



# Parklands Junior School

## SMSC Education Table

Ways in which the curriculum contributes to spiritual, moral, social and cultural education at Parklands Junior School

Subject Area	Spiritual	Moral	Social	Cultural
English	<p>Hearing imaginative, mystical, fantasy stories which take them outside of the mundane or tell of human achievement against the odds. (RE special people, miracles) <b>(Myths and Legends -Year 5, Leon and the place between -Year 4)</b></p> <p>Playing with different forms of language and how words sound. <b>(Hot Like Fire – Year 3)</b></p> <p>Enjoying writing in various poetic forms about the natural world. <b>(National Poetry Day September – across year groups, Hot Like Fire – Year 3)</b></p> <p>Listening to poetry and reflecting on feelings. <b>(National Poetry Day September – across year groups, Hot Like Fire – Year 3)</b></p> <p>Working with storytellers, actors and writers to stimulate imagination and creativity. <b>(Jack Tralawney author visit 2017- annual author visit)</b></p> <p>Reflecting and expressing their own emotions, personal thoughts, views, beliefs, truth, values, opinions and feelings through discussion, drama and writing. <b>(Ongoing)</b></p>	<p>Recognising and discussing the example set by good and bad characters in stories. <b>(Fairytales year 6)</b></p> <p><b>(Traditional stories)</b></p> <p>Looking at persuasive writing and what influences it can have over the reader. <b>PSHE Oxfam and RSPCA emotive publishing. (Year 5 – Cosmic, persuasive letter relating to school trip)</b></p> <p>Hearing/reading stories with moral themes e.g. good over evil, weak over strong, wise over foolish.’ <b>Traditional stories. (Iron Man, Year 4)</b></p> <p>Hearing and writing stories where there are two sides to an argument? <b>(Year 6 – should pupils be allowed mobile phones in school?)</b></p> <p>Evaluating the influences of characters and plots, <b>(morals to stories and underlying themes in guided reading.) (Gangster Granny – Year 5, Varjak Paw – Year 4)</b></p>	<p>Hearing/reading stories about a wide range of relationships such as friendships, families, schools. <b>Narrative Stories from familiar settings. (Gangster Granny – Year 5)</b></p> <p>Hearing/reading stories which illustrate the influences of pressure groups.</p> <p>Writing letter to important people in local and national government. <b>(Ongoing)</b></p> <p>Learning to work co-operatively in groups for discussion and completing a task. <b>(Ongoing)</b></p> <p>Developing communication skills. <b>(Ongoing)</b></p> <p>Producing work for different audiences. <b>(Ongoing)</b></p>	<p>Hearing/reading stories and poems from a variety of cultures and traditions. <b>(Gregory Cool Year 3)</b></p> <p>Using stimulus from the arts (music, poetry, dance, drama, painting etc) to produce discussion, various forms of writing and drama. <b>(Year 6 – Stimulus from Greek Art, Year 4 – Stimulus from art work of a ‘new world’)</b></p> <p>Using information books which reflect the multicultural nature of Britain.</p> <p>Talking and writing about the cultures they come from and their influences. <b>(Gregory Cool Year 3)</b></p>

	<p>Empathising with the emotions of characters in stories through role play and imaginative play. <b>(Year 6 – Macbeth)</b></p> <p>Using the senses. <b>(Various narrative and descriptive writing across the year groups)</b></p>			
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<p>Maths</p>	<p>Reflect on the idea of truth in mathematics.</p> <p>Recognising 'eureka' moments.</p> <p><b>Problem solving and Reasoning</b></p> <p>Wondering at the beauty of order and pattern; symmetry in the natural world (flowers, crystals).</p> <p><b>Geometry, Science – How plants grow</b></p> <p>Noticing naturally occurring mathematical forms e.g. hexagons in snowflakes and honeycombs.</p> <p><b>Geometry, 2D and 3D shapes, Geography - cities</b></p> <p>Consider the concept of infinity in patterns and numbers.</p> <p><b>Addition, subtraction, division, times tables (Number Pyramids)</b></p>	<p>Developing a respect for truth.</p> <p><b>Self-marking, True or False statements (any topic)</b></p> <p>Understanding that statistics, in many shapes and forms can be misused to prove a particular viewpoint?</p> <p><b>Data handling</b></p> <p>To investigate moral issues surrounding money and wealth?</p> <p><b>Money</b></p>	<p>Acquiring skills to help them take financial responsibility.</p> <p><b>Shopping (creating shopping list, calculating daily budget)</b></p> <p>Collecting data in groups.</p> <p><b>Data handling</b></p> <p>Planning small budgets.</p> <p><b>Word problems involving money</b></p> <p>Learning how to solve problems which can improve people's living conditions.</p> <p>Looking at practical applications of mathematics such as conducting and analysing surveys.</p> <p><b>Tablet activities</b></p>	<p>Learning that numbers are a symbol system and different cultures have different systems e.g. Arabic, Roman.</p> <p><b>Time, History (Mayans)</b></p> <p>Discovering mathematical patterns in art from a wide variety of cultural contexts.</p> <p>Investigating mathematical problems using a variety of cultural contexts.</p> <p><b>Mayans, Tablet games, Art</b></p>

