



Spiritual, Moral, Social and Cultural (SMSC) development at Oak Meadow Primary School

At Oak Meadow Primary School, we recognise that Spiritual, Moral, Social and Cultural (SMSC) development is the over-arching umbrella that encompasses children’s personal development across the whole curriculum. This document details how the different strands of SMSC permeate through teaching and learning in our individual subjects as part of an ambitious curriculum supporting the holistic development of every child to be the very best they can be.

SMSC development in English			
<p>Evidence: Children gain insights into their own personal existence through literacy appreciation and analysis.</p> <p>Teachers’ planning incorporates a careful selection of novels, non-fiction texts and poetry where pupils learn about other’s lived experiences and compare these to their own lives.</p> <p>Children develop empathy with characters in texts where questions are designed in teachers’ plans for pupils to think deeper. Questioning typically includes: ‘What would you have done?’, ‘How would you feel if you were the person in the story?’</p>	<p>Evidence: Children use selected texts as a stimulus for thinking about the consequences of right and wrong behaviour and apply their learning to their own lives.</p> <p>Children consider different perspectives and empathise with other characters and their flaws. For example, Y6 study Shakespeare’s ‘Macbeth’ and ‘Romeo and Juliet’ where teachers draw out a wide range of topics and themes for debate such as the dangers of power, love and revenge.</p> <p>Children read classic fiction across all year groups, challenging pupils with</p>	<p>Evidence: Successful cooperation and teamwork is encouraged in lessons through work in groups, listening to presentations and in the way children ask and answer questions.</p> <p>Real world issues are planned for in lessons to encourage pupils to think about the world outside of school and give opinions on topics that may affect them in the future. For example, Y2 learn about the effects of pollution and plastics in the world’s oceans.</p> <p>Children are given the opportunity to speak and write in different contexts with</p>	<p>Evidence: Within Guided Reading lessons, children read and listen to stories from their own cultures and backgrounds from around the world.</p> <p>Children engage with texts from different cultures including creation stories from around the world, myths and legends, poems and stories from other cultures.</p> <p>Children read a wide range of non-fiction texts about a wide variety of cultures though wider topic work in all Year groups.</p>

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<p>'or 'Where have you met these ideas before?'</p> <p>Adults provide opportunities through VIPERS for children to infer beyond the literal, considering hidden meanings while engaging with ideas in different genres.</p> <p>Children reflect on their own life and lives of others through reading text types such as diaries, letters, biographies and autobiographies before writing their own versions as part of the school's writing cycle.</p> <p>Children evaluate different character's thoughts, feelings and motives; relating it to their own lives.</p> <p>Children are given a wide range of diverse books to carefully select texts to provide insight in to other's beliefs and values.</p> <p>Teaching strategies, such as 'Talk 4 Writing', allow for insight, self-expression and the chance to walk the path of a narrative through someone else's experiences.</p>	<p>higher order thinking to identify themes and morals of stories.</p> <p>Through reading VIPERS, children analyse characters and events to explore the consequences of negative actions and reflect on a writer's presentation of ideas for the motivation and behaviour of characters.</p> <p>Children are asked to express informed personal opinions and justify their reasoning in answers to reading questions (orally and written).</p> <p>Children learn to articulate their own attitudes and values through being provided with opportunities to discuss matters of personal concern, related to books read in class.</p> <p>Children are provided with opportunities to talk for a range of purposes within Guided Reading and Writing lessons including exploration, consideration of ideas, argument, debate and persuasion. In discussions -and activities such as 'Hot Seating' - children are encouraged to take different views into account and construct persuasive arguments.</p>	<p>regard to a range of different real life issues, applying learning to future aspirations and the difference they can make.</p> <p>Peer assessment is an integral part of English teaching. Focused feedback between pupils, where they are given time to support and encourage each other, reflecting and giving advice using their own method for success.</p> <p>As part of the 10-day writing cycle, and in every assessed piece of writing, children are given the opportunity to be independent, self-reliant and responsible for their own learning.</p> <p>Children are provided with opportunities for talk in a variety of ways including through the 'Talk 4 Writing' approach which is used across school.</p>	<p>Classic literature is shared throughout the school thus giving opportunities for children to appreciate British literary heritage. For example, The Tales of Peter Rabbit, Romeo and Juliet, The Owl and the Pussycat and others.</p> <p>Speaking and listening activities allow children to share their own experiences and appreciate other pupils' perspectives and experiences.</p> <p>Children have attended events with published authors – such as Julia Donaldson - giving them an opportunity to access experiences to benefit their Cultural Capital Journey across the school.</p>
<p>Impact: Children show empathy and develop the ability to reflect on their emotions, thought and feelings.</p>	<p>Impact: Children demonstrate a positive attitude towards English and an appreciation of different book genres and authors in their love of reading.</p>	<p>Impact: There is a positive and supportive ethos in speaking, listening, reading and writing across the school with children striving to be the best they can be.</p>	<p>Impact: Children have a well-rounded appreciation of authors and their achievements.</p>

