

Spiritual, Moral, Social and Cultural (SMSC) development at Woodfield Primary School

At Woodfield Primary School, we recognise that Spiritual, Moral, Social and Cultural (SMSC) development is the over-arching umbrella that encompasses children’s personal development across the whole curriculum. This document details how the different strands of SMSC permeate through teaching and learning in our individual subjects as part of an ambitious curriculum supporting the holistic development of every child to be the very best they can be.

SMSC development in English			
<p>Evidence: Pupils are encouraged to show empathy with characters through inference skills. Children develop empathy with characters in texts where questions are designed in teachers’ plans for pupils to think deeper. Questioning typically includes: ‘What would you have done?’, ‘How would you feel if you were the person in the story?’ or ‘Where have you met these ideas before?’</p> <p>Picture books, books and stories are shared through a writing focus</p> <p>Drama activities support pupils’ ability to understand and empathise with characters in different scenarios</p> <p>Engagement with and reaction to a range of inspiring texts, including those with</p>	<p>Evidence: Children explore stimulus for thinking about the consequences of right and wrong behaviour.</p> <p>Pupils speculate about characters’ choices in texts and apply their learning to their own lives. When children do this, they are developing their speaking, listening and higher order thinking skills.</p> <p>Children consider difference perspectives e.g. debate about current issues, such as migration and social justice (Y5), or the place of traditional fairy tales in modern society (Y6)</p> <p>Texts are chosen to explore moral issues, encourage debate and write balanced arguments; e.g. <i>The Boy At The Back of the Class</i> by Onjali Rauf</p>	<p>Evidence: We support conceptual and language development through an understanding of and debates about social issues; e.g. the use of social media.</p> <p>Children develop an understanding of motives and how that influences character’s actions which they discuss in real life contexts.</p> <p>Successful cooperation and teamwork is encouraged in lessons through work in groups, listening to presentations and in the way children ask and answer questions. Children are given opportunities to write collaboratively in groups in English, work together in drama activities and share writing outcomes.</p> <p>Real world issues are planned for in lessons to encourage pupils to think about</p>	<p>Evidence: Children read and listen to stories from their own cultures and backgrounds from around the world. By pupils telling stories from other cultures and backgrounds creating the idea that ‘everyone has a story to tell.’</p> <p>Opportunities are provided for pupils to engage with texts from different cultures e.g. creation stories from around the world, myths and legends, poems from other cultures etc., which are interwoven through the Woodfield Reading Spine.</p> <p>A range of classic and historical texts are explored across the school to support understanding of the cultural history of the United Kingdom (e.g.. <i>Macbeth</i> by William Shakespeare, Churchill’s WWII speeches, <i>The Owl and the Pussycat</i> by Edward Lear, traditional tales)</p>

