

# SMSC Subject Statements



## Art and Design

### Spiritual

The spiritual development of pupils is shown by:

- Using imagination and creativity to explore ideas and feelings in works of Art
- Allows children to express themselves through their own art and design work
- Allows children to appreciate the achievements of other artists both contemporary and from the past such as Van Gough, Lowry and Hokusai

### Moral

The moral development of pupils is shown by:

- Encouraging mutual respect and the consideration for others' work such as evaluating the work of Artists to understand the reasoning and story behind the pieces of art.
- Pupils are encouraged to show compassion when assessing the work of others through, understanding how their comments can build up or destroy another's self- belief.

### Social

The social development of pupils is shown by:

- Working in pairs, groups or teams to create a collaborative piece of art such as mosaic tile art
- Self-assessing each other's art work

### Cultural

The cultural development of pupils is shown by:

- Enabling children to study art involving various cultures and civilizations from around the world. They lead to a greater understanding of different ways of life and a respect for cultures that are very different from our own; how they can enrich our own lives.
- The fusion of art work between our own and other cultures leads to pupils incorporating designs, patterns and motifs in their own work developed by a deeper understanding of the culture such as Rangoli patterns (KS2), Spanish carnival masks (KS2) and African masks (Y1)

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## Subject Computing

### **Spiritual**

ICT allows pupils access to information about other religions and cultures, it can bring rapid benefits to discussions and tolerance to an individual's beliefs. It also facilitates the sharing of spiritual values with others and is used for creative activities.

Pupils are also made aware of the limitations and abuse of the internet where they question and justify the aims, values and principles of their own and others' belief systems.

### **Moral**

A major part of the computing curriculum is learning to use the internet safely. We learn the importance of respecting other people online and ensuring that pupils are respected. Pupils are taught about the actions that they can take if they feel unsafe whilst online.

### **Social**

Throughout the school, pupils have opportunities to work in groups to create computing projects. They also learn about how to make safe social connections on line and about the advantages and disadvantages of social media. They are educated about issues including cyber bullying and the potential problems of online gaming.

### **Cultural**

In schools, computers are a powerful research tool which allows pupils to find out information about different cultures throughout the world.

Pupils are also made aware of the advantages of having access to computers and how this is not the case in less developed cultures.

# Subject: Design Technology

## Spiritual

- Design Technology supports spiritual development by providing opportunity for the pupils to exercise imagination, inspiration, intuition and insight through creativity and risk taking in analysing, designing and manufacturing a range of products. It instils a sense of awe, wonder and mystery when studying the natural world or human achievement and when realising the inner functions and structure of everything in our world. Encouraging creativity, allows pupils to express innermost thoughts and feelings and to reflect and learn from reflection, for example, asking 'why?', 'how?' and 'where?'.

## Moral

- Design Technology supports moral development by raising awareness of the moral dilemmas by encouraging pupils to value the environment and its natural resources and to consider the environmental impact of everyday products. It educates pupils to become responsible consumers. It also provides a first insight to the ethical dilemmas that arise in response to the creation of products.

## Social

- Design Technology promotes social development by providing opportunities to work as a team, recognise others' strengths, give and use constructive critique effectively and share equipment. Design Technology promotes equality of opportunity and provides an awareness of areas that have ethnicity or gender issues e.g. encouraging girls to use equipment that was traditionally male dominated.

## Cultural

- Design Technology supports cultural development by encouraging children to reflect on ingenious products and inventions, the diversity of materials and ways in which design and technology can improve the quality of life. It investigates how different cultures have contributed to technology and reflects on products and inventions, the diversity of materials and ways in which design can improve the quality of our lives.

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## English

### Spiritual

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 contexts.

English supports the use of imagination and creativity in their learning; in EYFS children have written their own potions & stories as part of a unit on Witches and Wizards.

In KS1 children made their own treasure maps with hazards in response to the text 'How to find Gold'.

Spiritual development is shown by a sense of enjoyment and fascination in themselves and the world around them. In EYFS children were keen to see their work on the Wow wall and to share the story after input on What the Ladybird Heard.

In KS2 children were fascinated by the struggle of Shackleton and his crew and were able to reflect on the values held by the men at this time. They wrote imaginatively about the experience of trying to reach the pole.

### Moral

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 genre including newspapers, fiction, television and other media.

Children are given opportunities to engage with texts which raise moral questions and dilemmas.

In EYFS children have engaged with texts with a moral including On Sudden Hill and Oh no George.

In KS1 children looked at the text Knuffle Bunny, they used this text to discuss looking after things. They had opportunities to discuss right and wrong after reading Don't tell the Pigeon.

In KS2 children discussed the pros and cons of accepting refugees.

