

SMSC

FRAMEWORK FOR KEY STAGE 1 AND 2

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Spiritual, Moral, Social and Cultural (SMSC) development is the over-arching umbrella that encompasses personal development across the whole curriculum.

Inspectors will evaluate the effectiveness of the school's provision for pupils' spiritual, moral, social and cultural education. This is a broad concept that can be seen across the school's activities, but draws together many of the areas covered by the personal development judgement.

Before making the final judgement on overall effectiveness, inspectors will always consider the spiritual, moral, social and cultural development of pupils at the school, and evaluate the extent to which the school's education provision meets different pupils' needs, including pupils with SEND.

OFSTED continue to 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.

This document provides a sequenced framework of SMSC skills, concepts and knowledge for pupils. It also includes intent statements for each curriculum subject so that schools can show how SMSC is supported in all subjects. Space is provided for schools to show how the following are used to support the teaching of SMSC:

- Software, websites and texts that can be used in teaching SMSC
- Topic and cross curriculum opportunities
- Cultural Capital opportunities to support learning in SMSC

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The **spiritual development** of pupils is shown by their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for, different people's faiths, feelings and values.
- sense of enjoyment and fascination in learning about themselves, others and the world around them.
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

The **moral development** of pupils is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues

The **social development** of pupils is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

The **cultural development** of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across
- cultural, religious, ethnic and socio-economic communities
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity - this is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

SMSC – Key Stage 1				
	Spiritual	Moral	Social	Cultural
Year 1	<p>Emotional Literacy</p> <ul style="list-style-type: none"> Start to recognise or explain how they and others are feeling <p>Enjoyment</p> <ul style="list-style-type: none"> Show signs of enjoyment <p>Creativity</p> <ul style="list-style-type: none"> Engage in creative or imaginative experiences (with some support) <p>Reflectiveness</p> <ul style="list-style-type: none"> Recount events, with support, to reflect on experiences and learning <p>Beliefs and values</p> <ul style="list-style-type: none"> Verbalise some of their own beliefs – religious or otherwise <p>Insight and knowledge</p> <ul style="list-style-type: none"> Demonstrate an awareness that other people have knowledge <p>Respecting others</p> <ul style="list-style-type: none"> Start to show respect through their actions – following school and class rules, for example <p>Perseverance</p> <ul style="list-style-type: none"> With support, tackle a challenge until it is resolved <p>Challenge</p> <ul style="list-style-type: none"> N/A 	<p>Right and wrong</p> <ul style="list-style-type: none"> With support, make right choices based on an understanding of right and wrong Follow school and class rules <p>Consequences</p> <ul style="list-style-type: none"> Recognise that their actions might have negative consequences <p>Respecting others</p> <ul style="list-style-type: none"> Start to demonstrate an awareness of, and respect for, others’ needs, interests and feelings, as well as their own 	<p>Social skills</p> <ul style="list-style-type: none"> Show an awareness that different behaviour might be needed in a religious setting Where possible, play with pupils from different religious, ethnic and socio-economic backgrounds (possibly with encouragement) <p>Collaboration</p> <ul style="list-style-type: none"> Cooperate with others in shared activities, with some support <p>Good citizenship</p> <ul style="list-style-type: none"> Participate, with support, in activities that contribute to the school – eg. picking up litter <p>Accepting advice</p> <ul style="list-style-type: none"> Follow the advice of others <p>Challenging others</p> <ul style="list-style-type: none"> Begin to challenge other people’s opinions and values <p>Respect for the environment</p> <ul style="list-style-type: none"> Demonstrate respect for property and the school Start to show respect for people, living things and the environment 	<p>Race, ethnicity, faith and socio-economic background</p> <ul style="list-style-type: none"> Start to show an awareness of different cultures within the school <p>World view</p> <ul style="list-style-type: none"> Recount some facts that have been given previously, about towns, cities and countries beyond their own <p>Art and music</p> <ul style="list-style-type: none"> Express opinions about artistic, musical, sporting and other cultural experiences <p>Disability, gender, sexual orientation</p> <ul style="list-style-type: none"> Show an awareness of gender Show an awareness of disability <p>British values</p> <ul style="list-style-type: none"> Show some understanding of how their community is organised – eg. school, family Recount some facts about Britain’s political system – eg. the Queen, Prime Minister

SMSC – Key Stage 1				
Year 1	Spiritual	Moral	Social	Cultural
Software/websites/texts				
Topic/Curriculum opportunities				
Cultural Capital opportunities				