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<p>Children develop positive attitudes, values and principles from a diverse, wide-ranging reading diet.</p> <p>Children develop respect for themselves and others through a growing awareness and understanding of their own and others' beliefs.</p> <p>Children are able to express themselves imaginatively and creatively in speaking, listening, reading and writing.</p>	<p>Children develop core values (in line with Oak Meadow's core values and wider British values) which impact positively on their behaviour and moral sense of what is right and wrong.</p> <p>Children enjoy celebrating their own and others' achievements through class and whole school assemblies.</p> <p>Children are confident, caring and keen to help others having attained a wider understanding of the societal needs.</p>	<p>Children have very clear core values, built on from their teaching and reading, which impact positively on their social skills.</p> <p>Children are always empowered and confident to share their views.</p>	<p>Children read about a wide range of different world cultures thus contributing to the inclusive school ethos.</p> <p>Children acquire a wider understanding of the world outside their own locality from the texts they have read.</p> <p>Children feel valued from opportunities to showcase their reading and writing talents in experiences such as whole school assemblies and other enrichment events.</p>
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SMSC development in Mathematics



Evidence:
Mathematics is made meaningful to children by showing them how it links to the real world and helps us solve real-life problems.

Children respond to 'We do' problems as a whole group listening to the reasoning of others and, from this, choosing the most effective strategy to solve problems. Our mastery approach (underpinned by the Power Maths scheme) deepens children's understanding of mathematics, which in turn enables them to make links within and across different learning topics and the wider curriculum.

Impact:
Children show empathy and develop the ability to reflect on their own and others' reasoning.

Children develop positive attitudes, values and principles around mathematics.



Evidence:
Encouraging children to work using the mastery approach and utilising the learning environment successfully, including equipment and resources, encourages a growth mindset in their learning and resilience.

Children use data in problem solving that has moral and ethical implications. For example, comparisons in food, farming, weather types etc. between Britain and other countries.

Impact:
Children demonstrate a positive attitude towards mathematics, using a mastery approach, to support their own development.



Evidence:
Talk partners, small groups and participating in class discussions allows children to explain their reasoning in an environment of respect and tolerance for others.

Children are encouraged to respect the thoughts and ideas of their peers and understand that there are different ways to solve a problem.

Children are shown in reasoning and problem solving activities that what works for one person may not work for another but that both methods/ strategies can be correct.

Impact:
There is a positive and supportive ethos in mathematics across the school with children striving to be the best they can be.



Evidence:
Through wider curriculum work, children learn about the history of mathematics across civilizations. For example, children in Year 3 learn about the links between Egyptians and the number system and in Year 5 children acquire the knowledge about mathematics in Ancient Greece and Ancient Rome and systems and processes that we still use today.

Children learn that mathematical vocabulary we use today (milli, kilo, etc.) is derived from a variety of languages, such as: Latin or Greek. This helps children to realise the reason behind converting between units of measure.

Impact:
Children acquire a wider understanding of mathematics through history and across the world.

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<p>Children develop respect for themselves and other pupils' learning styles.</p>	<p>Children enjoy celebrating their own and others' achievements through class and whole school assemblies.</p> <p>Children are confident, caring and keen to help one another in collaboration.</p>	<p>Teachers have high expectations for the way children articulate their reasoning and justify solutions to problems that impacts positively on their overall social skills.</p> <p>Children are always empowered and confident to share their reasoning explanations.</p>	<p>Children acknowledge the important contribution made to mathematics by non-western cultures.</p>
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SMSC development in R.E. and Collective Worship



Evidence:
Children experience wonder and joy through learning about and from: stories, celebrations, rituals and different expressions of religion and world views including Christianity, Islam, Judaism, Hinduism and Buddhism.

As part of the curriculum and Wolverhampton Agreed Syllabus, children are encouraged to ask and respond to questions of meaning and purpose including considering 'big questions' about God and the world.

Children explore and partake in spiritual practices such as worship and prayer and consider their impact on believers and relevance to their own lives.

Children are given opportunities to reflect and to develop curiosity and a questioning approach both in the classroom and



Evidence:
Consideration is given for a range of moral issues within the curriculum utilising units of work from the Wolverhampton Agreed Syllabus. For example: right and wrong, justice, war and suffering and care for the environment.

Children explore morality in whole school practices and expectations such as following rules and guidelines from the school behaviour policy which is underpinned by restorative practice.

Children are taught to understand the consequences of their actions through the curriculum.

Children consider religious perspectives and responses to suffering in the world in both assemblies and lessons.

Children are asked questions about the purpose and meaning of reconciliation and salvation.



Evidence:
Children learn the qualities which are valued by our school through our core values of empathy, health, curiosity, ambition and creativity.

Children are also taught the values of a civilised society – thoughtfulness, honesty, respect for difference, independence and interdependence along 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.

Children ask questions about the social impact of religion at an age appropriate level.

Children receive visits from religious leaders who lead assemblies such as 'Open the Book'.



Evidence:
Throughout the curriculum, children learn about and explore similarities and differences between faiths and cultures including Christianity, Islam, Hinduism, Buddhism and Sikhism.

Children learn about different types of religious festivals, especially through the celebration of these in assemblies and collective worship.

In lessons, children engage with texts, artefacts and other sources from different cultures and religious backgrounds.

