



FARCET C. of E. PRIMARY SCHOOL



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

SMSC in the Curriculum

Foundation

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. By considering pattern, order, symmetry and scale both man made and in the natural world Diwali Rangoli symmetry. Repeating patterns Chinese New Year	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 Sharing in Numeracy	By the sharing of resources within the classroom, the negotiating of responses and group problem solving Pair work By analysing social data e.g. on health care, poverty, bullying team work challenges Sharing resources Red nose day National fundraising activities	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?' Chinese numerals Counting to 10 in home language
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?'	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.	By pupils telling stories from their own cultures and backgrounds creating the idea that 'everyone has a story to tell' Stories from other cultures



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	'Where have you met these ideas before?' By appreciating the beauty of Language Stories from different cultures	developing their speaking, listening and higher order thinking skills, by considering different perspectives. Generate rules at the beginning of the year. Develop whole Golden Rules.	By providing opportunities for talk in a range of settings. Speaking and listening skills Linked to PSHE activities – social stories.	By providing opportunities for pupils to engage with texts from different cultures. Show and tell Beginning and belonging topic in PSED. Register in different languages
Science (The World)	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. Outdoor provision, mini beast topic – lifecycles. Chicks. By using tools such as Star 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. Topic – what happens when I fall asleep?	By offering pupils the chance to consider the wonder of the natural world and the inventions (toys. Past and present.)which have made the world a better place. Inventions – linked to topic switch it on. Newton – class name. By considering that not all developments have been good because they have caused harm to the environment and to people. By encouraging pupils to see science can be used both for good and evil. What is right for the world, caring for the environment. Food and farming	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. Awareness of personnel safety and those of others By exploring the social dimension of scientific advances e.g. environmental concerns, medical advances, energy processes. Food and farming	By asking questions about the ways in which scientific discoveries from around the world have affected our lives. Food and farming Topics – technology and reflection



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History (The World)	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. Remembrance Day The Great Fire of London	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?' The Great Fire of London – Guy Fawkes	By encouraging pupils to talk to their parents and grandparents; for example, when learning about World War Two Remembrance Day 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 Church – for termly services. Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values. Royal family British values
Geography (The World)	By using Google maps and asking pupils to imagine what it might be like to live in different parts of the world. Landscape – local area – comparing to other cultures. (Link to topic – why do zebras have stripes?)	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?	By considering social responsibility e.g care for the environment, impact of traffic on the local area, tourism Caring for our local school	By exploring cultures that have had, and still have an impact on the local area. Church



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		Topic – why do zebras have stripes?		
RE	By experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religion and worldviews. Diwali Chinese New Year Christmas By asking and responding to questions of meaning and purpose. Church visits – termly. School values.	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, Christian salvation story. Right and wrong. Rules in school. How to treat each other and the environment. Church visits – termly. School values.	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. Carpet times Christmas story Easter story Church visits – termly. 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. Church visits – termly. School values. Carpet times Christmas story Easter story Chinese New Year



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				Collective worship
PSHE (Personal, social and emotional development)	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. Key group Talk about what is special about me Learning forums 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 Caught being good Good to be green Proud Of's School rules Class rules Playground rules Learning forums	By helping pupils to engage in a democratic process for 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?' Sense of responsibility Classroom monitors Learning forums School Council Proud of assembly	By exploring how different cultures can offer great insights into how we lead our lives. By providing pupils with opportunities to make choices about some aspects of classroom and school life. Stories Diwali Chinese New Year Learning forums Classroom Rules School council Collective worship squad
Art (Expressive Art and Design)	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	By exploring how emotions and inner feelings are expressed though 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, in representing particular groups Working together	By experiencing a wide range of creative media from around the world. Music from around the world Dancing Artefacts



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	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. Topic based – EAD	Emotion fans How does it make you feel Listening to music Pictures of different cultural aspects	Group art	.
Music (Expressive Art and Design)	By allowing pupils to show their delight and curiosity in creating their own sounds. Musical instruments 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. Listening to a range of music genre Music express Choir	By exploring how music can convey human emotions such as sadness, joy, anger... By appreciating the self-discipline required to learn a musical instrument. Listening to different type of music and responding to how it makes you feel Music express Choir Singing assembly.	By exploring how an orchestra works together By discussing what would happen if musicians in a band/group didn't cooperate Children to play an instrument when told. How does it sound? Children to follow and play music. By appreciating how music is used in different ways in different settings e.g. for pleasure, for worship, to help people relax. Freedom to play. How does it sound Music express	By giving all pupils an opportunity to learn a musical instrument and to take part regularly in singing. Daily singing Singing solo in front of class By encouraging pupils to listen and respond to traditions from around the world. Listening to a range of music. Music express Choir



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	Singing assembly.		Choir Singing assembly.	Singing assembly. By appreciating musical expression from different times and places Handa surprise
DT (Expressive Art and Design)	By enjoying and celebrating personal creativity By reviewing and evaluating created things. Circle times Show the class children's work	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 Questioning. Would you do the same again Would you change anything Evaluate	By considering cultural influences on design By asking questions about functionality v aesthetics Creating African mosaic patterns.
ICT (The World – Technology)	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. Show the class children's work Topic – Can I switch it on?	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. User name and apps Topic – Can I switch it on?	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 exploring human achievements and creativity in relation to worldwide communications By developing a sense of awe and wonder at human ingenuity. Esafety ICT lessons Topic – Can I switch it on?



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			By discussing the impact of ICT on the ways people communicate. Through role play Online safety	
PE (Moving and handling – Physical Development)	By delighting in movement, particularly when pupils are able to show spontaneity Outdoor provision By taking part in activities such as dance, games and gymnastics which help pupils to become more focused, connected and creative. PE sessions – Stanground sports coach. By being aware of one's own strengths and limitations Risk taking using outdoor equipment. Helping others to achieve a skill	By discussing fair play and the value of team work. Sports day By developing qualities of self discipline, commitment and perseverance. By developing positive sporting behaviour. Play co-operatively Learning a new skill Stanground sports coaches	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. Working together, talking.in pairs. Celebrating with each other Sports Day Stanground sports coaches	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. Olympics - Via internet watching Stanground sports coaches