**Promoting SMSC across all subject areas at Lent Rise School**

***Art lessons make a contribution to SMSC learning through:***

1. Finding out about artists and their artwork from around the world who are from various different cultures and backgrounds.
2. Making their own decisions about different equipment and media to use within art.
3. Having the ability to think creatively to create final pieces of work and creating their own style of work.
4. Evaluating their work to reflect on their learning and art outcomes.

***Music across the school makes a contribution to SMSC learning through:***

* **Spiritual**

Music helps to promote spiritualism in that music can be a major part of many spiritual celebrations including in that of major religions as well as in meditative and well-being practises. Music also promotes a sense of wonder of the world.

* **Moral**

Music supports moral development by showing children that different opinions need to be respected and valued. This may be personal likes and dislikes but also to do with the history or ways of production of music.

* **Social**

Music supports social development by exposing children to the power of collaborative working in the musical arts. When undertaking musical performance, children work collaboratively.

* **Cultural**

Music supports cultural development by looking at how musicians and performers from a range of cultures have had a significant impact globally. It also helps children to understand how important music is to the economy and culture of the UK. Music is an inherently cultural and social experience as people enjoy going to musical performances.

***French contributes to SMSC learning through:***

1. Learning about French-speaking countries around the world
2. Similarities and differences between French and English language, cultures, landscape etc
3. Listening to and learning songs and rhymes in French
4. Learning new words and how to converse in French
5. Finding out about famous French people, landmarks etc
* Spiritual

Pupils get a sense of fascination about linking their own language to another language and exploring the new words and phrases. Pupils get excited about learning a new language, and about being able to express themselves in a different language. All pupils are at the same starting point and it allows them to build a foundation for their next step in MFL.

* Moral

Pupils recognise the importance of learning a MFL from another country to enable them to respect how difficult it is when people visit Britain and try to speak a new language. They often gain a new-found respect for their peers learning English as an additional language! Pupils learn to take the risk of making mistakes in order to make progress and improve, appreciating that other pupils are attempting to speak another language. They are also able to discuss and evaluate a range of social and moral issues found in other cultures in French-speaking countries around the world.

* **Social**

Pupils engage in a collaborative approach to learning, and are able to converse with each other in another language. They demonstrate a willingness to support each other in improving their language learning, pronunciation etc. Through attending an annual French play, pupils are able to see purpose in their learning of French and can actively participate and communicate with the action.

* **Cultural**

In learning a MFL from another culture, pupils begin to appreciate the similarities and differences between France (and other French-speaking countries around the world) and Britain. Pupils explore famous landmarks, and the history and heritage linked to these landmarks in Britain and France. Pupils can compare the Arts (famous artists, composer, and singers) and sport (sport linked to the Olympics in the Summer Term). They also gain a greater understanding of their role in the world, and demonstrate a willingness to engage in internationalism.

***Outdoor learning greatly contributes to SMSC learning through:***

1. The whole school renovation of the Eco Garden in which all year groups will be involved and take responsibility (painting outdoor furniture, planting trees, creating signs, planning where new resources should be placed) – social, moral, cultural
2. Planting, growing and harvesting food – spiritual, moral, social, cultural
3. Studying the immediate outdoor environment - spiritual, moral, social, cultural
4. Learning about curriculum areas in the outside space e.g. Science, English, Maths – spiritual, moral, social, cultural
5. Following rules and boundaries for safety – spiritual, moral, social
6. Suggesting improvements to the outdoor space - spiritual, moral, social, cultural
7. Eco Committee – spiritual, moral, social, cultural
* Spiritual

Outdoor Learning can be powerful, exciting, fascinating and rewarding in many ways. When learning outside the classroom, pupils can work on overcoming problems and increasing resilience, develop skills in working together, and often have a sense of awe and wonder at the nature world and outdoor space, in addition to reflecting on the curriculum learning taking place in the lesson.

* Moral

Children are increasingly aware of the problems facing our natural world through lessons in school as well as engaging with the news, TV etc. Learning outside the classroom can allow pupils to develop their relationship with the natural world, improving their understanding of how their actions impact on the world around them. Outdoor learning enables children to get back in touch with nature and become more aware of the direct impact they can have on it and the consequences of their actions. Areas such as planting trees, growing food, caring for plants and developing a communal outside learning space all support the moral development of pupils at Lent Rise.

