

Archbishop Runcie First School

SMSC across the curriculum



Art	
Spiritual	<ul style="list-style-type: none"> • Time to reflect through creativity and aesthetic appreciation, discussing how a piece of art makes them feel. • Awe and wonder moments in the appreciation of art, children are able to reflect on nature, their environment and their surroundings • Encouragement of individual expression and imagination
Moral	<ul style="list-style-type: none"> • Sharing of ideas and resources • Enabling discussions linked to ethical and moral practice within art
Social	<ul style="list-style-type: none"> • Collaboration and teamwork within group projects • Peer feedback, discussing the viewpoints of others and talking about others' perspective
Cultural	<ul style="list-style-type: none"> • Exploring art from a range of cultures, both local and worldwide • Developing an appreciation for cultural diversity and an understanding of the cultural context in which art is created • Comparing expression and techniques from different cultures

Computing	
Spiritual	<ul style="list-style-type: none"> • Provides opportunities for reflection and awe around the development in technology now and in the future • Allowing them to express themselves creatively using technology
Moral	<ul style="list-style-type: none"> • Understanding of internet safety. Children understand the importance of the negative effects that unkind and unsafe behaviour can have on themselves and others. • Opportunities for children to discuss ethical issues surrounding technology e.g. influencers and fake news.

	<ul style="list-style-type: none"> • Knowing when and why to inform an adult if things go wrong. • Teaching children their rights regarding issues such as information sharing
Social	<ul style="list-style-type: none"> • Understanding how to interact safely online • Promoting collaborative learning with technology • Raising awareness of the common issues and benefits of social media
Cultural	<ul style="list-style-type: none"> • Reflecting on how developments in technology have led to changes in everyday life • Allowing children to explore cultural opportunities online which may have been limited from the confines of the classroom.

DT	
Spiritual	<ul style="list-style-type: none"> • Opportunities to explore creativity, imagination and personal expression • Time to reflect on their design, consider the purpose and functionality of their creations and appreciate the beauty and aesthetics of design
Moral	<ul style="list-style-type: none"> • Awareness of the moral dilemmas created by technological advances • Exploring topics such as sustainability, environmental impact and the responsible use of resources
Social	<ul style="list-style-type: none"> • Projects involving collaborative working, allowing children to share materials and recognise the strengths of others. • Group projects will also provide opportunities for respect for others' opinions, effective communication and teamwork
Cultural	<ul style="list-style-type: none"> • Explore cultural influences on design and technology • Learn about the diverse cultural practices, traditions and aesthetics related to design and technology

English	
Spiritual	<ul style="list-style-type: none"> • Appreciation of authors and poets and their impact • Appreciating the beauty of language and reflecting on poems and literature • Allowing for insight, self-expression within drama
Moral	<ul style="list-style-type: none"> • Developing pupils' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film • Considering and debating different perspectives and showing empathy
Social	<ul style="list-style-type: none"> • Developing confidence and expertise in language, which is an important aspect of individual and social identity • Supporting conceptual and language development through debate • Working together to act out a drama scene/play
Cultural	<ul style="list-style-type: none"> • Providing opportunities to engage with texts from or representing different cultures • Providing opportunities for children to engage with text that represent our literacy heritage • Helping pupils to understand how language changes over time, the influences on spoken, and written language and social attitudes to the use of language • Providing opportunities for children to visit the theatre

Geography	
Spiritual	<ul style="list-style-type: none"> • Opportunities for children to develop a sense of awe wonder and appreciation for the natural world • Periods to reflect spiritually with nature • Encouraging children to think about the strengths and areas for improvement within the local area
Moral	<ul style="list-style-type: none"> • Consider how people treat the environment • Opportunities to think critically about ethical dilemma and develop a sense of responsibility within their local area and world wide
Social	<ul style="list-style-type: none"> • Develop a sense of belonging and self-esteem about their local area • Social interaction with local environmental groups • Develop an understanding of the interconnectedness of the world and an appreciation of the global community

