by the ensemble lessons of Samba drums, Hampshire Music, Rocksteady and School Band.</p> <p>By taking part in Singing Assembly for the whole school each week.</p> <p>By producing a Lower school and Upper school performance each year.</p>	<p>By learning about and respecting the music and culture of others (Samba – Brazil, South Africa).</p> <p>By appreciating musical heritage through learning about traditional drumming rhythms of other cultures.</p> <p>Through looking at dance and music around the world in Year 6</p>

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<p style="text-align: center;">Art</p>	<p>By providing students with opportunities to explore natural phenomena through sketching of wildlife (Austin's Butterfly, pond, art, space.)</p> <p>By producing artwork linked to religion in Year 3.</p> <p>By using pictures of planets, space (Year 5) to stimulate writing.</p> <p>Allowing children to express their feelings through art.</p>	<p>By exploring how an artist's inner feelings and conscience can influence artwork. (Edvard Munch/Chagall)</p> <p>By learning about the Gunpowder Plot through comic strips in Year 5.</p>	<p>Through sharing, crafting and trading of resources, critiquing of work and feedback to improve us as artists.</p> <p>By identifying success as artists.</p> <p>By exploring how art has influenced social conflict and resolution – Picasso's Guernica.</p> <p>Through comparing different approaches by artist's and ourselves.</p> <p>By linking our literacy with art in 'The Magic box' topic in Year 3</p> <p>By providing drawing, modelling and craft opportunities with others in Chill Out Club</p>	<p>By exploring and understanding the impact of an artist or movement on the cultural development of a movement in historical context (cubism), Da Vinci and contribution to wider society.</p> <p>By representing the Rainbow Nation (South Africa) through art.</p> <p>Through making vases with Ancient Greek designs in Year 5</p> <p>By weaving tapestries in our Ancient Greek topic in Year 5</p>

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<p>Science</p>	<p>By thinking about how can we explain the unexplainable?</p> <p>By demonstrating that some answers cannot be provided by Science.</p> <p>By creating opportunities for pupils to ask/answer questions about how living things contribute and rely on their environment that we share.</p> <p>Through reflection on the wonder of our natural world. Giving opportunities to ask open questions about naturally occurring wonders. e.g. volcanos, crystals, spiders webs</p> <p>Through studying the universe and asking what else is out there? (Year 5 Space topic)</p>	<p>By giving pupils time to consider human and natural impact on the natural world and both the pros and cons of development.</p> <p>By encouraging pupils to debate whether with the scientific leaps in technology if we can do something scientifically, should we do it morally? E.g. animal testing to save humans.</p> <p>By considering the Earth's natural resources in Year 5 Space topic.</p>	<p>By utilising all opportunities to explain and ensure people's health, safety and welfare. Thinking specifically about long-term social effects to ensure the next generation have a habitable planet.</p> <p>By giving pupils time to consider the social impact on scientific advances over time. Through environmental concerns, medical advances and energy processes.</p> <p>By allowing children to work together carrying out experiments to test their predictions.</p>	<p>By demonstrating that scientific development comes from across the world and that these have all affected our lives.</p> <p>By exploring how different cultures around the world can have different impacts on the planet e.g. less economically developed countries.</p> <p>By investigating how different cultures across time have explained natural occurrences</p> <p>By looking at species of animals of the Great Plains, USA</p>

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MFL (French)	By exploring the beauty of languages and how language is constructed.	By helping pupils gain an accurate and truthful understanding of French culture.	<p>By building up the confidence to communicate in another language. There are many opportunities to interact socially with others through role-play activities. Pupils also learn social conventions e.g. forms of address in French.</p> <p>By providing a school French club each week.</p>	<p>By learning about French customs, pastimes and lifestyles.</p> <p>By learning about French festivals and special days e.g. Bastille Day, Toussaint, customs at Christmas.</p> <p>By re-telling real stories in French.</p> <p>By considering which countries speak French and the historical reasons for this.</p>

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<p>Geography</p>	<p>By thinking about other countries (Year 3 – Italy, Year 4 – Mayan, Mexico, Year 5 – USA, Year 6 – Around the World)</p> <p>By considering ‘Where would you like to live? Why?’ using ICT to help.</p> <p>By comparing life here to life in Bahamas/Australia.</p> <p>Through using google maps to explore USA and ask would you like to live on the Great Plains?</p>	<p>By thinking about tourism and tourists – are they a good thing or bad for society?</p> <p>Through looking into Ecotourism.</p> <p>By considering how people treat the Earth’s resources – Year 5</p>	<p>Through looking at social norms in other countries.</p> <p>By examining social responsibility, looking after our world, littering, pollution.</p> <p>Through a residential trip to Stubbington – Year 5/6</p>	<p>By looking at different cultures of different countries.</p> <p>Through focussing on one country – what are their cultural norms? (i.e. Year 3 Diwali topic – look at India and other areas where they celebrate Diwali)</p> <p>By looking at life on the Great Plains for the Native Americans</p> <p><i>For future – link with other schools.</i></p>

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<p>History</p>	<p>By using ‘Why questions?’ Making children think. Provoking ideas, different courses of events.</p> <p>By looking at important events from history.</p> <p>By considering how would it have been different if man had not been to the moon? – Year 5.</p> <p>Through links with the RAF Remembrance Day ‘Goodnight Mr Tom’ text Holocaust ‘Then’ questioning and think Mandella – faith can change the man</p> <p>By considering how we mark Guy Fawkes.</p>	<p>Through consideration of wars/battles.</p> <p>By provoking questions.</p> <p>By making hypotheses.</p> <p>Through studying famous people from history – look at decisions they made – what effect did that have on us? Does it remain today? (Magna Carta)</p> <p>Through our Romans, Space, Anglo Saxons Topics</p> <p>Through work on Human Rights – are there people in the world who don’t get a fair deal?</p> <p>By examining historical stories unfairness, dramas.</p> <p>Through Assemblies</p> <p>By studying key figures e.g. Martin Luther King Mandella Wilberforce etc</p> <p>Through studying the text ‘Rose Blanche’ in Year 5 (exploring rights and wrongs in war)</p>	<p>By looking at communities – Stone Age Cave Art</p> <p>Communication – family units</p> <p>By considering in Year 4 what the Romans gave us- roads, plumbing, writing, numbers</p> <p>By teaching Stone Age Maths lesson.</p> <p>Through looking at mistakes made in history. Help us accept our own mistakes.</p> <p>By considering social structure in the past (children’s rights)</p>	<p>By studying the history of our local area (Magna Carta)</p> <p>Through visits – Old Basing House, British Museum, Butser Ancient Farm.</p> <p>Through looking at how history is shaped by culture.</p>