Children ask and answer challenging questions in their work, exploring different religious beliefs, values and traditions.

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<p>through the school's assembly programme.</p>		<p>Children learn the traditions of different religions and participate in celebration events as a whole school sharing the awe and wonder of learning with one another.</p>	
<p>Impact: Children know about and understand the spirituality of different faiths, beliefs and experiences and the importance of respecting these.</p> <p>Children are inquisitive and enthusiastic about faiths, beliefs and experiences of others, and are not afraid to ask questions in order to learn more</p> <p>Children enjoy and are confident to share their faiths, beliefs and experiences with their peers</p> <p>Children are able to reflect purposefully and find peace within themselves.</p>	<p>Impact: There is a positive and supportive school ethos where children take care and look after each other.</p> <p>Children demonstrate respect for different religions and are receptive to different points of view.</p> <p>Children have very clear values (in line with Oak Meadow's core values) which impacts positively on their behaviour. Children have a definite sense of what is right and wrong.</p> <p>Children have a wider understanding of the lives of others and are confident, caring and keen to help anyone in need.</p>	<p>Impact: Children build effective friendships and relationships with each other and are given many opportunities to socialise with a wide range of people.</p> <p>Children have very clear values (in line with Oak Meadow's core values) which impacts positively on their social skills.</p> <p>Children are confident to share their views in a safe space.</p> <p>Children have effective relationships with the religious leaders from the local community.</p>	<p>Impact: Children have opportunities to learn about different religions, which contributes to the inclusive school ethos.</p> <p>Children develop a more rigorous understanding of the numerous religious traditions, beliefs and practices that are followed in our multi-cultural society.</p> <p>Children demonstrate tolerance and respect for the religious views of others within our school and local community.</p> <p>Children have the opportunity to experience awe and wonder of different religions.</p>

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SMSC development in P.S.H.E. and British Values



Evidence:
Throughout the P.S.H.E curriculum, children explore the beliefs and experiences of others and learn how to respect all faiths, feelings and values.

From EYFS, children learn about ourselves and the world around us, embracing imagination and creativity in their thinking.

Opportunities are built into lessons for children to reflect in order to develop curiosity and a questioning approach towards discussing different issues and themes.

Children are taught to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their knowledge of, and respect for, different people's faiths, feelings and values.



Evidence:
In lessons, children explore what is right and wrong understanding about respecting the rule of British law.

Children are involved in democratic decision making within school (house captain elections, school council nominations) and taught how these choices help us to understand moral issues.

Children develop an appreciation of British Values understanding that we demonstrate our understanding through being involved in many areas of school life, such as making our class rules and choosing our school councillors.

Through adherence to the school's behaviour policy, children recognise the difference between right and wrong and how society has legal boundaries where we must respect the civil and criminal law of Great Britain.



Evidence:
Children are taught to understand the importance of rules for community life, such as school rules, health and safety rules and British law.

Through assemblies and lessons, children are engaged in discussions as to how we can demonstrate that we are following rules, and what the consequences might be for themselves and others, if we do not.

Opportunities are created for children to exercise leadership and responsibility through initiatives such as house captains, membership on the school council and curriculum ambassadors.

Children use a range of social skills in working and socialising with each other, respecting different religious, ethnic and socio-economic backgrounds.



Evidence:
Throughout the P.S.H.E curriculum, children learn how different cultures can offer great insights into how we lead our lives. Children accept, respect and celebrate diversity.

Children are taught to understand and appreciate the wide range of cultural influences that have shaped their own heritage and those of others.

Children are taught to understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.

Our curriculum supports children to recognise, and value, the things people share in common across cultural, religious, ethnic and socio-economic communities.

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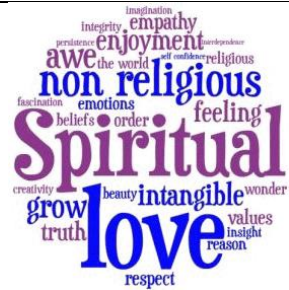


	<p>Children demonstrate in their learning an interest in investigating and offering reasoned views about moral and ethical issues with an ability to understand and appreciate the viewpoints of others on these issues.</p>	<p>Children demonstrate a desire to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.</p> <p>Through assemblies and lessons, children show 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, developing and demonstrating skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</p>	<p>Children acquire the knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop our nation.</p> <p>Children participate in, and respond positively to, a wide range of artistic, musical, sporting and cultural opportunities.</p> <p>Children show their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities through work, presentations, assemblies and performances.</p>
<p>Impact: Children show empathy and develop the ability to reflect on their learning.</p> <p>Children develop respect for themselves and others and have a greater awareness and understanding of their own and others' beliefs.</p> <p>Children demonstrate a sense of enjoyment and fascination in learning about themselves, others and the world around them.</p>	<p>Impact: There is a positive and supportive school ethos where children look after each other and take responsibility for their actions.</p> <p>Children have very clear values (in line with Oak Meadow's core values) which impacts positively on their behaviour.</p> <p>Children have a definite sense of what is right and wrong.</p> <p>Children are regularly consulted on key aspects of school life and feel they can make a difference.</p>	<p>Impact: Children have very clear values (in line with Oak Meadow's core values) which impacts positively on their social skills.</p> <p>Children demonstrate key British Values in their day-to-day social conduct.</p> <p>Children's empowerment through leadership roles builds an understanding of how to earn opportunities in society as well as growing their self-esteem.</p> <p>Children understand the process of democratic elections and appreciate how gender, ethnicity, culture or religion are irrelevant when selecting the best candidate for the role.</p>	<p>Impact: Children have a well-rounded P.S.H.E. education, appreciating and respecting others in line with core British Values.</p> <p>Children have opportunities to learn about different cultures which contributes to our inclusive school ethos.</p> <p>Children have opportunities to showcase their diverse talents and feel valued for this.</p> <p>Children develop holistically towards becoming positive citizens in 21st century Great Britain.</p>