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Science	<p>Using sense to become aware of the world around them. (year 5 – living creatures) (Year 3 – life cycle of plants)</p> <p>Appreciating the beauty of the natural world. (year 5 living creatures – living creatures – nature walks) (year 3 – life cycle of plants)</p> <p>Asking questions about life, growth, decay, death and how different organisms are dependent upon each other.(year 5 – reproduction – circle of life)</p> <p>Developing a sense of awe and wonder at the fact of order, regularity and pattern in the natural and physical world, the vastness of the universe, the variety of life. (year 5 – space)</p> <p>Being fascinated by how things work and what might happen. (year 3 – forces and magnets) (year 5 – forces, changing state)</p> <p>Encouraging a sense of wonder in scientific discovery e.g. looking through a microscope or telescope.</p> <p>Thinking about the scientific idea that ‘seeing is believing’. (year 3 – forces and magnets – newton meters) (year 5 – changing state)</p> <p>Working with ‘variables’ - learning to test hypotheses, accept failure and try again. All units ongoing</p> <p>Learn about discipline and perseverance in scientific enquiry and about the need to be honest about results. All units ongoing</p>	<p>Looking at good and bad uses of drugs. n/a</p> <p>Moral issues in the human food chain. n/a</p> <p>Moral issues surrounding animals, including pets. Year 5 – living creatures</p> <p>Recognising the need for a fair test. All units ongoing</p> <p>Exploring the consequences of certain actions. All units ongoing</p> <p>Investigating the laws of nature. Year 5 – Changing state and space Year 3 – Forces and magnets</p> <p>The scientific skills of making predictions, observing and drawing conclusions are helpful in considering moral issues. All units ongoing</p>	<p>Relating their understanding of science to their personal health e.g. personal hygiene, drugs, exercise, diet. Year 6 – Healthy bodies Year 3 – Health and Movement</p> <p>Looking at health and safety issues. All units ongoing within experiments</p> <p>Considering how to treat living things and the environment with care and sensitivity. Year 3 – Plants and life cycles Year 5 – Life cycles Year 6 – Classifying organisms</p> <p>Looking at ways in which the environment needs protection. Year 6 – Evolution and Inheritance</p> <p>Exploring why they need to look after the environment. Year 6 – Evolution and Inheritance</p> <p>Exploring the part played by science in civilisation. Year 6 – Evolution and Inheritance</p>	<p>Recognising similarities and differences between themselves and other pupils. Year 5 – Sex Education – differences between the sexes.</p> <p>Looking at different attitudes to animals and environment in different cultures. n/a</p> <p>Developing scientific ideas through various aesthetic media. n/a</p> <p>Becoming aware that scientific discovery is worldwide and not a ‘western’ phenomena. n/a</p>

