

KS2 SMSC | Updated October 2017

SMSC

At Ipsley CE RSA Academy, we recognise that the spiritual, moral, social and cultural (SMSC) personal development of pupils plays a significant part in their ability to learn and achieve. We therefore provide a curriculum that encourages pupils to explore and develop their own values and beliefs, spiritual awareness, attitudes towards others and appreciation of the diversity and richness of their own and other cultures. All curriculum areas have a contribution to make to a pupils SMSC development and we plan for this in every subject of our curriculum. Our school values as well as British values and current affairs, are taught through the curriculum, tutor time, assemblies and general life of the school.

Year 5

English

Pupils engage with SMSC throughout all schemes of work within English. They are encouraged to show an interest in, and respect for, different people's feelings, values and interpretations. Pupils develop their understanding of other cultures through their study of fiction and non-fiction texts. In the Autumn term, pupils study the concept of invasions which encourages them to reflect on the moral and social impact of conflict as well as developing empathy for others. Through their study of the novel *Boy In the Tower*, pupils explore the need to respect social differences, and mental health issues within our societies. In the Spring term, pupils study *Deadly Beasts*. This scheme, through the study of *Eye of The Wolf* allows pupils to explore the moral treatment of others and how cultural differences can be overcome if there is no prejudice. At the end of the year, pupils study a topic called "The Home Front". This topic lends itself, through the text *Goodnight Mr. Tom*, to promoting kindness and understanding right from wrong. They also explore the cultural differences of the countries involved in World War One, and how respect and tolerance in the present day helps us to move away from things that may have happened in the past.

Maths

In Year 5 mathematics, we focus heavily on the number system and how this is relevant to the outside world. Pupils study the use of roman numerals, and links into the work they explore within invasions. This not only allows pupils to have a knowledge of the roman numerals, but also enables them to think more deeply about the need for numbers, in a moral and social context within history. In Year 5, we heavily discuss how mathematics links to the real world; we tie in the use of shapes with previous well-known artists, and explore how these shapes have created such incredible artwork throughout history. Design and technology lessons rely heavily on mathematic concepts, where by children design and create their own recipes and meals for characters within their text, *the boy in the tower*. This not only explores the social differences, but also the cultural differences in history. Children have to think carefully about the amount of ingredients each recipe would require, and make sure they have enough to cater for the amount of people they require. Mathematics is also explored throughout the history of the Second World War, where by children will be required mathematical skills to relate to the different characters within the text *Goodnight Mr. Tom*. Right from wrong is also explored within mathematical lessons, as children are encouraged to discuss their answers with others, proving they have the right answer. This encourages children to know that it is ok to make a mistake, and it is how we tackle that mistake within our work that defines us. Children develop a



range of social skills through this approach, as a large proportion of the mathematical lessons are taught through collaborative learning.

Science

Pupils focus on how different stages of life affect not only physical appearance but also can cause internal changes, too, and the impact this can have on relationships and others. We encourage pupils to take responsibility for their actions; for example, respect for property and care of the environment when conducting scientific experiments. They start learning about the basics facts of life and are encouraged to ask questions to develop their understanding of cultural differences. They are encouraged to ask questions about the natural, material and physical world in science, and explore why some materials react the way they do, due to physical and chemical properties.

RE

Pupils will listen and respect each other's opinions. They will consider the 'Big Story' of the Bible by making sense of the stories that can be found within, understanding their impact and then making connections to the modern world. By looking at core concepts such as: Creation and Fall / The People of God / Incarnation / The Gospels / Salvation / The Kingdom of God, pupils will think about how different cultures, especially Christianity, portray God and Jesus and compare this to their own views and opinions. Pupils will discuss whether they believe in miracles and how this belief may affect people's lives. They will also discuss how the beliefs of prophets and the teachings of Jesus can help solve the problems of the modern day.

Pupils will consider whether openly expressing your religious beliefs matters in the modern world. A comparison of different religious practices will be researched and presented. There is reflection of different people's beliefs and a discussion into why respecting different practices is more important than ever in today's world.

