



FARCET C. of E. PRIMARY SCHOOL



'I can do all things through Christ who strengthens me' Philippians 4:13

SMSC in the Curriculum

Year 2

Subject	We promote spiritual development	We promote moral development	We promote social development	We promote cultural development
Maths/Numeracy	By making connections between pupils' numeracy skills and real life; for example, pie charts could compare how a child in Africa spends her day with how children in the UK spend their time. Money and measuring By considering pattern, order, symmetry and scale, both man made and in the natural world Diwali – rangoli patterns	By engaging pupils playfully; for example, in unequal shares of resources, why might someone be upset if they received less than other people? Link to fractions By reflecting on data that has moral and ethical implications; for example pupils might consider the difference in amounts of money spent on non-essentials compared with food aid/water aid PSHE: Year 2 Spring - Financial capability	By the sharing of resources within the classroom, the negotiating of responses and group problem solving. By the sharing of resources within the classroom, the negotiating of responses and group problem solving. Taking part in fundraising activities. Red nose day/Children in need etc.	By asking questions about the history of maths: for example, 'What do the Egyptians, Greeks and Indians discover that we still use in maths today. Diwali – rangoli patterns
English	In responding to a poem, story or text; pupils can be asked 'I wonder what you think happens next?' 'How	By exploring stimulus for thinking about the consequences of right and wrong behaviour; pupils can	By supporting conceptual and language development through an understanding of and debates about social	By pupils telling stories from their own cultures and backgrounds creating the idea that 'everyone has a



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	would you feel if you were the person in the story?' 'Where have you met these ideas before?' All achieved through guided reading By appreciating the beauty of Language Poetry Talk for Writing	speculate and apply their learning to their own lives. When they do this they are developing their speaking, listening and higher order thinking skills. Generate classroom rules Traditional tales	issues Great Fire of London Traditional tales By providing opportunities for talk in a range of settings. Role play Talk for writing	story to tell' By providing opportunities for pupils to engage with texts from different cultures. Guided reading Stories from other cultures
Science	By demonstrating openness to the fact that some answers cannot be provided by Science. By creating opportunities for pupils to ask questions about how living things rely on and contribute to their environment. Opportunities to plan and perform scientific investigations. Living things and their habitats.	By offering pupils the chance to consider the wonder of the natural world and the discoveries which have made the world a better place. Inventions – link to Edison class name By considering that not all developments have been good because they have caused harm to the environment and to people. Recycling Food and farming day. By encouraging pupils to	By using opportunities during Science lessons to explain how to keep other people safe and how they might protect a younger or vulnerable young person. Guided reading By exploring the social dimension of scientific advances e.g. environmental concerns, medical advances, energy processes. Food and farming day.	By asking questions about the ways in which scientific discoveries from around the world have affected our lives. There is a rich heritage of scientific discoveries from Hindu, Egyptian and Muslim traditions Food and Farming Bright Lights, Big City!



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		see science can be used both for good and evil.		
History	By considering how things would be different if the course of events had been different; for example what difference would it have made if the Normans had not been successful in 1066? Great Fire of London By looking at local history and investigating the reasons why there is a landmark, building or museum. Local history of Farcet. By speculating about how we mark important events from history and the people who shaped them. GFOL Samuel Pepys Remembrance Day	By exploring the results of right and wrong behaviour in the past. GFOL By considering some of the characteristics of people who have had a bad influence and caused suffering to others. What have others done to stop injustice? Are there examples from their own local area? By going beyond the facts and asking pupils to make hypotheses and pose questions such as 'what if...?' 'what would have turned a tragedy into a triumph?' Remembrance Day	By giving the trigger for discussions about how groups and communities organised themselves in the past. By considering questions about social structure in the past.; for example, What might pupils say about the rights of children in earlier times? Is it important that society looks after young children? Are there people who still don't get a fair deal? By encouraging pupils to talk to their parents and grandparents; for example, when learning about WW2 Remembrance Day Lent Challenge	By exploring local history and under researched history and history around us GFOL By investigating how culture is shaped by history, exploring the 'cultural heritage' and in particular the Christian influence on British culture. By taking pupils on visits to heritage sites. Visits to Church for termly services. Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values. British Values Royal Family – Bright Lights, Big City
Geography	By using Google maps and asking pupils to imagine what	By considering how people treat the environment; posing	By providing positive and effective links with the wider community, both locally and	By making links with other countries through schools linking and cultural theme