	Developing an enquiring mind which continues to ask 'why?' All units ongoing			
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History	<p>Appreciating and valuing their own identity – their links with the past.</p> <ul style="list-style-type: none"> <li>Year 4 – WWII</li> <li>Year 3 – Invaders and Settlers: A Roman Case Study</li> <li>Year 5 – How has life in Britain changed since 1948</li> <li>Year 6 – How do we use Ancient Greek ideas today</li> </ul> <p>Experiencing a sense of wonder by contact with the past (visits and artefacts).</p> <ul style="list-style-type: none"> <li>Year 4 – WWII</li> <li>Year 4 – Ancient Egypt</li> <li>Year 5 – Ancient Greeks</li> </ul> <p>Valuing past human achievement and spirituality.</p> <ul style="list-style-type: none"> <li>Year 4 – Ancient Egypt</li> <li>Year 6 – Shang Dynasty</li> <li>Year 5 – Ancient Greeks</li> </ul>	<p>Evaluating the qualities, skills and attitudes of famous people from the past.</p> <ul style="list-style-type: none"> <li>Year 4 – WWII</li> <li>Black History Month – All Year groups</li> </ul> <p>Considering moral issues from past societies e.g. child labour in Victorian times.</p> <ul style="list-style-type: none"> <li>Year 4 – WWII</li> <li>Year 6 – Crime and Punishment</li> </ul> <p>Looking at what we mean by truth in history – studying primary sources.</p> <ul style="list-style-type: none"> <li>Year 4 - Anglo Saxons, Picts and Scots</li> <li>Year 3 – Prehistoric Britain</li> </ul>	<p>Developing empathy through learning to see things from other perspectives.</p> <p>Year 3 – The Mayans Year 4 – WWII, Ancient Egypt Year 5 – How life in Britain has changed since 1948, Vikings Vs Anglo-Saxons Year 6 – Crime and Punishment</p> <p>Learning how past societies were organised and functioned.</p> <p>Year 6 – Shang Dynasty Year 5 – Ancient Greeks Year 4 – Anglo Saxons – Picts and Scots Year 3 – The Mayans</p> <p>Learning about social issues in past societies e.g. slavery, empire.</p> <p>Year 4 – Ancient Egypt, WWII Year 6 – Crime and Punishment</p>	<p>Learning how other civilisations e.g. Greeks, Romans contributed to their own culture.</p> <p>Year 3 – Invaders and Settles: A Roman Case Study Year 4 – Ancient Egypt, The Anglo-Saxons, Picts and Scots Year 5 – Ancient Greeks Year 6 – How do we use Ancient Greek ideas today?</p> <p>Looking at how cultures change.</p> <ul style="list-style-type: none"> <li>Year 5 – How has life in Britain changed since 1948</li> <li>Year 6 – Crime and Punishment</li> <li>Year 4 – WWII</li> <li>Year 3 – Prehistoric Britain</li> </ul> <p>Exploring the cultural values that underpinned past societies.</p> <p>Year 3 – The Mayans Year 4 – Ancient Egypt Year 5 – Ancient Greeks Year 6 – Shang Dynasty</p>

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<p>Geography</p>	<p>Reflecting on a variety of landscapes and locations.</p> <p>Reflecting on their own identity by studying their own locality.</p> <p>Gaining a sense of their own place and their own value.</p>	<p>Evaluating the effects of human actions on the environment, including their own e.g. litter.</p> <p>Engaging in discussion and action on improving their environment.</p> <p>Discussing moral issues on the theme of settlement e.g. inequality, dilemmas of development.</p>	<p>Studying their own locality and its relationship to the wider world.</p> <p>Evaluating what services are provided for residents.</p> <p>Discussing issues surrounding citizenship and social justice.</p> <p>Looking at environmental pressure groups.</p>	<p>Learning how people differ in their response to their environment.</p> <p>Finding out about contrasting localities, in Britain and in the wider world.</p> <p>Exploring how various landscapes provide inspiration for the arts.</p> <p>Evaluating cultural influences in their own locality.</p>