Pupils will engage in a discussion of how society could benefit from more religious understanding of each other's beliefs and debate into why it is morally wrong to disrespect other beliefs when they are not your own.

Music

In Music, pupils will develop a range of social skills through regular group work in the form of small bands. They will develop these skills through self and peer assessment of work. Pupils are given the opportunity to explore a variety of music genres which will give them the chance to experience different cultures. They will explore African drumming and the musical culture around this tradition as well as exploring Dance music in modern Western countries as well as Eastern countries.

Pupils will develop SMSC through studying different composers and artists to gain and understanding and appreciation of different styles.

Drama

Pupils will look at both scripted and devised work in Year 5 where they will get to explore topics and ideas about the world in a practical way. Pupils will respond to the theme of 'storytelling' and they will consider what this means to them and what this means to children in other parts of the world. They will get a chance to understand the difference in our world through role play and practical exploration throughout the year including an exploration of 'The Lion King'.

Creative Arts

Pupils will develop a range of social skills through regular group work in art and DT, along with self and peer critiques of their work, encouraging them to be more reflective learners. There will be a focus on the cultural element of SMSC across the Creative Arts, through the introduction of multiple artists and designers such as Hundertwasser in the Boy in the Tower project, and projects that promote understanding and appreciation of the work of other artists. Spiritually, all of our schemes of work are designed to allow pupils to show progression to enhance self worth. We encourage our pupils to show individuality, and teach them that it is purposeful and meaningful, and pupils are encouraged to explore their own ideas and creativity in order to promote self identity.

Food and Nutrition

Pupils will develop their cultural knowledge through tasks such as identifying where their food comes from and developing their understanding of food miles. They will also cover moral issues such as producing food that is safe for the consumption of others and developing an awareness of health and safety in the kitchen, and the social issue of eating healthily, and the impact that this can have on the body. There are lots of opportunities to develop morally surrounding the sourcing, preparation and cooking of food. We encourage pupils to work with one another as a team, and during lessons pupils are taught to be resourceful and encouraged to reflect on the impact they, as consumers, have on the environment.

PE

Pupils will learn the importance of supporting each other and working as a team. They will learn that countries have national team games around the world and appreciate the importance of good sportsmanship. Pupils are taught the importance of supporting each other through constructive feedback and identifying strengths and weakness with themselves and their peers whilst maintaining a positive way forward in their learning. Pupils learn the importance of winning and losing gracefully, especially in team games. They learn that intrinsic motivation is important and to try their best all of the time with particular reference to performing to maximum levels. Pupils will take on different roles socialising as supporters, spotters, coaches and performers.



French

Spiritual, Moral, Social and Cultural education is a natural focus of learning a second language. People, their relationships and their interactions with others are an intrinsic part of what we teach, and the cultural immersion of learning a language cannot be avoided. In French lessons, we give pupils an opportunity to both consider the needs and experiences of people of other cultures, and reflect upon their own response to this. We also encourage pupils to discover, discuss and debate unfamiliar lifestyles, global events, problems and changes. Finally, SMSC is not confined to the French classroom – we hope that the study of languages will positively affect our pupils' lives and their understanding of the world around them.

SPIRITUAL

In reading stories in the target language in French lessons in Year 5 pupils learn about and reflect upon the development of a sense of identity, self-worth, personal insight, as well as meaning and purpose. In year 6 pupils study basic syntax and the conjugation of high frequency verbs and the teacher may choose to use resources based on faith and spiritualism, which play an important part in any society, whether in a religious or secular sense.

MORAL

The stories read in Year 5 help pupils to develop an awareness that life throws up situations where what is right or wrong is not universally agreed. Authentic target language texts are selected that extend students' ideas and their moral and emotional understanding. In Year 6 the grammar based scheme of work demonstrates that establishing and following rules are fundamental even in every day speech and writing.

SOCIAL

Year 5 pupils understand the importance of story-telling to communicate and share common values. Both year 5 and 6 pupils develop their own social skills as they are encouraged to work effectively with each other and participate successfully. It is about the development of the skills and personal qualities necessary for living and working together. It is about functioning effectively in a multi-racial, multi-cultural society.

