

Examples for good practice of SMSC and Thrive across subject areas at St. Peter's Junior School



Subject	We promote spiritual development	We promote moral development	We promote social development	We promote cultural development	Thrive fits in across all aspects of our curriculum:
Maths and Numeracy	By making connections between pupils' numeracy skills and real life; for example, knowing the purpose of the lessons and how it can be used in real life situations e.g. money	Year 3 + 6 – fairness through the teaching of fractions (Year 6) and dividing (Year 3 + 6). For example, discussing if it would be fair if it wasn't equal.	By the sharing of resources within the classroom, the negotiating of responses and group problem solving.	Some year groups have looked at Roman numerals and how they are still relevant in life today. Year 6 looked at rationing within maths for WW2. They also looked at measuring trenches (length and perimeter) etc. linked to WW1 centenary. They also built a trench using this information.	Can focus on the present task (rather than reviewing or anticipating). Makes changes to plans when necessary. Can be her/himself confidently and say what she/he needs and thinks with others. Is interested in and accepting of others' ways of doing things. Offers ideas or opinions in a new or unfamiliar group or setting.
English and Literacy	We promote spiritual development	We promote moral development	We promote social development	We promote cultural development	

	- 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 have you met these ideas before?' - By appreciating the beauty of language - WW1 centenary: By considering how things would be different if the course of events had been different and imagining what life would have been like for people during the war.	- By exploring stimulus for thinking about the consequences of right and wrong behaviour; for example when reading texts they can identify good and bad characters and what makes them good/bad. Year 6 – applying this to WW2. - 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. - By considering different perspectives.	By providing opportunities for talk in a range of settings. For example, each year group has performed a class assembly to parents and whole school, there have been readings during church services, trips, visitors etc. - Homework questions: children are given questions to discuss with their families and then share this within school.	By pupils telling stories from their own cultures and backgrounds creating the idea that 'everyone has a story to tell'. For example in year 3 children have been discussing traditional tales linked to their cultures as well as the ones looked at in class. Classes have taken trips linked to their topic and English. They have produced writing linked to this.	Demonstrates knowing the difference between fantasy and reality. Knows and expresses likes/dislikes. Makes changes to plans when necessary. Has a range of ways to resolve conflict and manage disagreement. Can be her/himself confidently and say what she/he needs and thinks with others. Can assert own views without putting down or negating others Offers ideas or opinions in a new or unfamiliar group or setting.
Science	We promote spiritual development	We promote moral development	We promote social development	We promote cultural development	

	By demonstrating openness to the fact that some answers cannot be provided by Science. Examples include year 6 focusing on Evolution and Inheritance. Linking to RE with Understanding Christianity. By creating opportunities for pupils to ask questions about how living things rely on and contribute to their environment. Examples including Eco Council, gardening club, summer school to work on living things as a whole school. Links to the history in year 5 for environment – Anglo Saxon - to be developed	By offering pupils the chance to consider the wonder of the natural world and the inventions which have made the world a better place. Examples By considering that not all developments have been good because they have caused harm to the environment and to people. Examples By encouraging pupils to speculate about how science can be used both for good and evil. Examples of Evolution and inheritance in	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. Examples By exploring the social dimension of scientific advances e.g. environmental concerns, medical advances, energy processes Examples – review with Eco-Council recycling information passed back to classes.	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	Can focus on the present task (rather than reviewing or anticipating). Makes changes to plans when necessary. Carries out responsibility satisfactorily. Offers ideas or opinions in a new or unfamiliar group or setting.
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		year 6 focusing on genes and traits that we inherit.			
Languages	We promote spiritual development	We promote moral development	We promote social development	We promote cultural development	
	By exploring the way language is constructed	By helping pupils to have an accurate and truthful understanding of another culture	By learning the skill of communicating in different ways	By appreciating the language and customs of others By exploring the literature and culture of other countries	Knows what is socially acceptable in different contexts
History	We promote spiritual development	We promote moral development	We promote social development	We promote cultural development	
	By considering how things would be different if the course of events had been different; for example what difference would it have made if Germany had won WW2? What would have happened if Henry 8 th had not become King?	By exploring the results of right and wrong behaviour in the past – was Henry 8 th right to marry 6 times? Were Britain right to go to war?	By encouraging pupils to talk to their parents and grandparents; for example, when learning about World War Two. By giving the trigger for discussions about how groups and communities organised themselves in the past.	By taking pupils on visits to heritage sites yr 6 sheringham railway for WW2, Yr 5 West Stow for Anglo-Saxons, Yr 4 Burghley House for Tudors and Yr 3 Flag Fen for Stone Age	Knows and expresses likes/dislikes. Knows what is socially acceptable in different contexts Respects own and others' personal space, understands the difference between mine, yours, ours and personal/private and public
Geography	We promote spiritual development	We promote moral development	We promote social development	We promote cultural development	

