



How **Spiritual, Moral, Social and Cultural Development (SMSC)** is promoted within Dover Park Primary School



Dover Park Primary School has a long term coverage chart of aspects of SMSC. These plans are constantly reviewed and updated so that we can take into account our rapidly changing world and different learning opportunities that may arise under these headings. Our long term plans are outlined within these tables and diagrams.

Aspect of SMSC	Spiritual Development
What does this look like in Dover Park	<p>Spiritual development is concerned with developing the non-material aspects of life, focusing on personal insight, values, meaning and purpose. Beliefs that help provide perspective on life may be rooted in religion, but equally may not. This refers to children's beliefs, religious or otherwise, which inform their perspective on life and their interest in, and respect for, different people's feelings and values. This is developed by:</p> <ul style="list-style-type: none">• Giving pupils the opportunity to explore values and beliefs, including religious beliefs and the way in which they impact on people's lives. This is done, for example, through Assemblies, PDL planning and History.• Giving pupils the opportunity to understand human emotions and feelings, the way they impact on people and how an understanding of them can be helpful; for example, through PDL, Literacy, Drama, Music and Dance.• Developing a climate, or ethos, within which all pupils can grow and flourish, respect others and be respected; for example, School Council and Celebration Assemblies.• Offering pupils the opportunity to appreciate the beauty and wonder of the natural environment; for example, Bushcraft activities• Accommodating difference and respecting the integrity of individuals; for example, School Council, , Playtime pals, Explicit PDL lessons, Assemblies on Diversity and Anti-bullying week <p>Promoting teaching styles that:</p> <ol style="list-style-type: none">1. Value pupil questions and give them space for their own thoughts, ideas and concerns.2. Allow children to take ownership of and lead their learning3. Enable pupils to make connections between aspects of their learning.4. Encourage pupils to relate their learning to a wider frame of reference; for example, asking 'why', 'how', and 'where' as well as 'what'.



How Spiritual, Moral, Social and Cultural Development (SMSC) is promoted within Dover Park Primary School



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Aspect of SMSC	Moral Development
<p>What does this look like in Dover Park</p>	<p>Moral development is largely about making choices, behaviour and how you live your life. Its also about personal and societal values, understanding the reasons for them and airing and understanding disagreements. Moral Development refers to a pupil's understanding, attitude and behaviour to what is right and what is wrong. This is developed by:</p> <ul style="list-style-type: none"> • Providing a clear moral code for behaviour which is promoted consistently through all aspects of the school; for example, Behaviour Policy; Dover Park's Golden Rules; ; Anti Bullying Week, E-Safety week. • Promoting equality relating to; gender, religion, ethnic origin, sexual orientation, age, disability, SEN, (Inclusion policy, Equal Opportunities policy, SEN policies). • Promoting racial, religious and other forms of equality (Racial, Inclusion, Equal Opportunities, SEN policies). • Giving pupils opportunities to explore and develop moral concepts and values throughout the curriculum; for example, truth, justice, equality of opportunity, right and wrong (PDL; RE; History; Literacy; Assembly; Drama; School Council; Community Police officer visits). • Developing an open and safe learning environment in which pupils can express their views and practise moral decision making (PDL Circle time sessions, School Council; Bushcraft; Drama; Safeguarding policy & practice). • Rewarding expressions of moral insights and good behaviour (Celebration Assembly; class reward systems; house points). • Modelling through the quality of relationships and interactions the principles we wish to promote; for example, fairness, integrity, respect for persons, pupil welfare, respect for minority interests, resolution of conflict keeping promises and contracts (whole school charity events; British Values; Celebration Assemblies; Assembly themes). • Recognising and respecting different cultural groups represented in the school and the wider community (celebration of religious festivals and newsletters, Themed Assemblies). • Encouraging children to take responsibility for their actions; for example, respect for property, care of the environment and code of behaviour (Behaviour Policy; Assembly themes). • Providing models of moral standards through the curriculum (Literacy; History; RE; PDL; Assembly; Drama). • Reinforcing the school's values through the use of posters, displays etc.