Cultural	<ul style="list-style-type: none"> • Opportunities to explore different cultures, traditions and heritages • Celebrating diversity within our own school community • Making links with local, national and worldwide heritage/cultural groups
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History	
Spiritual	<ul style="list-style-type: none"> • Exploring and reflecting upon significant events, people and civilizations from the past, developing a sense of awe, wonder and curiosity from the past • Reflecting on their own values, beliefs and identity, as well as understanding how these have been shaped by historical events.
Moral	<ul style="list-style-type: none"> • Opportunities to examine moral and ethical dilemmas from the past • Analysing the consequences of actions and decision made by individuals, societies and governments • Explore concepts such as justice, fairness and human rights, considering the moral implications of historical events
Social	<ul style="list-style-type: none"> • Opportunities for discussion, debate and questions with others • Exploring the impact of social movements, revolutions and conflicts on societies and individuals
Cultural	<ul style="list-style-type: none"> • Exploring the cultural heritage of different civilisations and communities • Developing a understanding of the key events shaping history • Visiting different local heritage sites in and around Newcastle upon Tyne

Maths	
Spiritual	<ul style="list-style-type: none"> • Encouragement of deep thinking and questioning • Appreciation of the richness and power of maths • Opportunities for creativity and flexibility within problem solving • Looking at pattern, order, symmetry and scale within nature
Moral	<ul style="list-style-type: none"> • Through encouraging mathematical reasoning, where pupils are encouraged to talk about the process of their learning. • Engaging pupils to have respect and teamwork; understanding how having unequal shares of resources and why might someone be upset if they received less than other people?

Social	<ul style="list-style-type: none"> • Opportunities to discuss and improve their work with others • Having the ability to share concrete resources within the classroom, the negotiating of responses and group problem solving • Developing problem solving skills through creative thinking, discussion, giving explanation and presenting ideas
Cultural	<ul style="list-style-type: none"> • Introducing early counting ideas from other countries e.g. Tally charts. • Asking questions about the history of maths; for example, ' what did the Greeks discover that we still use in maths today?' • Exploring different number systems, currencies, measurement systems and methods of calculation • Exploring mathematics applied in different cultures for example Rangoli patterns, Islamic geometric patterns, tessellations and symmetry

MFL (Spanish)	
Spiritual	<ul style="list-style-type: none"> • Awe and wonder of embracing other languages and cultures • Fascination about linking their own language to another language and exploring new words and phrases
Moral	<ul style="list-style-type: none"> • Challenging stereotypes and intolerance through the teaching of language and culture • Exploring moral issues within a global community
Social	<ul style="list-style-type: none"> • Opportunities to experiment with language and learn from their mistakes • Engage in basic conversational skills with others
Cultural	<ul style="list-style-type: none"> • Promoting exploration of language and culture during lessons, addressing a range of cultural traditions of the Spanish-speaking community. • Embracing 'difference' at all stages of their linguistic development and accept ideas which may be new to them as culturally significant • Visiting a Spanish restaurant to experience authentic Spanish dishes

Music	
Spiritual	<ul style="list-style-type: none"> • Enjoying periods of reflection while 'lost' in music • Allowing children to show their delight and curiosity in creating their own sounds • Listening to music to evoke emotions and promote a sense of awe and wonder • Expressing emotion through listening to and making music
Moral	<ul style="list-style-type: none"> • Appreciating the self-discipline required to learn a musical instrument • Encouragement for children to develop their own tastes in music but to also respect the opinions of others
Social	<ul style="list-style-type: none"> • Singing together as a class, whole school community or as part of the school choir • Performances within the school for parent and carers, but also performing to a wider audience • Appreciating how music is used in different ways in different ways e.g., for pleasure, for worship, to help people relax etc
Cultural	<ul style="list-style-type: none"> • Opportunity to learn a musical instrument and to take part regularly in singing as part of a choir • Listening to a wide range of musical genres, styles and traditions from different cultures • Exploring different instruments, rhythms and melodies associated with different cultures

