MultiFaiths
Culture
Jan 2014
Diversity
April 2015

Good for - SMSC
Community Cohesion
eBook - Europe
### March 2014

<table>
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<th>Day</th>
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<th>St. Time</th>
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**National Awareness**

- Endometriosis Awareness 2nd Week
- World Glaucoma 3rd Week
- Down’s Syndrome
- Awareness 3rd Week
- Youth Violence Prevention Last Week
- Irish-American Heritage Month
- National Women’s History Month
- Irish-American Heritage Month
- National Social Work Month
- National Eye Donor Month
- Prostate - Ovarian Awareness
- National Bed Month
- National Women’s History Month
- Women’s History Month started as
- Women’s History Week in 1978. In 1987, Congress was petitioned to expand the week to an entire month. This month recognizes the important contributions made by women through programs in school, workplaces and communities.

**International Events**

- International Women’s Day
- World Kidney Day
- World Consumer Rights Day
- 21-27 International Racial Discrimination
- World Day for Water
- World Meteorological Day
- International World Tuberculosis
- International Rem. of Slavery
- World Theatre Day
- United States America
- St. Patrick’s Day
- Vietnam Veterans’ Day
- National Doctors’ Day
- Canary Day Saving Time Begins
- Commonwealth Day
- Daylight Saving Time begins
### National Days

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tr>
<td>21 April</td>
<td>1st April Fools Day</td>
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<tr>
<td>29 April</td>
<td>Passover</td>
<td>Anywhere</td>
</tr>
<tr>
<td>29 April</td>
<td>Solar Eclipse Annual</td>
<td>Australia, Antarctica. TD of Greatest Eclipse</td>
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### National Awareness

- **1st April Fools Day**
  - An international day of humor and jokes. Originated in 1852 France, when the Gregorian calendar moved the new year from 25 March to January. The fools' were those who forgot 1 April is the New Year on the Rastafari calendar, the month of Reuben, the first born to Jacob.

- **Passover**
  - A Christian holiday commemorating Jesus' crucifixion and resurrection.

- **Solar Eclipse Annual**
  - A solar eclipse that is visible to all inhabitants of Earth.

### International Events

- **Queen Elizabeth's Birthday**
  - 21 April 1926
  - The death of the English playwright William Shakespeare. UNESCO marked this historic date by declaring it the International Day of the Book.

- **World Autism Awareness Day**
  - 2 April

- **International Day - Mine Awareness**
  - 7 April

- **World Health Day**
  - 7 May

- **Reflection on Genocide in Rwanda**
  - 4 May

- **Earth Day**
  - 22 April

- **International Day ‐ Mine Awareness**
  - 7 April

- **World Intellectual Property Day**
  - 26 April

- **International Workers' Day**
  - 1 May

- **World Malaria Day**
  - 25 May

- **World Creativity and Innovation Day**
  - 5 March

- **Earth Day**
  - 22 April

- **World Book and Copyright Day**
  - 26 April

- **World Malaria Day**
  - 25 May

- **World Intellectual Property Day**
  - 26 April

- **International Workers' Day**
  - 1 May

- **Great Britain**

- **Queen Elizabeth's Birthday**
  - 21 April 1926

- **3 April 1616**
  - The death of the English playwright William Shakespeare.

### Religious Events

- **Good Friday**
  - 11 April

- **Passover**
  - 29 April

- **World Autism Awareness Day**
  - 2 April

- **International Day - Mine Awareness**
  - 7 April

- **World Health Day**
  - 7 May

- **Reflection on Genocide in Rwanda**
  - 4 May

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- **Great Britain**

- **Queen Elizabeth's Birthday**
  - 21 April 1926

- **3 April 1616**
  - The death of the English playwright William Shakespeare.

### Zodiac Events

- **Aries**
  - 20 March - 19 April

- **Taurus**
  - 20 April - 20 May

- **Gemini**
  - 21 May - 20 June

- **Cancer**
  - 21 June - 22 July

- **Leo**
  - 23 July - 22 August

- **Virgo**
  - 23 August - 22 September

- **Libra**
  - 23 September - 22 October

- **Scorpio**
  - 23 October - 21 November

- **Sagittarius**
  - 22 November - 21 December

- **Capricorn**
  - 22 December - 19 January

- **Aquarius**
  - 20 January - 18 February

- **Pisces**
  - 19 February - 20 March

### Lunar Eclipse

- **15 April**
  - Total Lunar Eclipse

### Solar Eclipse

- **29 April**
  - Solar Eclipse Annual

### Holidays

- **1 April**: is the New Year on the Rastafarian calendar, moved the new year from 25 March to January.
SMSC in the classroom

Ofsted
Pupils' cultural development is shown by their:
- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

Cultural development
DfE
Pupils' cultural development involves pupils acquiring an understanding of cultural traditions and an ability to appreciate and respond to a variety of aesthetic experiences. They acquire a respect for their own culture and that of others, an interest in others' ways of doing things and curiosity about differences. They develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture.

Good spiritual moral and social and cultural education is taught in every subject

Outstanding
The school's thoughtful and wide ranging promotion of the pupils' spiritual, moral, social and cultural development enables them to thrive in a supportive, highly cohesive learning community.

Spiritual development
DfE
Pupils' spiritual development involves:
- the growth of their sense of self
- their unique potential
- their understanding of their strengths and weaknesses
- their will to achieve
As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material wellbeing.

