

Stone Hill School

SMSC Curriculum Map

SMSC Intent:

At Stone Hill, developing our pupils’ spiritual, moral, social and cultural development is at the heart of everything that we do. SMSC is embedded within our school values, ethos, attitudes and relationships between staff, across all subjects, governors, pupils, families and the wider community.

Spiritual

Pupils will be aware of and have an understanding of a range of religions and beliefs. They will have respect for these religions and beliefs.

Pupils will enjoy learning about themselves and others.

Pupils will be able to use their imagination and creativity in their learning.

Pupils will be able to reflect on their experiences.

Moral

Pupils will have an understanding of right and wrong and will be able to respect the law.

Pupils will understand the consequences of their actions.

Pupils will understand and recognise moral and ethical issues.

Pupils will have appreciation for British Values.

Social

Pupils will participate, volunteer and cooperate with others.

Pupils will use a range of social skills to work and socialise with others.

Pupils will be able to recognise and resolve conflict.

Cultural

Pupils will have moral awareness and social understanding of religions and beliefs.

Pupils will understand about and explore concepts of religions and beliefs as well as the cultural lives of people in our diverse society.

Pupils will be willing to participate in cultural opportunities across the curriculum.

Subject Area	We promote spiritual development by	We promote moral development by	We promote social development by	We promote cultural development by
Maths and Numeracy	Making connections between pupils’ numeracy skills and real life; for example, using money in the real world and undertaking enterprise projects/fundraising.	Engaging pupils playfully; for example, in unequal shares of resources, why might someone be upset if they received less than other people?	Sharing of resources within the classroom, the negotiating of responses and group problem solving.	Asking questions about the history of maths, for example, ‘What did the Egyptians, Greeks and Indians discover that we still use in maths today?’

	Considering pattern, order, symmetry and scale both man made and in the natural world.	Reflecting on data that has moral and ethical implications; for example pupils might consider the difference in amounts of money spent on non-essentials compared with food aid/water aid.	Analysing social data, for example, on health care, poverty and bullying.	Looking at patterns and symmetry, such as in Islamic prayer mats. Looking at famous paintings and using shapes to create 'The Snail' by Matisse.
English and Literacy	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?' 'Where have you met these ideas before?' Appreciating the beauty of language.	Exploring stimuli for thinking about the consequences of right and wrong behaviour; pupils can speculate and apply their learning to their own lives. When they do this they are developing their speaking, listening and higher order thinking skills. Considering different perspectives.	Supporting conceptual language development through an understanding of and debates about social issues. Providing opportunities for talk in a range of settings.	Pupils telling stories from their own cultures and backgrounds, creating the idea that 'everyone has a story to tell'. Providing opportunities for pupils to engage with texts from different cultures.
Science	Looking for meaning and purpose in natural and physical phenomena. Wonder about what is special about life. Having an awareness of the scale of living things from the small micro-organism to the largest. Considering the interdependence of all living things and materials of the Earth.	Encouraging pupils to become increasingly curious. Development of open mindedness to the suggestions of others. Reviewing scientific developments may give rise to moral dilemmas. Considering the environment	Group practical work. Team working skills and to taking responsibility. Taking responsibility for their own and other people's safety. Understanding that science has a major effect on the quality of our lives. Consider the benefits of scientific developments and the social responsibility involved.	Including scientific discoveries as a part of our culture. Scientific discoveries of other cultures. Scientific discoveries by a wide range of men and women in many different cultures. Being aware that environmental issues are central to science.

	<p>An emotional drive to know more and to wonder about the world.</p> <p>Wondering at the vastness of space and the beauty of natural objects.</p>			
MFL (Modern Languages)	<p>Exploring the beauty of languages from around the world and exploring the way language is constructed.</p>	<p>Helping pupils to have an accurate and truthful understanding of another culture.</p>	<p>Learning the skill of communicating in different ways.</p> <p>Exploring different social conventions e.g. forms of address.</p>	<p>Appreciating the language and customs of others.</p> <p>Exploring the literature and culture of other countries.</p>
History	<p>Considering how things would be different if the course of events had been different; for example, what difference would it have made if the Normans had not been successful in 1066?</p> <p>Looking at local history and investigating the reasons why there is a landmark, building or museum.</p> <p>Speculating about how we mark important events from history and the people who shaped them.</p>	<p>Exploring the results of right and wrong behaviour in the past.</p> <p>Considering some of the characteristics of people who have had a bad influence and caused suffering to others. What have others done to stop injustice? Are there examples from their own local area?</p> <p>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?'</p>	<p>Giving the trigger for discussions about how groups and communities organised themselves in the past.</p> <p>Considering questions about social structure in the past; for example, what might pupils say about the rights of children in earlier times? Is it important that society looks after young children? Are there people who still don't get a fair deal? Encouraging pupils to talk to their parents and grandparents; for example, when learning about World War Two.</p>	<p>Exploring local history.</p> <p>Investigating how culture is shaped by history, exploring the 'cultural heritage'.</p> <p>Taking pupils on visits to heritage sites.</p> <p>Learning about Britain's democratic parliamentary system and its central role in shaping our history and values.</p>