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	it might be like to live in different parts of the world. Compare Farcet to other areas. By making links with history when exploring the environment and speculating on why the landscape is as it is. Fens By comparing their lives with pupils living in other countries or other part of the UK, possibly through a schools linking program.	questions such as, 'How are we changing our surroundings – are some things for the better and others for the worse?' Who benefits and who suffers? What should be our personal response to these? Who should look after our environment? Recycling – link to Science	through linking with other schools with different demographics both in the UK and globally Choir Visits By considering social responsibility e.g care for the environment, impact of traffic on the local area, tourism	days. By exploring links through the British Council and European Union. By exploring cultures that have had, and still have an impact on the local area. Link to the Nationality of pupils
RE	By experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religion and worldviews. By asking and responding to questions of meaning and purpose. By considering questions about God and evaluating truth claims. By exploring spiritual practices	By exploring morality including rules, teachings and commands such as The Golden Rule, the ten commandments, the sayings (hadith) of Muhammad, By investigating the importance of service to others in Sikhism, Hinduism and Buddhism. By exploring religious perspectives and responses to evil and suffering in the world.	By exploring the qualities which are valued by a civilised society – thoughtfulness, honesty, respect for difference, independence and interdependence. By asking questions about the social impact of religion. RE Lessons Collective Worship Church community Diocese	By exploring similarities and differences between faiths and cultures. Discussion – Eid/Christmas/Different religions and their celebrations By considering in particular different cultural expressions of Christianity; for example, using the Ngara crosses resource (St Edmundsbury and Ipswich Diocese), By learning about UK saints



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	such as worship and prayer, and considering the impact of these on believers and any relevance to their own life. RE lessons Compare creation stories from different religions. Church visits Daily prayer Collective Worship Christian values	By asking questions about the purpose and meaning of reconciliation and salvation e.g exploring Yom Kippur, Christian salvation story. By using the Eco RE enquiries. Anti Bullying week Christmas Carol Service Harvest Festival Service Seva – Sikhism		and those to which their school might be named after. By engaging with text, artefacts and other sources from different cultures and religious backgrounds. Visit to different places of worship
PSHE	By developing awareness of and responding to others' needs and wants. PSHE unit – Myself and my emotions By exploring meaning and purpose for individuals and society. PSHE lessons By developing resilience and inner strength. Independence PSHE Learning forums	By exploring what is right and wrong and to work out what we need to do in this particular community to make sure everyone thrives. PSHE lessons Good to be Green Caught being good Proud Of's By making explicit links to the school's distinctive ethos as a church school Learning forums	By helping pupils to engage in a democratic process for agreeing the rules for community life. School Council, voting opportunity PSHE School rules By creating opportunities for pupils to exercise leadership and responsibility; pupils might be asked 'Why do we think this important?' 'What could we do about it?' 'Who would like to take it further?'	By exploring how different cultures can offer great insights into how we lead our lives. Diwali Guided reading – stories from other cultures. By providing pupils with opportunities to make choices about some aspects of classroom and school life. School council, class jobs, tidying up Learning forums.