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RE	<p>Becoming familiar with what 'spiritual' means in the religions that they study.</p> <p>Reflecting on what they learn about religion. <i>All children – thought showers per topic</i></p> <p>Considering their own beliefs and values. <i>Discussion of beliefs in classes.</i></p> <p>Valuing intuition.</p> <p>Appreciating the beauty and order of natural and human made world. Responding to their world with awe and wonder. <i>Year 3 – Summer 2 - Would visiting the River Ganges feel special to a non-Hindu?</i></p> <p>Asking ultimate questions. <i>Year 6 – Spring 2 – Is Christianity still a strong religion 2000 years after Jesus was on Earth?</i> <i>Year 5 – Autumn 2 - Is the Christmas story true?</i></p> <p>Expressing their thoughts creatively. <b>Dependent on class</b> <i>Year 5 – Summer 1 - What is the best way for a Sikh to show commitment to God? (5LS)</i></p> <p>Respond to religious stories, artefacts and places of worship. <i>Year 5 – Spring 1 - Are Sikh stories important today?</i> <i>Year 4 – Summer 2 - Do people need to go to church to show they are Christians?</i> <i>Year 3 – Spring 1 - Could Jesus really heal people? Were these miracles or is there some other explanation?</i></p>	<p>Looking at the examples set by characters in religious stories. <i>Year 3 – Spring 1 - Could Jesus really heal people? Were these miracles or is there some other explanation?</i></p> <p>Discussing the moral teaching of founders and leaders.</p> <p>Exploring key themes in religious stories e.g. good and evil. <i>Year3 - Spring 2 - What is "good" about Good Friday?</i></p> <p>Reflecting on the teaching in moral codes: what is right and wrong? <i>Year 4 – Spring 2 - Is forgiveness always possible?</i></p> <p>Learning that there may be more than one side to a moral argument. <i>Year 4 – Spring 2 - Is forgiveness always possible?</i></p>	<p>Learning about different religious communities and how they work together. <i>Year 6 – Summer - Does belief in Akhirah (life after death) help Muslims lead good lives?</i></p> <p>Hearing religious stories which show a variety of relationships. <i>Year 5 – Spring 1 - Are Sikh stories important today?</i> <i>Year 4 – Summer 2 - Do people need to go to church to show they are Christians?</i> <i>Year 3 – Spring 1 - Could Jesus really heal people? Were these miracles or is there some other explanation?</i> <i>Year 3 – Summer 1 - How can Brahman be everywhere and in everything?</i></p> <p>Understanding how religious moral codes bind a community together. <i>Year 3 – Autumn 1 - Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?</i></p> <p>Exploring events e.g. ceremonies and festivals, which bring communities together. <i>Year 3 – Autumn 1 - Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?</i></p>	<p>Exploring Britain as a multifaith, multicultural society with particular reference to Buddhism, Sikhism, Hinduism and Christianity. <i>Each year group has a different religion as a focus, along with Christianity.</i> <i>Year 3 – Summer 2 - Would visiting the River Ganges feel special to a non-Hindu?</i></p> <p>Discussing how people's beliefs and cultural traditions affect the way they live their lives e.g. food, dress. <i>Year 4 – Spring 1 - How important is it for Jewish people to do what God asks them to do?</i> <i>Year 4 – Summer 1 - What is the best way for a Jew to show commitment to God?</i> <i>Year 5 – Summer 1 - What is the best way for a Sikh to show commitment to God?</i> <i>Year 5 – Summer 2 - What is the best way for a Christian to show commitment to God?</i> <i>Year 6 – Autumn 1 - What is the best way for a Muslim to show commitment to God?</i></p> <p>Exploring religious traditions in their own community and how these shape people's lives. <i>Year 6 – Autumn 1 - What is the best way for a Muslim to show commitment to God?</i></p>



	Year 3 – Summer 1 - How can Brahman be everywhere and in everything?		Discussing religious attitudes to social and environmental issues. Year 6 – Autumn 1 - What is the best way for a Muslim to show commitment to God?	Using the arts as a stimulus. <b>NEED TO DO.</b>  Representing work in various artistic forms. Dependent on class <b>NEED TO DO MORE</b>
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French	<p>Development in MFL concerns pupils wondering at the number of different and similar ways that people have developed to express themselves and their ideas.</p> <p>Pupils also look at the simplicity and the complexity of these ideas and the ways in which we learn and construct our languages.</p> <p>Y3- Moi (All about me) Expressing themselves and talking about themselves in a new language.</p> <p>Jeux et chansons (Games and songs) On fait la fête (Celebrations) Portraits (Portraits) Les quatre amis (The four friends) Ça pousse! (Growing things)</p> <p>Y4- Y5- Y6-</p>	<p>Moral</p> <p>Education in MFL concerns pupils using the vehicle of languages they have to make a personal response to right and wrong. All languages carry messages about every aspect of life including moral development and pupils are able to consider other peoples' responses to moral issues.</p> <p>Y3- Moi (All about me)</p> <p>Jeux et chansons (Games and songs) On fait la fête (Celebrations) Portraits (Portraits) Les quatre amis (The four friends) Ça pousse! (Growing things)</p> <p>Y4- Y5- Y6-</p>	<p>Social</p> <p>Education in MFL concerns communicating for a purpose with people from other cultural and social backgrounds. The social element of language learning comes both from learning about other societies and learning together in the classroom.</p> <p>Y3- Moi (All about me) Jeux et chansons (Games and songs) On fait la fête (Celebrations) Portraits (Portraits) Les quatre amis (The four friends) Ça pousse! (Growing things)</p> <p>Y4- Y5- Y6-</p>	<p>Cultural</p> <p>Education is achieved through pupils valuing all languages and therefore learning to understand and respect other people.</p> <p>Y3- Moi (All about me) Jeux et chansons (Games and songs) On fait la fête (Celebrations) Portraits (Portraits) Les quatre amis (The four friends) Ça pousse! (Growing things)</p> <p>Y4- Y5- Y6-</p>