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Aspect of SMSC	Social Development
<p>What does this look like in Dover Park</p>	<p>Social development shows pupils working together effectively, relating well to adults and participating in the local community. Social Development refers to a pupil's progressive acquisition of the competencies and qualities needed to play a full part in society and become informed citizens of the future. This is supported by:</p> <ul style="list-style-type: none"> • Fostering a sense of community with common, inclusive values (Assembly; Home-School Agreement; HSA events including Christmas & Summer fairs) • Promoting equality relating to; gender, religion, ethnic origin, sexual orientation, age, disability, SEN, • Promoting racial, religious and other forms of equality (Racial & Equal opportunities policies). • Encouraging children to work co-operatively (PDL, Playtime Pals, House system; Attendance Awards, Cloakroom Award) • Encouraging children to recognise and respect social differences and similarities; for example, where they live, different kinds of family models, age issues (PDL; RE; Literature, Assemblies). • Providing positive corporate experiences; for example, special curriculum events, productions, school council, "DP's Got Talent", Class Assemblies. • Helping pupils develop personal qualities which are valued in society, for example, thoughtfulness, honesty, respect for differences, moral principles, independence, inter-dependence, self-respect. (BLP) • Helping children to relieve tensions between their own aspirations and those of the wider group . • Providing opportunities to participate in the democratic process and participate in making community decisions (School Council; votes in class on a variety of issues; House Captain votes,). • Providing children with opportunities to exercise leadership and responsibility (Council Leaders, Cloakroom monitors; House Captains). • Welcoming members of the wider Island community into our school and keeping them informed of developments (Website; newsletter; notice board; community board; involvement in community events; for example, J.Rock Challenge, Football tournaments).



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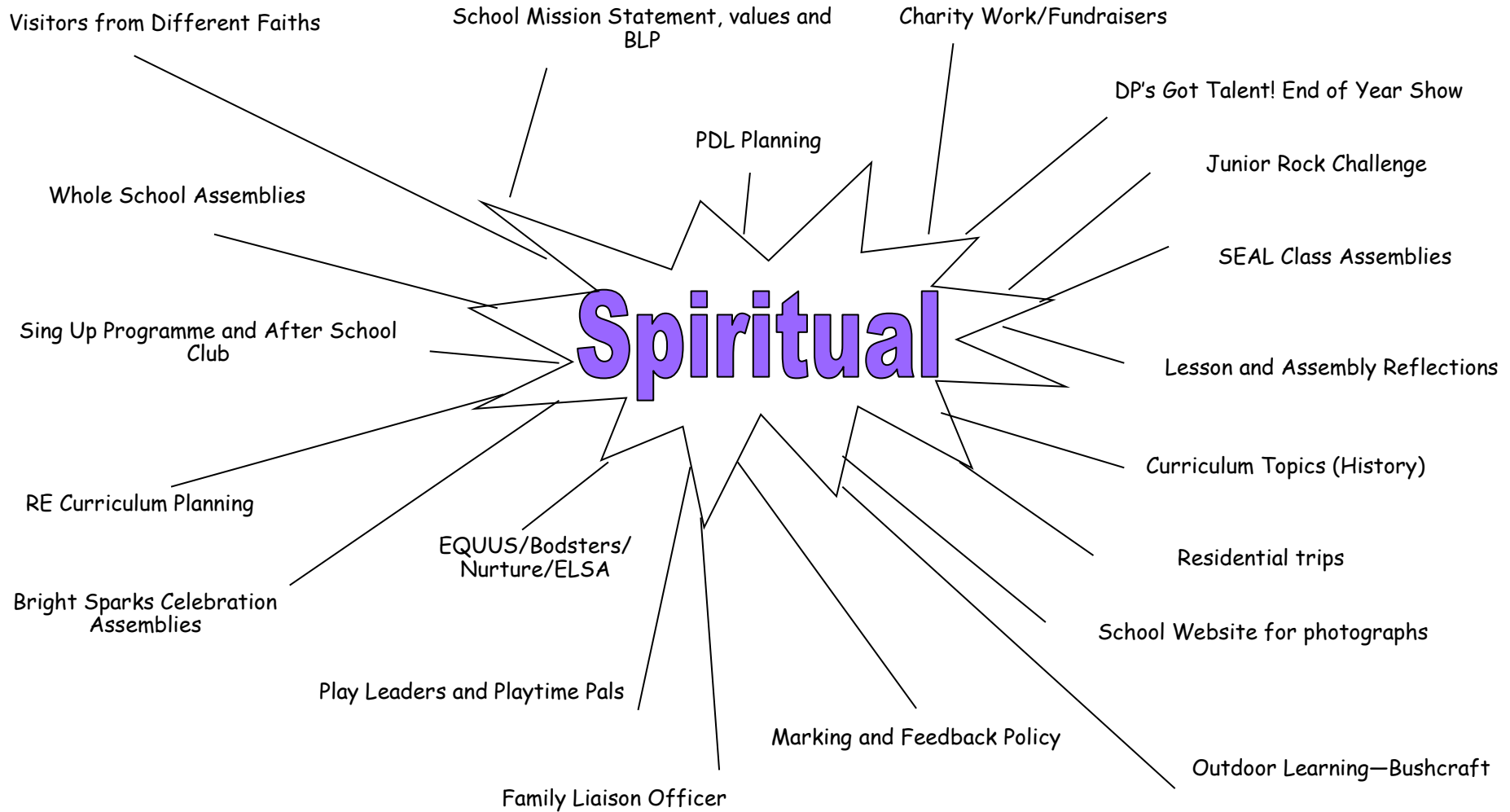