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			Class jobs Learning forums	
Art	By providing plenty of rich opportunities for pupils both to explore the spiritual dimension and natural phenomena e.g. Northern Lights. By exploring different artists' interpretations of a key figure or event and asking what the artist was trying to convey. By allowing pupils to show what they know through their own expression of big ideas about life e.g. morality, ethical issues. By promoting the process of 'reviewing and evaluating'; for example, see the work of David Hockney Bright Lights, Big City	By exploring how emotions and inner feelings are expressed through painting, sculpture and architecture. By responses to and use of visual images to evoke a range of emotions. Bright Lights, Big City	By sharing of resources. By exploring social conflict and resolution. By exploring art as a powerful social tool e.g. in advertising, in representing particular groups Bright Lights, Big City	By experiencing a wide range of creative media from around the world. By working towards the 'Arts Mark' award. By developing aesthetic and critical awareness Bright Lights, Big City Beat Band Boogie – African art
Music	By allowing pupils to show their delight and curiosity in creating their own sounds. By making links between their learning in literacy (or other curriculum area) with music	By exploring how music can convey human emotions such as sadness, joy, anger... By appreciating the self-discipline required to learn a	By exploring how an orchestra works together By discussing What would happen if musicians in a band/group didn't cooperate By appreciating how music is used in different ways in	By giving all pupils an opportunity to learn a musical instrument and to take part regularly in singing. By encouraging pupils to listen



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	being played as background. By considering how music makes one feel and can 'move us' deeply. Music Express Choir A1 Music Festival Singing Assembly Beat Band Boogie Drumming Club	musical instrument. Music Express Choir A1 Music Festival Singing Assembly Beat Band Boogie Drumming Club	different settings e.g. for pleasure, for worship, to help people relax. Music Express Choir A1 Music Festival Singing Assembly Beat Band Boogie Drumming Club	and respond to traditions from around the world. By appreciating musical expression from different times and places Music Express Choir A1 Music Festival Singing Assembly Beat Band Boogie Drumming Club
DT	By enjoying and celebrating personal creativity By reviewing and evaluating created things. Sewing – Bright lights big city Beat Band Boogie – design and make a drum	By raising questions about the effect of technological change on human life and the world around them Food and farming day	By exploring dilemmas that individuals may face and developing practical solutions to these problems	By considering cultural influences on design By asking questions about functionality v aesthetics Design and make an African drum.
ICT	By wondering at the power of the digital age e.g. use of the internet. By understanding the advantages and limitations of ICT. By using the internet as a gateway to big life issues.	By exploring the moral issues surrounding the use of data. By considering the benefits and potential dangers of the internet – eg campaigns for charities and injustice as a force for good. Cyber bullying as a danger.	By links through digital media services with other schools and communities. By highlighting ways to stay safe when using on line services and social media By being prepared to work with relationships	By exploring human achievements and creativity in relation to worldwide communications By developing a sense of awe and wonder at human ingenuity. ICT Lessons



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	ICT Lessons E-safety Cyber-bullying day/anti bullying week.	By considering the vision of those involved in developing the web. ICT Lessons E-safety Cyber-bullying day/anti bullying week.	By discussing the impact of ICT on the ways people communicate technology to forge new relationships. By discussing the impact of ICT on the ways people communicate. ICT Lessons E-safety	
PE	By delighting in movement, particularly when pupils are able to show spontaneity By taking part in activities such as dance, games and gymnastics which help pupils to become more focused, connected and creative. By being aware of one's own strengths and limitations PE Lessons Sports Day Stanground skills events Stanground competitions Sporting clubs Enrichment coaching Lunchtime organised sports	By discussing fair play and the value of team work. By developing qualities of selfdiscipline, commitment and perseverance. By developing positive sporting behaviour. PE Lessons Sports Day Stanground skills events Stanground competitions Sporting clubs Enrichment coaching Lunchtime organised sports	By developing a sense of belonging and self esteem through team work. By developing a sense of community identity through taking part in inter school events. PE Lessons Sports Day Stanground skills events Stanground competitions Sporting clubs Enrichment coaching Lunchtime organised sports	By learning about the history of sport, and where they originate from By making links with national and global sporting events such as the World Cup and the Olympics By exploring rituals surrounding sporting activities. PE Lessons Sports Day Stanground skills events Stanground competitions Sporting clubs Enrichment coaching Lunchtime organised sports World Cup Olympics