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SMSC development in Science



Evidence:
Teachers create opportunities in science for children to ask questions in a variety of topics from how living things rely on and contribute to their environment to discussing questions about the size of the universe and how it might have been formed.

Children are taught to respect different values and opinions and how these impact upon our scientific understanding.

At Oak Meadow, we encourage our children to see that science is able to stand alongside spiritual beliefs and this is looked at from a neutral stand point within science lessons. For example, during the teaching of evolution, children's different opinions/ beliefs can be discussed.

From EYFS, children are taught to reflect on the wonder of the natural world supported by their learning in our Forest School.



Evidence:
Children have the chance to consider the wonder of the natural world and the inventions which have made the world a better place. Children learn that not all developments have been good because they have caused harm to the environment and/ or to people.

Children are asked to consider the moral dilemmas that can result from scientific developments. For example, damaging animals' habitats when building new transport links.



Evidence:
Science lessons support explanations for how to keep other people safe and how children might protect a younger child or vulnerable person.

The science curriculum explores the social dimension of scientific advances. For example, environmental concerns and energy processes.

Children are taught to have an awareness of the ways that science and technology can affect society and the environment.

Children develop team working skills and how to co-operate successfully during group practical work and take responsibility for their actions in investigations.



Evidence:
By asking questions about the ways in which scientific discoveries from around the world have affected our lives. By learning that there is a rich heritage of scientific discoveries from other cultures and traditions.

Children are taught to show respect for differing opinions. For example, how the world was created.

Throughout the science curriculum, children are taught that scientific advances are the product of many different cultures and the positive advances in science. Children develop an appreciation for human achievement regardless of race, religion or gender.

Children gain inspiration through research into STEM careers promoting equality of opportunity. For example, during the school's Science Week activities.

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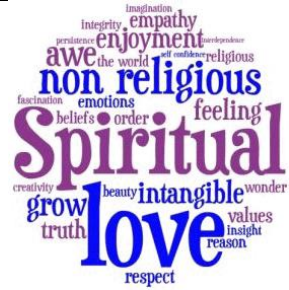


<p>Impact: Children develop the ability to reflect on wide ranging questions across the science curriculum and the process of discovery through self-exploration.</p> <p>Children have first-hand experiences of science across the school.</p> <p>Children develop respect, awareness and understanding for their own and others' beliefs.</p> <p>Children are able to express themselves scientifically in a variety of different forms.</p>	<p>Impact: Children develop a sense of scientific responsibility, consideration for others and how whilst many advancements are positive there are also developments that have impacted negatively on groups of people and/ or the environment.</p> <p>Children acquire a deeper understanding of how science can impact on the natural world.</p>	<p>Impact: A positive and supportive school ethos is in place where values of taking care of younger children is firmly in place.</p> <p>Children work co-operatively with each other to realise successful outcomes.</p> <p>Children understand their social responsibility for looking after the world we live in and how negative scientific decisions can impact on the world we live in.</p>	<p>Impact: Children have a well-rounded science education and appreciate human advancements and scientific achievement.</p> <p>Children respect the diverse contributions of different cultures towards the scientific world.</p> <p>Children recognise that irrespective of race, religion or gender that they can aspire towards any future they choose.</p>
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SMSC development in Computing



Evidence:
As part of our e-safety curriculum, children are taught the advantages and limitations of computing and our use of ICT mediums. For example, although social media can allow us to have multiple online 'friends', these are different from our real world friendships which often are far more meaningful in comparison.

Children are prepared for the challenges of living and learning in a technologically-enriched, increasingly inter-connected world and the impact this has on their lifestyle and well-being.

Children use web based resources to research and find out more about important life issues.

The computing curriculum provides opportunities for children to reflect on the awe and wonder in technological achievements up to the present day and the possibilities for the future.



Evidence:
As part of the computing curriculum, children look at the moral issues raised from our use of ICT services. For example, issues surrounding the use of data or the sharing of copyrighted material.

As part of our e-safety curriculum, children consider the benefits and potential dangers of the internet and what to do if they come into contact with people who may behave maliciously.

Children are taught about how their moral choices can have consequences for themselves and other people. For example, as part of our e-safety curriculum children in Y5 and Y6 learn about the consequences of cyberbullying.

Clear guidelines are given to the children about the ethical use of the internet and each child signs their own acceptable use agreement.



Evidence:
Children learn strategies for staying safe when using online services and social media.

