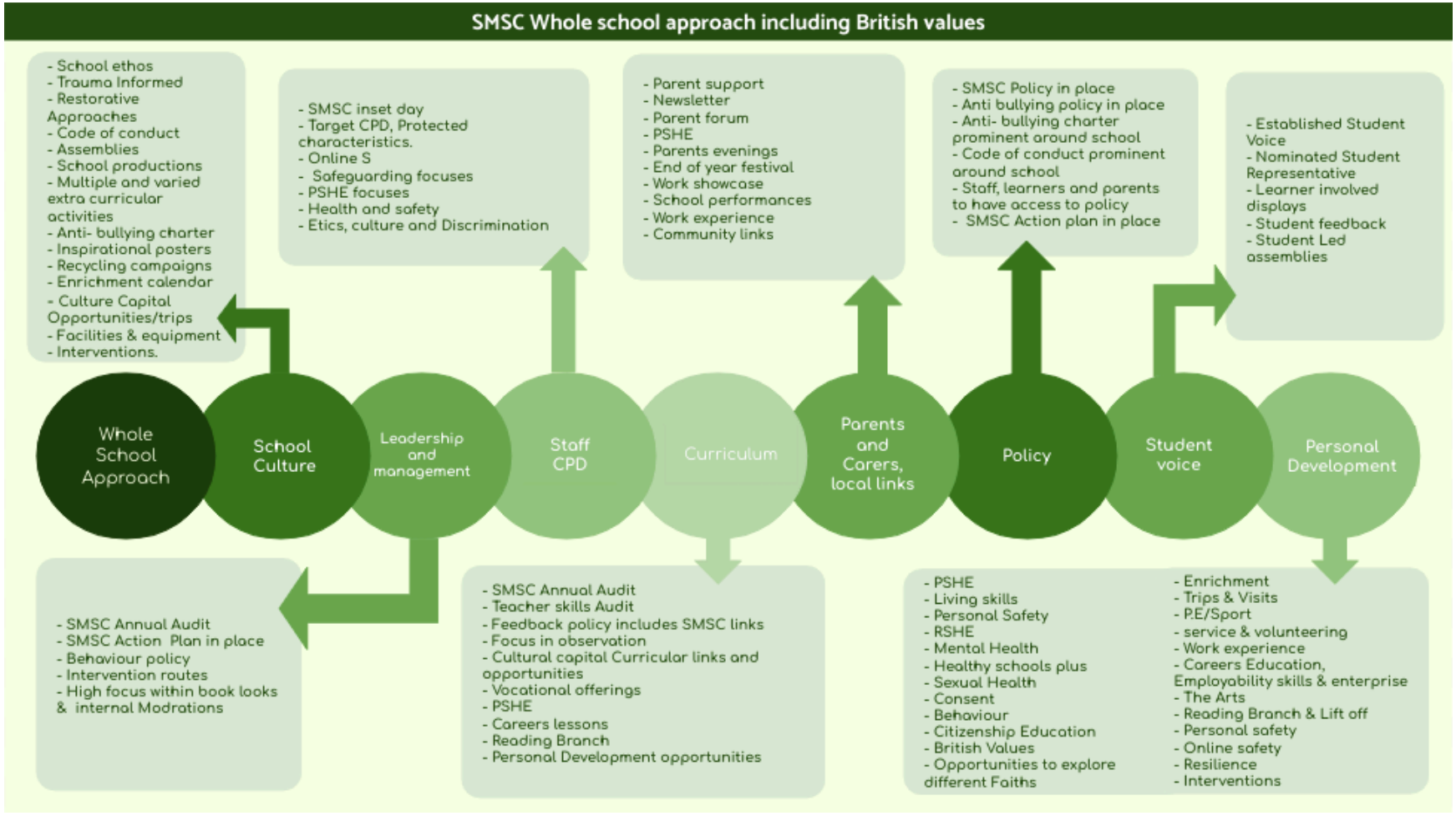
How Does The Curriculum Contribute to SMSC and Fundamental British Values at ALP Nuneaton



Vision Statement:

Spiritual, Moral, Social and Cultural (SMSC) Development is the overarching umbrella that encompasses our own school values, Fundamental British Values (FBV) and that of the OFSTED recommendations in order to support pupils in their personal development, helping and guiding them to become ***responsible, reflective and active citizens.*** *SMSC is at the heart of our school development. Teachers and Subject Leaders actively plan for the development of SMSC within their classrooms and within the carefully planned curriculum for the subjects. At ALP Nuneaton, our vision is to shape students who are* ***reflective, empathetic, curious and ambitious****; who will make positive contributions to their immediate and wider community, both now and in life beyond school.*