* Social

Learning outside the classroom helps develop children’s sense of identity and belonging, as well as providing a different way of socialising. Lessons and activities carried out in an outdoor environment often help pupils to develop their communication, co-operation, compassion and empathy skills, as well as teaching them about the importance of following rules and maintaining boundaries. Outdoor learning is a great opportunity to reinforce the ideas of rights and respect towards each other as well as towards the environment.

* Cultural

At Lent Rise School, there is a real mix of backgrounds, with our pupils having a variety of experiences and opportunities outside school. Outdoor learning provides all pupils with shared experiences and allows them to develop values and opinions which are informed by first-hand experience of the natural world alongside their peers: everyone is learning together. Pupils are also able to analyse and explore their interactions with nature compared to those experienced by people in other cultures, with links to cultural groups studied in curriculum areas, stories etc.

***Maths develops SMSC learning through:***

* Spiritual

Developing deep thinking and an ability to question the way in which the world works promotes the spiritual growth of students.

Children are encouraged to work outdoors using our outdoor environment to explore mathematical concepts. Statistics using leaves. Looking for angles in the outdoors.

Our pupils learn reasoning through knowledge and application. Children are encouraged to deduce logically and problem solve using proven techniques. This should encourage pupils to question “why” more often and to avoid assumption when analysing any given problem.

We develop deep thinking and questioning through maths about the way in which the world works promotes spiritual growth. We aim to give all students an appreciation of the richness and power of maths. Maths in Nature is embedded in Sequences, Patterns and Symmetry We promote a sense of wonder in the exactness of mathematics in the exploration of shapes, number patterns and real world examples.

* Moral

Within the classroom, we encourage respect and reward good behaviour. We value listening to others’ views and opinions on problem solving. We promote discussion about mathematical understanding and challenge assumptions, supporting students to question information and data that they are presented with. We recognise how logical reasoning can be used to make decisions and choices that help them to learn in mathematics.

Children are provided with opportunities to use their maths skills in real life contexts, applying and exploring the skills required in solving various problems. For example, children are encouraged to analyse data and consider the implications of misleading statistical calculations – discuss anomalies in mathematical data in both maths lessons and science. All pupils are made aware of the fact that the choices they make lead to various consequences. They must then make a choice that relates to the result they are looking for. The logical aspect of this relates strongly to the right/wrong responses in maths.

* Social

Problem solving skills and teamwork are fundamental to mathematics through creative thinking, discussion, explaining and presenting ideas. Children are always encouraged to explain concepts to each other and support each other in their learning. In this manner, pupils realise their own strengths and feel a sense of achievement which often boosts confidence. Over time they become more independent and resilient learners. Children are encouraged to debate and question each other’s answers – the children are taught to do this in a supportive and fair way.

In classrooms, we look for opportunities for pupils to use whiteboards to promote self-esteem and build self-confidence. We encourage collaborative learning in the classroom – in the form of listening and learning from each other and paired discussion / working partners in order to show that the result is often better than they could achieve alone. We help pupils develop their mathematical voice and powers of logic, reasoning and explanation by offering explanations to each other. We exhibit pupils work in classrooms on working walls and displays to share their good practice and celebrate achievement.

Through mathematical investigations children are encouraged to develop their own rules and to give examples that follow the rule and exceptions to the rule, particularly in upper Key Stage 2.

* Cultural

Children are taught algebra from the Middle East and Roman Numerals from the Romans.

We try to develop an awareness of some of the history of maths (through Maya and Ancient Greek teaching).

We teach maths throughout a range of cross-curricular topics.

***Geography develops SMSC learning through:***

* Spiritual

Geography is all about learning from the world around them. We aim to show the pupils that the world is fascinating and constantly changing. We hope that the children can see what has happened, is happening, and then use their imagination to show what will happen in the future. They can also draw on their own learning experiences through speedy starters, recall questions and plenary activities. Many pupils have gained brilliant life experiences by visiting places, seeing different landscapes and different groups of people. They can use this knowledge is class to reflect on their experiences of visiting different places in the world.

* Moral

A large part of geography is learning that changes to the environment can have consequences. Due to this, our pupils are becoming increasingly aware of the damages their actions could be causing. With added information about environmental damage in the news, as well as the development of our eco-committee, our children are able to discuss the most important ethical issues. This deeper understanding aims to develop a strong moral compass for all of our pupils.