### **Social**

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. Children have the opportunity to work together both in pairs and groups. They share books and read together. Children work together on drama activities including conscience alley, debate and hot seating.

### **Cultural**

English supports cultural development by exposing children to a wide range of written and spoken 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.

Children have the opportunity to find out about a range of cultures from quality texts reflecting these.

In EYFS children looked at the text No Dinner

In KS1 children studied Anna Hibiscus

In KS2 children are provided with opportunities to discuss different cultural attitudes.

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## Geography

### Spiritual

The spiritual development of pupils is shown by their:

- Sense of enjoyment and fascinating in learning about the physical and human world. Across the school the children study topics where their awareness of the world is enhanced and inspires awe. In KS1 this is especially the case when studying the continents and the oceans that make up the world. LKS2 particularly are fascinated by the rivers and mountains topic, especially with regards to forest fires and flooding. UKS2 are consistently inspired and fascinated by Perilous Peaks and Shake, Rattle and Roll topics.
- Creative teaching ensures the children use their imagination and creativity during geography lessons. Across KS2, this can be seen in role play, balanced arguments, art and sculptures and presentations to others. In KS1 this involves artwork, role play and exploring resources from different countries.
- A reflective approach willingness to reflect on their experiences. It is the school's policy that the children reflect on their learning at the end of the lesson and the beginning of each lesson to secure knowledge, push thinking and ensure learning is continuously being built on. This can be seen in classes orally during lessons and in written feedback in books.

### Moral

The moral development of pupils in Geography is shown by their:

- Critical thinking approach to learning across the school. It is common practice for teaching staff to challenge first thoughts and beliefs across all key stages.
- Understanding the consequences of their behavior and actions. In FS they spend time explaining the importance of looking after their local surroundings. In KS1 they learn about recycling. In LKS2 they show it through their understanding of pollution and changing landscapes due to human actions. In UKS2 they show it through recognizing human actions effecting global warming and deforestation.
- 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. This is shown across all key stages through the critical thinking approaches. We spend time thinking about the viewpoints of others directly involved in deforestation (UKS2), refugees (Y3/4), living in mountains (LKS2) and looking at other children's experiences and comparing them (KS1).

### **Social**

The social development of pupils in Geography 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. Across schools, talk partners are used efficiently in Geography and the children work well doing this and develop their learning well using this approach.
- use of cooperating well with others as part of our fieldwork coverage. Each class participates in fieldwork each year in a different setting. This ensures children are able to learn and work in different settings and with various members of the community, e.g. Tameside wardens and National Trust representatives and volunteers.
- 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.

### **Cultural**

The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences. When studying places during topic lessons, such as the Greeks in UKS2 and Romans in LKS2 we look at th
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- 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, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

# SMSC Subject Statements



## History

### Spiritual

History rises spiritual development through reflecting on how views from the past were influenced by the beliefs of the time, such as understanding why women could not vote in the past and how that has changed over time. Our focus on Enquiry allows for children to look at various interpretations of events and reach our own conclusions. Children look at artefacts and images to give pupils a sense of the past and aid pupils in understanding the people who produced and used these objects. Pupils explore the role played by important individuals, particularly in KS1s 'I Remember You' topic where focuses include Florence Nightingale and Queen Victoria and Elizabeth. We look at whether their impact was positive or negative on world's history.

### Moral

History supports moral development by asking children to consider and comment on moral questions and dilemmas such as whether children would prefer to live in Athens or Sparta and give explanations as to why. Pupils will be encouraged to show compassion for people facing dilemmas and to discuss decisions which people in the past made and the reasoning behind these decisions. We also link this to consequence, and understanding how this shaped modern day Hyde. Notions of right and wrong are explored in connection with events from the past, linking with the value of justice e.g. our UKS2 unit on Law & Order (You're Nicked.)

### Social

History at Endeavour, supports social development by exploring the similarities and contrasts between past and present societies and be made aware of how fortunate we are to live in modern day Hyde. Children examine how other cultures have had a major impact on the development of 'British' culture such as in the LKS2 topic of Romans and how life would be different without their advancements. Pupils will also be encouraged to build up their own social development through collaborative and team working activities with regular debates in KS2, and group discussions within KS1.

### Cultural

History supports cultural development by encouraging children to gain an understanding of people from different cultural backgrounds. They will examine how other cultures have had a major impact on the development of 'British' culture such as the KS1 topic then & now, which allows for comparisons. Pupils develop a better understanding of our multicultural society through studying links between the history of Hyde, Britain, Europe and the world. Children from EYFS upwards embrace and celebrate cultural experiences including Eid and Remembrance.