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SMSC – Key Stage 1				
	Spiritual	Moral	Social	Cultural
Year 2	<p>Emotional Literacy</p> <ul style="list-style-type: none"> Recognise and explain how they, and others, are feeling <p>Enjoyment</p> <ul style="list-style-type: none"> Express enjoyment in a variety of ways, including an appreciation of the enjoyment of others <p>Creativity</p> <ul style="list-style-type: none"> Start to initiate creative/imaginative experiences (with less support) <p>Reflectiveness</p> <ul style="list-style-type: none"> Reflect on experiences and learning by recounting events (with less support) <p>Beliefs and values</p> <ul style="list-style-type: none"> Verbalise their own beliefs and distinguish between those that are religious and those that are not <p>Insight and knowledge</p> <ul style="list-style-type: none"> Demonstrate a respect for other people's knowledge <p>Respecting others</p> <ul style="list-style-type: none"> Demonstrate respect for others – eg. choosing to help each other <p>Perseverance</p> <ul style="list-style-type: none"> Demonstrate a willingness to tackle problems or challenges until they are resolved or achieved <p>Challenge</p> <ul style="list-style-type: none"> N/A 	<p>Right and wrong</p> <ul style="list-style-type: none"> Make choices based on an understanding of right and wrong Start to develop their own principles <p>Consequences</p> <ul style="list-style-type: none"> Recognise that their actions can have negative or positive consequences <p>Respecting others</p> <ul style="list-style-type: none"> Show respect by starting to explain other people's needs, interests and feelings, as well as their own 	<p>Social skills</p> <ul style="list-style-type: none"> Demonstrate awareness of the rules for behaviour in a religious setting Where possible, play and socialise with pupils from different religious, ethnic and socio-economic backgrounds <p>Collaboration</p> <ul style="list-style-type: none"> Cooperate with others in a range of shared activities <p>Good citizenship</p> <ul style="list-style-type: none"> Participate in activities that contribute to the school and wider community <p>Accepting advice</p> <ul style="list-style-type: none"> Willingly accept and follow advice Start to appreciate that some advice may not be so useful <p>Challenging others</p> <ul style="list-style-type: none"> Begin to challenge other people's opinions and values <p>Respect for the environment</p> <ul style="list-style-type: none"> Start to show respect for people, living things, property and the environment 	<p>Race, ethnicity, faith and socio-economic background</p> <ul style="list-style-type: none"> Develop an understanding of different cultures within the school (race, ethnicity, religion, belief, socio-economic background) <p>World view</p> <ul style="list-style-type: none"> Independently recount facts about towns, cities and countries beyond their own <p>Art and music</p> <ul style="list-style-type: none"> Start to reflect on artistic, musical, sporting and other cultural experiences Accept that other people's views might be different <p>Disability, gender, sexual orientation</p> <ul style="list-style-type: none"> Show an awareness of gender and sexual orientation (in an age-appropriate way in line with the school policy) Show an awareness of, and respect for, disability <p>British values</p> <ul style="list-style-type: none"> Demonstrate a knowledge of how their community is organised – eg. school, family Recount facts about Britain's parliamentary system, past and present – eg. Guy Fawkes, Lord Shaftesbury Name the current Prime Minister

SMSC – Key Stage 1				
Year 2	Spiritual	Moral	Social	Cultural
Software/websites/texts				
Topic/Curriculum opportunities				
Cultural Capital opportunities				

