


Spiritual, Moral, Social and Spiritual (SMSC) Development Reading Spine

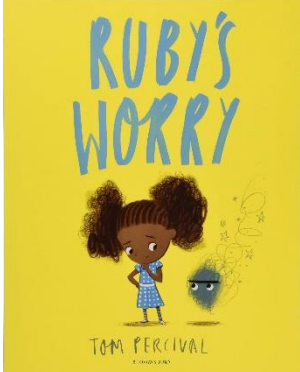



Reading is the beating heart of our *SMSC curriculum*

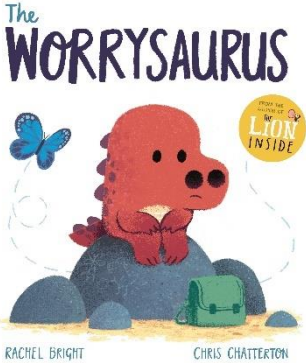
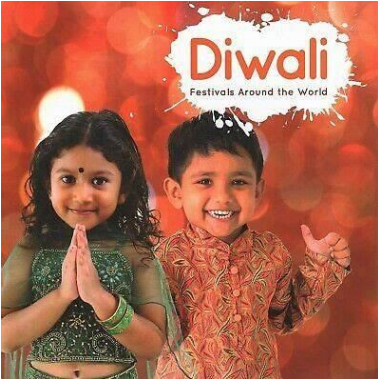
Although not an exhaustive list, the reading spine is just an example of the *high-quality texts* taught throughout the curriculum which drive our *SMSC curriculum* and *supports the children's personal development and understanding of British Values*. Each text has justification, *linked to the strands of SMSC and to British Values*, for its place in our curriculum.

Quality Text	Link(s) to SMSC strands/British Values	Used with	Key Themes
	<ul style="list-style-type: none"> Spiritual 1: Our aim is that the chosen quality texts provide a vehicle through which our children can reflect on, and learn from, their own experiences. 	<ul style="list-style-type: none"> EYFS KSI LKS2 UKS2 	

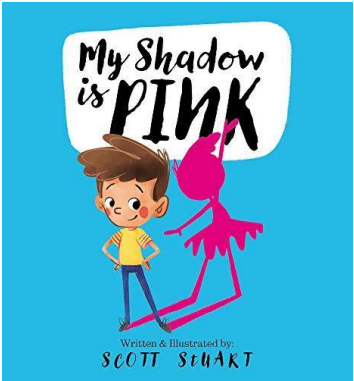
Spiritual, Moral, Social and Spiritual (SMSC) Development Reading Spine

	<ul style="list-style-type: none"> • Spiritual 4: Pupils have a vehicle through which they can discuss their own, and others' feelings and emotions, including negative ones, such as worry. Pupils will gain an understanding of, and respect for different feelings and emotions and discuss strategies to help manage them. 	<ul style="list-style-type: none"> • EYFS • KSI • LKS2 • UKS2 	<ul style="list-style-type: none"> • Feelings/ Emotions • Mental Health/ Wellbeing
	<ul style="list-style-type: none"> • Spiritual 4: Pupils have a vehicle through which they can discuss their feelings and emotions (happy, sad, angry, calm, scared, mixed up). Pupils will gain an understanding of, and respect for different feelings and emotions and begin to learn how to manage them. This will aid in children's own self-regulation. • Moral 5: By better understanding their feelings, pupils will gain a better understanding of their own and others' actions, particularly those fuelled by anger, behaviour and possible consequences of their actions. 	<ul style="list-style-type: none"> • EYFS • KSI • LKS2 • UKS2 	<ul style="list-style-type: none"> • Feelings/ Emotions • Mental Health/ Wellbeing