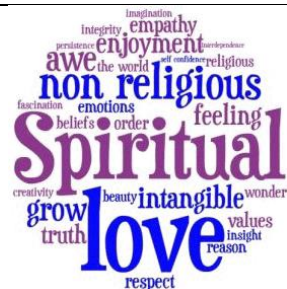


<p>spiritual themes e.g. Y5 - <i>Classic Tales from India: How Ganesh Got His Elephant Head and Other Stories</i> – Vatsala Sperling, Y4 - <i>Mufaro's Beautiful Daughters: An African Tale</i> – John Steptoe</p> <p>Children gain insights into their own personal existence through literacy appreciation and analysis.</p> <p>English learning journeys incorporate a careful selection of novels, non-fiction texts and poetry where pupils learn about other's lived experiences and compare these to their own lives.</p> <p>Children reflect on their own life and lives of others through reading text types such as diaries, letters, biographies and autobiographies before writing their own versions as part of the school's writing cycle.</p> <p>Children are given access to a wide range of diverse books to carefully select texts to provide insight in to other's beliefs and values.</p> <p>Teaching strategies allow for insight, self-expression and the chance to walk the path of a narrative through someone else's experiences.</p>	<p>Children write for a real purpose considering the impact on the audience, e.g. Y5 writing persuasively to their local MP.</p> <p>Children use selected texts as a stimulus for thinking about the consequences of right and wrong behaviour and apply their learning to their own lives.</p> <p>Children read classic fiction across all year groups, challenging pupils with higher order thinking to identify themes and morals of stories.</p> <p>Children analyse characters and events to explore the consequences of negative actions and reflect on a writer's presentation of ideas for the motivation and behaviour of characters.</p> <p>Children are asked to express informed personal opinions and justify their reasoning in answers to reading questions (orally and written).</p> <p>Children learn to articulate their own attitudes and values through being provided with opportunities to discuss matters of personal concern, related to books read in class.</p>	<p>the world outside of school and give opinions on topics that may affect them in the future. For example, Y4 and Y5 learn about the effects of pollution and plastics in the world's oceans. Texts used in lessons include newspaper articles linked to and exploring current affairs, e.g. earthquakes in Turkey and Syria in 2023.</p> <p>Children are given the opportunity to speak and write in different contexts with regard to a range of different real life issues, applying learning to future aspirations and the difference they can make.</p> <p>An extensive nurture programme is delivered by our pastoral support officer.</p> <p>As part of the writing cycle, and in every assessed piece of writing, children are given the opportunity to be independent, self-reliant and responsible for their own learning.</p>	<p>Children read a range of non-fiction texts about a wide variety of cultures though wider topic work in all Year groups.</p> <p>Speaking and listening activities allow children to share their own experiences and appreciate other pupils' perspectives and experiences.</p> <p>Children attend events with published authors – such as Sathnam Sanghera and Karl Nova - giving them an opportunity to access experiences to benefit and develop their cultural capital.</p>
<p>Impact: Children show empathy and develop the ability to reflect on their emotions, thought and feelings.</p> <p>Children develop positive attitudes, values and principles from a diverse, wide-ranging reading diet.</p>	<p>Impact: Children demonstrate a positive attitude towards English and an appreciation of different book genres and authors in their love of reading.</p> <p>Children develop core values (in line with Woodfield's core values and wider British</p>	<p>Impact: There is a positive and supportive ethos in speaking, listening, reading and writing across the school with children striving to be the best they can be.</p>	<p>Impact: Children have a well-rounded appreciation of authors and their achievements.</p> <p>Children read about a wide range of different world cultures thus contributing to the inclusive school ethos.</p>



<p>Children develop respect for themselves and others through a growing awareness and understanding of their own and others' beliefs.</p> <p>Children are able to express themselves imaginatively and creatively in speaking, listening, reading and writing.</p>	<p>values) which impact positively on their behaviour and moral sense of what is right and wrong.</p> <p>Children enjoy celebrating their own and others' achievements through class and whole school assemblies.</p> <p>Children are confident, caring and keen to help others having attained a wider understanding of the societal needs.</p>	<p>Children have very clear core values, built on from their teaching and reading, which impact positively on their social skills.</p> <p>Children are always empowered and confident to share their views.</p>	<p>Children acquire a wider understanding of the world outside their own locality from the texts they have read.</p> <p>Children feel valued from opportunities to showcase their reading and writing talents in experiences such as whole school assemblies and other enrichment events.</p>
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SMSC development in Mathematics



Evidence:
Children enjoy investigating mathematical concepts in the world around them e.g. through exploration of pattern.

During Diwali celebrations, children look at the importance of symmetry through rangoli patterns to celebrate Diwali.

Children are taught about learning from their mistakes and persevering to achieve.

Children are encouraged to develop their problem-solving skills by reflecting on their ideas and understanding around the problem.

Mathematics is made meaningful to children by showing them how it links to the real world and helps us solve real-life problems.

Children respond to 'We do' problems as a whole group listening to the reasoning of others and, from this, choosing the most effective strategy to solve problems. Our mastery approach (underpinned by the Power Maths scheme) deepens children's understanding of mathematics,



Evidence:
Helping children recognise how logical reasoning (taught through problem-solving in maths) can be used to consider choices and problems in the wider world.

By engaging pupils in real life situations where an unequal shares of resources where someone might be upset if they received less than other people, and the teaching of mathematical concepts through stories.

By reflecting on data that has moral and ethical implication; for example at harvest, the children in year 4 consider the percentage of people around the world suffering from hunger as part of their assembly for parents. Children collect for a food bank and understand the financial cost for families.

Encouraging children to work using the mastery approach and utilising the learning environment successfully, including equipment and resources, encourages a growth mindset in their learning and resilience.



Evidence:
Social development through helping children work collaboratively on complex mathematical tasks and helping them see that the result is often better than any of them could achieve separately.

In maths lesson, the modelled 'Discover' tasks are used to engage pupils, to show how maths is used in the real world and how maths leads to the result.

Talk partners, small groups and participating in class discussions allows children to explain their reasoning in an environment of respect and tolerance for others.

Children are encouraged to respect the thoughts and ideas of their peers and understand that there are different ways to solve a problem.

Children are shown in reasoning and problem solving activities that what works for one person may not work for another but that numerous methods/ strategies can be correct.



Evidence:
We encourage pupils to appreciate the wealth of mathematics in different cultures throughout history.