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Aspect of SMSC	Cultural Development
What does this look like in Dover Park	<p>Cultural development is about understanding and feeling comfortable in a variety of cultures and experiencing a range of cultural activities (art, theatre, travel, concerts). Understanding and tolerance regarding the cultural traditions and beliefs of others.</p> <p>Cultural development refers to pupils developing their understanding of beliefs, values and customs in social, ethnic and national groups different to their own. This is supported by:</p> <ul style="list-style-type: none">• Providing children with opportunities to explore their own cultural assumptions and values.• Celebrating the attitudes, values and traditions of diverse cultures (Geography; RE; History; Literacy; Library; Assembly; Art; Dance; Music; celebrating festivals and promoting EAL within the school)• Recognising and nurturing particular gifts and talents (Local Events with other schools: G&T Workshops/Sports Competitions),• Developing partnerships with outside agencies and individuals to extend pupil's cultural awareness (Drama, music and dance groups, links with Local Community).• Reinforcing the school's cultural values through displays and photographs.• Using ICT and the world-wide web to extend partnerships with those from other cultural backgrounds (links with other schools).



How **Spiritual Development** is promoted within the ethos at Dover Park Primary School





How Spiritual Development is promoted within the curriculum at Dover Park Primary School



Mathematics:

- Make connections between pupils mathematical skill and real life.
- By consider pattern, order, symmetry and scale in both the man made and natural world.



English:

- Response to a poem, story or text e.g. I wonder..., How would you feel...



- By appreciating the beauty of language.

Drama:

- Allow self expression and a chance to walk in someone else's shoes.

Science:

- Demonstrate that some answers cannot be provided by science.
- Create opportunities for pupils to ask questions and develop their own line of enquiry.



RE:

- Experience wonder and joy through stories, celebrations, rituals and different expressions of religion and world views.
- Ask and respond to questions of meaning and purpose.
- Consider big questions about "God and the world".



PSHE Education:

- Develop an awareness of and responding to others needs/wants.
- Explore meaning and purpose for individuals/ society.
- Develop resilience and inner strength.
- Explore spiritual practises such as worship and prayer.



MFL—French (Yr 3 upwards):

- Explore the beauty of languages around the world.
- Explore how language is constructed.



Spiritual Development

History:

- Consider how things have changed over time.
- Speculate about how we mark important events from history and the people that shaped them.



Geography:

- Use Google maps and reflect on different places to live in the world.
- Compare their lives with pupils living in other parts of the world or the UK.



PE:

- Delight in movement.
- Take part in activities such as dance, games, gymnastics which help children to become more focused, connected and creative.
- Become aware of one's strengths and limitations.



Computing:

- Wonder at the power of the digital age.
- Understand the advantages and limitations of ICT.
- Use the internet as a gateway to big life issues.



Art and Design:

- Provide plenty of rich opportunities for pupils to explore spiritual dimension and natural phenomena.
- Explore different artist interpretations and ask what the artist was trying to convey.
- Promote the review and evaluate cycle.



Design and Technology:

- Enjoy and celebrate personal creativity.
- Review and evaluate created things.



