



## SMSC- What is it?

Provision for the **spiritual development** of pupils includes developing their:

- Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- Knowledge of, and respect for, different people's faiths, feelings and values
- Senses of enjoyment and fascination in learning about themselves, others and the world around them
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences

Provision for the **moral development** of pupils includes developing their:

- Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England
- Understand the consequences of their behaviour and actions
- Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues

Provision for the **social development** of pupils includes developing their:

- Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and social-economic backgrounds
- Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to solve conflicts effectively
- Acceptance of 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. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Provision for the **cultural development** of pupils includes developing their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- Ability to recognise and value the things we share in common across cultural, religious, ethnic and socio-economic communities
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and continuing to develop Britain
- Willingness to participate in and respond positively to artistic, musical sporting and cultural opportunities
- Interests in exploring, improving understanding of, and showing respect for different faith and cultural diversity and the extent to which they understand, respect and celebrate diversity. This is shown by the respect and attitudes towards different religious, ethnic and social-economic groups in the local, national and global communities

## How SCARF addressed SMSC and British Values

### SCARF and SMSC

SCARF provides a strong foundation for children's spiritual, moral, social and cultural education (SMSC) and development; it is the heart of the SCARF curriculum.

SCARF resources have been carefully planned to a structures series of lessons that follow a spiritual curriculum. Children's spiritual, moral, social and cultural development are a core part of this. SMSC themes thread throughout the resources (lesson plans, assemblies and additional whole-school approach tools) providing a strong foundation for SMSC education.

### SCARF and British Values

SCARF provides a robust framework for promoting a positive ethos and values across the school community, contributing significantly to British Values education, both explicitly and implicitly. The focus across the three themes of health and well-being, relationships and living in the wider world foster and develop children's responsibility for their own actions; respect for the actions and beliefs of others; an understanding of how each individual is protected by the rule of law; and how everyone can make a positive contribution to society through the democratic process.

SCARF lessons relate directly to one or all of the British values themes of:

- Democracy
- The rule of law
- Individual liberty and
- Mutual respect and tolerance of those with different faiths and beliefs

These can be found by searching on the 'subjects and issues' page, although you will be able to make links across a very wide range of the SCARF lessons and supporting materials including SCARF assemblies.

## SMSC through our Enquiry-based curriculum (Foundation Subjects)

Subject	Spiritual	Moral	Social	Cultural
Design technology	<p>The process of creative thinking and innovation inspires children to bring out undiscovered talents, which develops self-confidence and belief in their own abilities</p> <p>It also challenges and appeals to the creative instincts that have driven humanity to discover, adapt and overcome</p>	<p>Develop a sense of 'moral conscience' through focusing upon the moral dilemmas raised in designing and making new products</p> <p>Understanding the wider impacts on the environment when designing and making new products and encouraging children to consider carefully the materials and components they will use when designing and making.</p>	<p>Self-regulation to ensure that children accept responsibility for their behaviour and the safety of others</p> <p>Developing the ability to work with each other to produce agreed outcomes</p> <p>Conversations about the world produced through self and peer evaluation</p> <p>Giving and accepting constructive criticism as a way to improve outcomes</p>	<p>Including projects that have a connection with our part heritage and how our industrial routes have shaped our nation</p> <p>Expanding children's knowledge of different cultural influences on design</p>
Computing	<p>Opportunities for reflection of awe and wonder about the achievements in computing today and the possibilities for the future</p> <p>Using technology to record moments of spirituality / awe and wonder e.g. the changing of the seasons</p>	<p>E-safety</p> <p>Understanding when to use computing to support learning and when computing is not the best approach</p>	<p>Working as a team to use computing programmes or equipment</p> <p>E-safety</p> <p>Sharing learning with others through the use of technology e.g. Tapestry / Dojo / Facebook</p>	<p>Use of technology to learn about different cultures</p> <p>Exploring how different cultures are represented online</p> <p>Exploring the possibilities of communication with people from other cultures</p>
PSHE & C	<p>Awe and wonder at the world around them</p> <p>Mindfulness and calming techniques</p>	<p>Understanding right and wrong choices</p> <p>Understanding their place within the world</p> <p>Knowing when to stand up and speak out for themselves or others</p> <p>Understanding of the rule of law</p> <p>Respect for the actions and beliefs of others</p> <p>Understanding democracy</p>	<p>Collaborating on class and school projects</p> <p>Sharing ideas in a safe environment</p> <p>Building positive relationships between peers and staff</p>	<p>Learning from other cultures within the school - celebrating and respecting differences</p>

