



**ROKEBY PRIMARY SCHOOL**

PART OF STOWE VALLEY MULTI ACADEMY TRUST

# Spiritual, Moral, Social and Cultural Education (SMSC) at Rokeby

## What is SMSC?

At Rokeby we put SMSC 'at the heart' of school development. It requires schools to think about the kind of people we aspire to be, the kind of world we aspire to create, and the kind of education we aspire to provide (OFSTED, 2019).

There are four strands to SMSC:

**SPIRITUAL:** Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

**MORAL:** Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views and have an appreciation of British Values/Global Virtues.

**SOCIAL:** Investigate and moral issues; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the fundamental values of British democracy.

**CULTURAL:** Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

## How do we promote SMSC at Rokeby?

We promote SMSC through the teaching of our curriculum, which is underpinned by the Power of Reading and through wider school life, both in the classroom and outside of the classroom.

## SMSC in the Curriculum

### Spiritual

#### English

Spiritual development in English involves children exploring the meanings of different books and texts and empathising with characters facing problems within their lives. The texts that our children cover at Rokeby have been carefully selected so that our children not only engage with the ideas, but the emotional journey of the characters involved. There is the opportunity for the children to reflect on their personal lives through text types such as diaries, poems, biographies, picture books on current events and to enhance their emotional understanding through the widening of their vocabulary. Some examples that you might see in class are:

- Drama / acting in role as different characters
- Writing in role
- Working as a team to problem solve
- Role on the wall
- Empathising with characters through a range of activities such as freeze framing and conscience alley

#### Mathematics

Mathematics supports spiritual development by engaging children with depth of thinking and problem solving. Mathematics enables children to make sense of the world around them and we strive to enable each of our children to explore the connections between their numeracy skills and every-day life. Power Maths supports this concept, as during the 'discover' task in every lesson, the class are challenged with a real-life problem related to the strand of maths being taught.

#### Science

- Helping children to appreciate the awe and wonder of the natural world
- Helping children to marvel at the scale of living things from a tiny insect to the tallest tree
- Helping children to marvel at how animals and plants are adapted to suit their environment, such as the wonder of camouflage
- Drawing children's attention to the complexity of living things, such as the intricacy of a spider's web
- Encouraging children to notice the beauty of natural phenomena such as rainbows, waterfalls, crystals and mountains
- Teaching children about the diversity of our planet, such as contrasting environments from tropical rainforests to deserts and polar landscapes

#### Computing

ICT supports spiritual development by looking at how ICT can bring rapid benefits to discussions and tolerance to an individual's beliefs. However, children are exposed to the limitations and abuse of the internet where they question and justify aims, values and principles of their own and others' belief system.

## Geography

There are many ways in which geography can contribute towards spiritual development, the study of real people in real places, and of our relationship with the environment. As such, there are many occasions when we can give pupils the opportunity to reflect on their own values and beliefs, and those of others.

## History

At Rokeby, the study of History involves a sense of curiosity and the mystery of how and why events in the past happened and raises questions as to what could have happened if events had had different results. Artefacts are used to give pupils a sense of the past and aid pupils in understanding the people who produced and used these objects. For example, Rokeby children will study historical artefacts through the texts 'Leon and the Place Inbetween' in KS1 and will encounter more through planned excursions to places like The Imperial War Museum, Coombe Abbey and Lunt Roman Fort. Pupils are encouraged to explore the role played by important individuals, for good or ill, in the shaping of the world we live in. Pupils also reflect upon different interpretations of the past and how these interpretations have been arrived at.

## Design Technology

Children have many opportunities to reflect on their work and make improvements. Due to the nature of product design, our children make products that would appeal to others and relate to their learning, causing them to consider what makes other people happy. Through the children's design technology learning curriculum all children have rich and meaningful opportunities to use creative thinking. Through this the children build resilience and know when to accept compromise and be persistent during the 'making' phase of each design.

Such examples include in year 1 during textiles making an egg cosy to keep a penguin chick warm and a visit in year 3 to the Think Tank on our changing planet.

## Music

Spiritual education encourages deep thinking and questioning the way in which music has the power to influence and change behaviours, opinions and actions. Music lessons provide pupils with the opportunities to be creative and express their response to a range of stimuli. Pupils are encouraged to share their responses and to develop their spiritual awareness of music – whether it be through the enjoyment of listening to and making music alone or with others.

