

SMSC (Spiritual, Moral, Social and Cultural) Curriculum Map

This document outlines how our curriculum offer supports all students with their spiritual, moral, social and cultural development. In addition to this, we have a thoughtful and wide ranging promotion of SMSC through assemblies, whole school days such as Diversity Day, our student-led behaviour policy, our Ellesmere Qualities and our student council.

	Spiritual	Moral	Social	Cultural
English	<ul style="list-style-type: none"> • Explore special interests and individual talents • Engage in lots of practical activities to put learning into context, allowing them to learn about their own interests and abilities • Learn about the beliefs of others through speaking and listening activities, as well as a range of books, trips, and visitors 	<ul style="list-style-type: none"> • Discuss the decisions of characters in stories and how their actions impact others • Explore, research, and discuss topical matters • Develop empathy for others through stories and role play 	<ul style="list-style-type: none"> • Develop speaking and listening skills, including with a range of Augmented and Alternative Communication Devices • Review trips and sessions with visitors through discussions, writing, creating captions with symbols and matching symbols to photographs • Take part in trips and activities in the Extended Learning Environment to learn 	<ul style="list-style-type: none"> • Learn about diverse cultures through a diverse range of books and texts • Have opportunities to learn about and share their own cultural heritage, whether that be their immediate family history or in a wider sense • Develop their cultural capital through a range of books, stories, experiences, and trips

			<p>about their local and wider community</p> <ul style="list-style-type: none"> • Form links with the workplace and community projects in Post-16 	
Maths	<ul style="list-style-type: none"> • Explore shape, space, and measure in nature during outdoor learning and trips into the Extended Learning Environment • Explore how Maths can help them make sense of the world around them, in a range of contexts across the whole school day 	<ul style="list-style-type: none"> • Learn to recognise mistakes and communication breakdowns, and how to repair them (e.g., when sharing out resources or snack items) • Develop their ability to advocate for themselves and their peers • Develop an understanding of the rule of law through shop role play and community trips to shops 	<ul style="list-style-type: none"> • Take part in Maths activities that encourage them to learn to share resources equally • Engage in turn taking and social maths games built into the maths curriculum to continue to develop social skills and connections • Are provided with opportunities to contextualise their learning in wider social groups across the school and in the local and wider community via trips and visits into the 	<ul style="list-style-type: none"> • Learn through a range of musical, physical, and artistic activities to inspire and them and help them to stay engaged • Learn about a range of cultures, reflecting their class make up as well as the local and wider community

			Extended Learning Environment	
Independence	<ul style="list-style-type: none"> Opportunity to explore a range of cuisines and learn to cook for themselves and eat a healthy diet 	<ul style="list-style-type: none"> Encouraged to reflect on the contribution they would like to make in society Supported to make informed decisions about their options in the class, across school and into their futures beyond school 	<ul style="list-style-type: none"> Are prepared for the world of work and develop employability skills to inspire ambition to enter and contribute to society Are given opportunities to try out jobs in their class, across the school, in the community and as part of work experience projects 	<ul style="list-style-type: none"> Are exposed to food from a range of cultures, including their own, their peers, and cultures from the wider community Are provided with a broad range of experiences and opportunities, which they may not experience outside of the school day
Science and Technology	<ul style="list-style-type: none"> Supported to explore and reflect upon the world around them and their place in it Learn about life cycles and how people change as they age, usually referencing their own family to help make 	<ul style="list-style-type: none"> Learn about the importance of safety rules in scientific experiments and maintaining a clean learning environment for all by tidying up after themselves Learn about the impact of scientific 	<ul style="list-style-type: none"> Learn about how society has changed with scientific advancements and modern technologies and how this has impacted their own local community Learn the importance of teamwork and 	<ul style="list-style-type: none"> Learn about the influence of key scientific figures throughout history Explore scientific discoveries and technological advancements from diverse cultures

	<p>the learning more meaningful</p> <ul style="list-style-type: none"> • Learn about themselves and how their bodies work • Encouraged to think creatively in designing and crafting items in technology lessons 	<p>developments on the environment and how to make changes for good, such as through the eco-schools' programme</p>	<p>safety whilst working in a group with science experiments</p>	<p>throughout history around the world</p>
PSHE	<ul style="list-style-type: none"> • Develop respect for others and others' beliefs • Learn to understand and manage their emotions • Learn how bodies change over time and in response to choices we make, such as diet, exercise, and quality sleep 	<ul style="list-style-type: none"> • Learn about right and wrong through class rules, rules in the community and the rule of law • Supported to use Zones of Regulation to make positive choices in reaction to their feelings • Learn to understand the impact of their actions on others and to take part in restorative justice if they have negatively impacted a peer or their environment 	<ul style="list-style-type: none"> • Are supported to understand the principals of democracy through making choices, voting on class options, and whole school decisions through the school council • Learn to co-operate in a range of social groups, in school, in their local community and in online communities 	<ul style="list-style-type: none"> • Explore the influence of leaders from a range of cultures • Develop their understanding their own cultural heritage and role models from their own and other cultures

<p>Understanding the World</p>	<ul style="list-style-type: none"> • Learn about major world religions as part of PSHE lessons and as religious festivals are celebrated throughout the year • Learn about the natural world and how they are influenced by it and how they can in turn influence it 	<ul style="list-style-type: none"> • Learn about weather and climate, including how humanity has impacted this • Learn about morality in a range of religions and cultures and are supported to think about their own beliefs 	<ul style="list-style-type: none"> • Learn the practical, problem-solving skills needed to navigate their school life and the world outside and after school has finished • Learn how to become responsible citizens and understand why laws are needed for a fair and just society 	<ul style="list-style-type: none"> • Are given the opportunity to learn about their own personal history • Learn about the geography, history, and religions in their local community, as well as wider community • Visit religious places within the community and hear from religious leaders who come to talk to students in school
<p>Physical Development</p>	<ul style="list-style-type: none"> • Have access to a broad range of sporting activities and opportunities to develop their interests and talents • May take part in sensory circuits and movements breaks, such as the daily 	<ul style="list-style-type: none"> • Are supported to develop good sporting attitudes with their peers, following rules and playing fairly • Have opportunities to develop leadership and teamwork skills 	<ul style="list-style-type: none"> • Are encouraged to develop their teamworking skills with their peers in team games • Can take part in extra-curricular sports clubs delivered by the wider community 	<ul style="list-style-type: none"> • Are encouraged to share and celebrate sporting events such as the World Cup and the Olympics • Experience a broad range of sports, athletics, dance, gymnastics, and specialist yoga

	<p>mile, to help them regulate their emotions</p> <ul style="list-style-type: none"> • Explore their senses in a range of multi-sensory activities 			
Creative Arts	<ul style="list-style-type: none"> • Encouraged to develop freedom of self-expression through their art • Develop their independence and metacognitive skills through design and self-evaluation of their work 	<ul style="list-style-type: none"> • Explore morality through art, in such projects as the 'art saved my life' topic • Explore ideas of plagiarism and homage in the works of others and their own work 	<ul style="list-style-type: none"> • Have their artwork shared internally through the school bulletin, and with parents/carers through art exhibits and the monthly newsletter 	<ul style="list-style-type: none"> • Explore art styles and techniques from a range of local and global cultures, and are encouraged to think about what elements they want to include in their work and how this may reflect their own cultural heritage and identity