Hatfield Peverel Infant and Nursery School
Social, Moral, Spiritual and Cultural Development (SMSC) and British Values across the Curriculum

Subject	Opportunities for SOCIAL development	Opportunities for MORAL development	Opportunities for SPIRITUAL development	Opportunities for CULTURAL development
English	• Playing games and activities that focus on speaking and listening. • Collaborative projects and activities e.g., shared stories, joint poems, plays. • Reflecting on books that explore relationships, identity and purpose in life. 'No Outsider' books. • Sharing beliefs and ideas with peers, promoting self-esteem and respect among pupils. • Library visits.	• Sharing stories that reinforce moral issues e.g., parables, Aesop's fables, 'Have You Filled The Bucket Today?'. • Reading and writing rules related to school, home and the local community. • Writing stories and poems with morals.	• Listening to, reading and writing reflections. • Listening to music, viewing works of art, etc. that inspire speaking, listening, reading and writing. • Sharing books that show the beauty of creation. • Making a creative response to life experiences through the written word e.g., reflective diaries, poetry, etc. • Role play areas, theme days	• Sharing texts from around the world. • Valuing the contribution of different cultures to literature and language. • Using religious festivals as vehicles for literacy-based work. • Looking at recipes for traditional meals around the world/in different religious celebrations. • Writing letters to other countries.
Mathematics	• Using mathematical language to describe similarities and differences between people i.e. tall/short. • Understanding how maths is used in the real world. • Creating opportunities for pupils to work together collaboratively during experimental, investigative and problem-solving tasks. • Engaging in open-ended tasks with others which promote cooperation and collaboration to achieve a common objective. • Being creative thinkers by applying mathematical skills in problem-solving situations.	• Engaging pupils in considering issues such as unequal shares of resources. • Using fractions to discuss equal shares. • Discussing money, focusing on choices on spending and saving, enterprise event. • Using mathematical skills to deal with real life challenges e.g. 'How much rubbish does our school generate?', 'How many litres of water do we use in one day?'. • Raising money for charity. • Working together collaboratively on complex mathematical tasks.	• Exploring links between maths and how pattern, order and symmetry are used in artistic impression. • Developing appreciation of the beauty of mathematics, including exploring underlying mathematical principles behind natural forms and patterns, e.g., the symmetry of snowflakes or the stripes of a zebra. • Enjoying the pleasures and rhythms of counting. • Using skills of critical thinking and reflection. • Valuing the natural world through the appreciation of the mathematical structures found within it e.g. snowflakes, butterflies.	• Learning about number systems used by other countries, e.g., Chinese numbers. • Exploring the use of mathematical language and how it is a universal language used worldwide. • Learning that mathematicians from many cultures have contributed to the development of modern-day mathematics. • Learning about voting opportunities – British Values.
Science	• Working collaboratively on scientific investigations. • Using and sharing simple equipment. • Developing observational skills that are useful throughout life. • Supporting development of physical and emotional health and well-being. • Learning about personal hygiene and infection control. • Knowing about medicines and safe use of them. • Learning rules for keeping physically and emotionally safe.	• Considering how to care for the world and all the animals, plants and people in it. • Specific ecological related work such as recycling. • Learning about what constitutes a balanced diet and healthy lifestyle. • Appreciating that to investigate fairly, commitment and honest observation are crucial. • Considering the ethical implications of environmental problems, e.g., pollution, destruction of rainforests, etc.	• Appreciating the beauty of the world when looking at plants, animals, weather and seasons. • Looking at the process of growing and changing. • Appreciating the order and diversity of the created world.	• Learning about plants and animals from different countries and places. • Supporting awareness of how we need to care for the world in which we live.

Computing	• Learning about safe communication with others – 2 Johns E-safety visit. • Developing computing skills necessary to life in 21st Century Britain. • Seeing learning as a co-operative venture where many can contribute ideas through email, etc.	• Learning about keeping safe online and codes of conduct when using social media. • Using the web to illustrate and explore the power of information and the social responsibility/ethical values it carries. • Knowing that data has value to it.	• Use of technology to inspire, reflect, amaze, etc.	• Learning about use of technology around the world.
PE	• Taking part in team and competitive sports. • Learning rules when playing team games. • Working safety when using equipment. • Reflecting on the responsibility for others, e.g., importance of working as a team, appreciation of health and safety issues. • Learning to trust themselves and others. • Striving to achieve their best and reach their own potential.	• Learning how to win and lose and accept both scenarios. • Considering issues of fairness and morality in the context of games and sports e.g., the necessity for rules and adherence to them by everyone. • Appreciating the positive and negative impact of competitiveness and importance of gamesmanship.	• Using dance/movement as an expression of belief and use in religions. • Developing a deeper understanding and appreciation of their own physical uniqueness.	• Observing and taking part in dance from a range of cultures, traditions and countries. • Learning about the national sports across the world. • Incorporating world sporting events into the curriculum e.g., Olympics, World Cup, etc.
RE	• Communicating ideas to others. • Listening to social stories. • Learning how to effectively communicate their own beliefs, values and attitudes.	• Use of biblical and other religious stories to teach moral codes of conduct. • Learning about British values and their importance in developing good human beings. • Learning about values that originate in the wisdom of faith traditions and the teachings of key religious figures.	• Reflecting on belonging. • Looking at religious beliefs and ideas expressed through the arts. • Reflecting on spiritual ideas, experiences and concepts such as worship, praise, thanks, concern, joy and sadness. • Considering claims of truth, meaning and purpose e.g. studying the teachings of Jesus and reflecting on what guides their own belief. What is important to them? • Church visit, temple visit, visit from local vicar. • Christmas and Easter events, seasonal performances. • Assemblies	• Learning about and from celebrations, worship and rituals from different countries and world religions. • Being supported in valuing religious and cultural diversity.
History	• Learning how to ask and answer questions. • Social lessons learned from stories long ago and significant people from the past. • Appreciating how values in Britain have formed and evolved over time and have resulted in changes in law, attitudes and expectations.	• Learning about significant others from the past who have influenced current affairs and contributed to national and international achievements, e.g., Florence Nightingale, Rosa Parks. • Appreciating how situations of injustice have provoked people to rise and often, against the odds, bring change and transformation in the lives of oppressed people, e.g. Suffragettes.	• Reflecting on the amazing stories of significant people from the past, e.g., Christopher Columbus.	• Learning about ways fo life in different time periods. • Knowing significant local, national and global historical events.

