Mapping for Spiritual, Moral, Social and Cultural (SMSC) in English, maths and science

	We promote spiritual development by:	We promote moral development by:	We promote social development by:	We promote cultural development by:
English	• connecting our own lives to the characters in the text; • engaging children with poetry, fiction and drama; • inviting and encouraging the children to explore feelings and values in a wide range of genres; • encouraging confidence and self-belief through drama, speaking and listening activities; • developing confidence and expertise in language, which is an important aspect of individual and social identity; • responses to literature – questions such as 'How would you feel if you were the person in the story?' 'Where have you met these ideas before?'; • appreciation of the beauty of language; • recognition of how others beliefs and experiences have shaped literature; • whole class reading often linked to SMSC themes.	• discussion of moral dilemmas in a variety of genre texts; • linking these moral dilemmas to their own life and how they choose what is right and wrong; • developing pupils' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film; • exploring stimuli for thinking about the consequences of right and wrong behaviour; • speculating and applying their learning to their own lives; • considering different perspectives.	• exploring social attitudes towards language; • considering how written and spoken language over time; • working in groups for speaking and listening activities; • working in groups to generate ideas; • peer to peer editing and idea sharing.	• looking at stories, poems and non-fiction texts from around the world; • using role play to explore the lives of characters from other cultures including language and accent; • the exploration of social class through spoken language and roles of characters in books.
Maths	• engaging in deeper thinking with regards to problem solving; • making connections between pupils' maths skills and real life; for example, pie charts could compare how a child in Africa spends her day with how children in the UK spend their time; • considering pattern, order, symmetry and scale both human made and in the natural world.	• encouraging children to look at, discuss and evaluate a range of social and moral issues in the world through other areas of study such as history and geography; • engaging pupils playfully; for example, in unequal shares of resources, why might someone be upset if they received less than other people? • reflecting on data that has moral and ethical implications; for	• reasoning verbally; • working in groups or teams to solve problems; • sharing resources; • discussing their learning with their peers; • analysing social data e.g. on health care, poverty.	• enabling pupils to acknowledge the important contribution made by mathematics by non-western cultures; • asking questions about the history of maths: for example, 'What do the Egyptians, Greeks and Indians discover that we still use in maths today?'

		example: students might consider the difference in amounts of money spent on non-essentials compared with food aid/water aid.		
Science	• encouraging pupils to reflect on the wonder of the natural world; • creating awe and wonder across all age ranges through experimenting and investigating; • raising aspirations of children through giving them awareness of science careers; • demonstrating openness to the fact that some answers cannot be provided by science; • creating opportunities for students to ask questions about how living things rely on and contribute to their environment; • providing activities such as plotting the scale of the solar system to open up questions about the size of the universe and how it might have been formed.	• awareness of the ways that science and technology can affect society and the environment; • consideration of the moral dilemmas that can result in scientific developments; • showing respect for differing opinions, on creation for example; • offering students the chance to consider the wonder of the natural world and the inventions which have made the world a better place. Considering that not all developments have been good because they have caused harm to the environment and to people; • encouraging students to speculate about how science can be used both for good and ill.	• developing skills for finding solutions working as a team; • co-operation in practical activity; • using opportunities during science lessons to explain how to keep other people safe; • exploring the social dimension of scientific advances e.g. environmental concerns, medical advances, energy processes.	• children are encouraged to look at future prospects and how scientific skills will help them in everyday lives and in the wider world; • asking questions about the ways in which scientific discoveries from around the world have affected our lives. There is a rich heritage of scientific discoveries from Hindu, Egyptian and Muslim traditions.