Good spiritual, moral, social and cultural development is shown by their:
- of the difference between right and wrong
- of moral conflict
- a concern for others
- the will to do what is right
They are able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge, skills and understanding, qualities and attitudes they need in order to make responsible moral decisions and act on them.

Moral development
DfE
Pupils' moral development involves pupils acquiring an understanding:
- of the difference between right and wrong
- of moral conflict
- a concern for others
- the will to do what is right
They are able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge, skills and understanding, qualities and attitudes they need in order to make responsible moral decisions and act on them.

Social development
DfE
Pupils' social development involves pupils acquiring an understanding:
- of the responsibilities and rights of being members of families and communities (local, national and global)
- and an ability to relate to others and to work with others for the common good
They display a sense of belonging and an increasing willingness to participate. They develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities.

Ofsted
Pupils' social development is shown by their:
- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- interest in, and understanding of, the way communities and societies function at a variety of levels

Ofsted - Jan 2012
All schools should be promoting pupils' spiritual, moral, social and cultural (SMSC) development and suitably preparing pupils for life. However, there is no need to present a detailed analysis of the school's promotion of each of the four components of pupils' SMSC development. (edited)

Ideas
- Consider moral dilemmas from our own and other societies (All)
- Reflect on the need for rules in competitions (PE, Drama, Music, English)
- Develop a respect for truth and also understanding the misuse of data (Maths, Science, English, Geography, History, PE)

Ofsted
Pupils' spiritual development is shown by their:
- beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

Ofsted
Pupils' moral development is shown by their:
- ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives
- understanding of the consequences of their actions
- interest in investigating, and offering reasoned views about, moral and ethical issues

Ideas
- Wonder at human achievements (All)
- Express their feelings through different media (Art, Dance, Drama)
- Appreciation of ingenuity/innovation/beauty (D&T, Maths and Science)
- Reflect on experiences of exhilaration, determination and enjoyment (All)

Ideas
- Consider how the cultural principles and practice affect outcomes (All)
- Discuss how different cultures influence your local culture (All)
- Research how Britain has affected other countries (All)

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### Spiritual, Moral, Social, Cultural Development

Whilst whole school assemblies and acts of collective worship are important in developing understanding of SMSC, SMSC development is a key part of every child’s education and as such is the responsibility of every adult in the school. This document is particularly designed to support you as classroom teachers regardless of which subjects you teach. It is the remit of the document to give only a brief overview to help you.

It is worth remembering that the most important factors in teaching good SMSC are:

- Modelling good practice in your relationships, activities and experiences with pupils and other adults
- Polite but firmly challenging unacceptable behaviour in both pupils and adults

Overleaf is a chart showing how the DfE and Ofsted descriptions of SMSC are linked together. On the final page of this document is the evidence that Ofsted may look for, together with some suggestions as to how SMSC can be developed in the classroom.

Whilst recognising the value and complexity of teaching moral, social and cultural aspects of the curriculum, spiritual development is often the hardest aspect to teach and therefore further information is given on this page. Although people often confuse spirituality and religion, they are not one and the same, particularly within the Ofsted/DfE framework which is shown overleaf. As Richard Dawkins says in his book *Unweaving the Rainbow*, we all have an "appetite for wonder". Spirituality fits well into all subjects as well as into RE.

### Spiritual Development

Whilst it is easy to say that the school’s strategy is to develop pupils’ spirituality, what does this look like in reality? The principle characteristics or qualities of the concept of spirituality are a ‘search for meaning or truth’, ‘experience which affects the core of one’s being’ and ‘developing positive relationships’. Every subject within the curriculum can and should offer spiritually meaningful experiences.

Part of spiritual development is critical reflection of ‘inner’ feelings and experiences – both one’s own and those of other people. Those of ‘other people’ include the insights of famous people about their spiritual experiences.

One of the many challenges for teachers is how to address sensitive and difficult issues and topics such as illness and death. Also challenging are the big questions of life which involve the ‘why’ rather than the ‘what’ and the ‘how’ e.g. Who am I? Why do I exist? etc. Discussing issues like these are an important aspect of a child’s education.

As teachers you should focus on:

- Creating the circumstances in which ‘spiritual development’ may take place e.g. creating a safe, encouraging and respectful environment where thoughts, feelings and insights can be expressed without ridicule
- Understanding and knowing how to reduce the factors that limit a pupil’s ability to experience spirituality e.g. fear, narrow mindedness, resistance to change etc.
- Ensuring respect for those who do and do not have religious beliefs
- Knowing what experiences within their subject area are likely to create deep positive emotional responses

### D&T
- Produce something to a standard which gives a real sense of achievement

### PSHE
- Know how to say and to respect ‘No’ in relationships

### Geography
- Reflect upon the power of nature

### PE
- Discuss issues such as racism, logos, sporting heroes

### Drama
- Perform mystical and fanciful stories

### Art
- Learn to use art to challenge people’s understanding of society

### English
- Explore the way different genders are portrayed in literature

### Pupil Council
- Discuss the advantages and disadvantages of different voting systems

### MFL
- Develop your own confidence to communicate in another country

### Music
- Explore how music expresses and generates feelings such as joy and fear

### History
- Explore issues of human suffering caused by war and man’s inhumanity to man

### Award Systems
- Learn to value and enjoy the achievements of others and themselves

### Social Responsibility (All subjects)
- Pupils experience the benefits and nature of altruistic actions

### Spiritual (All)
- Explore and celebrate the unity and diversity of the human response to magnificence and difficulties