



FARCET C. of E. PRIMARY SCHOOL



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

SMSC in the Curriculum

Year 4

Subject	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> 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. By considering pattern, order, symmetry and scale both man made and in the natural world Bar graphs and time graphs	By engaging pupils playfully; for example, in unequal shares of resources, why might someone be upset if they received less than other people? Division and 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 Bar Charts	By the sharing of resources within the classroom, the negotiating of responses and group problem solving. By analysing social data e.g. on health care, poverty, bullying. 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?" Roman Numerals.
English	In responding to a poem, story or text; pupils can be asked 'I wonder what you think happens next?' 'How would you feel if you were the person in the story?' 'Where	By exploring stimulus for thinking about the consequences of right and wrong behaviour; pupils can speculate and apply their learning to their own lives. When they do this they are	By supporting conceptual and language development through an understanding of and debates about social issues. Persuasive units/ adverts.	By pupils telling stories from their own cultures and backgrounds creating the idea that 'everyone has a story to tell' By providing opportunities for



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	have you met these ideas before?' Guided reading. Power of Reading units. By appreciating the beauty of Language. Stories in different cultures, guided reading, power of reading.	developing their speaking, listening and higher order thinking skills. Power of reading units, conscience alleys. Generate classroom rules. By considering different perspectives. Power of reading units, guided reading.	By providing opportunities for talk in a range of settings. TTYP Everyday lessons	pupils to engage with texts from different cultures. Cultural story write - Road trip USA, Traders and Raiders.
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. Predators Mighty metals.	By offering pupils the chance to consider the wonder of the natural world and the discovery's which have made the world a better place. Tribal Tales Brunel- Class name By considering that not all developments have been good because they have caused harm to the environment. Urban Pioneers. By encouraging pupils to see science can be used both for good and evil. Food and Farming. Urban Pioneers. Mighty Metals.	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. Sun glasses Healthy lifestyle Scrumdiddlyumptious Bottoms, Burps and Bile Mighty Metals. By exploring the social dimension of scientific advances e.g. environmental concerns, medical advances, energy processes. Food and Farming. Potions.	By asking questions about the ways in which scientific discoveries from around the world have affected our lives. Electricity. Road Trip USA. Tremors. Food and farming.



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MFL	By exploring the beauty of languages from around the world By exploring the way language is constructed. French	By using the Charis materials produced by the Stapleford Centre to explore moral and ethical issues in different languages (www.staplefordcentre.org/bookshop) By helping pupils to have an accurate and truthful understanding of another culture. French Stereotypes	By learning the skill of communicating in different ways. French By exploring different social conventions e.g. forms of address Mr Mrs General greetings	By appreciating the language and customs of others. By exploring the literature and culture of other countries. By taking part in exchange visits or cultural occasions. Guided Reading, French, Chinese New Year.
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? By looking at local history and investigating the reasons why there is a landmark, building or museum. By speculating about how we mark important events from history and the people who shaped them. Tribal tales Remembrance day Urban Pioneers Traders and Raiders	By exploring the results of right and wrong behaviour in the past. 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?'	By giving the trigger for discussions about how groups and communities organised themselves in the past. I am warrior (romans). 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	By exploring local history and under researched history and history around us 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. Knowledge of Britain's democratic parliamentary system and its central role in



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	Visit to Peterborough museum.	I am warrior. (Romans) Remembrance day.	to their parents and grandparents; for example, when learning about World War Two Lent challenge.	shaping our history and values. Visit to church- for termly services. British values. Flag Fen visit Peterborough museum visit.
Geography	By using Google maps and asking pupils to imagine what it might be like to live in different parts of the world. Road Trip USA Tremors. By making links with history when exploring the environment and speculating on why the landscape is as it is? By comparing their lives with pupils living in other countries or other part of the UK, possibly through a schools linking program www.schoolslinkingnetwork.org.uk or www.epals.com or through contacts with a different Diocese. Tribal Tales Tremors Traders and Raiders Urban Pioneers	By considering how people treat the environment; posing 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? Mighty metals. Stibbington Wind Farm	By providing positive and effective links with the wider community, both locally and through linking with other schools with different demographics both in the UK and globally. By considering social responsibility e.g care for the environment, impact of traffic on the local area, tourism Choir visit Lent challenge Urban Pioneers Road trip USA.	By making links with other countries through schools linking and cultural theme 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. Urban Pioneers. I am Warrior.
RE	By experiencing wonder and	By exploring morality including	By exploring the qualities which are valued by a	By exploring similarities and differences between faiths