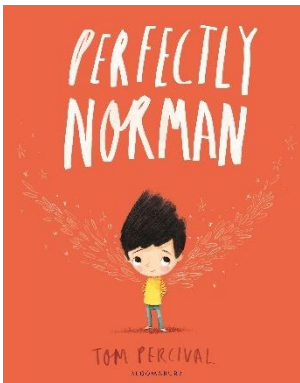
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	<ul style="list-style-type: none"> • <i>Spiritual 4: Pupils have a vehicle through which they can discuss their own, and others' feelings and emotions, including negative ones, such as worry. Pupils will gain an understanding of, and respect for different feelings and emotions and discuss strategies to help manage them. This will aid in children's own self-regulation.</i> 	<ul style="list-style-type: none"> • EYFS • KSI • LKS2 • UKS2 	<ul style="list-style-type: none"> • Feelings/ Emotions • Mental Health/ Wellbeing
	<ul style="list-style-type: none"> • <i>Spiritual 2: Pupils will gain a sense of enjoyment and fascination in learning about themselves, others and the world around them, including religious traditions, like Diwali.</i> • <i>Spiritual 3: Pupils will gain knowledge of, and respect for, different people's faiths and values, including Hindu beliefs and traditions.</i> • <i>Cultural 1: Pupils have a vehicle through which they can explore, improve their understanding of and show respect for cultural diversity, including different faiths and cultures, including Hindu beliefs and traditions. Through exploration, pupils will learn to accept and respect cultural diversity.</i> • <i>Cultural 2: Pupils will participate and respond to activities and traditions from a range of cultures.</i> 	<ul style="list-style-type: none"> • EYFS • KSI • LKS2 • UKS2 	<ul style="list-style-type: none"> • Traditions/ Celebration • Cultural Awareness • BV: Mutual Respect and Tolerance

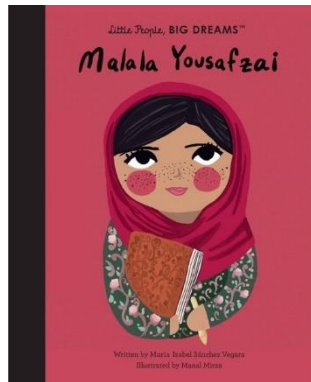
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	<ul style="list-style-type: none"> • Cultural 3: Pupils will gain an understanding and appreciation of the range of different cultures in school and further afield, preparing them for life in modern Britain. • Mutual Respect and Tolerance: Pupils will acquire an appreciation for and respect for their own and other cultures, thus promoting tolerance, respect and harmony between different cultures and cultural traditions. 		
	<ul style="list-style-type: none"> • Spiritual 4: Pupils have a vehicle through which they will gain an understanding of, and respect for, different people's feelings and emotions. By exploring the feelings of characters, pupils develop a sense of empathy, concern and compassion for others. • Moral 2: Pupils have a vehicle through which they can explore their own and others' views, and offer reasoned values about moral and ethical issues, such as sexual orientation. • Moral 3: Through the context of a story, pupils are provided a clear moral code as a basis for behaviour, including bullying (inclusive of HBT bullying) and values including respect, acceptance and tolerance for others. 	<ul style="list-style-type: none"> • EYFS • KSI • LKS2 • UKS2 	<ul style="list-style-type: none"> • Celebrating and accepting differences • Self-expression • LGBTQ+ • BV: Mutual Respect and Tolerance

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	<ul style="list-style-type: none"> • <i>Social 1: Pupils will develop their own personal qualities, including respect for others (who may be different).</i> • <i>Mutual Respect and Tolerance: Children are encouraged to respect other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.</i> 		
	<ul style="list-style-type: none"> • <i>Spiritual 4: Pupils have a vehicle through which they will gain an understanding of, and respect for, different people's feelings and emotions. By exploring the feelings of characters, pupils develop a sense of empathy, concern and compassion for others.</i> • <i>Social 1: Pupils will develop their own personal qualities, including respect for others (who may be different) and develop, and use, social skills, including sensitive behaviour when around others (particularly those, who may be different, who need reasonable adjustments).</i> • <i>Mutual Respect and Tolerance: Children are encouraged to respect other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.</i> 	<ul style="list-style-type: none"> • EYFS • KSI • LKS2 • UKS2 	<ul style="list-style-type: none"> • <i>Celebrating and accepting differences</i> • <i>Self-expression</i> • <i>BV: Mutual Respect and Tolerance</i>