Pupils consider the development of shape patterns around the world in particular tessellations and the symmetry of buildings. Also, they explore symmetry through rangoli patterns to celebrate Diwali.

Pupils discuss the use of Mathematical language and how it is a universal language used worldwide, e.g. the use of numbers and mathematical symbols.

Through wider curriculum work, children learn about the history of mathematics across civilizations. For example, children in Year 3 learn about Ancient Rome and systems and processes that we still use today, and in Year 6 children acquire the knowledge about mathematics in Ancient Greece, and its impact on the mathematical language that we still use today, for example in prefixes such as mili, kili, etc. Pupils also look at the



<p>which in turn enables them to make links within and across different learning topics and the wider curriculum.</p>	<p>Children use data in problem solving that has moral and ethical implications. For example, comparisons in food, farming, weather types etc. between Britain and other countries.</p>		<p>number systems used by other countries such as the Romans and how these numerals are still used on clocks.</p>
<p>Impact: Children show empathy and develop the ability to reflect on their own and others' reasoning.</p> <p>Children develop positive attitudes, values and principles around mathematics.</p> <p>Children develop respect for themselves and other pupils' learning styles.</p>	<p>Impact: Children demonstrate a positive attitude towards mathematics, using a mastery approach, to support their own development.</p> <p>Children enjoy celebrating their own and others' achievements through class and whole school assemblies.</p> <p>Children are confident, caring and keen to help one another in collaboration.</p>	<p>Impact: There is a positive and supportive ethos in mathematics across the school with children striving to be the best they can be.</p> <p>Teachers have high expectations for the way children articulate their reasoning and justify solutions to problems that impacts positively on their overall social skills.</p> <p>Children are always empowered and confident to share their reasoning explanations.</p>	<p>Impact: Children acquire a wider understanding of mathematics through history and across the world.</p> <p>Children acknowledge the important contribution made to mathematics by non-western cultures.</p>

SMSC development in R.E. and Collective Worship



Evidence:

Children experience wonder and joy through learning about and from: stories, celebrations, rituals and different expressions of religion and world views including Christianity, Islam, Judaism, Hinduism and Buddhism.

By opening children's eyes to faiths by visiting special places of worship (Mosque, Mandir, Church, Gurdwara) by the time they have left our school.

By asking and responding to questions of meaning and purpose, and by considering 'Big Questions' about God and the world through this approach to the Christianity aspect of our RE curriculum. 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 their thoughts and feelings and the impact of faith on them as individuals.

Understanding the belief, rites of passage and what it means to be a person of faith



Evidence:

By exploring morality including rules, teachings and commands such as school behaviour policy and British Values, including rules in different religions through exploration of the Bible, Qu'ran, The Vedas, and the Guru Granth Sahib.

By exploring religious perspectives and responses to evil and suffering in the world, for example giving the children opportunity to respond to current events.

Raising money for multiple charities (especially those with important links to their own lives); for example The Good Shepherd Trust, NSPCC, Compton Hospice (local charity)

Consideration is given for a range of moral issues within the curriculum utilising units of work from the Lichfield Diocese RE syllabus. For example, right and wrong, justice, war and suffering and care for the environment.



Evidence:

RE units all support children to make connections between their learning and the way that people of faith and those without choose to live their lives.

Children have opportunities to advocate for those less fortunate than them through charity work.

Children are celebrated for living out the school values of ambition, belief and courage – they receive badges when they show these through their behaviour around school and beyond.

Children are also taught the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Children ask questions about the social impact of religion at an age appropriate level.



Evidence:

By opening children's eyes to faiths by visiting special places of worship (Mosque, Mandir, Church, Gurdwara) by the time they have left our school.

By engaging with texts, artefacts and other sources from different cultures and religious backgrounds they understand how cultures have been shaped through belief.

Throughout the curriculum, children learn about and explore similarities and differences between faiths and cultures including Christianity, Islam, Hinduism, and Sikhism.

Children learn about different types of religious festivals, especially through the celebration of these in assemblies and collective worship, and by taking part in whole school cultural explorations (e.g. Diwali and Eid celebrations)

Children ask and answer challenging questions in their work, exploring different religious beliefs, values and traditions.

