



FARCET C. of E. PRIMARY SCHOOL



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

SMSC in the Curriculum

Year 6

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 Children will be given real life examples of how to apply their maths in all lessons. For example: fractions – working out fractions for a recipe, percentages – how to increase/decrease a price. Children will take part in Christian Against Poverty workshops.	By engaging pupils playfully; for example, in unequal shares of resources, why might someone be upset if they received less than other people? 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. Children will take part in Christian Against Poverty workshops. Consider which charity to give money to – why the chosen charity? Justify reason.	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 Raising money for charity Enterprise activity at the end of the summer term Children will take part in Christian Against Poverty workshops. Consider which charity to give money to – why the chosen charity? Justify reason.	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?' Ancient Egypt.
English	In responding to a poem, story or text; pupils can be	By exploring stimulus for thinking about the	By supporting conceptual and language development	By pupils telling stories from their own cultures and



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	asked 'I wonder what you think happens next?' 'How would you feel if you were the person in the story?' 'Where have you met these ideas before?' By appreciating the beauty of Language Stories in different cultures Power of Reading Guided reading	consequences of right and wrong behaviour; pupils can speculate and apply their learning to their own lives. When they do this they are developing their speaking, listening and higher order thinking skills. World War 2 topic – opposing points of view. Generate classroom rules By considering different perspectives. A child's war, Pharaohs. Visit from UK parliament.	through an understanding of and debates about social issues By providing opportunities for talk in a range of settings. Visit from UK parliament.	backgrounds creating the idea that 'everyone has a story to tell' By providing opportunities for pupils to engage with texts from different cultures. Guided reading – all topics.
Science	By demonstrating openness to the fact that some answers cannot be provided by Science. Stargazers Frozen Kingdom By creating opportunities for pupils to ask questions about how living things rely on and contribute to their environment. Life cycles for humans, animals and plants. By using tools such as Star	By offering pupils the chance to consider the wonder of the natural world and the inventions which have made the world a better place. Stargazers Darwin's delights Frozen Kingdom Food and Farming day Inventions – linked to class name. By considering that not all developments have been good because they have caused harm to the environment and to people. Stargazers	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. By exploring the social dimension of scientific advances e.g. environmental concerns, medical advances, energy processes. Stargazers Darwin's delights	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. Pharaohs Darwin's delights Food and Farming day



FARCET C. of E. PRIMARY SCHOOL



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	Walk which allow pupils to plot the stars in relation to their location and open up questions about the size of the universe and how it might have been formed. Stargazers.	Darwin's delights Frozen Kingdom Food and Farming day By encouraging pupils to see science can be used both for good and evil. Stargazers Darwin's delights Frozen Kingdom Sex Education Food and Farming day	Sex Education Food and Farming day	
MFL	By exploring the beauty of languages from around the world By exploring the way language is constructed. French lessons	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/PSHE	By learning the skill of communicating in different ways. French By exploring different social conventions e.g. forms of address French Pharaohs	By appreciating the language and customs of others. Pharaohs French By exploring the literature and culture of other countries. Guided reading- fables, traditional tales etc By taking part in exchange visits or cultural occasions. 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	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	By giving the trigger for discussions about how groups and communities organised themselves in the past.	By exploring local history and under researched history and history around us



FARCET C. of E. PRIMARY SCHOOL



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	been successful in 1066? World War 2 Pharaohs/Remembrance day. By looking at local history and investigating the reasons why there is a landmark, building or museum. A child's war By speculating about how we mark important events from history and the people who shaped them. A child's war	and caused suffering to others. What have others done to stop injustice? Are there examples from their own local area? A child's war 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?' A child's war/Pharaohs.	Pharaohs/A child's war 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? A child's war/Pharaohs. By encouraging pupils to talk to their parents and grandparents; for example, when learning about World War Two A child's war/Lent Challenge	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. Visit to Ely Cathedral. Visit to local church for a termly services. Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values. British Values/Visit from UK parliament.
Geography	By using Google maps and asking pupils to imagine what it might be like to live in different parts of the world. Allotments By making links with history when exploring the environment and speculating on why the landscape is as it is.	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	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 Choir visit to local places. Visit to local member of the community. Lent challenge.	By making links with other countries through schools linking and cultural theme days. By exploring links through the British Council and European Union. Visit from UK parliament. School council By exploring cultures that