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Music	<p>Exploring their feelings by listening to a wide variety of music. (Listening and appraising lesson 1 for each unit – found in all Music books).</p> <p>Appreciating the use of sound and silence. (Ongoing throughout whole school scheme of work).</p> <p>Experience joy, satisfaction, creativity, use of imagination in creating and performing music. (Listening and appraising a different song each lesson – found in all Music books. Children listening to and being exposed to different music linked to particular genre).</p> <p>Appreciating the power of music to take them beyond the common place. (PSHE links – e.g. Year 4 Summer 2 listening to happy and sad music and explaining how and why it can make you feel a certain way).</p>	<p>Investigating the value placed on different kinds of music. (Listening and appraising lesson 1 for each unit – found in all Music books. Exploring different instruments used in each song and why).</p> <p>Considering the issue of noise pollution – how music is used (anti-social behaviour). <b>Needs to be imbedded.</b></p> <p>Looking at songs which have been written dealing with a variety of social and moral issues. (E.g. Year 5 ‘Stop’ song references bullying and how to overcome it; Year 4 ‘Lean on me’ provides opportunities for discussion in regards to supporting peers / family in times of need).</p> <p>Evaluating how music can influence (sub culture, advertising). (Elvis unit on Song Centre Charanga website which discusses Elvis’ influence upon Music – available for all children / year groups).</p>	<p>Learning to compose and perform together. (Composing and performing Lesson 5 / 6 for each year group / unit of work – found in all Music books).</p> <p>Looking at how music can be a powerful tool to bind groups together e.g. school song. (Performances by school choir planned for assembly. <b>Needs to be further imbedded.</b>)</p> <p>Investigating what musical groups exist in their locality e.g. brass band, church choir. (Listening and appraising lesson 1 for each unit – found in all Music books. Why do you like this song? Where have you heard similar music before?).</p> <p>Exploring how various societies use music e.g. for national occasions. (Autumn 2 Christmas songs unit – opportunities for discussion about different celebrations of Christmas. Evidence in 4HA Music book. Link to Christmas carol concert performances).</p>	<p>Listening to music from a wide variety of cultures. (Listening and appraising lesson 1 for each unit – found in all Music books. Exploring different songs from various cultures as seen on the Scheme overview on Charanga website).</p> <p>Exploring how music ‘belongs’ to a particular culture or sub culture e.g. opera, bhangra, heavy metal. (Listening and appraising lesson 1 for each unit – <b>needs to be evidenced in Music books</b>).</p> <p>Exploring what music is on offer in their own locality. <b>Needs to be imbedded.</b></p> <p>Considering different notions of ‘tuneful’ in different cultures. <b>Needs to be imbedded.</b></p>

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Art	<p>Using their senses as inspiration for creativity.</p> <p>Expressing their feelings through a variety of art media.</p> <p>Studying the work of great artists as a source of inspiration and creativity.(Ongoing)</p> <p>Exercising the imagination.</p> <p>Using the environment as a source of inspiration. (Patterns in Nature- Year 4)</p> <p>Experiencing a sense of 'awe and wonder'.</p> <p>Develop pupils' passion for art and what inspires and motivate them.</p>	<p>Reflecting on social and moral issues portrayed in works of art.</p> <p>Considering how art is manipulated by the media e.g. advertising?</p> <p>Debating whether or not anything is permissible for Art's Sake.</p> <p>Looking at the value of art – is it for everyone? Should we spend so much public money on it?</p> <p>Mutual respect of their own and other's artwork when assessing.</p>	<p>Looking at public works of art past and present.</p> <p>Evaluating the uses that society makes of art.</p> <p>Looking at how works of art portray the societies they came from. (ongoing , <b>Around the World Year 3</b>)</p> <p>Discussing initial ideas in partners or groups. (ongoing)</p> <p>Celebrating pupils' work in school art gallery. (ongoing)</p> <p>Reflecting on social issues in art works.</p>	<p>Learning about art from a variety of cultural contexts and the role it plays. <b>Around the World Year 3)</b></p> <p>Recognising that different societies have diverse views of beauty and worth.</p> <p>Experimenting with a variety of influences to express their own cultural identity.</p> <p>Exploring a range of artists, designers and craftspeople from a range of cultures and backgrounds. (ongoing)</p> <p>Celebrate diversity through different art works.</p>