	By using Google maps and asking pupils to imagine what it might be like to live in different parts of the world. By making links with history when exploring the environment and speculating on why the landscape is as it is.	By considering how people treated the environment in the past compared to now; posing questions such as, 'How are we changing our surroundings – are some things for the better and others for the worse?' How did the Anglo-Saxons and Stone Age use the environment to survive	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	By exploring cultures that have had, and still have an impact on the local area.	Knows what is socially acceptable in different contexts
RE	We promote spiritual development	We promote moral development	We promote social development	We promote cultural development	
	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 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	By exploring the qualities which are valued by a civilised society – thoughtfulness, honesty, respect for difference, independence and interdependence	By exploring similarities and differences between faiths and cultures. 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	Knows and expresses likes/dislikes. Can talk about hopes and dreams as well as difficulties or worries. Knows what is socially acceptable in different contexts.

	By exploring spiritual practices such as worship and prayer, and considering the impact of these on believers and any relevance to their own life.	exploring religious perspectives and responses to			Is able to hold a different opinion without falling out with others.
PSHE/ Mental Health	We promote spiritual development	We promote moral development	We promote social development	We promote cultural development	
	Our children are encouraged to understand that successful learning is built by developing key skills in stages and that we often FAIL (First Attempt in Learning) before we can SAIL (Second Attempt in Learning). This is supported by all staff who use the growth mindset model to positively model what outstanding behaviour, conduct and aspirations look like. Children who always demonstrate positive behavior and learning are rewarded	Children who always demonstrate positive behaviour and learning are rewarded with a purple behaviour band each half term. We have also taught and given examples of what negative and anti-social behavior looks like through lessons taught through our anti-Bullying Week during November. Our Eco Council have been meeting weekly and have discussed topics such as waste and energy reduction.	Over the festive period, our pilot scheme FISH (Food in School Holidays) will provide families who are struggling financially or from being isolated due to lack of funds etc, to a meal and chance to meet with other families in a similar situation. On Friday 16 th November, we raised money for Children in Need by dressing in our pajamas or non-school uniform. The money raised will go to projects within the UK for disadvantaged children. Our Christmas Fayre raised £700 for our school funds	Our whole school attended the Remembrance Day service in All Saints Church, Walsoken. All classes designed and made a banner to remember the fallen in WW1 (Centenary). Year 5 and 6 completed the Health Related behavior Survey of 2018. This data will provide our school with information regarding social, physical and mental health,	Is developing own interests and hobbies. Notices the impact of her/his behaviour on others; chooses actions and accepts consequences. Can be clear about what is right and wrong according to own values. Has contact with and is developing a range of relationships with members of the wider community. Knows and expresses likes/dislikes. Can recognise and can accept others recognition of

	with a purple behaviour band each half term. Year 5 and 6 are currently being taught Mindfulness to support mental health, aid concentration and to provide a toolkit of resources for life to grow happiness and resilience. Our whole school Christingle Service at All Saints Church, Walsoken, will raise money for The Children's Society and teaches children about Jesus' love and guidance (light).	Our Travel Ambassadors have also held a poster competition regarding safe travelling to school.	and promoted a shared sense of community by bring families together during the festive season.		his/her skills, talents, achievements. Expresses and manages a variety of emotions with sensitivity to others. Is assertive rather than threatening, bullying, timid or passive. Has a range of acceptable ways to get attention and get needs met. Can work to others' priorities as well as setting own priorities. Can assert own views without putting down or negating others
Art and Design	We promote spiritual development	We promote moral development	We promote social development	We promote cultural development	
	In Art the work of children becomes a spiritual encounter as it develops from the initial learning of skills. They are introduced to the work of great Artists and	Children incorporate mutual respect and the consideration for others' work. Pupils are encouraged to show compassion when assessing the	Art and Design frequently requires all pupils to work in pairs, groups or teams. Pupil often work collaboratively requiring cooperation and communication.	Units of work will often link with themes involving various cultures and civilisations from around the world. They lead to a greater understanding of different	Can engage creatively and imaginatively. Can recognise and can accept others recognition of his/her skills, talents, achievements

	experience wonder and awe at the achievements of these great works of art and links throughout history and other cultures. They also experience great admiration and respect for their peers' work when they see the level of achievement and progress made over time. Pupils understand that this standard of work does not happen immediately but requires endurance, slowly developing skills and learning to experiment with new materials. Our whole school was able to create a WW1 banner for Remembrance, where all children had made a contribution to their own class piece.	work of others through peer assessed activities, understanding how their positive and constructive comments can enhance and encourage developing learners. Our whole school was able to create a WW1 banner for Remembrance, where all children had made a contribution to their own class piece.	Year 5 have been studying self, peer and profile portraits in preparation for their Anglo-Saxon coin clay work. They were encouraged to use respectful comments when discussing their sketches with their model.	ways of life and a respect for cultures that are very different from our own lives. The fusion of art work between our own and other cultures leads to pupils incorporating designs, patterns and motifs in their own work developed by a deeper understanding of the culture. Hall world map painted by local artists to promote that we all belong and are valued at St Peter's Junior School. Year 6 produced exciting visual, silhouettes of WW2 images to link in with their topic work for the term.	Takes time and accepts practice as necessary to develop a skill. Makes changes to plans when necessary. Accepts acknowledgement of success and achievement
Music	We promote spiritual development	We promote moral development	We promote social development	We promote cultural development	