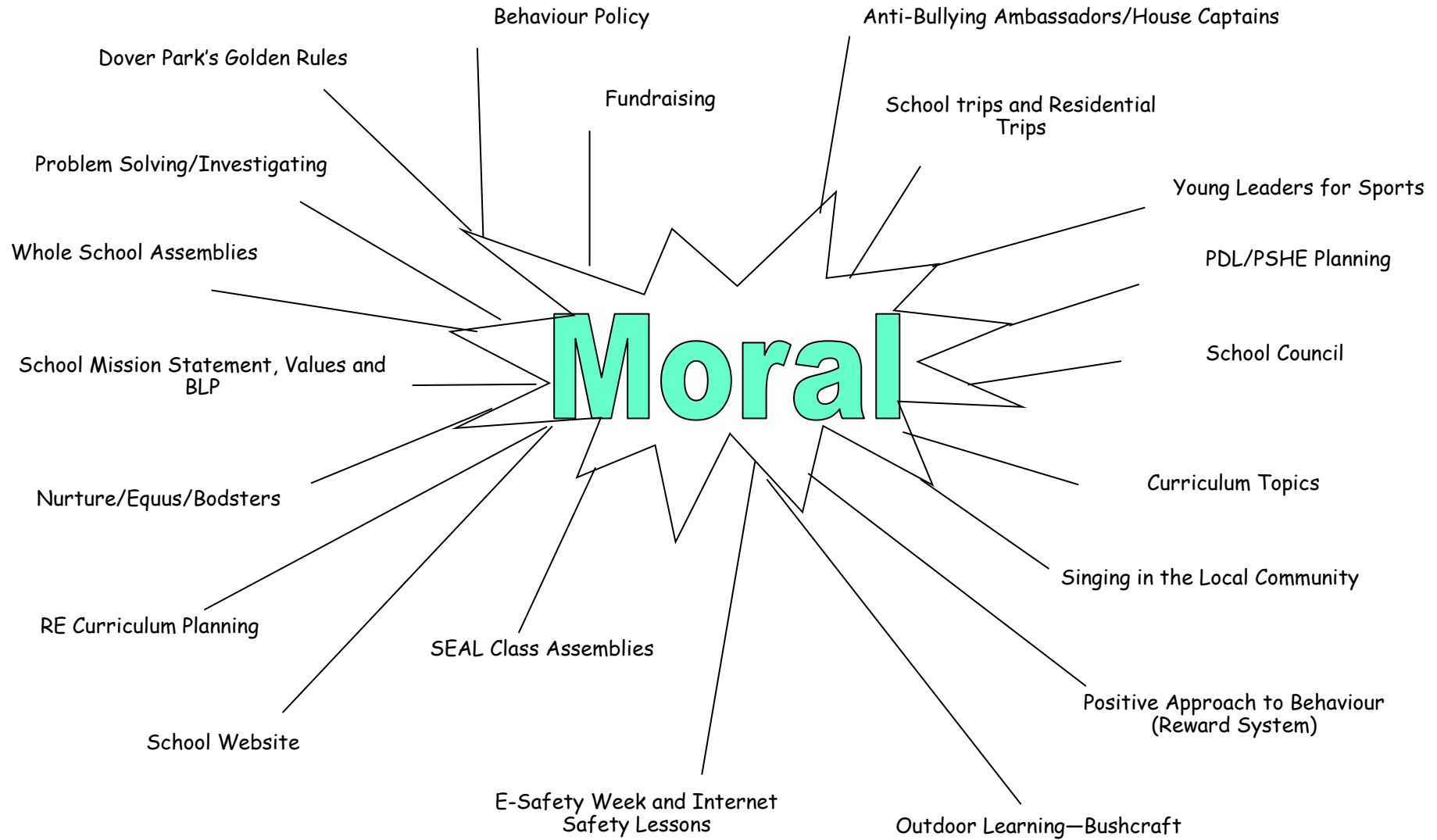
Music:

- Show delight and curiosity in creating their own sounds.
- Consider how music makes us feel.





How Moral Development is promoted within Dover Park Primary School





How Moral Development is promoted within the curriculum at Dover Park Primary School



Mathematics:

- Engage pupils playfully e.g. in unequal shares of resources.
- Reflect on data that has moral and ethical implications e.g. the percentage of people in the world suffering from hunger.



English:

- Explore stimulus for thinking about the consequences of right and wrong behaviour.
- Speculate and apply their learning to their own lives.



Drama:

- Express what it feels like to be wronged and what remedies may make things better e.g. anti-bullying week.

Science:

- Consider the wonder of the natural world and the inventions that have made the world a better place.
- Speculate about how science can be used for both good and evil reasons.
- Consider not all developments are good because they have caused harm to the environment and people.



PSHE Education:

- Explore what is right and wrong.
- Investigate what we need to do in our community to make sure everyone thrives.
- Make explicit links to the school's ethos and values.