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SMSC – Key Stage 2				
	Spiritual	Moral	Social	Cultural
Year 3	<p>Emotional Literacy</p> <ul style="list-style-type: none"> Begin to recognise the possible impact of their, and others', feelings – eg. starting to show concern for others <p>Enjoyment</p> <ul style="list-style-type: none"> Identify and describe experiences that they like and dislike <p>Creativity</p> <ul style="list-style-type: none"> Independently initiate and participate in creative/imaginative experiences <p>Reflectiveness</p> <ul style="list-style-type: none"> Reflect on experiences by expressing opinions Reflect on learning by expressing opinions <p>Beliefs and values</p> <ul style="list-style-type: none"> Describe their own beliefs and start to put them into religious and ethical contexts <p>Insight and knowledge</p> <ul style="list-style-type: none"> Start to show an awareness of other people's insights <p>Respecting others</p> <ul style="list-style-type: none"> Consistently show respect for others through their manners and actions <p>Perseverance</p> <ul style="list-style-type: none"> Demonstrate perseverance by overcoming a set-back <p>Challenge</p> <ul style="list-style-type: none"> Start to recognise that things that might constrain the human spirit – eg. low aspirations, lack of self-confidence 	<p>Right and wrong</p> <ul style="list-style-type: none"> Explain the difference between right and wrong (in context) Act accordingly to their own principles and accept that other people's views and choices may be different from their own <p>Consequences</p> <ul style="list-style-type: none"> Recognise the consequences of behaviour (theirs and others) Use this knowledge to start to manage their own behaviour <p>Respecting others</p> <ul style="list-style-type: none"> Start to recognise how people can show respect for the needs, interests and feelings of others 	<p>Social skills</p> <ul style="list-style-type: none"> Start to modify their behaviour to follow the rules of a religious setting <p>Collaboration</p> <ul style="list-style-type: none"> Work as part of a team - show an awareness of conflict when working in a team and how it may be resolved <p>Good citizenship</p> <ul style="list-style-type: none"> Start to reflect on their own impact in the community – eg. waste, noise, carbon footprint <p>Accepting advice</p> <ul style="list-style-type: none"> Begin to seek advice and make an informed choice about whether to follow it <p>Challenging others</p> <ul style="list-style-type: none"> Be polite when challenging others' values and opinions <p>Respect for the environment</p> <ul style="list-style-type: none"> Start to show awareness of the difference between rights and responsibilities 	<p>Race, ethnicity, faith and socio-economic background</p> <ul style="list-style-type: none"> Show an interest in, and appreciation of, different cultures and practises (race, ethnicity, religion, belief and socio-economic background) <p>World view</p> <ul style="list-style-type: none"> Compare and contrast facts about different places Start to recognise that place is not the same as religion, ethnicity or race <p>Art and music</p> <ul style="list-style-type: none"> Start to verbalise other people's reflections on artistic, musical, sporting and other cultural experiences <p>Disability, gender, sexual orientation</p> <ul style="list-style-type: none"> Recognise ways in which people can demonstrate respect for gender and sexual orientation Recognise ways in which people can demonstrate respect for disability <p>British values</p> <ul style="list-style-type: none"> Understand how wider society is organised – eg. parliament, places of worship, police, NHS Start to select from historical events or periods that explain fundamental values – Romans, Saxon Christianity, Magna Cart, Tudor religion, slave trade, empire, Victorian reforms, Suffragettes, WW2, Windrush

SMSC – Key Stage 2				
Year 3	Spiritual	Moral	Social	Cultural
Software/websites/texts				
Topic/Curriculum opportunities				
Cultural Capital opportunities				

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SMSC intent within subjects				
	Spiritual	Moral	Social	Cultural
English	English supports spiritual development by engaging children with poetry, fiction and drama. Through English, children can explore and engage with the feelings and values found in a wide range of genres.	English supports moral development by enabling children to look at, discuss and evaluate a range of social and moral issues found in a wide range of genres, including newspapers, non-fiction texts and fiction.	English supports social development by helping children to understand how written and spoken language has changed over time. It also covers social attitudes to the use of language.	English supports cultural development by exposing children to a wide range of written language from a range of cultures. In addition, it supports children to become confident and competent in their own language which is vital to their individual identity.
Mathematics	Mathematics supports pupils' spiritual development by helping them to develop deep thinking and questioning about the way in which the world works. Through mathematics, children gain an appreciation of the richness and power of mathematics in our everyday lives.	Mathematics supports pupils' moral development through discussion about mathematical understanding and challenging assumptions, supporting children to question information and data that they are presented with. Mathematics helps children to understand and use rigorous and logical argument, and to discourage them from jumping to conclusions when trying to determine the truth.	Mathematics supports pupils' social development by promoting self-esteem and building self-confidence. Mathematics encourages collaborative learning by listening and learning from each other, and through paired discussion and working with partners. We help pupils develop a mathematical voice and powers of logic, reasoning and explanation by offering explanations to each other. We plan events and challenges for increased pupil involvement.	Mathematics supports pupils' cultural development by developing an appreciation that mathematics, its language and symbols have developed from many different cultures around the world, for example, Egyptian, Indian, Islamic, Greek and Russian. Through mathematics we investigate and research cross cultural patterns, for example tessellation.
Science	Science supports spiritual development by providing many opportunities for children to think and spend time reflecting on the amazing wonders which occur in our natural world.	Science supports moral development by showing children that different opinions need to be respected and valued. There are many moral and ethical issues that we cover in science including discussions about environmental and human issues.	Science supports social development by exposing children to the power of collaborative working in the science community which has led to some amazing and life changing breakthroughs in medicine. When undertaking experiments and research children work collaboratively.	Science supports cultural development by looking at how scientists from a range of cultures have had a significant impact globally. It also helps children to understand how important science is to the economy and culture of the UK.
Computing	Computing supports spiritual development by looking at how IT can bring rapid benefits to discussions and tolerance to an individual's beliefs. However, children are also exposed to the limitations and abuse of the internet where they question and justify the aims, values and principles of their own and others' belief systems.	Computing supports moral development by looking at how IT developments have had an impact on the environment as technology has meant that old ways of working have been changed to help the environment.	Computing supports social development by completing 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.	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.