	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 – discussion about lyrics and use of	By exploring how music can convey human emotions such as sadness, joy, anger...	By appreciating how music is used in different ways in different settings e.g. for pleasure, for worship, to help people relax	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	Has contact with and is developing a range of relationships with members of the wider community. Is up for learning new skills in areas that interest her/him Can recognise and can accept others recognition of his/her skills, talents, achievements. Accepts limitations of his/her skills/influence: is realistic. Takes time and accepts practice as necessary to develop a skill. Accepts acknowledgement of success and achievement. Participates well in groups without dominating or being dominated
Design and Technology	We promote spiritual development	We promote moral development	We promote social development	We promote cultural development	

	Design Technology allows pupils the opportunity to exercise imagination, inspiration, intuition and insight through creativity and risk taking in analysing, designing and manufacturing a range of products. It creates a sense of awe, wonder and mystery when studying the natural world or human achievement. Encouraging creativity allows pupils to express innermost thoughts and feelings and to reflect and learn from reflection, for example, asking 'why?', 'how?' and 'where?'.	Design Technology gives pupils an awareness of the moral dilemmas created by technology advances, for example, the effect advanced manufacturing automation has had on employment and how globalisation has caused poverty and inequality in eastern Asia. It encourages pupils to value the environment and its natural resources and to consider the environmental impact of everyday products. It educates pupils to become responsible consumers.	Design Technology encourages experiences of design and technology in action, by visits to established businesses or talks from experienced designers/ producers. It also gives opportunities to work as a team, recognising others' strengths and sharing equipment. Design Technology promotes equality of opportunity and provides an awareness of areas that have gender issues e.g. encouraging girls to use equipment that has been traditionally male dominated.	Design Technology reflects on ingenious products and inventions, the diversity of materials and ways in which design technology can improve the quality of life. It investigates how different cultures have contributed to technology and reflects on products and inventions, the diversity of materials and ways in which design can improve the quality of our lives by looking at past successes and great achievements by our ancestors.	Can demonstrate and share a preferred way of doing things. Is up for learning new skills in areas that interest her/him. Makes changes to plans when necessary.
Computing	We promote spiritual development	We promote moral development	We promote social development	We promote cultural development	
	By wondering at the power of the digital age e.g. use of the internet	By exploring the moral issues surrounding the use of data By	By links through digital media services with other schools and communities By highlighting ways to	By exploring human achievements and creativity in relation to worldwide communications By	Is up for learning new skills in areas that interest her/him.

	By understanding the advantages and limitations of ICT	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	stay safe when using on line services and social media. By discussing the impact of ICT on the ways people communicate	developing a sense of awe and wonder at human ingenuity	Accepts limitations of his/her skills/influence: is realistic. Makes changes to plans when necessary. Works things out with help rather than expecting magical solutions
PE	We promote spiritual development	We promote moral development	We promote social development	We promote cultural development	
	By delighting in movement. Children take part in activities such as dance, games and gymnastics which helps them become more focused, connected and creative. Children become aware of their strengths and limitations in PE activities. Examples in our school include: PE lessons, after school gymnastics club, competitive tournaments	Children understand fair play and the value of teamwork. Children develop qualities of self-discipline, commitment and perseverance. Children develop positive sporting behaviour. Examples in our school include: organised sports tournaments throughout the	Children develop a sense of belonging and self-esteem through teamwork activities and sports. Children develop a sense of community by taking part in inter-school and other sporting events in the local area. Examples in our school include: organised sports tournaments throughout the school year, children participating in team-building activities with Tim (Viking Education), PE lessons, developing an	Children are learning about different types of sporting activities and events. Children make links with sporting events such as football, rugby, swimming, gymnastics and dodgeball. Children become aware of sporting events across the country and across the world such as: the Winter Olympics, the Commonwealth Games, FIFA World Cup and Wimbledon.	Can apply rules in different settings, eg, games, sports, competitions. Is up for learning new skills in areas that interest her/him. Can recognise and can accept others recognition of his/her skills, talents, achievements. Accepts limitations of his/her skills/influence: is realistic.

	(Wisbech Grammar School Tag Rugby Festival and inter-school tournaments throughout the school year).	school year, children participating in sporting and team-building activities with Tim (Viking Education), PE lessons where children develop an understanding of team games and what qualities are needed to participate in these games, and taking part in swimming lessons.	understanding of team games and what qualities are needed to participate in these games, and sports based after-school clubs.		Takes time and accepts practice as necessary to develop a skill. Accepts acknowledgement of success and achievement. Participates well in groups without dominating or being dominated Can negotiate changes to rules and expectations assertively.
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