# SMSC Subject Statements



## Maths

### Spiritual

Maths at Endeavour Academy supports children's spiritual growth by helping them to develop deep thinking and questioning the way in which the world works through solving rich, real-life problems. From Early Years to Year 6 you will see children are always encouraged to reason and to delve deeper into their understanding of Mathematics and how it relates to the world around them.

During a maths lesson you will see children:

- Reflecting on their learning and the different possible outcomes and approaches to problems.
- Thinking critically and assessing the working of others, for example when using calculations.
- Working through activities which inspires imagination, creativity and enjoyment.
- Showing resilience to keep trying different methods.
- Hands on and encouraged to see the sequences, patterns, symmetry and scale and to use maths as a tool to explore it more fully.

### Moral

The moral development of children is an important thread running through the mathematics curriculum at Endeavour Academy. 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 or biased statistical calculations.

During a maths lesson you will see children:

- Interested in investigating and offering reasoned responses.
- Listening to others views and opinions on problem solving and appreciating them.
- Discussing about mathematical understanding and challenge assumptions given to them.
- On a quest for truth by rigorous and logical argument and discouraged from jumping to conclusions.
- Persevering, children who know it is OK to be wrong and that we can learn from our mistakes.

## **Social**

At Endeavour Academy, problem solving skills and teamwork are fundamental to Mathematics, through creative thinking, discussion, explaining and presenting ideas. Maths support pupils social development by promoting self-esteem and building self-confidence. Maths encourages collaborative learning in the classroom in the form of listening and learning from each other and paired discussion and working with partners.

During a maths lesson you will see children:

- Encouraged to develop their Mathematical reasoning skills, communicating with others and explaining concepts.
- Developing their mathematical voice and powers of logic, reasoning and explanation by offering explanations to each other.
- Who when collaborate with others are not afraid to voice their reasons and learn from any mistakes made.
- Self and peer reviewing at the end of solving a problem to help them have an accurate grasp of where they are and how they need to improve.
- Involved in workshops and team maths challenge days for examples the Outdoor Learning day and the Happy Puzzle Workshop where children solve logic problems collaboratively.

## **Cultural**

Mathematical language is a universal language used worldwide. At Endeavour Academy we support children's cultural development by developing an appreciation with the children that mathematics, its language and symbols have developed from many different cultures around the world: e.g. Egyptian, Indian, Islamic, Greek and Russian roots.

During a maths lesson you will see children:

- Investigating and researching cross culture patterns such as tessellation, symmetry, Islamic tiles and Rangoli patterns.
- Making explicit reference to Mathematicians contribution to the topics that are taught.
- Exploring equipment and apparatus from all around the world used to support number and calculations such as the Chinese abacus.
- Using approaches and methods taken from Singapore and Shanghai which help to visualise problems such as Bar Modelling.

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## Music

### **Spiritual**

Music supports spiritual development through the experience and emotion of responding to performing, listening and composing music. We encourage our pupils to express their feelings verbally and in written form to improve their levels of articulation. Where pupils are sensitive about expressing their feelings we nurture the confidence to do this by creating a supportive environment.

### **Moral**

Music supports moral development by encouraging pupils to engage in critical discussions of musical performances and presentations from other children and also famous composers. Where there is a specific cultural or social reference that is explicit in the work examined we encourage pupils to reflect upon this. Where pupils present their own work we ensure fair and objective assessment and evaluation of their work.

### **Social**

Music supports social development with children collaborating routinely in group tasks where they take responsibility for their own learning outcomes and progress. We encourage the skills of independence, resilience and time management. Where they engage in group tasks we build a sense of unity which leads to them addressing their individual abilities and strengths and learning to build upon these collaboratively.

### **Cultural**

Music supports cultural development by encouraging a respect and deep appreciation for cultures around the world that have contributed to the development of our current popular musical styles. This philosophy also underpins our selection of music for performance events whether they are informal or formal occasions. We encourage children to create their own music and to incorporate different musical influences in their own composition.

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## PE

### **Spiritual**

P.E supports spiritual development by increasing pupils' knowledge and understanding of the body's performance when exercising; this leaves pupils amazed at the body's ability. Through Dance and sports such as Gymnastics pupils are being creative, expressing feelings and emotions in their performances. Allowing pupils' reflection time to evaluate their experiences allows them to build a positive mindset and promotes progression. Pupils will also see a sense of awe and wonder when observing elite performance from professional athletes and their peers.

### **Moral**

P.E supports moral development by encouraging pupils to live a healthy lifestyle and promoting healthy living is apparent in each P.E lesson. Pupils develop the ability to tell between right and wrong through fair play in sporting events and participating in competitive situations, giving pupils a sense of justice, and how to respond appropriately when they feel there is an injustice. The frequent opportunity given to pupils to supports the importance of abiding by rules.