MFL—French (Yr 3 upwards):

- Help pupils to have an accurate and truthful understanding of the French culture.



Moral Development

History:

- Explore the results of right and wrong behaviour in the past.
- Consider characteristics of people who have had a bad influence and caused suffering to others.
- Go beyond the facts and ask pupils to make hypotheses and pose questions such as "what if..."



Art and Design:

- Explore how emotions and inner feelings are expressed through painting, sculpture and architecture.
- Make response to and use visual images to evoke a range of emotions.



RE:

- Explore morality including rules, teachings and commands.
- Investigate importance of service in various religions.
- Explore religious perspectives.
- Ask questions about the purpose and meaning.



Design and Technology:

- Raise questions about the effect technological change on human life and the world around them.



PE:

- Discuss fair play and the value of team work.
- Develop qualities of self-discipline, commitment and perseverance.
- Develop sportsmanship e.g. shaking the hand of a competitor at the end of a competition.



Geography:

- Consider how people treat the environment and ask questions.



Computing:

- Explore moral issues around e-safety and data.
- Consider benefits and potential dangers of the internet.
- Consider the vision of those involved in developing the internet.



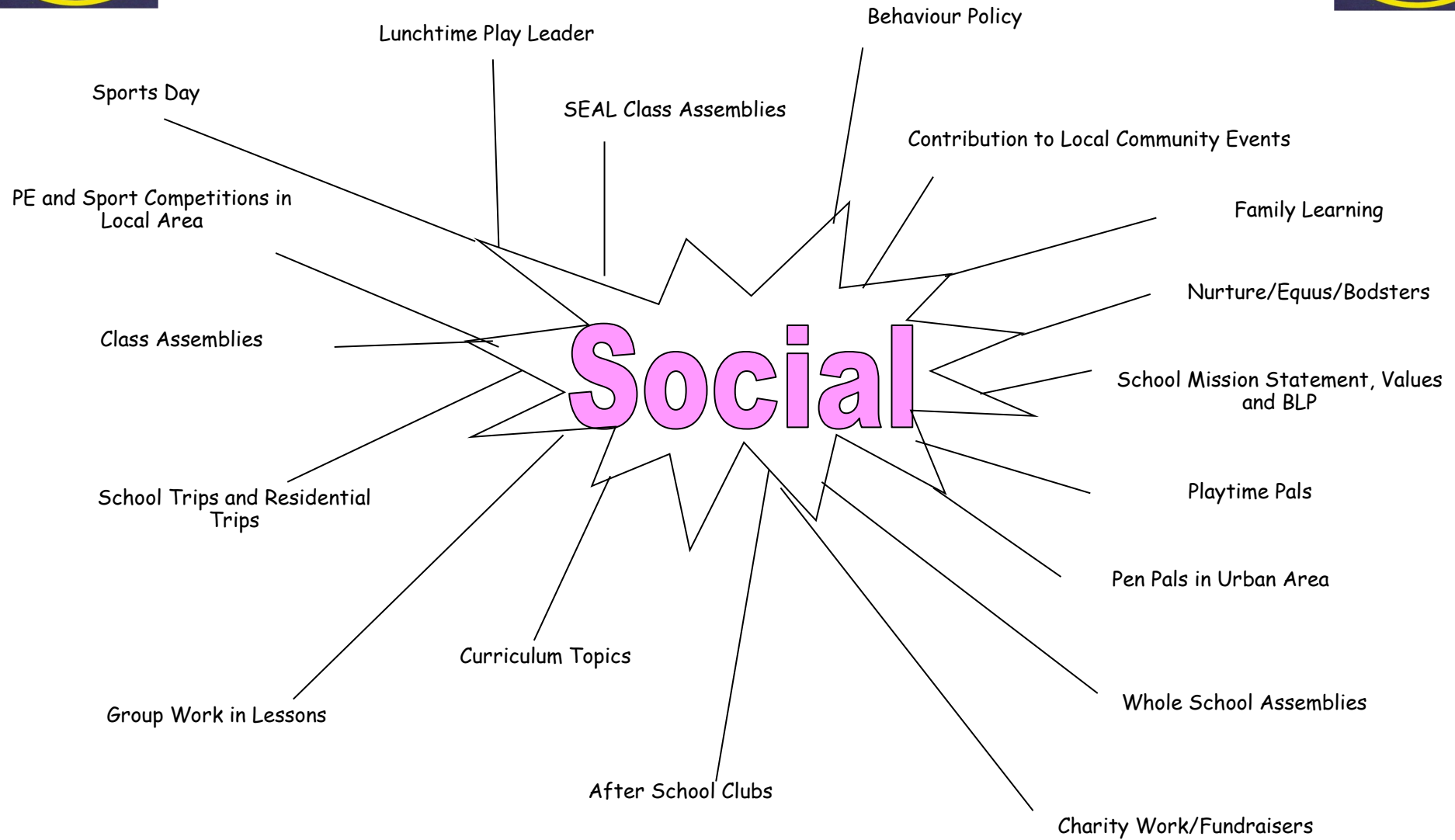
Music:

- Explore how music can convey human emotions.
- Appreciate the self-discipline required to learn a musical instrument.





How Social Development is promoted within Dover Park Primary School





How Social Development is promoted within the curriculum at Dover Park Primary School



Mathematics:

- Share the classroom resources.
- Negotiate responses and group problem solving.
- Analyse social data e.g. on poverty/bullying/cyber-bullying etc.



MFL—French (Yr 3 upwards):

- Learn the skill to communicate in different ways.
- Explore different social conventions e.g. forms of address in French.



History:

- Consider questions about social structure in the past e.g. rights of children in Victorian times.
- Discuss how groups and communities organised themselves e.g. Romans.



Computing:

- Link through digital media services with other schools and communities.
- Highlight ways to stay safe when using online services and social media.
- Discuss the impact of computing on how people communicate e.g. email.



English:

- Support conceptual and language development through an understanding of and debates about social issues e.g. social media.
- Provide opportunities for talk in a range of settings e.g. talk for writing.



Drama:

- Explore similarities and differences and how respect for others can be expressed.
- Build self-esteem and encourage self-worth.

Social Development

Geography:

- Provide positive and effective links with the community.
- Consider social responsibility.



Art and Design:

- Share of resources.
- Explore social conflict and resolution.
- Explore art as a powerful social tool e.g. in advertising.



Science:

- Explain how to keep other people safe and how they might protect a younger or vulnerable person.
- Explore social dimension of scientific advances e.g. environmental concerns, medical advances, energy processes.



RE:

- Explore the qualities which are valued by our school through our core values e.g. respect for difference.
- Ask questions about the social impact of religion at age appropriate level.



PE:

- Develop a sense of belonging and self-esteem through team work.
- Develop a sense of community identity through taking part in school events.
- Offer a variety of extra-curricular sport activities across year groups enabling children to work together.



PSHE Education:

- Engage in the democratic process for agreeing the rules for community life.
- School council opportunities to exercise leadership and responsibilities.



Design and Technology:

- Explore dilemmas that individuals may face and develop practical solutions to these problems.
- Contribute to the local society through art works.