Children are provided with wide-ranging opportunities to express themselves creatively using digital media.

Peer to peer support is provided through our Digital Ambassadors scheme where children in Y5 and Y6 lead assemblies and work with younger children in the school to show them acceptable ways to use technology.



Evidence:
Children use online resources across the curriculum to explore and find out about different cultures, periods in history, different views and human achievements.

Children explore the role of technology in the wider world and the impact that it has on our lives today and its potential for the future.

Children acknowledge the positive advances in technology and have appreciation for human achievement regardless of race, religion or gender.

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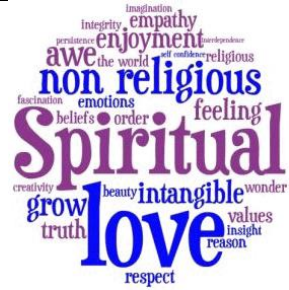


<p>Impact: Children develop positive attitudes, values and principles in using technology and understand its advantages and disadvantages.</p> <p>Children understand the effects of technology and ensuring they make time to 'switch-off' and limit screen time.</p> <p>Children develop respect for themselves and others in their use of web based resources and local/ wider issues.</p> <p>Children develop an awareness and understanding of the technological advancements that have taken place in recent times.</p> <p>Children are able to express themselves imaginatively and creatively in a variety of digital forms.</p>	<p>Impact: There is a positive and supportive school ethos regarding technology as part of e-safety learning.</p> <p>Children look after each other and report any causes for concern to adults.</p> <p>Children understand their personal responsibility when using devices and what to do if they need support or help.</p>	<p>Impact: Children are given opportunities to show they understand the importance of online safety and understand how they can make a positive difference in the technological world moving forwards.</p> <p>Children understand their social responsibility for looking after each other online to make our world a better place.</p> <p>Children work successfully peer to peer to endorse expectations.</p>	<p>Impact: Children use technology as a vehicle to learn about different cultures, their history, different viewpoints and human achievements that shape their understanding of the wider world.</p> <p>Children have a greater understanding of how technology has changed the world and the role it will play in their future.</p> <p>Children gain inspiration through research into STEM careers promoting equality of opportunity.</p>
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SMSC development in History



Evidence:
Children develop a sense of mystery and curiosity about the events, people and cultures of the past throughout their school journey.

Children research and look at artefacts to support their understanding of the past and people who used or made these items.

Children develop their substantive knowledge for how the past has been interpreted and why and how events may have happened differently.

Children learn about the key people in who shaped historical events.

Impact:
Children show empathy and understanding for how people in the past acted and were treated.



Evidence:
Children show an awareness of the moral implications of the actions of historical figures. They explore the results of decisions made in the past and whether we think they were right or wrong. For example, the work in Year 6 around events in World War 2.

Children consider the characteristics of invading forces and what their reasoning might have been. For example, the work in Year 5 on the Roman Army.

Children learn about what people have done to prevent injustice and make the world better. Children analyse behaviour that was considered acceptable in the past and why it would not be today. For example, the work in Year 6 surrounding the treatment of Jesse Owens.

Impact:
Children have very clear values (in line with Oak Meadow's core values) for how



Evidence:
Teachers facilitate pupils' discussions about how groups and communities organised themselves in the past. For example, the Ancient Greeks in Year 5.

Children consider questions about social structure in the past and reflect on how we can use and apply this to the modern day. For example: Is it important that society looks after young children? Are there people in the world today who still do not get a fair deal?

Children contrast our society with those of the past to look for shared and different values.

Impact:
Children use their learning to understand how society should be fair and inclusive for all.



Evidence:
Children learn about the development of British society. They explore the history of Wolverhampton and the history around us in Midlands.

Children look at how the cultures and traditions of Great Britain have changed throughout history.

Through learning about different cultures across time, such as Greeks, Romans and Egyptians, children see how they may have contributed to our culture today through knowledge or attitudes.

Impact:
Children develop a well-rounded view of history and appreciate the achievement of different civilizations.

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<p>Children develop positive attitudes, values and principles surrounding historical events and how they can use this understanding to support the future.</p> <p>Children develop respect for themselves and others in history for the way they behaved.</p>	<p>people should be treated with a definite sense of what is right and wrong.</p> <p>Children are confident, caring and keen to help others moving forwards in their lives based on their historical learning.</p> <p>Children have a wider understanding of the needs of others from the past and in the present day.</p>	<p>Children look after each other and take responsibility for one another based on lessons learned.</p> <p>Children are given opportunities in lessons for historical discussions and are confident to share their views.</p> <p>Children recognise the importance of effective relationships within their local community and modern Great Britain.</p>	<p>Children have opportunities to learn about different cultures across history and this contributes to our inclusive school ethos and respecting all backgrounds.</p> <p>Children gain an understanding of world history and its impact outside their own locality.</p>
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SMSC development in Geography



Evidence:
Children use Google Maps/ Google Earth and other various technologies and are asked to imagine what it might be like to live in different parts of the world.

Children make geographical links with the history of a place when exploring the environment and speculating on why the landscape may have changed.

Children are given opportunities for reflection on the Earth's origins, its future and diversity.