Rainforest

(Informal & Semi-formal curriculum)

The following examples are not exhaustive, but do give insight on how we promote SMSC across the curriculum at ALP Nuneaton

Engagement Model	Social	Moral	Cultural	Spiritual
Reading	• The opportunity to join in with shared stories and rhymes. • The opportunity to see themselves represented in stories and rhymes. • Provide a stimulus for communication. • Supporting communication development	• Learn about right and wrong through stories/songs/rhymes • Begin to understand empathy through stories/songs/rhymes • Begin to recognise emotions using the support of stories/songs/rhymes	• To see their own culture represented in stories. • To learn about different cultures through the use of stories and rhymes • Role play scenarios based around carefully selected stories. • Exposure to how people's beliefs have shaped stories.	• Learn about the world around them through stories and rhymes.
Science	• Facilitate collaborative learning experiences where children work together in pairs or groups to solve problems, conduct experiments or discuss scientific concepts, promoting teamwork, communication skills and peer interaction. • Encourage children to share their observations, ideas and questions with their peers, fostering social interaction and language development.	• Teach children to respect and care for living organisms, such as plants and animals, fostering empathy and compassion towards other beings. • Promote a sense of responsibility for the environment by encouraging children to participate in activities like recycling, gardening or litter clean-ups.	• Introduce children to cultural stories, traditions and practices related to nature and the environment, celebrating diverse perspectives and connections to the natural world.	• Encourage children to explore the natural world with curiosity and wonder, providing opportunities for sensory experiences, outdoor exploration and discovery. • Facilitate experiences that allow children to connect with nature, such as observing plants grow, listening to bird songs or feeling different textures in the environment.

Maths	• Joining in with songs and rhymes • Range of resources set out so they can make the choice to use it. • Encourage collaborative learning • Use of visuals so children can show their answers non-verbally.	• Learn about right and wrong through songs/rhymes • Encouragement to respect different objects and shapes within the environment	• Looking at different cultures' art patterns and the use of shapes and symmetry • Different mathematics from around the world. • Different sequences from around the world	• Recognise shapes and items around the environment by going out
English	• The opportunity to join in with shared stories and rhymes. • The opportunity to see themselves represented in stories and rhymes. • Provide a stimulus for communication. • Supporting communication development	• Learn about right and wrong through stories/songs/rhymes • Begin to understand empathy through stories/songs/rhymes • Begin to recognise emotions using the support of stories/songs/rhymes	• To see their own culture represented in stories. • To learn about different cultures through the use of stories and rhymes • Role play scenarios based around carefully selected stories. • Exposure to how people's beliefs have shaped stories.	• Learn about the world around them through stories and rhymes.
PHSE	• Social • The opportunity to learn about themselves and other learners' beliefs. • The opportunity to join in with shared stories, rhymes and songs.	• Moral • Learn about right and wrong through songs/rhymes. • Begin to recognise emotions using the support of stories/songs/rhymes • Following the school rules.	• Cultural • The opportunity to join in with shared stories, rhymes and songs. • To socialise with other learners from different religions, ethnic and social-economic backgrounds.	• Spiritual • Learn about the world around them through stories and rhymes. • Role play - exploring cultural clothing, foods and traditions. • Explore exciting and engaging topics based on engagement profiles.
Communication and Language	• The opportunity to join in with shared stories, rhymes and songs. • Provide a stimulus for communication. • Supporting communication development • Opportunity to	• Learn about right and wrong through stories.	• The opportunity to join in with shared stories, rhymes and songs. • To see their own culture represented in stories.	• Role play - exploring cultural clothing, foods and traditions.

	participate in peer-peer play and social groups.			
Understanding the world	• The opportunity to join in with shared stories, rhymes and songs.	• Following the school rules.	• Role play - exploring cultural clothing, foods and traditions.	
Expressive art and design	Learners will have opportunities to collaboratively work within pairs or groups to develop pieces of art which will enhance learners' friendship development, cooperation and communication within a classroom environment.	Learners will show mutual respect and consideration for others' work. Within the curriculum learners will have opportunities to provide meaning and reasoning behind their work that will link to their world.	Learners will be introduced to artists and experience wonder and awe at achievements that have been made through the great works of art including their own. Show admiration and respect for their peers' work when they see levels of achievement and progress.	Learners will access work which will have contextual themes which involve the exploration of cultures from around the World.