CULTURAL

In Years 5 and 6 pupils begin to understand that learning a second language is about **breaking through linguistic and cultural barriers. In lessons, pupils are encouraged to reflect on how different cultures are portrayed in books and in various authentic resources from magazines, newspapers, flyers and on the internet.**

Geography

Pupils will show an interest and curiosity towards different places around the world. They develop cultural understanding through exploring life in Africa, as well as developing empathy for people in other areas of the world. Pupils will learn about the role of geography in industry, collaborating and offering reasoned views whilst learning about others.

They will gain an appreciation for UK geography through the study of settlements and places specific to industry hotspots and consider the difficulties in trade restrictions for those living further afield from big cities. Geography provides an opportunity for pupils to use imagination and creativity in their learning and become global citizens.



History

In the first term, pupils learn about the impact of a variety of invasions on Britain, the study of a theme in British history that consolidates and extends pupils' chronological knowledge from before 1066. Pupils build an understanding of the democratic process and other forms of government in Roman times, and compare this to life today. The collaboratively justify and listen to others whilst debating positive and negative impacts of invasion, taking on board the moral and spiritual influences that may have arisen from them. Pupils identify how society was structured differently in the past through learning about Elizabethan England and appreciate the changes that have been made since, and how this impacts on freedom of ideas and life today. The look closer at some of the laws and systems in place in Britain now and in the past, showing an appreciation for the government system as it is today. Pupils discuss how people were treated in the past and if this would be seen as acceptable now.

Computing

Our computing curriculum in Year 5 enables children to explore creativity and imagination in the design and construction of digital products, whilst promoting self-esteem through the presentation of your work to others. They explore how ideas in computing have inspired others and create digital products which incorporate their beliefs.

Pupils are encouraged to conduct good etiquette when using digital technology including mobile devices and with due regard to e-safety and are encouraged to respect other people's views and opinions. They respect the use of digital equipment and its impact on the environment – for example, ink and paper wastage. Pupils explore moral issues around the use of digital technology - For example, copyright and plagiarism. Constantly, children are encouraged to assist one another in problem solving. Pupils develop an awareness and appreciation of the digital divide and are aware of differing cultural and spiritual or religious views towards the use of digital technology. They are also empowered to apply their ICT and computing skills and knowledge to the wider curriculum and acknowledge links between subjects. Co-ordinates in programming and their connections with Maths and Geography, for example.

Year 6

English

English in Year 6 ensures that pupils are exposed to many quality texts that allow them to empathise with a range of characters. Holes encourages the pupils to discuss the moral justice of the treatment of black people in history, whilst also allowing reflection of their place in society compared to the main character's. Wonder encourages the pupils to respect differences and diversity based on looks and needs of individuals. In the final term, pupils consider the role and cultural impact that key writers in British history have had in society. Pupils also maritime disasters through their non-fiction topic on Disasters. They show empathy to those involved in disasters and consider the needs of different groups of people in disaster scenarios, such as the different class systems aboard the Titanic. They also explore the consequences of the decisions made when the Lusitania sailed the seas, empathising with those who lost lives and understanding the viewpoints of those who made the decisions to sail.

Maths

In Year 6 mathematics, we focus upon the need for moral skills within lessons. Here, we practise that all pupils are to be able to express their viewpoints to a problem, with respect and consideration from others. Year 6 also explore the Titanic, within a disasters topic, where by children will relate to numbers within the historical context. Pupils cover the population of the ship, enabling them to appreciate the size of number, as well as the historical dates in which events took place; pupils are able to explore the moral focus behind the sinking of the titanic in relation to numbers. Within mathematics, year 6 children also focus upon the social skills, where by working collaboratively is imperative for success. Pupils are able to make connections in mathematics to real life, in order to help them socially in future life. These include the use of bus timetables to plan journeys, cooking recipes for a set amount of family members, ensuring they have calculated enough ingredients, as well as how to manage money when shopping.