Impact:
Children show empathy and develop the ability to reflect on their own locality in comparison to other areas of the world.



Evidence:
Children consider how people treat the environment and the effects of pollution, 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?'

As a school we promote recycling events and energy saving (as an eco-school building) which are then investigated and reflected upon in geography lessons, where relevant.

In upper Key Stage 2, children reflect on the fair distribution of the Earth's resources and issues surrounding climate change.

Impact:
Children demonstrate a desire to look after the local area and take responsibility for change and improvements.



Evidence:
The school cultivates positive and effective partnerships links with the community through visits from firefighters and work with Severn Trent regarding water pollution and water safety around rivers.

Social responsibility is promoted through fund raising activities for local charities and caring for/ improving our school environment.

Eco-Warriors are appointed from children across the school to support initiatives such as the link with 'Schoolcycled' to recycle as a school community and earn 'Earth Tokens' that can be exchanged for school resources.

Impact:
Children are given a variety of opportunities to learn with a wide range of people and understand how they can



Evidence:
We embrace cultures that have had, and still have, an impact on the local area.

Children are taught to respect the diversity of cultural values and beliefs of others both in school and as part of visits to heritage sites in the local area and across the city of Wolverhampton.

Geographical studies of people and physical geography provides children with the chance to reflect on the social and cultural characteristics of society.

Impact:
Children have a well-rounded geography education and appreciate their local area and the wider world.

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<p>Children develop positive attitudes, values and principles for the community they live in.</p> <p>Children develop respect for their locality and others' way of life.</p>	<p>Children have very clear values (in line with Oak Meadow's core values) for how the environment should be looked after with a definite sense of what is right and wrong.</p> <p>Children are confident, caring and keen to help in improving the environment in which they live.</p>	<p>make a difference in the world moving forwards.</p> <p>Children understand their social responsibility for looking after the environment and each other to make our world a better place.</p> <p>Children are confident to express their views having made effective relationships with the local community.</p>	<p>Children learn about different cultures across the world and the impact they have had on the locality in which they live thus contributing to our inclusive school ethos.</p> <p>Children have a greater understanding of the world outside their own locality.</p>
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SMSC development in P.E.



Evidence:
Taking part in activities such as dance, games and gymnastics, help children to become more focused, connected and creative.

Children become aware of their own strengths and limitations through the curriculum including swimming lessons, participation in Sports Day and Inter-House tournaments.

P.E. activities provide opportunities for self-regulation, self-reflection, awareness and challenge.

Impact:
Children develop positive attitudes, values and principles towards physical activity.



Evidence:
As part of sports teaching, children are taught the values of fair play, working as a team to achieve success.

Qualities of self-discipline, commitment and perseverance are developed, especially in Outdoor and Adventurous activities (residential visits are part of Y2, Y4 and Y6).

Children learn the principles of good sportsmanship. For example, through shaking the hand of a competitor at the end of an event, regardless of the result.

Impact:
Children develop a sense of responsibility, positive conduct, self-respect and self-confidence.



Evidence:
Children develop a sense of belonging and self-esteem through team work or by participating in races (inter-house competitions and Sports Day).

A sense of community is cultivated through taking part in inter-school and intra-school events.

A wide variety of extra-curricular sporting activities are offered across the school, enabling pupils to work together in a variety of different groupings and contexts.

Children are given opportunities to represent the school in multiple sporting disciplines where they learn the social etiquette needed when you compete against different school.

Impact:
A positive and supportive school ethos is in place.



Evidence:
Links are made within the curriculum to national and global sporting events such as the World Cup and the Olympics.

Rituals surrounding sporting activities are mirrored in school events such as trophy awards and medal ceremonies.

Wider links with external partners are made to share cultures and practices of other countries. For example, the Commonwealth Connections international project where children in Key Stage 2 worked with schools in Ghana.

Impact:
Children have a well-rounded physical education and appreciate the sporting

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<p>Children develop respect for their own and other's sporting achievements.</p> <p>Children are able to express themselves creatively in a variety of disciplines.</p> <p>Children learn to manage themselves, physically and mentally, to support their own well-being.</p>	<p>Children develop high expectations and a positive attitude in different physical disciplines.</p> <p>Children enjoy celebrating others' achievements and have opportunities to feel proud of themselves and others.</p>	<p>Children work co-operatively with others to achieve a common goal.</p> <p>Children feel valued in lessons and everyday school life as they make a difference to the success of their house or team.</p> <p>Children have effective relationships with the wider community through demonstrating a positive attitude towards external sporting events.</p>	<p>achievements of nations and individuals over time.</p> <p>Children have opportunities to learn about different cultures, in line with our inclusive school ethos, through global sporting events.</p> <p>Children have opportunities to showcase their unique physical talents and feel valued for this.</p>
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SMSC development in Music



Evidence:
From EYFS, children show their delight and curiosity in creating their own sounds linked to their emotions.

Children make links between their learning across the curriculum in songs from different cultures to celebrate special events.

Children listen to, describe, compare and evaluate different kinds of music considering the emotions the music makes them feel and how evocative it is.

Impact:
Children show empathy and develop the ability to reflect on their own and others' music.