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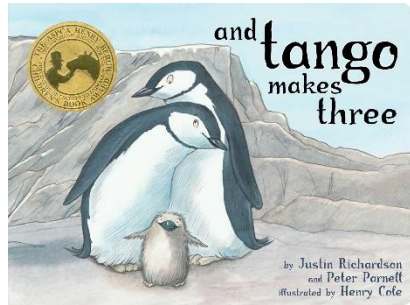


- *Spiritual 2: Pupils will gain a sense of enjoyment and fascination in learning about themselves, others and the world around them, including stories about inspirational people, like Malala.*
- *Social 1: Pupils are encouraged to reflect on their own contribution to society and to the world, using Malala's story as inspiration.*
- *Individual Liberty: Students are encouraged to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely, using Malala as an inspiration.*
- *Democracy: Pupils will gain an understanding of how citizens can influence decision-making through the democratic process (making your voice heard), by learning from Malala's inspiring story.*

- EYFS
- KSI
- LKS2
- UKS2

- Inspirational People
- Raising Aspirations
- Promoting Positive Change/Difference
- BV: Individual Liberty

Spiritual, Moral, Social and Spiritual (SMSC) Development Reading Spine




- *Spiritual 2: Pupils will have a sense of enjoyment learning about different family types and reflecting on their family and how it may be different to the family in the story or others in their class.*
- *Spiritual 4: Pupils explore the core value of 'Love' and how it can look different, in different contexts, such as different family structures.*
- *Moral 2: Pupils are encouraged to discuss and reflect on exploring their own and others' views, on issues such as sexual orientation, or different families.*
- *Social 3: Pupils are introduced to different family structures and thus, being prepared for life in modern Britain, where they will most likely encounter different types of families, whether in school or beyond.*
- *Mutual Respect and Tolerance: Children are encouraged to respect other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.*

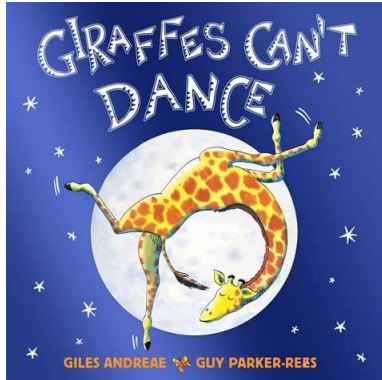
- EYFS
- KSI
- LKS2
- UKS2

- Celebrating and accepting differences
- BV: Mutual Respect and Tolerance
- Different Families
- LGBTQ+

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 <p>OUR HOUSE IS ON FIRE Greta Thunberg's Call to Save the Planet Jeanette Winter</p>	<ul style="list-style-type: none"> • <i>Spiritual 2: Pupils will gain a sense of enjoyment and fascination in learning about themselves, others and the world around them, including stories about inspirational people, like Greta Thunberg.</i> • <i>Social 1: Pupils are encouraged to reflect on their own contribution to society and to the world, using Greta's story as inspiration.</i> • <i>Moral 2: Pupils have a vehicle, through which they are able to be introduced to climate change and are encouraged to discuss and reflect on exploring their own and others' views, on global issues, such as climate change or plastic pollution.</i> • <i>Individual Liberty: Students are encouraged to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely, using Greta as an inspiration.</i> 	<ul style="list-style-type: none"> • EYFS • KSI • LKS2 • UKS2 	<ul style="list-style-type: none"> • BV: Individual Liberty • Inspirational People • Climate Education
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- *Social 1: Pupils will develop their own personal qualities, including respect for others (who may be different) and develop, and use, social skills, including sensitive behaviour when around others (particularly those, who may be different, who need reasonable adjustments).*
- *Spiritual 5: Children are provided with an example of a character who is not afraid to express himself in a way he wants to. The story may inspire pupils to express themselves in a way in which they want to, just like Gerald.*

- EYFS
- KSI
- LKS2
- UKS2

- *Celebrating and accepting differences*
- *Self-expression*