Children:

- Develop a sense of enjoyment of and reflect on a variety of music
- Understand how music can raise emotions and explore the range of feelings it can invoke
- Use imagination in group work, composing and listening
- Explore collective thinking and other opinions in group music making and listening
- Develop confidence and individuality through
- Seek to understand how music reflects explore their own the beliefs of others, and can promote self-identity
- Reflect on their work through self-evaluation

## PSHE

Spirituality branches into the 'health and well-being' core as well as 'living in the wider community', where children learn about how others develop spiritually in different stages of life and cultures. Spirituality at Rokeby is closely explored through our annual Global Virtues week within which we focus on the core British Values, rebranded as Global Virtues, which allows children to gain new experiences of other cultures, faith groups and gain a greater understanding of the values encompassed in the term Global Virtues. Alongside this, our PSHE scheme develops skills across the key stages, such as: in year 2, children learn about caring for the local community, which progresses onto celebrating diversity and religious views in year 4. Children learn about setting goals and having aspirations in each year of our PSHE programme to support their own personal development so that they can be healthy, caring and independent citizens in society.

## RE

Children experience and search for meaning, purpose in life and the values by which we live. In learning about different religions and why people believe, children have the opportunity to learn from their own and others' experiences, to reflect on and interpret spirituality in their own lives and discuss and reflect 'big' questions. Children develop their self-knowledge, self-esteem and self-confidence. At Rokeby we regularly hold charitable events such as a Macmillan Coffee morning, this allows children to consider those less fortunate than themselves, reflect, decide how they want to react and take positive action.

## MfL

French supports spiritual development by exploring new language and vocabulary. Children are encouraged to express themselves through the teaching of the names of emotions in French. Children know how to ask their peers how they are feeling and know a range of responses.

## Art and Design

Pupils at Rokeby are encouraged to approach art and design as a spiritual experience. They are introduced to work by a range of artists and are encouraged to experience awe and wonder at these works of art. They also experience admiration and respect for their peers' work.

## Moral

### English

Moral development involves children analysing the dilemmas many characters face in the books and texts as well as searching for hidden messages. In the younger year groups, we aim to teach and recognise morals such as the way we treat others by reading a range of books and understanding the message they are trying to teach us. In the older year groups, we aim to teach and recognise more complex moral dilemmas and ways to overcome or deal with them. We achieve this by giving them the opportunity to explore the motives of the character/s and certain issues both verbally and in their writing.

Examples you might see will include role on the wall, free verse poetry, informal persuasive letter writing in role. Texts include Wild, Zerafa Giraffa, The Journey and The Lion and the unicorn.

### Mathematics

Mathematics threads through many other subjects that support and promotes moral development. This can be in geography lessons, by encouraging children to look, discuss and evaluate a range of social and moral issues found in the world. For example, when Year 6 learn about the deforestation of the rainforest, they use their maths skills to work out how much has been cut down over time. They then relate this to everyday measurements that children are used to, such as the children learn that, 'an area of Amazon rainforest roughly the size of a football pitch is now being cleared every single minute.'

### Science

Holding discussions to help children to ask questions about the effects of human activity on our planet such as deforestation, pollution, global warming, using chemicals on the land and endangered species

- Helping children to understand the importance for our planet of waste reduction and recycling  
Social
- Providing opportunities for children to take part in paired and group practical investigations
- Encouraging children to share their ideas and their observations
- Teaching children to listen to and appreciate different viewpoints
- Supporting children to debate scientific questions and problems
- Helping children to understand the positive effect that science can have on human lives, such as the discovery of medicines and vaccines
- Helping children to notice the effect that the weather has on human lives
- Helping children to recognise the impact of diet, drugs, exercise and lifestyle on the way the human body functions

### Computing

ICT supports moral development by looking at how ICT developments have had an impact on the environment as technology has meant that old ways of working have been changed to help the environment.

### Geography

Most geographical issues have a moral dimension. Environmental relationships provide a wealth of opportunities for distinguishing a moral dimension. For example, in Year 6, during their topic on Amazing Americas, the children debate and consider each other's ideas regarding deforestation of the rainforest for palm oil. In Year 4, the children read a book called 'One Plastic Bag', during this topic the children are taught and reflect on how people can both improve and damage the environment.

## History

Pupils are asked to consider and comment on moral questions and dilemmas. Events and beliefs in the past will often be at odds with what we would consider unacceptable today (and were to some people in the past also) Pupils will be encouraged to show compassion for people facing dilemmas and to empathise with decisions which people in the past made and the reasoning behind these decisions. Notions of right and wrong are explored in connection with events from the past, linking with the value of justice. For example, in Year 5 Rokeby children will have the opportunity to think about the dilemmas people faced during the war through the study of the text 'The Journey'.