### **Social**

P.E supports social development by developing the necessary skills to work in teams or pairs, as the majority of activities are based around team games or creating sequences in groups, co-operation with others is paramount to success. Giving the pupils roles such as leaders, coaches, or umpires, and offers pupils the opportunity to develop their communication skills, leadership skills and the ability to settle any discrepancies which may occur. Pupils are encouraged to reflect upon feelings of enjoyment and determination.

### **Cultural**

P.E supports cultural development by giving children the opportunity to explore dances and learn games from different traditions and cultures including their own. Pupils also recognise and discuss the differences between male and female roles within sport, at both elite and amateur levels. Compassion and respect for other culture and traditions is also displayed by all when exploring unfamiliar games or dances. Pupils will discuss how culture affects what sports different nations excel at and how cultural traditions can affect which sports men and women participate in.

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## RE

### **Spiritual**

The school RE scheme informs the children of the beliefs of other religions and enables them to reflect on their own spiritual values and experiences. They learn about the practices of other religions and compare them to their own. Through learning about creation they are inspired by the world around them.

### **Moral**

The RE scheme promotes an awareness of other people's moral values and opportunities to reflect on their own. The Value of the Term offers opportunities to practise and reinforce their own moral values. They learn the difference between right and wrong and are guided to make good choices through activities such as Conscience Alley. They learn to reason about moral and ethical values

### **Social**

Sharing celebrations. Having connections with people from different religious backgrounds in a social setting. Group work, children from different cultures and religions work together in friendship groups. Social acceptance and inclusion is modelled by adults.

### **Cultural**

Through learning about religions they learn about different cultures and can compare and contrast them with their own. They learn acceptance, fascination and enjoyment through realistic cultural experiences. They willingly participate in diverse cultural opportunities.

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## Subject: Science

### Spiritual

- 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. This can also be seen in reflection on how religious beliefs tie in with scientific ones and respect for different beliefs and theories.

Examples of this throughout school:

Foundation – farm visit – different diets e.g. bacon

KS1 – Lifecycles and seasonal change the interdependence of all living things. E.g. butterflies

LKS2 – fascination about learning about themselves - how the human body works – e.g. skeletal and digestive systems.

KS2 – Space –Different beliefs about what is out in space, how our Earth was created etc.

### Moral

- 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.

Examples of this throughout school:

Foundation - care and treatment of animals/ mini beasts

Ks1 – Plants – interest in your environment, taking care of plants

KS2 – Space – Should we aim to improve our world for everyone first or should we spend money exploring space for the greater good of mankind?

Scientific advancements – are they worth the cost? Ks2 -E.g. Marie Curie, New discoveries

Plants – genetically modified crops vs world hunger.

### Social

- 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 to investigate, research and collect and present data.

Examples of this throughout school:

Science week – involving the community – e.g. families (science selfies).

Science newsletter to celebrate successes together.

Foundation stage – encourages discussion and sharing of ideas (predictions) to other children and adults (e.g. growing beanstalks)

KS1 – working in groups, solving problems – e.g. materials workshop

KS2 - working in groups, solving problems – e.g. rocks workshop

Terrific scientific working in partnership with universities.

Science capital – whole school involvement - letters to scientists.

### **Cultural**

- 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.

Examples of this throughout school:

Foundation - learning about different occupations which encourages younger pupils to see the importance of science in our world.

KS1 – materials – linked to history and the fire of London – historical and scientific culture.

KS2 –\_Space- international space station shows children international collaboration e.g.

ESA European Space agency.

Research into famous discoveries e.g. Gallileo and Copernicus.

Understanding the application of science in everyday life e.g. taking part in GMEC marble run.

Science club – activities linked to famous scientists e.g. Newton – making a Non-Newtonian liquid and a colour wheel.

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## Subject: Spanish

### **Spiritual**

Spanish supports spiritual development by engaging children with books, songs, videos and drama.

Through Spanish children can explore and engage with the feelings and values of Spanish speaking communities.

### **Moral**

All have a responsibility to listen and learn together, even if children are at different levels.

Accepting of mistakes as we are emerging in Spanish.

Being respectful of mispronunciations of words by others.

### **Social**

Work together in pairs or groups using new language.

Accept that we are all learning together.

If we don't know a word in Spanish then we found out together and appreciate that we do not know everything

All pupils participate in activities, videos, singing, listening to Spanish speakers Yr 3 and 5 (Senor Hodge videos, fun, relevant)

### **Cultural**

Understanding that Spanish language is spoken in 21 different countries and not just Spain itself.

Look at festivals, Easter, Christmas, Carnivals, Across and KS2 over the year.

Look at videos on celebrations in Spanish speaking countries to compare to our own culture.

Discuss how we are all from different backgrounds yet we have respect for each other and appreciate other cultures within our school.