Safari

(formal curriculum model)

The following examples are not exhaustive but do give insight on how we promote SMSC across the curriculum at ALP Nuneaton

	Social	Moral	Cultural	Spiritual
Reading	• Reading a breath of texts that represent diversity (FBV) • Class discussions and debates around topical issues & books that are being read. (FBV) • Voting system for choice of book (FBV)	• Discussions about right and wrong when sharing stories. • Reflection on topical and moral issues (news articles) • Voting system for book choice in classes.	• Stories selected with representation of diversity. • Literature that has shaped history. • Seeing themselves represented in the selected literature.	• Learning about the world around through different types of texts. • Developing empathy and respect when discussing texts.
My Language and Literacy	• Exposed to a breath of texts that represent diversity (FBV) • Class discussions and debates around topical issues & books that are being read. (FBV) • Through discussions children are introduced to ways of negotiating consensus or agreeing to differ.	• Exploring and analysing appropriate texts which gives them the knowledge and ability to question and reason and develop their own value system. • Texts are selected that extend students' ideas and their moral and emotional understanding.	• Texts are selected which encourage students to empathise with the feelings and experiences of others in order to develop their understanding of other people's attitudes, ideas and behaviour. • Develop sensitive awareness of, and the ability to respond constructively to, the backgrounds, experiences, concerns, feelings and commitments of others through selected texts.	• Developing empathy and respect when discussing texts and characters within the texts. • Extract meaning beyond the literal, consider alternative interpretation and hidden meanings while engaging with ideas in fiction and non-fiction texts. •
My mathematics	• Working in pairs and small groups to solve problems. • Taking it in turns when	• Respecting different answers and views. • Relate problems to real life scenarios. E.g. money	• Looking at different cultures' art patterns and the use of shapes and symmetry	• Completing Maths work outside and using natural materials to support learning and promote a

	answering questions. • Sharing their answers and thought process with the class. • Participate in songs and rhymes as a class. • Self and peer assessment. • Opportunities for creative thinking	• Encourage an open class where learners feel confident to share their answers, right or wrong.	• Different mathematics from around the world. • Different sequences from around the world •	sense of wonder • Promote growth mindset.
Science	• Promote teamwork and collaboration during science experiments, collaborative projects and peer discussions, encouraging children to work together, share ideas and solve problems collectively thus fostering a supportive learning environment. • Develop children's communication skills by providing opportunities for them to discuss their observations, ask questions and explain their findings to others. • Explore how scientific knowledge can be applied to address societal challenges, encouraging children to consider their role as responsible citizens in shaping the future through science and technology.	• Foster a sense of respect and care for living organisms through activities like observing plants grow or caring for animals in the environment. • Teach children about their responsibility towards the environment and living things, emphasising the importance of conservation and sustainability. • Teach children the importance of honesty and integrity in scientific inquiry, emphasising the value of evidence-based reasoning and critical thinking.	• Explore how scientific knowledge and practices are influenced by different cultures, traditions, and historical contexts. • Celebrate diversity by incorporating examples from a range of cultural backgrounds in science lessons, highlighting how different cultures contribute to our understanding of the natural world.	• Engage children in activities that evoke a sense of wonder about the natural world, such as exploring different materials and their properties or observing changes in nature. • Encourage children to ask questions, make observations and explore the natural world with curiosity, fostering a sense of wonder and awe. • Provide opportunities for children to connect with nature through outdoor activities, nature walks or studying ecosystems, promoting appreciation and respect for the environment. • Encourage children to reflect on their learning experiences in science, such as discussing what they found interesting or surprising during experiments or investigations.