FARCET C. of E. PRIMARY SCHOOL



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	Allotments 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. Frozen Kingdom	our environment? Frozen Kingdom/Allotments/Visit from Stibbington re: wind farms.	By considering social responsibility e.g care for the environment, impact of traffic on the local area, tourism Allotments	have had, and still have, an impact on the local area. PSHE citizenship
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 such as worship and prayer, and considering the impact of these on believers and any relevance to their own life.	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 asking questions about the purpose and meaning of reconciliation and salvation e.g exploring Yom Kippur,	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/CROPS transition/Church visits/school values	By exploring similarities and differences between faiths and cultures. 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.



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	Islam, Judaism, Christianity, Hinduism and song practice. Church visits. School values	Christian salvation story. By using the Eco RE enquiries provided by Norwich Diocese RE lessons/collective worship/Harvest festival/Church visits/school values		Compare Islam, Judaism and Christianity. RE lessons/Church visits/school values
PSHE	By developing awareness of and responding to others' needs and wants. By exploring meaning and purpose for individuals and society. By developing resilience and inner strength. PSHE/learning forums/Purple day/transition work/core values/NSPCC/Red Nose Day/Children in Need	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. By making explicit links to the school's distinctive ethos as a church school PSHE/learning forums/Lent challenge/transition work/core values/NSPCC/Red Nose Day/Children in Need/Caught being good/Good to be green	By helping pupils to engage in a democratic process for agreeing the rules for community life. PSHE/learning forums/School council/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?' School council/House captains/Proud Of	By exploring how different cultures can offer great insights into how we lead our lives. Pharaohs. By providing pupils with opportunities to make choices about some aspects of classroom and school life. PSHE/classroom rules/school council/collective worship squad/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'	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	By sharing of resources. By exploring social conflict and resolution. By exploring art as a powerful social tool e.g. in advertising,	By experiencing a wide range of creative media from around the world. By working towards the 'Arts Mark' award. By developing aesthetic and



FARCET C. of E. PRIMARY SCHOOL



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	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. Frozen Kingdom Gallery Rebels.	Gallery Rebels/Frozen Kingdom	in representing particular groups Gallery Rebels/Frozen Kingdom	critical awareness Gallery Rebels/Frozen Kingdom.
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. By considering how music makes one feel and can 'move us' deeply. Music Express Choir A1 music festival Singing assembly	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 Choir A1 music festival Singing assembly Playing music during Big Write lessons – link between music and English	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 Choir A1 music festival	By giving all pupils an opportunity to learn a musical instrument and to take part regularly in singing. Music lessons. Singing assembly. Choir A1 music festival By encouraging pupils to listen and respond to traditions from around the world. Music express. Choir By appreciating musical



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				expression from different times and places Music express
DT	By enjoying and celebrating personal creativity By reviewing and evaluating created things Scream machine/Darwin's delights/Pharaohs/	By raising questions about the effect of technological change on human life and the world around them Scream machine/Darwin's delights/Food and Farming	By exploring dilemmas that individuals may face and developing practical solutions to these problems Scream machine/Pharaohs/A child's war/Darwin's Delights/Visit from Stibbington re: wind farms.	By considering cultural influences on design By asking questions about functionality v aesthetics Pharaohs/Scream Machine
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. E-safety/cyber bullying	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/cyber bullying	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. ICT lessons/cyber bullying	By exploring human achievements and creativity in relation to worldwide communications By developing a sense of awe and wonder at human ingenuity E-safety/cyber bullying/ICT lessons/Darwin's delights



FARCET C. of E. PRIMARY SCHOOL



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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/Stanground sports events/Sports day/Enrichment coaches/Lunchtime sports/sports clubs. Swimming	By discussing fair play and the value of team work. By developing qualities of self-discipline, commitment and perseverance. By developing positive sporting behaviour. PE lessons/ Stanground sports events/Sports day/enrichment coaches/lunchtime sports/sports clubs. Swimming	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/ Stanground sports events/Sports day/enrichment coaches/lunchtime sports/sports clubs. Swimming	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/ Stanground sports events/Sports day/enrichment coaches/lunchtime sports/sports clubs. Swimming
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