<p>Geography</p>	<p>Using Google maps and asking pupils to imagine what it might be like to live in different parts of the world. Making links with history when exploring the environment and speculating on why the landscape is as it is. Comparing their lives with pupils living in other countries or other parts of the UK.</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? Working continuously towards our Eco Schools status.</p>	<p>Providing positive and effective links with the wider community, both locally and through linking with other schools with different demographics in the UK. Considering social responsibility, for example, care for the environment, impact of traffic on the local area and tourism.</p>	<p>Making links with other countries through schools linking and cultural theme days. Exploring links through the British Council and European Union. Exploring cultures that have had, and still have, an impact on the local area.</p>
<p>RE</p>	<p>Experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religion and worldviews. Asking and responding to questions of meaning and purpose. Considering questions about God and evaluating truth claims. Exploring spiritual practices such as worship and prayer, and considering the impact of these on believers and any relevance to their own life.</p>	<p>Exploring morality including rules, teachings and commands such as The Golden Rule, the ten commandments, the sayings (hadith) of Muhammad, Investigating the importance of service to others in Sikhism, Hinduism and Buddhism. Exploring religious perspectives and responses to evil and suffering in the world. Asking questions about the purpose and meaning of reconciliation and salvation e.g. exploring Yom Kippur, Christian salvation story.</p>	<p>Exploring the qualities which are valued by a civilised society – thoughtfulness, honesty, respect for difference, independence and interdependence acceptance and engagement with fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs Asking questions about the social impact of religion.</p>	<p>Exploring similarities and differences between faiths and cultures. Engaging with text, artefacts and other sources from different cultures and religious backgrounds, developing understanding and respect for different faiths and cultural diversity. By considering in particular different cultural expressions of Christianity. By learning about UK saints.</p>
<p>RSHE (Health and Wellbeing)</p>	<p>Developing awareness of and responding to other’s needs and wants.</p>	<p>Exploring what is right and wrong and working out what we need to</p>	<p>Helping pupils to engage in a democratic process for</p>	<p>Exploring how different cultures can offer great</p>

	<p>Exploring meaning and purpose for individuals and society. Developing resilience and inner strength.</p>	<p>do in this particular community to make sure everyone thrives.</p>	<p>agreeing the rules for community life. Creating opportunities for pupils to exercise leadership and responsibility.</p>	<p>insights into how we lead our lives. Providing pupils with opportunities to make choices about some aspects of classroom and school life.</p>
Art and Design	<p>Developing pupils spiritually as creativity and imagination are at the centre of all learning experiences. From researching artists to producing final pieces, pupils are encouraged to express their innermost thoughts and feelings. Pupils experience a sense of fascination of the world around them by exploring artists and techniques from other cultures and times. In Class 6, pupils research the work of artist Brianna McCarthy, from Trinidad and Tobago, who creates portraits on the theme of black identity. Through a range of activities, pupils are encouraged to see the world in different ways e.g. using microscopes to draw up-close.</p>	<p>Encouraging pupils' sense of morality by exploring themes which make them stop and reflect on what's happening in the world. In Year 8, pupils produce a body of work on the theme of 'War' which supports them to explore the role of an artist as an observer and moral commentator. Pupils study the work of Picasso and Banksy to inspire large-scale, dynamic compositions, expressing powerful emotions and moral viewpoints.</p>	<p>Giving pupils opportunities to work collaboratively to produce work. Pupils take on different roles of an Artist and develop skills for life. Pupils explore inclusivity and equality by appreciating a range of artists including those with disabilities. Pupils encounter topics which encourage them to consider the social implications of producing, trading and exhibiting artwork. In Year 8 pupils explore African masks by the artist Romauld Hazoume who repurposes oil/petrol canisters as a social stand on trading with European countries.</p>	<p>Enriching pupils' cultural awareness through the inclusion of a range of cultural styles, techniques and customs. Pupils develop their understanding of the world through topics that link with humanities such as African printmaking, French expressionism and Ancient Greek mythology. In Year 9, pupils explore Ancient Roman pottery and develop their clay skills using artefacts from the period as inspiration.</p>