History	• The role of different communities in shaping history • Social challenges faced by certain groups • Collaborating with others during debates and team projects • How previous challenges faced by members of society have impacted on life today	• Right or wrong - key events throughout history • Personal responsibility to challenging previously held attitudes and beliefs • Different moral viewpoints held by key individuals and their impact on our world today	• Diversity and how it has been represented throughout history • Past vs present attitudes and beliefs - are they relevant today? • Encourage learners to research and understand key figures of importance from different cultures	• Challenges faced by people of certain religions • Key religious movements throughout history • Development of different religions and beliefs • Empathise with key historical figures and learn what life would have been like at key points of interest
Religious Education	• Explore similarities and differences in religions and cultures through which they should begin to link religion to personal action in everyday life.	• Learn about shared and differing moral values • Discuss issues such as people's responsibility towards the world and future generations • Opportunities to recognise the difference between right and wrong, and readily apply this understanding in their own lives,	• Learn about other religions, giving them an opportunity to see what it means to belong, • To develop confidence in themselves and be able to respond positively to similarities and differences in our multi-faith and changing society.	• Experience and search for meaning, the purpose in life and the values by which we live. • Explore different religions and why people believe • opportunity to be reflective about their own beliefs
Geography	• Land uses - physical and human features • How we can protect certain characteristics of our world • Learning about the work of environmental groups and how we can help	• Being a responsible citizen of the world • Taking personal responsibility for issues such as climate change and recycling	• Studying different cultures • Comparing the lifestyles of others to those in the UK • How have other cultures and traditions shaped our world? • The importance of respecting traditions e.g. Amazonian tribes	• Develop learners sense of self and sense of personal responsibility • Learners are encouraged to reflect on their own values and the values of others • Empathise with people experiencing hardship, for example natural disasters
Computing	• Computing enables collaborative projects and online platforms, promoting teamwork, communication, and	• Computing education that includes lessons on ethical behaviour, responsible use of technology, and digital	• Computing education can include discussions on the social and cultural impact of technology, fostering an understanding of how	• Computing can provide opportunities for students to explore and express their creativity such as digital painting,

	social skills among SEN students. Learners have the opportunity to help others and also discuss topics promoting a collaborative and sociable environment • As students develop their skills in a range of software and computing topics they are challenged to work in groups to find solutions whilst developing respect for the ideas and opinions of others in their team.	citizenship, fostering moral development in the online world. • Facilitating the teaching to students to critically evaluate online content promotes moral development and responsible decision-making. • Participation is e-safety week and safer internet day to raise awareness of the importance of staying safe online and also teaching the learners the importance of online safety.	technology can be used for positive or negative purposes. • Teaching students to respect others' privacy and digital spaces contributes to a positive digital culture within the school community. • Computing devices and software often come with accessibility features that cater to different cultural and individual needs, promoting inclusivity such as dyslexia font to support learners to read. • Computing allows for the customization of learning materials to accommodate various learning styles and preferences, supporting a culturally sensitive approach to education. • Technology can facilitate self-assessment and feedback, promoting a reflective approach to learning and personal development.	music composition, digital storytelling. • To promote learners' spiritual development, their sense of self and their motivation to achieve. Supporting students to gain confidence to work independently while understanding that their work will contribute to a "bigger project" This will provide an insight into the world of computing, and its history of innovation, contribution and possibilities for the future. • Peer collaboration can develop a wide range of skills such as working with others, cooperation, listening, and leadership. Working with peers can help to develop positive relationships in the classroom, especially outside of their known friendship groups
PSHE	• Learners work collaboratively within lessons. • Learners explore how to interact with others and the world around • Learners explore their community • Discussion based lessons with contributions from all	• Exploring right and wrong • Critical discussions • Debates and votes • Taking into account others viewpoints and respecting those • Jigsaw charter creates respectful 'rules' for the lesson • Understanding of the justice system	• Understanding and respecting their own and each other view points. • Understanding and respecting that not everyone feels the same • Understanding how societies and communities function.	• Developing a sense of self • Understanding to enjoy and respect differences • Nurturing relationships and self worth.

	• Jigsaw charter supports learners understanding of respect for others. • Incorporation of mindfulness and pause points.	• RSE lessons		
Art & Design Technology	Learners will have opportunities to collaboratively work within pairs or groups to develop pieces of art which will enhance learners' friendship development, cooperation and communication within a classroom environment.	Learners will show mutual respect and consideration for others' work. Within the curriculum learners will have opportunities to provide meaning and reasoning behind their work that will link to their world.	Learners will be introduced to artists and experience wonder and awe at achievements that have been made through the great works of art including their own. Show admiration and respect for their peers' work when they see levels of achievement and progress.	Learners will access work which will have contextual themes which involve the exploration of cultures from around the World.
Expressive Arts	Partner Work and Collaboration: Encourage students to engage in partner or group dance sequences, fostering teamwork, communication, and cooperation. Leadership, Choreographer, Director Roles and Responsibilities: Through these roles learners develop communication, leadership and mediation skills. Problem Solving: Improvisation, creating choreography, action photography, filmmaking, composing music or devising a drama pieces a process of creative thinking, discussion, performance of and the explanation and presentation of ideas. Peer Feedback Sessions: Create an environment where students can provide constructive feedback to their peers, promoting empathy	Code of Conduct: Through various drama games pupils make choices regarding rules, sportsmanship and choices including teams and tactics. They also learn how to stick to the rules, etiquette and a sense of fair play. Sense of Justice: Through various drama games learners develop the ability to tell between right and wrong in competitive situations. They also learn how to respond appropriately when they feel there is an injustice. Ethical Choreography Choices: Discuss the importance of making ethical choices in dance movements and choreography, ensuring that the content aligns with moral values. Supporting Others through Empathy: Expressive arts	Exploration of Cultural Dances: Introduce students to dances from various cultures, providing an opportunity to learn about and appreciate different traditions and customs. Costume and Symbolism: Discuss the cultural significance of dance costumes and symbols, helping students understand the historical and cultural context of the movements they are learning. Discuss Other Viewpoints: Through these discussions learners are encouraged to be respectful of others understanding the	Mindful Movement and Being Present: Through our warm ups and warm downs we incorporate mindful movement or meditative movement, like moves taught in yoga to get the body ready for what is about to come but also to promote self-awareness and a connection between body and spirit. Expressive Dance and Emotional Intelligence: These encourage students to express their emotions through dance and drama, allowing them to explore their spiritual and emotional well-being. Self Reflective Drama Games / Teamwork / Inspiration:These