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PE/Dance	<p>Experiencing and reflecting on feelings of determination, exhilaration and enjoyment. (Feelings/ reflecting/ enjoyment Dance unit all years- Spring term 1 )</p> <p>Learning to appreciate and enjoy the way their bodies work and can be used to express emotion e.g. in dance. (Dance unit : all years- Spring term 1 )</p> <p>Gaining a sense of achievement. Performing dance routines at the end of unit (all years Spring term 1) School Show</p> <p>Developing positive attitudes towards themselves. Self-evaluation/peer assessment after dance performances (all years- Spring term 1 )</p> <p>Learning to know and challenge their own physical limits.</p> <p>Developing a healthy body and a healthy mind.</p>	<p>Reflecting on the need for rules. Year 5 hockey spring term Year 3/4/5/6 – Rounders summer term</p> <p>Developing a sense of fair play and positive sporting behaviour. Year 3/4/5/6 – Rounders summer term</p> <p>Considering the issues around enhancing performances (use of drugs).</p> <p>Reflecting on values surrounding competition including winning at all costs. Athletics – year 5 summer term</p> <p>Examining issues in sport such as racism, sporting heroes as role models, sportswear etc.</p>	<p>Learning how to manage feelings and controlling aggression when working with others. Year 3/4/5/6 dance spring term one</p> <p>Developing social skills of cooperation, responsibility, communication, personal commitment, loyalty and teamwork. Dance clubs Sports afterschool clubs. Participating in competitive sporting competitions for the school. Quad kids.</p> <p>Learning how to handle success and defeat with dignity. Athletics Year 5 summer term 1</p> <p>Discovering the role of sport/dance in society. Dance units spring term 1: Year 6- 70s disco Year 5- carnival dancing (south America) Year 4- Ancient Egyptians</p> <p>Learning to take responsibility e.g. as team leader/coach. Looking at how people show they belong to a group e.g. sportswear, team strip etc.</p> <p>Considering the social aspects of sport/ dance e.g. leisure.</p> <p>Dance and sport after school clubs. School show participation</p>	<p>Learning dances from different traditions including their own. Year 5- Carnival (road to Rio) Spring term 1</p> <p>Playing traditional games and recognising their importance locally, nationally and internationally.</p> <p>Understanding the importance of activities for different cultures.</p> <p>Exploring the contribution of sport/dance to the arts. Black History Month – Looking at dance from different cultures (whole school) Autumn term 2.</p> <p>Being aware of different cultural attitudes towards aspects of physical activity.</p> <p>Considering sub cultures in sport.</p>