<p>Design Technology</p>	<p>Placing creative thinking, innovation and risk-taking at the centre of all activities. Pupils research, trial, design, manufacture and evaluate products. Through these processes, they are able to express their innermost thoughts, feelings and ideas. Pupils learn to reflect on mistakes that they have made and how they could amend these, encouraging resilience. Pupils are encouraged to design and make products in accordance with the wants and needs of different users e.g. an African accessory to be worn to a traditional celebration. This instils a sense of awe and wonder in the beliefs and customs of others.</p>	<p>Encouraging pupils' awareness of moral dilemmas. Pupils are encouraged to value the environment and natural resources. They are supported to consider the environmental impact of everyday products that we use. Through themes such as sustainable packaging and furniture renovation, pupils develop their understanding of a designer's role in responsible consumption. Pupils design and make products to improve our status as an eco-school such as manufacturing planters for the outdoor learning area and recycling cable reels for activity boards in lower school.</p>	<p>Encouraging collaborative projects. Pupils take on different roles involved in the designing and manufacturing process to work in a team. Pupils develop skills for life and work through using a range of tools, machinery and processes. Pupils research and take inspiration from different designers and makers, which raises conversations linked to gender and equality e.g. Can boys sew? Or 'Should girls be able to use workshop machinery?'</p>	<p>Giving pupils access to a range of topics linked to different cultures, customs and historical periods. It reflects on how different cultures have contributed to the technology that we use today. In year 7, pupils make catapults inspired by Ancient Roman ballista's and trebuchets. In class 5, children consider what it would be like if Doncaster had a 'wonder of the world' and design/ make a monument to commemorate our city status</p>
<p>Music</p>	<p>Allowing pupils to show their delight and curiosity in creating their own sounds. Making links between their learning in literacy (or other curriculum areas) with music being played as background. Considering how music makes</p>	<p>Exploring how music can convey human emotions such as sadness, joy, anger... Appreciating the self- discipline required to learn a musical instrument.</p>	<p>Exploring how an orchestra works together. Discussing what would happen if musicians in a band/group didn't cooperate. Appreciating how music is used in different ways in different settings, for example, for</p>	<p>Giving all pupils an opportunity to learn a musical instrument and to take part regularly in singing. Encouraging pupils to listen and respond to traditions from around the world.</p>

	one feel and can 'move us' deeply.		pleasure, for worship and to help people relax.	Appreciating musical expression from different times and places.
Computing	<p>Wondering at the power of the digital age, for example, use of the internet.</p> <p>Understanding the advantages and limitations of ICT and digital technology.</p> <p>Using the internet as a gateway to big life issues.</p>	<p>Exploring the moral issues surrounding the use of data.</p> <p>Considering the benefits and potential dangers of the internet – e.g. campaigns for charities and injustice as a force for good.</p> <p>Cyber bullying as a danger.</p> <p>Considering the vision of those involved in developing the web.</p>	<p>Creating links through digital media services with other schools and communities by highlighting ways to stay safe when using on line services and social media.</p> <p>Being prepared to work with technology to forge new relationships.</p> <p>Discussing the impact of ICT on the way people communicate.</p>	<p>Exploring human achievements and creativity in relation to worldwide communications.</p> <p>Developing a sense of awe and wonder at human ingenuity.</p>
PE and Sport	<p>Exploring creativity through producing Dance and Gymnastic routines.</p> <p>Creating and developing own attacking and defensive set plays and tactics.</p> <p>Displaying emotions through their Dance and Gymnastics routines.</p> <p>Questioning pupils throughout lessons.</p> <p>Studying units of work focusing on exercising personal skills, team building and character building.</p>	<p>Promoting fair play and team work in lessons.</p> <p>Encourage good sportsmanship throughout.</p> <p>Respecting equipment both when using it and organising it.</p> <p>Following instructions and decisions made by officials.</p> <p>Abiding by the rules, in all sporting situations.</p> <p>Showing respect for their facilities and the environment they are active in.</p> <p>Promoting trust with peers through team building activities.</p>	<p>Creating a sense of community in lessons and clubs.</p> <p>Encouraging pupils to recognise and respect social differences and similarities.</p> <p>Celebrating sporting success both in lessons and clubs.</p> <p>Using Sports Leaders to run clubs and facilitate break times.</p> <p>Encouraging the attendance of participating in a club as well as leisure activities in KS4.</p> <p>Promoting team work throughout lessons supporting one another to develop</p>	<p>Learning about the developments of sports in different countries.</p> <p>Learning where different sports originate from and what the national sports of different countries are.</p> <p>Being aware of World Cups, Olympic games and other major worldwide sporting events.</p> <p>Use of international examples of different athletes and their achievements.</p>