	and social interaction. Community Performances: Organise dance performances for local communities, encouraging students to connect with and contribute to the broader social fabric. Explaining Concepts: Learners are encouraged to develop their reasoning and decision making skills communicating ideas with others. Mixing with Others: Through play, improvisation and task work across the school classes learners are encouraged to engage with and socialise with a variety of other children they may not normally choose to mix with in classroom situations. Performances and Festival Participation: Learners are exposed to a wider range of social, economic and ethnic backgrounds, helping them to develop their understanding and tolerance of these different groups.	encourages learners to be understanding of the ability of others, not be critical but to play as part of a team so that all team members are actively engaged in the activity. Respect for Others: Emphasise the significance of respecting fellow dancers, teachers, and the space in which they practise, cultivating a positive and supportive atmosphere. Safe and Supportive Space: Within the dance studio learners are encouraged to share ideas and discuss alternatives with each other in a structured and supportive environment where they can learn to give reasoned views and appreciate the views of others. Inclusive Dance Practices: Ensure inclusivity by incorporating diverse dance styles, music, and cultural representations, fostering a sense of fairness and equality.	consequences of being too overly critical. Professional Workshops and Performances: Invite dance specialists into school who are experts in specific cultural dance forms to expose students to authentic techniques and narratives. Understanding Tolerance: Through participation in arts festivals learners are exposed to a wider range of social, economic and ethnic backgrounds, helping them to develop their understanding and tolerance of these different groups. Supporting Charities: Actively supporting charitable events, such as Red Nose Day learners will become more aware of the wider world they live in.	iImprove performance skills, sportsmanship, etiquette and appreciation of the work of others. Music with Spiritual Significance: Use dance and music with spiritual or meaningful themes, fostering a deeper connection to the art form and allowing students to explore the spiritual dimensions of dance. Reflection of their work and the work of others: This allows learners to build a positive mindset and promotes progression. Sense of Awe and Wonder: When encountering work from professional artists, learners are inspired. Self and peer assessment: This is important because it enables learners to have an accurate grasp of where they are and how they need to improve.
PE	• We promote healthy wellbeing through our PE, aware that this is essential for a child's future. - Teaching learners the importance of a balanced diet and why it is important that we exercise and how it can be good for not just	• We value fair play and encourage it in games, PE lessons and competitive sports. – A focus upon the rules and how we treat others within particular sports. This also leads onto representing the school at	• We encourage inclusivity through PE, aware that all children can succeed and enjoy the subject. • We include a diverse mixture of sports in PE alongside traditional British cultural games. • We take part in events such as athletics SEN	• Promoting the idea of perseverance within PE, which promotes a positive mindset. - Learners within the setting at ALP dont always find tasks set easy and can be challenging, we look to support learners to

	our body but also mentally. • We passionately believe that PE, games and competitive sports actively increase the confidence of those taking part • Encouraging communication within PE through working with others and as a team.	football/athletics etc and how we should act when representing our school.	events which allows our learners to interact with other schools and build relationships within the SEN network.	persevere and be able perform skills to the best of their ability. • Regular PE improves children's ability to cope with stress, improving heart rate and producing endorphins that encourage an optimistic mind-set. • Exercise promotes happiness and a sense of self-worth. • Performing a sequence in gymnastics, which allows the pupils to express their feelings and emotions