<p>in our society, including a variety of religions and those without a religion, children compare and reflect on similar and differing opinions to help them reflect on their own.</p> <p>Through taking part in whole-school religious celebrations throughout the year, including Diwali, Christmas, Easter and Eid</p> <p>Through learning units such as 'Creation and Science: Conflicting or complementary?' in Y6, children are supported in questioning their ideas about the world and beliefs.</p> <p>By exploring spiritual practices such as worship and prayer, and considering the impact of these on believers and any relevance to their own life</p> <p>Children are given opportunities to reflect and to develop curiosity and a questioning approach both in the classroom and through the school's assembly programme.</p>	<p>Children are taught to understand the consequences of their actions through the curriculum.</p> <p>Children consider religious perspectives and responses to suffering in the world in both assemblies and lessons.</p> <p>Children are asked questions about the purpose and meaning of reconciliation and salvation.</p>	<p>Children receive visits from religious leaders who lead assemblies such as 'Open the Book'.</p> <p>Children learn the traditions of different religions and participate in celebration events as a whole school sharing the awe and wonder of learning with one another.</p>	
<p>Impact: Children know about and understand the spirituality of different faiths, beliefs and experiences and the importance of respecting these.</p> <p>Children are inquisitive and enthusiastic about faiths, beliefs and experiences of others, and are not afraid to ask questions in order to learn more</p> <p>Children enjoy and are confident to share their faiths, beliefs and experiences with their peers</p>	<p>Impact: There is a positive and supportive school ethos where children take care and look after each other.</p> <p>Children demonstrate respect for different religions and are receptive to different points of view.</p> <p>Children have very clear values (in line with Woodfield's core values) which impacts positively on their behaviour. Children have a definite sense of what is right and wrong.</p>	<p>Impact: Children build effective friendships and relationships with each other and are given many opportunities to socialise with a wide range of people.</p> <p>Children have very clear values (in line with Woodfield's core values) which impacts positively on their social skills.</p> <p>Children are confident to share their views in a safe space.</p>	<p>Impact: Children have opportunities to learn about different religions, which contributes to the inclusive school ethos.</p> <p>Children develop a more rigorous understanding of the numerous religious traditions, beliefs and practices that are followed in our multi-cultural society.</p> <p>Children demonstrate tolerance and respect for the religious views of others within our school and local community.</p>



<p>Children are able to reflect purposefully and find peace within themselves.</p>	<p>Children have a wider understanding of the lives of others and are confident, caring and keen to help anyone in need.</p>	<p>Children have effective relationships with the religious leaders from the local community.</p>	<p>Children have the opportunity to experience awe and wonder of different religions.</p>
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SMSC development in P.S.H.E. and British Values

<p>A word cloud centered around the words 'Spiritual' and 'Love'. Other words include: imagination, empathy, enjoyment, awe, non-religious, feeling, intangible, grow, truth, respect, values, insight, reason, beauty, wonder, creativity, fascinations, emotions, beliefs, order, integrity, empathy, imagination, awe, non-religious, feeling, intangible, grow, truth, respect, values, insight, reason, beauty, wonder, creativity, fascinations, emotions, beliefs, order.</p>	<p>A word cloud centered around the words 'Moral' and 'Values'. Other words include: respect, ethical issues, fairness, community, justice, welfare, values, truth, integrity, right, moral codes, care, wrong, crime, discrimination, equity, knowledge, dilemmas, respect, ethical issues, fairness, community, justice, welfare, values, truth, integrity, right, moral codes, care, wrong, crime, discrimination, equity, knowledge.</p>	<p>A word cloud centered around the words 'Social' and 'Inclusive'. Other words include: global, responsibilities, local, inclusive, communities, rights, thought, skills, debate, conflicts, values, leadership, sensitivity, honest, property, societies, families, interdependence, team, role, model, global, responsibilities, local, inclusive, communities, rights, thought, skills, debate, conflicts, values, leadership, sensitivity, honest, property, societies, families, interdependence, team, role, model.</p>	<p>A word cloud centered around the words 'Cultural' and 'Global'. Other words include: links, cultural, global, diversity, enrichment, dignity, national, equality, drama, traditions, musical, museums, galleries, experience, concerns, literature, nature, scientific, diversity, enrichment, dignity, national, equality, drama, traditions, musical, museums, galleries, experience, concerns, literature, nature, scientific.</p>
<p>Evidence:</p> <p>By exploring meaning and purpose for individuals and society through the One Decision curriculum and assemblies on the school values of ambition, belief and courage.</p> <p>By exploring meaning and purpose for individuals and society through the One Decision curriculum and assemblies on the school values of ambition, belief and courage.</p> <p>Throughout the P.S.H.E curriculum, children explore the beliefs and experiences of others and learn how to respect all faiths, feelings and values. This helps to develop an awareness of others' beliefs, needs and wants, and how to respond to them.</p> <p>From EYFS, children learn about ourselves and the world around us, embracing imagination and creativity in their thinking.</p> <p>Opportunities are built into lessons for children to reflect in order to develop curiosity and a questioning approach</p>	<p>Evidence:</p> <p>By exploring what is right and wrong and how to make good decisions through the One Decision PSHCE curriculum regarding safety, friendship, healthy relationships etc.</p> <p>By making explicit links to the school's values and distinctive ethos through celebrating the children's demonstration of the school values around school (Ambition, Belief, Courage) as well as rewards for children who display their learning from the behaviour curriculum.</p> <p>In lessons, children explore what is right and wrong understanding about respecting the rule of British law.</p> <p>Children are involved in democratic decision making within school (house captain elections, school council nominations) and taught how these choices help us to understand moral issues. School Council is where every child has a voice to speak up for what they believe to be 'right'</p>	<p>Evidence:</p> <p>By helping pupils to engage in a democratic process when agreeing expectations for community life, e.g. elections throughout school for various leadership roles.</p> <p>Children are taught to understand the importance of rules for community life, such as school rules, health and safety rules and British law.</p> <p>Through assemblies and lessons, children are engaged in discussions as to how we can demonstrate that we are following rules, and what the consequences might be for themselves and others, if we do not.</p> <p>Opportunities are created for children to exercise leadership and responsibility through initiatives such as house captains, membership on the school council and curriculum ambassadors.</p> <p>Children use a range of social skills in working and socialising with each other, respecting different religious, ethnic and socio-economic backgrounds.</p>	<p>Evidence:</p> <p>By learning about the British Values and how they are intertwined within all aspects of school life.</p> <p>Through units of work on mental health and well-being, our children develop an understanding of positive and appropriate attitudes towards these areas.</p> <p>Throughout the P.S.H.E curriculum, children learn how different cultures can offer great insights into how we lead our lives. Children accept, respect and celebrate diversity.</p> <p>Children are taught to understand and appreciate the wide range of cultural influences that have shaped their own heritage and those of others.</p> <p>Children are taught to understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.</p> <p>Our curriculum supports children to recognise, and value, the things people share in common across cultural,</p>