PE	
Spiritual	<ul style="list-style-type: none"> • Delighting in movement, showing spontaneity • Become more focused, connected and creative through dance, games and gymnastics • Mindfulness and connecting with nature (Forest School) • Be aware of one's own strengths and limitations
Moral	<ul style="list-style-type: none"> • Discussing fair play and the value of team work and sportsmanship • Creating qualities of self-discipline, commitment and perseverance • The importance of honesty, integrity and ethical behaviour during sport activities and competition
Social	<ul style="list-style-type: none"> • Developing a sense of belonging and raising self-esteem through team work • Develop social skills through collaborative games, communication and cooperation with others • Developing a sense of community through taking part in Gosforth trust events and competitions
Cultural	<ul style="list-style-type: none"> • Making links with national and global sporting event such as the Olympic Games and the World Cup • Taking part in dance from different cultural backgrounds

	<ul style="list-style-type: none"> • Celebrating sports men and women from diverse backgrounds • Learning about different sports and their historical and cultural significance.
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PSHE	
Spiritual	<ul style="list-style-type: none"> • Time to reflect on your beliefs, values and experiences, exploring who you are • Developing an awareness to respond to the needs of others • Explore concepts related to identity, self-awareness and personal values. • Discuss emotions and well-being
Moral	<ul style="list-style-type: none"> • Discuss values and explore how they promote equality and wellbeing for all • Develop an sense of right and wrong, ethical reasoning and empathy • Applying learning to their own life e.g. exploring their own family • Consider the consequences of their actions and help to develop a moral compass
Social	<ul style="list-style-type: none"> • Providing opportunities to work together to make decisions • Developing social skills and positive relationships • Effective communication, teamwork, cooperation and conflict resolution • Promote a respectful and inclusive attitude towards others • Opportunities to engage in the democratic process to make decision e.g. Agents of Change
Cultural	<ul style="list-style-type: none"> • Opportunities to explore who they are and to celebrate their individual qualities. • Explore different cultures, traditions and beliefs • Develop and understanding of global issues and their role as a responsible global citizen

RE	
Spiritual	<ul style="list-style-type: none"> • Opportunities for children to reflect on their beliefs, values and experiences, fostering spiritual development • Experiencing wonder and joy through learning about and from stories, celebrations, and organised worldviews • Asking and resounding to questions of meaning and purpose • Feeling confident to share our own spiritual beliefs

	<ul style="list-style-type: none"> • Exploring a range of religions and exploring ways that people worship, celebrate events and show that they are part of the community
Moral	<ul style="list-style-type: none"> • Opportunities to reflect upon own self beliefs and beliefs of others • Discussions of what is right and wrong to different people • Discussing the morality of different stories and why they are an important part of different religions and cultures • Considering why people do not keep to moral codes or the 'good life'?
Social	<ul style="list-style-type: none"> • Discussing with others about organised worldviews • Sharing religious values, beliefs and practices • Learning from people within the local area • Working collaboratively to explore and discuss sensitive social and moral issues
Cultural	<ul style="list-style-type: none"> • Learning about diverse cultural beliefs, religions, worldviews and practises • Visiting different places of worship • Using visits and visitors to experience diverse cultures, faiths and diversity within religions • Exploring similarities and differences within and between faiths and cultures • Understanding the importance of art, music, drama and language to express beliefs, feelings and experiences within different cultural backgrounds

Science	
Spiritual	<ul style="list-style-type: none"> • Creating awe and wonder across all age ranges through experiments and investigating • Raising aspirations of children through giving them awareness of science careers • Celebrating new life • Demonstrating openness to the fact that some answers cannot be provide by Science.
Moral	<ul style="list-style-type: none"> • Offering pupils the chance to consider the wonder of the natural world • Considering ethics, the impact of new research and new discoveries • Considering and debating different perspectives and viewpoints
Social	<ul style="list-style-type: none"> • Exploring diversity and bio-diversity in science • Reflecting on and evaluating the process of scientific enquiry • Recognising the need to consider the views of others when discussing ideas

	<ul style="list-style-type: none">• Discussing and debating different view of science• Providing opportunities for collaborative enquiry
Cultural	<ul style="list-style-type: none">• Looking at prospects and how scientific skills will help them in everyday lives and the wider world• Providing opportunities to explore scientific issues through visits and visitors• Experiencing scientific enquiry and discovery• Exploring a diverse selection of scientist from different backgrounds• Engagement in a range of experiments for visits and visitors during British Science Week