		Developing pupils as sports leaders.	physical and personal skills in a variety of situations	
Food Technology/Hospitality	<p>Creating and tasting dishes from around the world.</p> <p>Reflecting on personal skills used and gained when creating a wide range of dishes.</p> <p>Challenging ourselves to develop independence within food technology.</p>	<p>Taking part in team work with peers.</p> <p>Sharing skills and knowledge with others, to support their personal development.</p> <p>Respecting the opinions, cultures and views of others within food technology.</p> <p>Using democracy to promote problem solving when cooking in teams.</p>	<p>Using positive communication when working with others.</p> <p>Working with peers outside of friendship groups.</p> <p>Sharing and discussing feedback on dishes cooked.</p> <p>Giving and receiving constructive criticism.</p>	<p>Accessing trips within the local community.</p> <p>Cooking dishes from around the world.</p> <p>Sharing dishes and knowledge that are personal to own culture/community.</p>
Careers and Enterprise	<p>Encouraging pupils to explain their own ideas and opinions and use their imagination in order to enhance their learning.</p> <p>The curriculum allows for pupils to use their imagination and creativity to make their ideas happen. They have the opportunity for others to reflect on their successes as well as reflect on their own achievements.</p>	<p>Allowing pupils to work collaboratively and providing opportunities for compromise and respect of others opinions and values. Pupils are encouraged to offer reasoned views when giving an opinion of in making a decision. Pupils are encouraged to make ethical considerations when reaching a decision and are encouraged to reflect on the consequences of doing wrong.</p>	<p>The curriculum encourages children to work in teams and with pupils from outside of their class group and from outside of school. Pupils have the opportunity to visit different working environments and learn about work cultures. Pupils learn how to resolve conflict and cooperate with one another. The curriculum supports pupils to understand the importance of building on mutual respect and encourages them to make positive contributions.</p>	<p>Participating in a number of activities with different groups from various cultural backgrounds and with differing abilities. Pupils are taught to value each other equally.</p>

<p>Outdoor Learning including Forest School</p>	<p>Outdoor Learning can be powerful, exciting, inspirational, developmental and rewarding in many ways. The power of Outdoor Learning makes it valuable in overcoming problems, working together and creating a sense of awe and wonder.</p>	<p>Environmental issues are of increasing importance in our world, yet many people live an urban life which does not allow them to experience the relationship between their actions and the natural world (essentially elements which support life on earth).</p>	<p>Develop their sense of identity and belonging. Activities engaged with in an outdoor environment often help to develop communication, co-operation, compassion and emphasise the importance of certain rules and boundaries.</p>	<p>Outdoor Learning allows participants to develop values and opinions that are informed by first-hand experience of the natural world. This helps them to appreciate the natural world and have an experience of flora and fauna which they might not usually encounter.</p>
<p>Life Skills</p>	<p>Weekly opportunities when out in the wider community to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings, and values. Engaging in a wide range of activities in the community which offer a sense of enjoyment and fascination in learning about themselves, others and the world around them. Use of imagination and creativity in their learning and willingness to reflect on their</p>	<p>First-hand experience when out in the wider community 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. Opportunities to role play real life situations, developing an understanding of the consequences of their behaviour and actions. Visits to Life Wise, visits from Local police & fire services. Friday Skills builder projects (Yr 6 - Yr11) promote Interest in investigating and offering</p>	<p>Giving pupils opportunities to work collaboratively. Opportunities to participate in a variety of communities and social settings, (Stepping out groups) including by volunteering cooperating well with others and being able to resolve conflicts effectively. Opportunities to become leaders and have experience of future careers (leading dinner time clubs, collecting trays in the dinner hall, library monitors).</p>	<p>Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities through weekly sessions out in the wider community. (Stepping out, Post 16 transition, life skills lessons).</p>

	experiences when practising functional life skills.	reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.		
<p>Intended Impact The impact of this curriculum ensures pupils have opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures.</p>				
<p>SMSC is not a separate subject that is taught explicitly but an aspect of learning that is present in lessons and behaviour in school. Staff will record evidence of SMSC learning that takes place in lessons by tracking and monitoring SMSC on Gridmaker. Gridmaker will facilitate this process by making it easy for teachers to record brief details about a lesson or activity and map it to relevant SMSC criteria.</p>				