RE	<p>Engaging in prayer moments and quiet reflections</p> <p>Express a sense of enjoyment and fascination with learning about themselves, others and the world around them</p> <p>Discussing and reflecting on questions surrounding faith, belief, ethics and morality</p>	<p>Understanding the consequences of behaviours and actions</p> <p>Having an interest in and offering views on moral and ethical issues</p> <p>Showing respect for the United Kingdom's civil and criminal law</p> <p>Exploring how beliefs, teachings and sacred texts influence individuals and groups</p> <p>Thinking about matters of ethical and moral concern</p> <p>Studying issues that promote respect of race, religion and belief</p>	<p>Addressing issues relating to democratic processes</p> <p>Investigate social issues from religious and non-religious perspectives</p> <p>Recognising diversity and difference as well as the common ground between religions and beliefs</p> <p>Expressing their personal views on a range of contemporary social issues whilst developing capacity to consider respectfully the views of others</p> <p>Acceptance of and engagement with British values</p>	<p>Encountering people of faith from different religions, beliefs and cultures</p> <p>Considering cultural diversity within the same religious or non-religious tradition</p> <p>Promoting tolerance, racial and interfaith harmony and respect for all, combating prejudice and discrimination</p> <p>Contributing positively to community cohesion and interfaith cooperation</p>
Science	<p>Using evidence to make sense of the world</p> <p>Understand our relationship to the world around us</p> <p>Interdependence of living things</p> <p>How the world behaves (physically)</p> <p>Awe and wonder at the natural world</p>	<p>Ethical issues</p> <p>Environmental impact</p> <p>Scientific and technological discoveries – using them responsibly</p> <p>Open-mindedness (hypothesising)</p> <p>Critical thinking (evidence)</p> <p>Understanding the world</p>	<p>Collaborating</p> <p>Sharing ideas, data and results</p> <p>Pupils working together on investigations and sharing results</p>	<p>Enjoyment and fascination about the world around them</p> <p>Environments in different towns, places and countries</p> <p>Scientists around the world</p>
Music	<p>Relaxation</p> <p>Mindfulness</p> <p>Enjoying music in different ways</p> <p>Music for calm learning opportunities</p>	<p>Sharing opinions on music</p> <p>Performing to each other and giving positive, supportive feedback</p>	<p>Sharing music together</p> <p>Performing to different audiences</p> <p>Taking part in different festivals</p> <p>Working together to create musical pieces</p>	<p>Music from other cultures</p> <p>Live music experiences</p> <p>Linked to learning enquiries</p>

<p style="text-align: center;">Humanities (History and Geography)</p>	<p>Exploring different cultures and beliefs          Enabling children to widen their knowledge about the world around them          Enabling children to be accepting of other cultures and embrace them          Encouraging children to be intrigued about the history of their culture and others around the world          Allowing children to be expressive and curious about the world around them, embracing their experiences and their curiosities</p>	<p>Encouraging children to understand and recognise boundaries and laws of their own country, and also other countries around the world          To understand the history of English laws and how this has developed and changed over time          Understanding cultural differences of morals and values, accepting and embracing consequences and boundaries          Allowing children to be expressive in their views and opinions, while maintaining a positive moral view</p>	<p>Embracing and exploring different cultures, listening and responding to others' experiences          Learning through school trips          Embracing the wider community, showing interests and willing to support the community and looking after the world around them</p>	<p>Learning about a wide range of cultures, celebrating them through religious festivals, celebrations at school, and embracing cultures that are different to their own          Learning and understanding the history behind different cultures, how these have changed over time and why.          Learning through discussions, questioning other people's experiences and embracing that into their own modern world culture</p>
<p style="text-align: center;">Art</p>	<p>The work of children's spiritual developments occurs through the initial learning of skills. They are introduced to the work of great artists and experience awe and wonder at the achievements of these great works of art. They also experience great admiration and respect for their peers' work when they see the level of achievement and progress          Pupils understand that this standard of work does not happen immediately but requires endurance</p>	<p>Class promises are clear guidelines to which pupils adhere and these are linked with all areas of learning          They incorporate respect and the consideration for others' work          In Art, pupils are encouraged to show compassion when commenting / looking at the work of others through mini plenaries and peer AFL activities in KS!          Understanding how their comments can build up or negatively affect another's self-belief is something that is explored and nurtured</p>	<p>Art and design frequently requires all children to work in pairs, groups or teams          Children often work collaboratively requiring cooperation and communication          Children are encouraged to take on roles and responsibilities that involve trust and respect from others and to also encourage and inspire their peers (table leaders, art detectives)</p>	<p>Children explore a range of artwork / artists from various cultures around the world          They begin to understand different ways of life and develop a respect for cultures that are very different from our own          The exploration of art work between our own and other cultures leads to children incorporating designs, patterns and ideas in their own work established by a developing understanding of the culture</p>