

Spiritual, Moral, Social and Cultural Development at Brinsworth Howarth Primary 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.

Please see our school website for further information: <http://www.howarth.rotherham.sch.uk/>

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Mathematics	<p>By making connections between pupils' mathematical skills and real life.</p> <p>By considering pattern, order, symmetry and scale in both the man made and natural world.</p>	<p>By engaging pupils playfully; for example, in unequal shares of resources, why might someone be upset if they received less than other people?</p>	<p>By the sharing of resources within the classroom, the negotiating of responses and group problem solving.</p>	<p>By asking questions about the history of maths: for example, 'What did the Greeks discover that we still use in maths today?'</p> <p>By teaching the use and origins of Roman numerals.</p>

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<p>English /Drama</p>	<p>In responding to a poem, story or text; pupils can be asked, ‘I wonder what you think happens next?’ ‘How would you feel if you were the person in the story?’</p> <p>By allowing for insight, self-expression and the chance to walk in someone else’s shoes e.g. involving themselves in drama in role as characters from fairytales in Y1, soldiers in the trenches in Y4, Vikings in Y5, Holes characters in Y6.</p>	<p>By exploring stimulus for thinking about the consequences of right and wrong behaviour, pupils can express what it feels like to be wronged and what remedies make things better E.g. Anti-bullying Week, Y6 drama based on Holes (being accused)</p> <p>This will also develop their speaking, listening and higher order thinking skills for later life.</p> <p>By the use of ‘conscience alley’ where children put themselves in the shoes of the character to consider different perspectives.</p> <p>Also in non-fiction considering the different points of view of different stakeholders when writing arguments and during debates.</p>	<p>Debating social issues e.g. the use of social media.</p> <p>By reading a range of texts that expose children to society on a regular basis e.g. newspapers, novels with themes relevant to current society.</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 studying the origins of different words during new vocabulary.</p> <p>By taking different roles from different backgrounds in drama.</p>

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Science	<p>By discussing fact that some answers cannot be provided by Science, and some people choose not to believe Science at all e.g. the Big Bang theory.</p> <p>By creating opportunities for pupils to ask questions about how living things rely on and contribute to their environment.</p>	<p>By offering pupils the chance to consider the wonder of the natural world and the inventions which have made the world a better place e.g. light in Y3.</p> <p>By considering that not all developments have been good because they have caused harm to the environment and to people e.g. destruction of the rainforests.</p> <p>By encouraging pupils to speculate about how science can be used both for good and evil e.g creating potions in Y5.</p>	<p>By using opportunities during Science lessons to explain how to keep other people safe and how they might protect a younger or vulnerable young person e.g. thinking about how to protect our eyes when studying Light in Y3.</p> <p>By exploring the social dimension of scientific advances e.g. environmental concerns, medical advances, energy consumption.</p>	<p>By asking questions about the ways in which scientific discoveries from around the world have affected our lives. E.g. scientific discoveries such as using scientific processes when finding tombs in Egypt.</p>

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<p>MFL – French is taught from Y3 upwards</p>	<p>By exploring the beauty of languages by exploring the way language is constructed e.g. the use of plurals, masculine/feminine words.</p>	<p>By helping pupils to have an accurate and truthful understanding of the French culture through the introduction of ‘French days’.</p>	<p>By learning the skill of communicating in different ways e.g. the importance of knowing the language in order to be able to have certain jobs etc.</p>	<p>By appreciating the language and customs of French people.</p> <p>By exploring the literature and culture of France through the use of French story books, videos and other media.</p> <p>By taking part in cultural occasions e.g. Diwali and Chinese New Year.</p>