* Social

Discussions play a key part in our geography curriculum as we aim to draw information from each pupils’ own experiences, and share this with others. It is better for the children to learn this way as it enhances their collaboration and encourages them to talk to one-another, when they might not socialise outside of the class room. Group and partner discussions are heavily encouraged in LRS. This is evident across all of our topic lessons where P4C is used to scaffold discussions. We also take a look at a variety of historic communities, the conflicts that have occurred, and how these have been resolved.

* Cultural:

Both human and physical geography are covered throughout the school. Human geography has a large presence when looking at the cultures of other countries. Due to this, the children are constantly provided with cultural learning opportunities from people around the world. The children are then able to learn how these varying cultures have impacted and influenced their own heritage.

***History develops SMSC learning through:***

* Spiritual

History takes a deep focus on the changes and perspectives of each pupils’ lives. They are taught to develop a higher level of thinking, gaining a deeper understanding of people and the world around them, enabling students to link their own spirituality to that of others in the past. Our history curriculum is entertaining and enjoyable, fostering every child’s imagination and fascination. This is hugely important to our curriculum as we expect the pupils to think freely and without the direction of teacher information, allowing a wide variety of discussions to be held. Lessons are regularly planned to include plenary activities. The plenary activities/discussions are used to help draw pupil’s knowledge together at the end of the session, reflecting on the progress they have made. Alongside this, we use P4C sessions to complete discussions that relate to our topics. These sessions allow pupils to reflect on prior knowledge and their experiences from their own past.

* Moral

Throughout the curriculum, we cover a wide variety of historical figures. We discuss those that have presented strong moral compass as well as those that have been a part of historically negative events. Discussing this has enabled our children to develop their own moral compass, readily discussing their own behaviour and applying this to their long-term lives. As history is heavily associated to causality, change and understanding, we inherently cover the idea of actions and consequences. If the children are able to understand this idea within a historical context, they can then relate this to themselves. History involves reasoning across all year bands, with children expected to expand and explain their views during each discussion and written lesson, enhancing their reasoning abilities. Our P4C discussions are incredibly useful when achieving these goals as they can learn to appreciate the viewpoints of others.

* Social

P4C, group discussions, and partner talk, all help to build on the social skills of our children. This helped to develop the cooperation skills within the class and allows the class to interact with many children from a religious, ethnic and socio-economic background. These conversations allow the class to develop tolerance for the opinions of others.

* Cultural

Our history curriculum takes a keen eye at the events of the past, both in living memory and ancient time periods. The cultural lives experienced by these people display the variations in the past, with pupils then encouraged to relate this to the cultural differences around them. Within history lessons, the school covers historical events that relate directly to the parliamentary system. An example of this is in year 2 where they cover Guy Fawkes and the system he was trying to destroy. Many topic in history are taught in an exploratory manor, allowing children to complete their own research and delve deeper into a topic. This relates directly to the cultural development of pupils where they can take a close look at the differences between national and global communities, including the beliefs, faiths and cultural changes.

***Science develops SMSC learning through:***

* Spiritual

Through science activities children find enjoyment in learning about the world around them.  Science provides opportunities for children to explore their understanding of themselves and the world around them and engaging lessons and practical work allows them to enjoy their learning and build their curiosity.  They are encouraged to reflect on their learning, ask questions and discuss their ideas with their class.  They can engage in the outdoor environment during science learning  in many topics including learning about seasons, plants, weather and light and shadows to name a few.

* Moral

We encourage the children to listen and respect each other during their science learning by listening and responding to each other’s ideas and opinions.  By engaging in investigations, the children gather data and analyse the information which develops their ability to question their findings and challenge their existing knowledge.  They learn to appreciate that when they change a variable within an experiment, they subsequently change the outcome.

* Social

During science lessons there are excellent opportunities for collaborative working.  The children are encouraged to collaborate effectively with a wide range of pupils from many different ethnic, religious and socio-economic backgrounds.  They are encouraged to discuss ideas, plan experiments, support each other with their understanding, listen to each other’s contributions and value the input from everyone in their group or paired work.

* Cultural

In year 6 in science the children study evolution and this often leads to discussions about the scientific and religious ideas about the creation of life on Earth.  We encourage the children to respect the differing opinions of those around us and help them to appreciate that there are many differing beliefs and attitudes in the world around us.