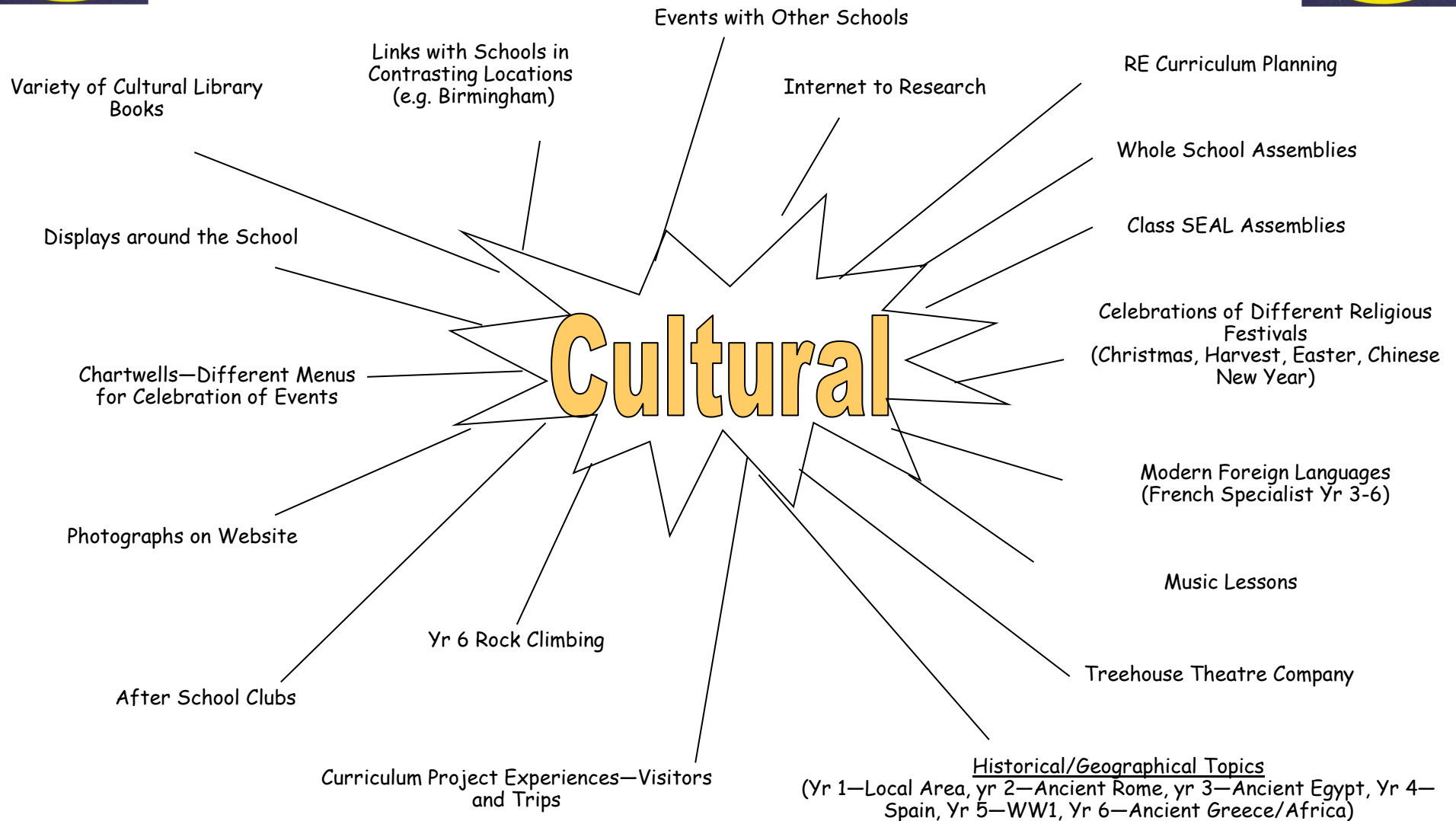
Music:

- Explore how an ensemble or orchestra works together.
- Appreciate how music can be used in different ways in different settings.





How Cultural Development is promoted within Dover Park Primary School





How Cultural Development is promoted within the curriculum at Dover Park Primary School



Mathematics:

- Ask questions about the history of maths e.g. what did the Greeks discover that we still use in maths today?



MFL—French (Yr 3 upwards):

- Appreciate the language and customs of others.
- Explore literature and culture of other countries.
- Take part in cultural occasions e.g. Chinese New Year.



History:

- Explore history of Isle of Wight and Ryde.
- Investigate how culture is shaped by history.
- Take pupils on visits to heritage sites e.g. Brading Roman Villa.



Computing:

- Explore human achievements and creativity in relation to worldwide communications.
- Develop a sense of awe and wonder at human ingenuity.



English:

- Provide opportunities for pupils to engage with texts from different cultures.
- Tell stories from their own cultures and backgrounds.



Drama:

- Take different roles from other backgrounds.
- Use different dramatic conventions to encourage empathy.

Science:

- Ask questions about the ways in which scientific discoveries from around the world have affected our lives.



RE:

- Explore similarities and differences between faiths and cultures.
- Consider different cultural expressions.
- Engage with text, artefacts and other sources from different cultures and religious backgrounds.



PSHE Education:

- Explore how different cultures can offer great insights into how we lead our lives.



Design and Technology:

- Consider cultural influences on design.
- Ask questions about functionality v aesthetics.



Cultural Development

Geography:

- Make links with schools in other countries.
- Explore cultures that have had and still have an impact on the local area.



Art and Design:

- Experience a wide range of creative media from around the world.
- Develop aesthetic and critical awareness at an age appropriate level.



Music:

- Give pupils opportunity to learn an instrument.
- Regular singing assemblies.
- Appreciate musical expressions from different times and places.
- Encourage pupils to listen and respond to traditions from around the world.



PE:

- Learn about the history of sport and where they originate from.
- Make links with national and global sporting events.
- Explore rituals surrounding sporting activities e.g. medal ceremonies.