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DT	<p>Recognising their own creativity and that of others. <b>Ongoing in all units</b></p> <p>Developing thinking and reasoning skills. <b>Ongoing in all units</b></p> <p>Making decisions about usefulness, beauty, cost-effectiveness.</p> <p>Persevering and taking care to produce something unique – a sense of achievement and worth.</p> <p>Appreciating variety, beauty, ingenuity, achievement, magnificence, simplicity in design.</p> <p><b>YR3 – photo frames</b>  <b>YR4 –money containers</b>  <b>Lighting</b>  <b>Storybooks</b>  <b>YR5 –bridge building</b>  <b>-Moving toys</b>  <b>YR6-Slippers</b></p>	<p>Considering how a product affects society and the environment e.g. weapons (now and through history), factories, convenience food.</p> <p>Looking at how products are manufactured  <b>YR3 – photo frames</b>  <b>YR4 – Lighting, money container, storybooks</b>  <b>YR5 – Bridge building, Moving toys.</b>  <b>YR6 – Slippers, Fairgrounds.</b>  Evaluating who benefits from new products e.g. disposable nappies, round tea bags.</p> <p>Considering issues of health and safety.  <b>YR3- Sandwich making</b>  <b>YR4- Lighting</b>  <b>YR5- Bridge building</b>  - Bread making  <b>YR6- Fairground rides</b>  - Slippers</p>	<p>Learning to treat the ideas and finished products of others with respect. <b>Ongoing in all units.</b></p> <p>Developing the skill of cooperation in designing, planning and making. <b>Ongoing in all units.</b></p> <p>Working on projects that consider the social aspects of design e.g. wheel chair access.</p> <p>Looking at social changes which are the result of changes in technology e.g. mobility.  <b>YR5 Bridge building (History)</b></p> <p>Considering the impact of design technology on society.  <b>YR5 – Bridge building</b></p> <p>Ensuring variety in content and tasks to provide access and scope for success for girls and boys. <b>All units provide this.</b></p>	<p>Considering the aesthetic principles of design.  <b>Evaluation of own products</b></p> <p>Appreciating design and technology from a wide variety of cultural contexts.</p> <p>Developing awareness that design can communicate and reflect cultural identity.</p> <p>Looking at how design in Britain is influenced by different cultures.</p> <p>Being aware of differing cultural attitudes to certain products e.g. food, clothes.  <b>YR 3 Sandwich making.</b>  <b>YR5 Bread making</b></p>

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ICT	<p>Wondering at the speed and complexity of developments in ICT.</p> <p>Enjoying the quality of work that they can produce. <i>Evaluating work-year 3/4/5/6</i></p> <p>Being challenged by the changing demands of new technology.</p> <p>Exercising creativity in response to information gathering, data handling, simulations, presentations.</p> <p>For many pupils ICT has the capacity to capture imagination.</p>	<p>Considering the consequences of misuse. <i>Esafety Year 3/4/5/6/</i></p> <p>Evaluating the uses of computers for good and evil e.g. violent games, bullying, attitudes to the environment. <i>Coding-making a game year 5</i></p> <p>Looking at issues around freedom and privacy e.g. Data Protection Act.</p> <p>Understanding.</p>	<p>Learning to express themselves clearly and communicate effectively. <i>Year 3/4/5/6</i></p> <p>Working co-operatively e.g. making a class newspaper. <i>Year 3/4/5/6</i></p> <p>Considering the impact, good and bad, of ICT on society e.g. computers replacing people at work.</p> <p>Examining gender bias in ICT materials and attitudes.</p>	<p>Finding out about the world from information resources e.g. CD Rom, Internet. <i>Geography-year 3</i> <i>Continents/South America year 5</i></p> <p>Communicating with pupils from other parts of Britain and the wider world e.g. video conferencing, Email.</p> <p>Discussing how information arises out of a cultural context e.g. how the presentation of a site on the World Web reflects the culture of its creators.</p> <p>Communicating with artists, writers, actors etc.</p>

Subject Area	Spiritual	Moral	Social	Cultural
<p>PSHCE (ongoing)</p>	<p>Develop a curiosity of our bodies and minds, and how our identities are complex, can change over time and are informed why what it means to be a UK citizen.</p> <p>Explore creative approaches to taking action on problems and issues to achieve intended purposes.</p> <p>Reflect on self and develop their personal identity.</p>	<p>Evaluate what is right and wrong, fair and unfair in different situations.</p> <p>Understand that justice is fundamental to a democratic society and to think through the consequences of actions to themselves, their relationships, society and the environment.</p> <p>Investigate moral and ethical issues and develop skills of critical thinking, enquiry, decision making and advocacy as well as managing risk by considering ideas, opinions, assumptions and beliefs.</p>	<p>Consider how democracy, justice, tolerance, respect, integrity and freedom are valued by people with different beliefs, backgrounds and traditions in a changing democratic society by develop social skills as they work in pairs, small groups and whole class sessions.</p> <p>Understand the importance of positive and supportive friendships as well as ways of dealing with conflict, and how communities work.</p>	<p>Explore diverse national, regional, ethnic and religious cultures, groups and societies in the UK and the connections between them.</p> <p>Appreciate cultural influences, to understand, accept, respect and celebrate diversity and develop their understanding of service to community.</p> <p>Critically evaluate different ideas and viewpoints including those with which they may not agree, and to understand how decisions and actions impact on others in their community.</p>