Evidence:
Throughout the Charanga scheme, children develop their aesthetic appreciation and learn how music can convey human emotions such as sadness, joy and anger etc.

Children appreciate the self-discipline required to learn a musical instrument as part of whole class instrumental teaching in Year 4.

Impact:
Children develop a sense of responsibility, consideration for the emotions of others, self-respect and self-confidence.



Evidence:
Children explore how an ensemble/ orchestra works together.

Children work together to practise and improve a musical composition or performance, listening to other's ideas and making decisions together.

Children learn to appreciate how music is used in different ways in different settings (for pleasure, for worship or to help people relax).

Children play instruments together as part of a group.

Children have the opportunity to sing with the school choir at in school events and Wolverhampton community initiatives.

Impact:
A positive and supportive school ethos is in place.



Evidence:
Children are encouraged to listen, sing and respond to songs from different genres, cultures and traditions from around the world.

Children appreciate musical expression from different times and places and develop an understanding of the history of music from the Charanga scheme.

All children are given the opportunity to perform to parents/ carers, family members and other children in concerts and assemblies.

Impact:
Children have a well-rounded musical education and appreciate human creativity and achievement.

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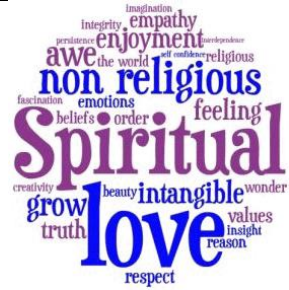


<p>Children develop positive attitudes, values and principles.</p> <p>Children develop respect for their own and other's music.</p> <p>Children are able to express themselves creatively in a variety of musical forms.</p>	<p>Children develop high expectations and a positive attitude in the discipline of learning a musical instrument.</p> <p>Children enjoy celebrating others' achievements and have opportunities to feel proud of themselves and others.</p>	<p>Children work co-operatively with others and are sensitive to their needs and feelings.</p> <p>Children share and express emotions through their music/ singing.</p> <p>Children have effective relationships with the local community through performing at events.</p>	<p>Children have opportunities to learn about different cultures, in line with our inclusive school ethos.</p> <p>Children have opportunities to showcase their unique talents and feel valued for this.</p>
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SMSC development in Art and Design



Evidence:
Children are provided with opportunities to explore the mediums of nature and natural phenomena. Children may be involved in: creating a piece of still life, by using plants, flowers or fruit; making mud/ clay sculptures in the classroom or as part of Forest School; creating art using natural resources such as leaves, twigs, conkers, grass, etc. (in the style of Andy Goldsworthy as undertaken in our 'A Million Dreams' IMPACT and Enrichment week).

Responding to and using visual images to evoke a range of emotions.

Developing one's own imagination and creativity, through experimentation with various media.

Exploring mindfulness, through guided meditation and music during creative activities.



Evidence:
Children explore how emotions and inner feelings are expressed through drawing, painting, collage, digital media, textiles or 3D Form.

As a school we use children's artwork to create an empathetic learning environment, where mutual respect between diverse beliefs and faiths is promoted.

Children's artwork represents various cultures and learning about their traditions and festivals e.g. Hinduism - Diwali – creating Diva lamps. Islam – making cards and decorations for Eid parties.



Evidence:
Children demonstrate pride and curiosity in creating their own work and celebrating this with other children, parents/ carers and wider stakeholders through assemblies, display, workshops and whole school enrichment events.

We promote the process of dialogue, evaluation and feedback. Children work with their teachers (and peers) to provide constructive feedback in order to evaluate their work.



Evidence:
Children develop a sense of awe and wonder at human innovation in artwork across history.

Children develop aesthetic and critical awareness through enriching their experiences of learning about artists both past and present.

Children participate in cultural opportunities to work with external partners: visiting artists, theatre groups, art galleries and working with different schools both within the curriculum and through additional extra-curricular clubs.

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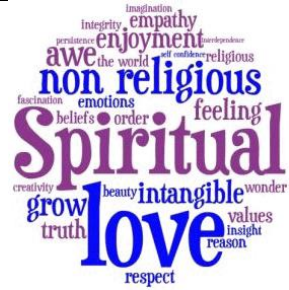


<p>Impact: Children show empathy and develop the ability to reflect on their own and others' learning and achievements.</p> <p>Children develop positive attitudes, values and principles.</p> <p>Children develop respect for themselves and others.</p> <p>Children are able to express themselves imaginatively and creatively in a variety of forms.</p>	<p>Impact: Children develop a sense of responsibility, consideration for others, self-respect and self-confidence.</p> <p>Children develop high expectations and a positive attitude.</p> <p>Children enjoy celebrating others' achievements and have opportunities to feel proud of themselves and others.</p> <p>Children have a wider understanding of the needs of others.</p>	<p>Impact: A positive and supportive school ethos is in place.</p> <p>Children work co-operatively with others and are sensitive to their needs and feelings.</p> <p>Children share and express emotions through their work.</p> <p>Children feel valued in lessons and everyday school life as they are confident to share their views.</p> <p>Children have effective relationships with the local community.</p>	<p>Impact: Children have a well-rounded art education and appreciate human creativity and achievement.</p> <p>Children have opportunities to learn about different cultures, in line with our inclusive school ethos.</p> <p>Children have an understanding of the world (and its history) outside their own locality.</p> <p>Children have opportunities to experience awe and wonder throughout the curriculum as well as participating in a wide variety of extra-curricular activities.</p> <p>Children have opportunities to showcase their diverse talents and feel valued for this.</p>
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SMSC development in Design and Technology



Evidence:
Children are given opportunities to celebrate personal creativity and innovation through product design.

