



Cultural Capital and SMSC opportunities EYFS

All pupils will have the knowledge and experiences they need to succeed in life through spiritual, moral, social and cultural opportunities.

SMSC So1	Use a range of skills in different contexts	<ul style="list-style-type: none"> • Memorable experiences that take place in a variety of settings in and out of school. • Child-led tasks encourage children to work co-operatively to solve problems. • Children are given the opportunity to work co-operatively in a variety of different groupings • Children share their learning with parents, carers, community and other groups in a variety of social contexts. 	<ul style="list-style-type: none"> • Visits to Smithills Farm/woods • Theatre – Lowry • Whitworth Art Gallery • Seasonal walks • Visit Blackpool zoo • Visits by emergency services – fire engines, Police • Nurse checks and dental checks • Church visits –Fr Kieren Visits • Collective worship • Prayer garden visits • Newsletters • Stay and play • Tapestry online learning journals • Dojo • Library visits • No Pens Day
SMSC So2	Participate in a variety of community and social settings.		
SMSC So3	Co-operate well with others and be able to resolve conflicts effectively.		
SMSC So4	Know that the rule of law protects the rights of individual citizens and is essential for their well-being and safety.		
SMSC Cu1	Understand and appreciate the wide range of cultural influences that have shaped their heritage and those of others.	<ul style="list-style-type: none"> • Visits to cultural, historical and heritage sites • Projects explore a range of personal, national, world-wide and imaginary themes. • Memorable experiences that include dramatic, artistic and musical performances • Learning is cross-curricular and includes artistic, musical, sporting and cultural opportunities. • Community and charity based tasks raise children’s understanding and awareness of the lives of different people in society. 	<ul style="list-style-type: none"> • Field trips to farm, theatre, art gallery and zoo • Christmas plays • Charity work - raising money for school and other charities e.g. Hello Yellow (mental health), CAFOD, FAFSM, odd socks day (Downs Syndrome Awareness), Marie Curie Daffodils, shoe boxes, presents for children, foodbank collections, Go Green, Cornerstones • Music sessions and visits – One Life Music (Lent and Advent), Trafford Musical Service • Topic work, Recycling, Colour Monster, traditional stories, Autumn • Baking • Assemblies • Santa Dash • Artists – Van Gogh, Kandinsky, Francis Lennon, Paul Cezanne • Learning about Diwali, Shevat, Holi, St George’s Day, Remembrance Day, Chinese New Year, World Peace Day • Local Remembrance Day parade • Food tasting from different countries
SMSC Cu2	Understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.		
SMSC Cu3	Know about Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.		
SMSC Cu4	Participate in and respond positively to artistic, musical, sporting and cultural opportunities.		
SMSC Cu5	Explore and show respect for different faiths, religious, ethnic and socio-economic groups, national and global communities.		

SMSC Sp1	Reflect on their beliefs that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.	<ul style="list-style-type: none"> ● Memorable experiences that spark curiosity, enjoyment and interest in a topic ● Child-led tasks promote enjoyment, enterprise and independent thinking. ● A range of imaginative scenarios provoke creative thinking. ● Children reflect and evaluate their own and others' learning and achievements. 	<ul style="list-style-type: none"> ● Role Play Areas e.g. Goldilocks and the Three Bears ● PSHE e.g. Colour Monster ● Experience lessons. Baptism ,caring for babies, tadpoles, butterflies, teddy bear's picnic, food tasting, baking, making soup, finding dinosaur egg, curiosity boxes ● Artwork linking topics, important dates, using different techniques ● Collective worship ● Seasonal walks ● Meetings with new parents talking about family ● Home visits ● Sports certificates, 'wow moments', spotlight children 1 a week ● Life to the Full
SMSC Sp2	Sense enjoyment and fascination when learning about themselves, others and the world around them.		
SMSC Sp3	Use imagination and creativity in their learning.		
SMSC Sp4	Reflect willingly on their experiences.		
SMSC M1	Recognise the difference between right and wrong and readily apply this understanding in their lives.	<ul style="list-style-type: none"> ● Children are encouraged to consider how their actions have contributed to their understanding and achievement. ● Activities and themes enable children to offer views and opinions about moral and ethical issues. ● Children are encouraged to reflect, evaluate and celebrate the success of others. 	<ul style="list-style-type: none"> ● Circle time ● Assemblies ● School rules ● Mission Statement ● Social Stories ● Rewards, stickers, certificates and smiley assembly ● Displays ● Role models ● Learning about other religions Diwali, Holi, Shevat ● Learning about the environment and looking after our world ● Learning about recycling –Someone ate Stanley ● Memorable experiences linked to topics e.g. finding a dinosaur egg, finding a treasure chest ● Child's voice in Tapestry Learning Journal and end of year report ● Tapestry show and tell/share weekly ● Sports Day – medals awarded ● Building the Kingdom ● Think Equal books
SMSC M2	Understand legal boundaries and , in doing so, respect the civil and criminal law of England.		
SMSC M3	Understand the consequences of their behaviour and actions.		
SMSC M4	Investigate and offer reasoned views about moral and ethical issues and understand and appreciate the viewpoints of others on these issues.		
SMSC M5	Know about and respect the public institutions and services in England.		
SMSC M6	Develop an acceptance of other people, understanding the importance of identifying and combating discrimination.		