Geography	• Developing map reading skills essential for later life. • Understanding more about themselves and their place in their immediate, local and global community. • Recognising the complexities of power and decision making.	• Becoming ecologically aware through learning about world issues like litter, global warming, deforestation, etc. • Exploring issues of justice and equality, e.g., should a supermarket be built on the outskirts of a town? • Acting to make the world a more sustainable place, e.g., recycling.	• Marvelling at the awe and wonder in the different weather and seasonal patterns. • Responding to the beauty, order and complexity of the natural world.	• Developing knowledge about the world, UK and local area. • Developing empathy and positive attitudes towards other people, recognising that often people have common needs and similar challenges.
Art, Design and Technology	• Creating group art, craft and design works with others. • Evaluating art and design work of peers. • Planning and working on own designs, and selecting suitable resources, showing innovation and enterprising skills that are useful in becoming capable citizens. • Developing practical skills to help perform everyday tasks. • Highly valuing their own creativity and that of others. • Being involved in aesthetic and practical decisions which shape their environment, e.g., designing a mural for the school hall. • Making judgements about what is needed and how to evaluate what is produced by others and themselves. • Developing cooperation when working on a group design.	• Designing posters of class rules. • Learning about nutrition and how to cook as a life skill. • Using art to raise awareness of issues that are important to them, e.g., designing posters to promote healthy eating, etc. • Engaging in discussions that weigh one value judgement against another.	• Make artwork inspired by religions. • Making a unique response to the world through their art. • Beginning to understand how others have defined beauty and developed a personal view of what is aesthetically pleasing. • Using the subjects for expressing their own creativity and imagination.	• Looking at different art forms and learning how art and design reflect and have shaped out history, and contributed to cultures, creativity and wealth of our nation. • Valuing the contribution of different cultures and their expressions in art. • Recognising how technology is embedded in culture.
Music	• Composing music with others and working as part of a group. • Caring for musical equipment and resources.	• Learning a range of songs with moral values within them. • Linking songs to moralistic stories they know, e.g., Bible stories.	• Using music as talking points/inspiration. • Using music to invoke reflection. • Beginning to appreciate how music is used in a variety of contexts to appeal to the emotions, to lift the spirit or to purposefully attempt to illicit a predetermined response.	• Using music from across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. • Valuing a wide range of musical expression particularly the contributions made by those from other cultures and traditions.

PSHE Education / RSE	• Exploring likes and dislikes and comparing these between different people. • Learning about personal hygiene and infection control. • Learning strategies to keep emotionally safe. • Sharing opinions and listening to the views of others. • Playing and working cooperatively. • Being shown and developing resolution strategies. • Discussing money and the concepts of spending and saving, managing, keeping safe. • Developing an understanding that civil community is held together by reciprocal and cooperative relationships. • Recognising the rights of others and preparing to take responsibility in society. • Learning about mechanisms used to resolve conflict.	• ERIC values and positive behaviour system. • Learning about what constitutes a healthy lifestyle. • Celebrating strengths and setting simple goals. • Exploring feelings. • Thinking about change and loss. • Thinking about people who help us. • Investigating fairness and right and wrong, kind and unkind. • Developing strong awareness of bullying issues, their impact and how to tackle them. • Constructing, agreeing and following rules. • Learning about harm and care to the environment. • Nurturing a sense of self-worth, self-identity and personal responsibility so that children can begin to learn how to make sounds moral, social, spiritual and cultural choices. • Developing awareness of how our social choices, actions and lifestyles affect other locally, nationally and globally. • Becoming aware of social injustice and how to make a difference. • Being empowered to make choices and take action to contribute to the common good. • Food banks, visits to Every Member Club • Anti-bullying week • NSPCC assembly • P4C questions	• Learning about the process of growth from young to old. • Considering special people and their influence on our lives. • Considering how it feels to belong and how we belong to different groups. • Engendering trust in respect for school structures and local networks. • Fostering a positive outlook for the future. • Children's mental health week. • Mindfulness time – yoga, well-being activities.	• Hearing stories from different cultures and countries. • Learning about viewpoints of people with different beliefs. • Cultivating an awareness of living in an inter-connected world and of being a "world". • Developing an awareness of the shared value of communities and where there might be conflicting values. • Respecting and valuing diversity.