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	joy through learning about and from stories, celebrations, rituals and different expressions of religion and worldviews. Sukkah By asking and responding to questions of meaning and purpose. Creation story By considering questions about God and evaluating truth claims. By exploring spiritual practices such as worship and prayer, and considering the impact of these on believers and any relevance to their own life. Torah Bible RE lessons, collective worship.	rules, teachings and commands such as The Golden Rule, the ten commandments, the sayings (hadith) of Muhammad, The Torah Bible 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 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 Re lessons Collective worship	civilised society – thoughtfulness, honesty, respect for difference, independence and interdependence. By asking questions about the social impact of religion. RE Lessons Collective worship Church visits.	and cultures. Judaism/Christianity 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 and those to which their school might be named after. By engaging with text, artefacts and other sources from different cultures and religious backgrounds. RE Lessons. Collective worship. Church visits.
PSHE	By developing awareness of and responding to others'	By exploring what is right and wrong and to work out	By helping pupils to engage in a democratic process for	By exploring how different cultures can offer great



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	needs and wants. By exploring meaning and purpose for individuals and society. By developing resilience and inner strength. Core Values NSPCC assemblies Red nose day/ children in need. Learning forums.	what we need to do in this particular community to make sure everyone thrives. By making explicit links to the school's distinctive ethos as a church school School rules School values Proud of Caught being good Good to be green	agreeing the rules for community life. 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?' Proud of House captains School council Learning forums	insights into how we lead our lives. By providing pupils with opportunities to make choices about some aspects of classroom and school life. Learning forums School council House captains
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 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. Urban Pioneers	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 Urban Pioneers	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 Urban Pioneers



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	By promoting the process of 'reviewing and evaluating'; for example, see the work of David Hockney. Urban Pioneers.			
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 being played as background. Big write By considering how music makes one feel and can 'move us' deeply. Music express singing assembly A1 music festival Choir Drumming club.	By exploring how music can convey human emotions such as sadness, joy, anger... By appreciating the self-discipline required to learn a musical instrument. Music express singing assembly A1 music festival Choir Drumming club.	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 different settings e.g. for pleasure, for worship, to help people relax. Music express singing assembly A1 music festival Choir Drumming club.	By giving all pupils an opportunity to learn a musical instrument and to take part regularly in singing. By encouraging pupils to listen and respond to traditions from around the world. By appreciating musical expression from different times and places Music express singing assembly A1 music festival Choir Drumming club.
DT	By enjoying and celebrating personal creativity By reviewing and evaluating created things. Urban Pioneers.	By raising questions about the effect of technological change on human life and the world around them	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 Urban Pioneers.



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	Scrumdiddlyumptious Road Trip USA	Urban Pioneers. Scrumdiddlyumptious Road Trip USA Food and Farming	Stibbington- Wind Turbine	Mighty Metals.
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. Election J E-safety ICT lessons Anti- bullying week.	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 considering the vision of those involved in developing the web. E-safety ICT lessons Anti- bullying week.	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 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. E-safety ICT lessons Anti- bullying week.	By exploring human achievements and creativity in relation to worldwide communications By developing a sense of awe and wonder at human ingenuity. E-safety ICT lessons Anti- bullying week.
PE	By delighting in movement, particularly when pupils are able to show spontaneity	By discussing fair play and the value of team work.	By developing a sense of belonging and self esteem through team work. By developing a sense of	By learning about the history of sport, and where they originate from



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	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 Sports Day PE Lessons Stanground Sporting Events A1 Sports Enrichment coaches Lunchtime organised sports Sports clubs	By developing qualities of selfdiscipline, commitment and perseverance. By developing positive sporting behaviour. Sports Day PE Lessons Stanground Sporting Events A1 Sports Enrichment coaches Lunchtime organised sport Sports clubs	community identity through taking part in inter school events. Sports Day PE Lessons Stanground Sporting Events A1 Sports Enrichment coaches Lunchtime organised sports Sports clubs	By making links with national and global sporting events such as the World Cup and the Olympics By exploring rituals surrounding sporting activities. Sports Day PE Lessons Stanground Sporting Events A1 Sports World cup Enrichment coaches Lunchtime organised sports Sports club
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