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History	<p>By considering how things would be different if the course of events had been different; for example what difference would it have made if the Romans had not invaded Britain or if the Normans had not been successful in 1066?</p> <p>By discussing how we mark important events from history, and the people who shaped them e.g. Guy Fawkes on the 5th November, Remembrance Day.</p>	<p>By exploring the results of right and wrong behaviour in the past e.g. wars and dictators.</p> <p>By considering some of the characteristics of people who have had a bad influence and caused suffering to others e.g. study of Hitler in Y4.</p> <p>By considering what others have done to stop injustice e.g. Martin Luther King, and how the Sheffield steelworkers helped the efforts during WW2.</p> <p>By going beyond the facts and asking pupils to make hypotheses and pose questions such as 'what if...?' 'what would have turned a tragedy into a triumph?' etc.</p>	<p>By giving the trigger for discussions about how groups and communities organised themselves in the past e.g. Romans/Stone Age people, and comparing this to present day.</p> <p>By considering questions about social structure in the past. For example, 'What might pupils say about the rights of children in Victorian times?' 'Is it important that society looks after young children?' 'Are there people in the world who still don't get a fair deal?'</p> <p>By encouraging pupils to talk to their parents and grandparents. For example, when learning about war through exploration of Remembrance.</p>	<p>By exploring the history of England and history around us in Yorkshire e.g. study of WW2 in Y4.</p> <p>By investigating how the British culture has been influenced by the history of the country e.g. How the Romans/Vikings have had a lasting effect on the country. Crime and punishment changes through time in Y6.</p>

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Geography	<p>By using Google maps and imagining what it might be like to live in different parts of the world.</p> <p>By making links with history when exploring the environment and speculating on why the landscape is as it is.</p> <p>By comparing their lives with pupils living in other countries or other parts of the UK, possibly through a schools linking programme e.g. Y3 links with schools in Castleton.</p>	<p>By considering how people treat the environment; posing questions such as, 'How are we changing our surroundings - are some things for the better and others for the worse?' Who benefits and who suffers? What should be our personal response to these? Who should look after our environment?</p> <p>By encouraging initiatives in school to discourage waste e.g. paper use, food waste, reducing plastics and plastic bottle recycling.</p>	<p>By providing positive and effective links with the community in Rotherham e.g. Having visitors from Police, fire service and strong links with the local comprehensive school and local community centre.</p> <p>By considering social responsibility e.g. care for the environment and impact of traffic on the local area and working with local police and councilors to monitor traffic control outside school and support the installation of a zebra crossing as a safer way for children to arrive and leave school premises.</p>	<p>By making links with other countries through schools linking and cultural theme days e.g. world day.</p> <p>By exploring the global trade links of chocolate in Y6.</p>

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RE	<p>By experiencing wonder and joy through learning about and from stories, celebrations, festivals, worship, rituals and different expressions of religion and world views – Christianity and Hinduism in KS1 extending to include Judaism and Islam in KS2.</p> <p>By asking and responding to questions of meaning and purpose e.g. What difference does worship make to the lives of Hindus?</p> <p>By exploring spiritual practices such as worship and prayer, and considering the impact of these on believers and any relevance to their own life e.g. Y6 study of the difference worship makes.</p>	<p>By exploring morality including rules, teachings and commands such as The School Behaviour Policy, The Ten commandments, the sayings (hadith) of Muhammad.</p> <p>By exploring religious perspectives and responses to evil and suffering in the world e.g. how Egyptian pharaohs conflicted on ideas of how many Gods the people should worship.</p>	<p>By asking questions about the social impact of religion at an age appropriate level e.g. levels of Christians attending church and how some people identify to a religion but don't attend collective worship.</p>	<p>By exploring similarities and differences between faiths and cultures - Christianity and Hinduism in extending to include Judaism and Islam</p> <p>By engaging with text, artefacts and other sources from different cultures and religious backgrounds.</p>

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PSHE	<p>By developing an awareness of, and responding to others' needs and wants, both at home and at school.</p> <p>By exploring the meaning and purpose for individuals and society.</p> <p>By developing resilience and inner strength through opening up the children's minds to alternative points of view.</p> <p>Self assessing during lessons through moments of reflection.</p> <p>By gaining an understanding of their feelings and emotions and their likely impact on themselves and others</p>	<p>By exploring what is right and wrong, and to work out what we need to do in this particular community to make sure everyone thrives e.g. children are all involved in creating the behaviour policy/classroom rules.</p> <p>By making explicit links to the school's distinctive ethos e.g. classroom rules are created together and agreed upon as a class.</p>	<p>By helping pupils to engage in a democratic process for agreeing the rules for community life e.g. creating class expectations, school council elections.</p> <p>By creating opportunities for pupils to exercise leadership and responsibility through membership in the school council. E.g. pupils might be asked 'Why do we think this is important?' 'What could we do about it?' 'Who would like to take it further?'</p> <p>By encouraging children to become upstanders rather than bystanders through the delivery of anti-bullying training to all children.</p> <p>Playleaders leading games on the playground helps to develop their own and others' social skills.</p>	<p>By exploring how different cultures can offer great insights into how we lead our lives e.g. how we are influenced in our choice and behaviours.</p>