## Design Technology

Through our cooking and nutrition learning our children relish the chance to explore foods from other cultures.

They are encouraged to be respectful of the difference of opinion, flavours and ingredients used by people around the world. Children confidently express their views about designs. They make rational judgements about what is achievable and willingly review and alter their designs. Such examples include food and nutrition in year 6 celebrating French cooking and seasonality.

## Music

Moral education gives opportunities for pupils to engage in critical discussion of musical performances from other students and we encourage pupils to reflect on any specific or cultural references. Where children present their own work, we ensure that assessment and evaluation is fair.

Children:

- Develop respect for others
- Explore role models in music – discuss the influence (both good and bad) famous people can have.
- Understand that some music can be inappropriate in different circumstances – eg football chants
- Express their own responses and opinions of the work of others with a justification for their view.

## PSHE

A moral compass is a skill that umbrellas into the 3 PSHE areas focused upon at Rokeby and is consistently progressed each year as the curriculum builds upon prior skills and understanding. For example, in key stage one, children learn about right, wrong and consequences and are faced with situations to role play, in order to explore experiences from 'other people's shoes.' Whereas in year 5 children explore rights as well as law to further understand how the choices they make effect themselves and others around them. Children also learn about morals through our Protective Behaviours Programme and our focus on Online safety and Anti-Bullying.

## RE

As soon as children start school, they learn about shared and differing moral values, right and wrong, good and bad, before developing the skills to enable them to debate on these topics. Children discuss issues such as people's responsibility towards the world and future

generations. Children have opportunities to make a personal response to right and wrong and to consider other peoples' responses to moral issues, adults consider this in a reactive way when engaging with children across the curriculum in classrooms, on the playground during playtimes, during lunch and in the corridors.

During mentor meetings at Rokeby children are given the opportunity to recognise the difference between right and wrong, and readily apply this understanding in their own lives and at school.

### French

Children are taught an accurate and understanding of another culture. Children learn about 'Bastille Day' in Year 3, during the 'French Cultural Lessons' unit and the reasons why this is important to so many people in France and the other countries that celebrate it.

### Art and Design

Pupils at Rokeby develop their mutual respect and the consideration for others' work. Pupils are encouraged to show compassion when assessing the work of others. Understanding how their comments support and develop their peers' self-confidence.

## Social

### English

Social development in English involves children developing their ability to learn as a team, valuing active listening, skilled speaking and taking on a responsibility within a group. We read texts that offer perspectives on society and the wider community and how it impacts on our lives. In taking different roles in group discussions children are introduced to ways of communicating fairly and effectively with each other. This also develops their confidence and knowledge of language, which is an important aspect of individual and social identity.

Examples also include theatre visits, drama workshops and visiting author workshop groups. Texts include Anna Hibiscus, Owl babies and Shackleton's journey.

### Mathematics

Mathematics supports social development by requiring verbal reasoning. Children have opportunities to discuss their learning with their peers. At the end of every maths lesson, children have the opportunity in their Power Maths book to reflect on their learning. When they have reflected, they can share their reflections with a peer. Once every 2 weeks, children take part in investigations in maths. They work with their peers to solve a range of maths investigations/challenges.

### Science

- Providing opportunities for children to take part in paired and group practical investigations
- Encouraging children to share their ideas and their observations
- Teaching children to listen to and appreciate different viewpoints
- Supporting children to debate scientific questions and problems

- Helping children to understand the positive effect that science can have on human lives, such as the discovery of medicines and vaccines
- Helping children to notice the effect that the weather has on human lives
- Helping children to recognise the impact of diet, drugs, exercise and lifestyle on the way the human body functions

### Computing

ICT supports social development by completing of group work within lessons as well as practical tasks. Children are required to understand about social media and the advantages these sites have brought as well as the numerous problems such as cyber bullying.

### Geography

Children are given many opportunities to work with their peers through activities in the geography classroom. Children take part in pair work, group work, role-play and geographical games, which foster good social behaviour and self - discipline. Through fieldwork, geography makes a distinctive contribution to social development. In year 4, children prepare questionnaires to investigate people's views on an environmental issue. The children then discuss and listen to the views of their peers and investigate what they can change.

### History

Pupils will explore the similarities and contrasts between past and present societies and be made aware of how, in the main, we are very fortunate to live in 'the modern world' which links with the value of thankfulness. They will examine how other cultures have had a major impact on the development of 'British' culture. Rokeby children in Year 4 will have the opportunity to explore the past societies and cultures of the Vikings through the story 'Arthur and The Golden Rope' and see how life was then compared to the 'modern world' of today. Pupils will also be encouraged to build up their own social development through collaborative and team working activities. The study of social issues is a common theme in History lessons.