Science

Pupils learn the impacts of diet, exercise and drugs on the body, alongside the impacts of drugs socially and morally. They learn about evolution and how differences can vary in offspring compared to features of their parents. They ask questions about evolution over time and also develop a curiosity about themselves and their place in the world, as well as developing an empathy for people who may have evolved with deformities or abnormalities- linked to our key text of Wonder. They learn about light and how it travels in straight lines, but also link the symbol of light to its many meanings spiritually and ask questions about what light can represent in different cultures. They explore electricity and investigate the impact of electricity on society over time, asking questions about the environment and looking after our planet with regards to saving electricity and natural sources of energy.

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different people's beliefs and a discussion into why respecting different practices is more important than ever in today's world.

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Music

Pupils will explore the development of music through time, looking at Classical and Folk music as part of their curriculum. They will be able to understand the different experiences that other people have around the world to music and how this has developed us as a society. They will also be developing an understanding of hip-hop culture when writing their own rap songs and learning how to beatbox. Pupils will be given every opportunity to develop themselves through group work and individual contribution to the class. They will be asked to respond to music thinking about how it makes them feel and understanding the intention behind the narrative of the music.

Drama

Pupils will look at the theme 'Characterisation' this year to explore the value of individuality; thus developing them spiritually. They will be given the chance to work collaboratively, responding to situations they may be unfamiliar with.

Pupils will also look at the play 'Jungle Book' where they will respond to the themes of the text and question their response to what happens. They will gain an appreciation for the work of different writers and will be able to explore similar themes through devising their own scenarios.

Creative Arts

Pupils will build on their social skills through regular group work in art and DT along with self and peer critiques of their work, encouraging them to be more reflective learners. For example, they will regularly give each other feedback part way through an outcome in order to make improvements. There will be a focus on the cultural element of SMSC across the Creative Arts, through the introduction of multiple artists and designers, such as Picasso, along with other projects that promote understanding and appreciation of the work of other artists. Spiritually, all of our schemes of work are designed to allow pupils to show progression to enhance self worth, building on skills gradually through each project. We encourage our pupils to show individuality, and teach them that it is purposeful and meaningful, and pupils are encouraged to explore their own ideas and creativity in order to promote self identity.

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PE

Pupils interact with each other through gameplay in teams. Pupils learn about the team games in the wider world and the attitudes to these in different countries especially in invasion games such as rugby. We focus on the different types of dances throughout the world and compare their characteristics. Pupils take on different roles socialising as supporters, spotters, coaches and performers.

The pupils gain the inner strength to aim high in their performances, trusting their technical knowledge when competing in athletics. Pupils follow cultural sporting events around the world through information given in lessons and in displays. The pupils work together in groups, socialising to produce high level work. Pupils learn about trusting one another in groups and presenting ideas knowing they will be respected, with a focus coming from gymnastics.

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Geography

Pupils develop their empathy skills through studying life in Easter Island and moral questions are posed when considering the social consequences of visiting the island.

In Geography, we encourage spiritual development through providing opportunities for pupils to reflect upon the landscapes and environments we study within lessons. They reflect on reasons for settlements and explore cultural differences as well as moral issues with each settlement explored. They also, through comparison of a UK country to an American one, consider differences culturally as well as physically and ask questions, evoking a curiosity in how others live their lives.

History

In the first term, pupils learn of the WW1 era, and some key disastrous events linked to this, such as the Titanic and Lusitania sinking. They ask questions about the treatment of first and third class passengers, and consider the moral aspects of how each were treated, and represented in the numbers of survivors. Through their learning of WW1 and the horrors of life in the trenches, pupils understand ideas of political power, ranking, and laws. Pupils are encouraged to ask questions of other cultures and values and to discuss how people were treated in the past and if this would be seen as acceptable now. Pupils explore and encourage tolerance of different races, cultures and religions. In the Spring Term, pupils learn of the civil rights, how it began in America, and develop understanding of crime and punishment through the ages. Pupils debate people's position in society and how this impacts on their lives, as well as the punishments doled out and whether they were deserved or not. They understand and discuss how children were seen and treated differently in the past. Pupils are given an opportunity to understand human emotions and feel empathy for others. Pupils are provided with opportunities to challenge racism, discrimination and persecution through our brief topic on civil rights whilst exploring America.