Children explore the emotions of design development and have time to reflect, review and evaluate their own work and that of others.

Children evaluate their strengths and possible improvement areas thus creating self-confident and resilient learners.

Children use imagination and innovation in individual and group work. They appreciate the awe, wonder and mystery when studying the natural world and human achievement.



Evidence:
Children look at the effect of technological change on human life and the world around them through the study of key inventors and key events that have shaped the world. For example, within the Y5 'Best of British' topic.

Children demonstrate respect for others and their own work; appreciating the value of similarities and differences in finished products.

Teachers establish and maintain a safe, secure learning environment that encourages respect for equipment and develops respect for children's own health and safety and that of others.

Children are asked to think ethically when resourcing projects and considering 'fair trade' food items within food technology.



Evidence:
A good sense of community is developed through working co-operatively to design a product to solve a problem.

Children design and make products that will benefit and can be sold at key events in the school calendar. For example, Winter Wonderland and the Summer Fair.

Children take part in group discussions and decide roles within their group.

Children share their ideas and work with their families and school enrichment events showcase their achievements.



Evidence:
Children appreciate how culture has influenced design over time, including technological advancements.

Children explore a range of materials and equipment used by different cultures.

Children gain inspiration through research into STEM careers promoting equality of opportunity. For example, during the school's Science Week activities.

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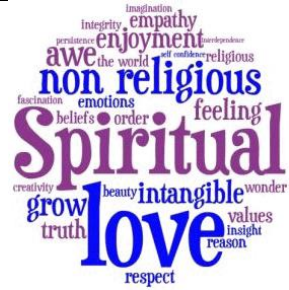


<p>Impact: Children show empathy and develop the ability to reflect on their own and others' learning and achievements.</p> <p>Children develop positive attitudes, values and principles.</p> <p>Children develop respect for themselves and others.</p> <p>Children are able to express themselves innovatively and creatively in a variety of forms.</p>	<p>Impact: Children develop a sense of responsibility, consideration for others, self-respect and self-confidence.</p> <p>Children develop high expectations and a positive attitude.</p> <p>Children enjoy celebrating others' achievements and have opportunities to feel proud of themselves and others.</p> <p>Children have a wider understanding of the needs of others and what is 'fair' across the globe.</p>	<p>Impact: A positive and supportive school ethos is in place.</p> <p>Children work co-operatively with others and are sensitive to their needs and feelings.</p> <p>Children feel valued in lessons and everyday school life as they are confident to share their views.</p> <p>Children have effective relationships with the local community and make positive contributions to whole school events.</p>	<p>Impact: Children have a well-rounded design and technology education and appreciate human ingenuity and technological achievement.</p> <p>Children have opportunities to showcase their diverse talents and feel valued for this.</p> <p>Children recognise that irrespective of race, religion or gender that they can aspire towards any future they choose.</p>
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SMSC development in M.F.L (French)



Evidence:
Children are immersed in languages from around the world through their topic work.

Children understand where around the world the French language is spoken.

Impact:
Children show empathy and develop the ability to reflect on other lifestyles.

Children develop positive attitudes and respect for others.

Children are able to express themselves creatively in a different language form.



Evidence:
Children have an accurate, truthful and respectful understanding of the French culture.

Throughout the Salut scheme of work, children gain an understanding of the traditions in French culture and customs e.g. food and games etc.

Impact:
Children enjoy celebrating each other's achievements in French and have opportunities to feel proud of their new language acquisition.

Children are confident, caring and keen to help others succeed in a new language.



Evidence:
Children learn the skill of communicating in different ways and explore different social conventions. For example, forms of addressing one another and adults in French.

Children apply these social conventions during MFL lessons and other suitable times for the class teacher.

Through languages teaching, children recognise and appreciate the variety of languages and customs of others within our own school community.

Impact:
Children understand the formality (and informality) of different social constructs and the way they should respectfully conduct themselves to be socially acceptable.

Children make links between customs in different cultures and their own thus



Evidence:
Through languages teaching, children appreciate the language and customs of others within our own and the wider community.

Children explore the literature and culture of other countries through the teaching of a broad, ambitious curriculum and making links with other subject areas. For example: Music - listening to music from composers of other countries and singing songs in different languages Art - artists and art styles from different countries. By taking part in special cultural occasions e.g. Eid, Diwali and Chinese New Year.

Impact:
Children have a well-rounded education and appreciate different language forms.

Children have opportunities to learn about different cultures where different languages are spoken thus contributing to our inclusive school ethos.

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	Pupils have a wider understanding of different cultures.	illustrating commonalities across the globe.	Children have a greater understanding of the world outside their own locality.
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