### Design Technology

Through our cooking and nutrition learning our children relish the chance to explore foods from other cultures.

They are encouraged to be respectful of the difference of opinion, flavours and ingredients used by people around the world. Children confidently express their views about designs. They make rational judgements about what is achievable and willingly review and alter their designs. Such examples include food and nutrition in year 6 celebrating French cooking and seasonality.

### Music

Social development is delivered through pupils routinely collaborating in group tasks, as well as being given the opportunity to take responsibility for their own learning outcomes and progress. Skills to enhance their independence, time management and resilience are encouraged. A sense of unity is built through group tasks; these encourage pupils to

address their individual abilities and strengths and then work to collaboratively to build on these. When required to express their feelings, pupils are encouraged to do so sensitively. Pupils also work on music themes to develop their understanding of fundamental British Values.

Children:

- are given opportunities to work independently and collaboratively to develop musical projects.
- Participate in community events and visits.
- Celebrate successes both in and out of school.
- Develop a sense of pride in performing as part of the school community, independently or as part of a group.
- Work collaboratively on musical projects.

### PSHE

Exploration of social skills is embedded into each lesson through the use of pair, group and class discussions and tasks which require children to use social skills to share ideas, listen to others, debate and take on different roles to achieve a common goal. Many of the lessons are also focused on progressing these skills required for life in the wider community under the 'relationships' branch of PSHE at Rokeby. Children learn about community events in year 6 and different cultural meals compared to year 1 in which children learn about opinions, sharing and turn taking with all peers. Social skills are a key avenue for exploring Extremism and Radicalisation and in supporting children to accept others' views as personal choice and in understanding that diversity of viewpoints in what makes us unique, special and a vital part of the community. Children, right from nursery, learn the 5. Teaching and Learning- Key Stage One and Key Stage Two At Rokeby, although PSHE is taught as a stand-alone subject, in line with the DFE statutory guidance, it is embedded into all other aspects of learning and school life. PSHE is broken down into six units per year group. In addition, extra units will be integrated into school learning, to cover areas in further depth, such as: internet safety, relationships and sex education, radicalisation and extremism, and substance related abuse. During learning, an objective is introduced or a 'hook' to grasp children into their current learning. A recap over previous knowledge happens to ensure knowledge is embedded and built upon. importance of sharing, turn taking and listening to others so that they gain respect for each other which entwines into our celebration of Global Virtues in school and in our annual event within our Multi-Academy Trust.

### RE

Children explore similarities and differences in religions and cultures. Through the study of different religions, Children are made aware of the similarities and differences they may have with other Children in their class. This helps them to work inclusively and cooperatively. In Children at Rokeby regularly enjoy a 'no pen day' on these days learning is primarily based around listening, discussion and response.

### MfL

French supports social development by encouraging a collaborative approach to learning. Children regularly converse in French and share information about themselves, such as their favourite colour or when their birthday is. Children learn the skill of communication, in different ways. They explore different social conventions e.g forms of address.

## Art and Design

Art and Design frequently requires all pupils to work in pairs, groups or teams. Pupils often work collaboratively requiring cooperation and communication linking to the values of trust and compassion. There are also social aspects in Art from visiting various places such as Art Galleries and working with pupils from other schools.

## Cultural

### English

Cultural development involves engaging with texts from other cultures to expand children's exposure and awareness of other backgrounds. Through the texts our children cover imaginative writing, poetry, imagery, drama, role play, myths and historical narrative. Our children explore the viewpoints and attitudes of those from other cultures as well as their own. Every child has the opportunity to compare their own culture and community with ones that are different with focuses upon the history, geography, culture, climate, food and other key information about different countries within the texts covered across the curriculum. Children are also encouraged to have a cultural awareness through theatre trips/visits, dance drama workshops and visiting authors. Texts include Grace and family, The Great Kapok Tree and Pebble in my Pocket.

### Mathematics

Mathematics supports the cultural development of a child by exposing them to a range of different approaches to solving problems and reasoning skills. Links are made to geography and history topics where possible. For example, during the topic on the Romans, children use their knowledge of Roman numerals to complete their history work.

### Science

Helping children to learn about the work of scientists from different cultures and ways of life such as Louis Pasteur, Marie Curie, Anders Celsius, Jane Goodall. Thomas Edison and Mae Jemison.

### Computing

The development in technology has impacted different cultures and backgrounds in different ways. More developed countries are able to keep pace with the developments in technology whilst less developed ones can't.

