

# SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT (SMSC)

## A QUICK GUIDE TO PROMOTING SMSC ACROSS THE CURRICULUM

<p><b>English</b> contributes to children’s SMSC development through:</p> <ul style="list-style-type: none"> <li>• Developing confidence and expertise in language, which is an important aspect of individual and social identity;</li> <li>• Enabling pupils to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television;</li> <li>• Developing pupils’ awareness of moral and social issues in fiction, journalism, magazines, radio, television and film;</li> <li>• Helping pupils to understand how language changes over time, the influences on spoken, and written language and social attitudes to the use of language.</li> </ul>	<p><b>Science</b> contributes to children’s SMSC development through:</p> <ul style="list-style-type: none"> <li>• Encouraging pupils to reflect on the wonder of the natural world;</li> <li>• Awareness of the ways that science and technology can affect society and the environment;</li> <li>• Consideration of the moral dilemmas that can result in scientific developments;</li> <li>• Showing respect for differing opinions, on creation for example;</li> <li>• Co-operation in practical activity;</li> <li>• Raising awareness that scientific developments are the product of many different cultures.</li> </ul>	<p><b>Mathematics</b> can provide a contribution to children’s SMSC by:</p> <ul style="list-style-type: none"> <li>• Enabling pupils to acknowledge the important contribution made to mathematics by non-western cultures.</li> </ul>	<p><b>Art</b> contributes to SMSC by:</p> <ul style="list-style-type: none"> <li>• Art lessons develop children’s aesthetic appreciation;</li> <li>• In turn Art evokes feelings of ‘awe’ and ‘wonder’;</li> <li>• Giving pupils the chance to reflect on nature, their environment and surroundings.</li> <li>• Studying artists with spiritual or religious theme, issues raised by artists which concerns ethical issues, such as War painting.</li> </ul>
<p><b>History</b> makes a contribution to children’s SMSC by:</p> <ul style="list-style-type: none"> <li>• Looking at the creation and evolution of British society;</li> <li>• Enabling pupils to reflect on issues such as slavery, the holocaust and Imperialism;</li> <li>• Showing an awareness of the moral implications of the actions of historical figures.</li> </ul>	<p><b>ICT</b> contributes to children’s SMSC development through:</p> <ul style="list-style-type: none"> <li>• Preparing the children for the challenges of living and learning in a technologically-enriched, increasingly inter-connected world;</li> <li>• Making clear the guidelines about the ethical use of the internet;</li> <li>• Acknowledging advances in technology and appreciation for human achievement.</li> </ul>	<p><b>Geography</b> contributes to children’s SMSC development through:</p> <ul style="list-style-type: none"> <li>• Opportunities for reflection on the creation, earth’s origins, future and diversity are given;</li> <li>• Reflection on the fair distribution of the earth’s resources and issues surrounding climate change;</li> <li>• Studies of people and physical geography gives our children the chance to reflect on the social and cultural characteristics of society.</li> </ul>	<p><b>D.T.</b> lessons make a particular contribution to children’s SMSC development through:</p> <ul style="list-style-type: none"> <li>• Reflecting on products and inventions, the diversity of materials and ways in which design can improve the quality of our lives;</li> <li>• Awareness of the moral dilemmas created by technological advances;</li> <li>• How different cultures have contributed to technology;</li> <li>• Opportunities to work as a team, recognising others’ strengths, sharing equipment.</li> </ul>
<p><b>French and other MFL</b> contribute to the children’s SMSC development:</p> <ul style="list-style-type: none"> <li>• Children may gain insights into the way of life, cultural traditions, moral and social developments of other people;</li> <li>• Social skills are developed through group activities and communication exercises.</li> <li>• Listening skills are improved through oral/aural work.</li> </ul>		<p>Children’s SMSC development is actively promoted through <b>PE</b> by:</p> <ul style="list-style-type: none"> <li>• Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play;</li> <li>• Exploring the sports and traditions of a variety of cultures.</li> <li>• Individual activities that provide the opportunity for self-reflection, awareness and challenge.</li> </ul>	<p><b>OFSTED</b> has plenty to say about <b>SMSC</b>, both within judgements on Leadership &amp; Management, and Overall Effectiveness. One key judgement in the 2012 schedule is: <b>“In reporting, inspectors must also consider the spiritual, moral, social and cultural development of the pupils at the school.”</b></p>
			<p><b>GOVERNORS</b> might effectively ask: “How is the children’s SMSC Development being promoted across different areas of the curriculum, such as (insert subject)?”</p>