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Art and Design	<p>By exploring different artists' interpretations of a key figure or event and asking what the artist was trying to convey e.g. studying different artists' impressions of Jesus in RE.</p> <p>By promoting the process of 'reviewing and evaluating' their work.</p>	<p>By exploring how emotions and inner feelings are expressed through painting, sculpture and architecture e.g. how an artist's colour choices can indicate their feelings at the time.</p> <p>By using and responding to visual images to evoke a range of emotions to inspire their own artwork.</p>	<p>By sharing of resources between classes and each other.</p> <p>By exploring art as a powerful social tool e.g. in advertising, in representing particular groups e.g. study of graffiti in Y6.</p>	<p>By experiencing a wide range of creative media from around the world.</p> <p>By developing aesthetic and critical awareness at an age appropriate level e.g. being able to identify culturally specific patterns between pieces of art.</p>

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Music	<p>By allowing pupils to show their delight and curiosity in creating their own sounds through experimentation in FS.</p> <p>By making links between their learning in RE, Geography etc. with music being played as background i.e. Christmas Carols, Indian music.</p> <p>By considering how music can make us feel and how it can sometimes 'move us' deeply.</p>	<p>By exploring how music can convey human emotions such as sadness, joy, anger etc.</p> <p>By appreciating the self- discipline required to learn a musical instrument. (Y3 learn samba drumming and Y4 learn violin.)</p>	<p>By creating whole class layers of sound when studying texture.</p> <p>By discussing and experimenting with what would happen if musicians in a band/group didn't co-operate.</p> <p>By appreciating how music is used in different ways in different settings e.g. for pleasure, for worship, to help people relax.</p>	<p>By encouraging pupils to listen and respond to traditional music from around the world.</p> <p>By appreciating musical expression from different times and places.</p>

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Design and Technology	<p>By enjoying and celebrating personal creativity and giving the children the opportunity to express it.</p> <p>By reviewing and evaluating created items.</p>	<p>By raising questions about the effect of technological change on human life and the world around them and how this influences design e.g. why the Roman army shields are no longer used.</p>	<p>By exploring dilemmas that individuals may face and developing practical solutions to these problems e.g. creating items from scrap materials.</p>	<p>By considering cultural influences on design.</p> <p>By asking questions about functionality vs aesthetics and when either may be more important.</p>

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Computing	<p>By discussing the advantages and limitations of ICT.</p> <p>By using the internet as a gateway to big life issues e.g. using search engines to research in order to present an argument.</p>	<p>By exploring the moral issues surrounding the use of data e.g. e-safety - data protection – keeping data safe and discussing personal information to include/not to include in an email.</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 highlighting ways to stay safe when using on line services and social media e.g. through e-safety training.</p> <p>By discussing the impact of ICT on the ways people communicate e.g. How text and email are now far more popular than sending letters.</p>	<p>By exploring human achievements and creativity in relation to worldwide communications and ongoing developments.</p> <p>By developing a sense of awe and wonder at human ingenuity and technological advances in such a short space of time. E.g. comparing the advances between the first computers and computers now.</p>

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PE	<p>By delighting in movement, particularly when pupils are able to show spontaneity and creativity e.g. inventing their own dance/gym moves.</p> <p>By taking part in activities such as dance, games and gymnastics which help pupils to become more focused, connected and creative.</p> <p>By being aware of one's own strengths and limitations e.g. when choosing participation in Sports Day.</p> <p>By developing resilience through failure.</p> <p>By challenging themselves to improve and achieving their personal best.</p>	<p>By discussing fair play and the value of team work.</p> <p>By developing qualities of self- discipline, commitment and perseverance through experiencing failure.</p> <p>By developing sportsmanship e.g. through shaking the hand of a competitor at the end of an event, regardless of the result and congratulating the winner.</p>	<p>By developing a sense of belonging and self-esteem through team work when creating a dance, participating in a race, attending school fixture nights etc.</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 as well as activities that involve parents e.g.</p>	<p>By learning about the history of sport, and where they originate from e.g. The Olympics when studying the Greeks.</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>