### Geography

Through its study of real people in real places, geography makes a major contribution to cultural development. Pupils learn about the human and physical geography of Rugby, and why it is like that, and contrast where they live with more distant localities. When Year 2 read 'Grace and Family', their geography topic focusses on comparing the United Kingdom with Ghana.

## History

Pupils will study and be encouraged to gain an understanding of and empathise with, people from different cultural backgrounds. They will examine how other cultures have had a major impact on the development of 'British' culture. Through set texts, Rokeby children across the years will study different explorers and how the things they discovered impacted on their own cultures and societies, and also different civilisations like Ancient Sumerians and Vikings for example. Pupils develop a better understanding of our multicultural society through studying links between local, British, European and world history. The contribution of different cultures to human development and progress are studied, which links with the values of wisdom and endurance.

## Music

Cultural education encourages children to understand that music is a universal way in which to communicate feelings, emotions and express responses, with a myriad of cultural inputs through the ages. This involves pupils developing an appreciation of music drawn from a wide variety of genres, forms and purposes. Pupils have opportunities to explore aspects of their own culture and begin to recognise, and appreciate, differences in music, from different times and places. They can also begin to make connections between different cultures. Children:

- Develop respect of musical diversity.
- Respect and develop an understanding of the musical heritage of different cultures, beliefs and religions.
- Learn to play music from other cultures, beliefs and religions and develop knowledge and understanding of different meanings and patterns.
- Study and gain understanding of British Musical Heritage.

## PSHE

C- in a community that includes a wide variety of cultures, children learn a great deal about differences and similarities between people as well as mutual respect and tolerance of others' ideas. Children learn early on in key stage one that everyone is entitled to an opinion which needs to be respected and that our opinions are what make us, us. It is important to value our differences and unique ideas so that we can unite and thrive. Cultural awareness is embedded into Global Virtues within our MAT and is celebrated through our PSHE core strands and Global Virtues celebrations within which children learn about and have the opportunity to celebrate other cultural events. Our PSHE strand of 'wider community' ensures that children are regularly exposed to a wide variety of values, ideas and cultures so that they can understand and embrace diversity in the community and wider world.

## RE

Children learn about other religions, giving them an opportunity to see what it means to belong, to develop confidence in themselves and be able to respond positively to similarities and differences in our multi-faith and changing society. During their time at Rokeby the children are exposed to a variety of different religions, cultures and ways of life. The children are encouraged to be inquisitive, open minded and actively engaged as they explore hands on through, cooking (Chinese New Year Moon Cakes), dressing up, singing (Christmas Carols), acting (The story of Rama and Sita) and much more.

### MfL

French supports the cultural development of a child by exposing them to a foreign language and culture. It helps promote internationalism and their role within the world. Children are taught to appreciate the language and customs of others. When children start learning French in Year 3, children are introduced to France and learn the names of major cities and landmarks. Children are taught about major festivals and events in France, for example 'Le Carnaval De Nice'.

### Art and Design

All Art and Design units link to a diverse range of artists from various cultures and civilisations, all around the world. They lead to a greater understanding of different ways of life and a respect for cultures that are different from our own. This range of learning develops pupils' understanding of the wider world and the people in it.

## **SMSC in Wider School Life**

### **Spiritual**

- Children visit the local Methodist church to take part in workshops, eg Easter and Christmas workshops
- Children take part in a range of festivals/celebrations, from Chinese New Year to Diwali
- The PTA, staff and children work together to have Christmas and summers fairs to fundraise for resources for school
- The Rokeby Promise

### **Moral**

- Assemblies-promoting key SMSC elements and Global Virtues
- Giving to others eg charity events MacMillan Coffee Morning, Children in Need, Mental Health Day, Harvest food bank collections etc
- Learning about people who help us - fire service visits in years 1 and year 5
- Guide Dogs assembly visits - learning to think of others less fortunate
- Awareness of needs of others: World Down Syndrome Day activities
- Global Virtues Week
- Year 6 go to a local elderly home to sing Christmas Carols
- Children earn Dojo points for making positive choices. Dojo points promote many key qualities, such as respect and kindness
- Our Eco Team are working on ways to improve our school grounds

### **Social**

- Whole school/class events such as Roald Dahl Day dance workshops, theatre visiting groups
- Trips out/educational visits
- Residential trips
- KS1 and KS2 perform a Christmas concert
- Year 6 perform a leavers play at the end of year 6
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### **Cultural**

- Year 6 children take part in an election, in a bid to become 'house captain'
- Each class votes for and elects a 'Class Councillor'
- Each week, children watch BBC Newsround, and explore topical issues around the world
-