<p>towards discussing different issues and themes.</p> <p>Children are taught to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their knowledge of, and respect for, different people's faiths, feelings and values.</p>	<p>Children develop an appreciation of British Values understanding that we demonstrate our understanding through being involved in many areas of school life, such as making our class rules and choosing our school councillors.</p> <p>Through adherence to the school's behaviour policy, children recognise the difference between right and wrong and how society has legal boundaries where we must respect the civil and criminal law of Great Britain.</p> <p>Children demonstrate in their learning an interest in investigating and offering reasoned views about moral and ethical issues with an ability to understand and appreciate the viewpoints of others on these issues.</p>	<p>Children demonstrate a desire to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.</p> <p>Through assemblies and lessons, children show acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, developing and demonstrating skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</p>	<p>religious, ethnic and socio-economic communities.</p> <p>Children acquire the knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop our nation.</p> <p>Children participate in, and respond positively to, a wide range of artistic, musical, sporting and cultural opportunities.</p> <p>Children show their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities through work, presentations, assemblies and performances.</p>
<p>Impact:</p> <p>Children show empathy and develop the ability to reflect on their learning.</p> <p>Children develop respect for themselves and others and have a greater awareness and understanding of their own and others' beliefs.</p> <p>Children demonstrate a sense of enjoyment and fascination in learning about themselves, others and the world around them.</p>	<p>Impact:</p> <p>There is a positive and supportive school ethos where children look after each other and take responsibility for their actions.</p> <p>Children have very clear values (in line with Woodfield's core values) which impacts positively on their behaviour. Children have a definite sense of what is right and wrong.</p> <p>Children are regularly consulted on key aspects of school life and feel they can make a difference.</p>	<p>Impact:</p> <p>Children have very clear values (in line with Woodfield's core values) which impacts positively on their social skills.</p> <p>Children demonstrate key British Values in their day-to-day social conduct.</p> <p>Children's empowerment through leadership roles builds an understanding of how to earn opportunities in society as well as growing their self-esteem.</p> <p>Children understand the process of democratic elections and appreciate how gender, ethnicity, culture or religion are irrelevant when selecting the best candidate for the role.</p>	<p>Impact:</p> <p>Children have a well-rounded P.S.H.E. education, appreciating and respecting others in line with core British Values.</p> <p>Children have opportunities to learn about different cultures which contributes to our inclusive school ethos.</p> <p>Children have opportunities to showcase their diverse talents and feel valued for this.</p> <p>Children develop holistically towards becoming positive citizens in 21st century Great Britain.</p>

SMSC development in Science



Evidence:
By demonstrating openness to the fact that some answers cannot be provided by Science. (e.g. in Y6 RE unit: 'Creation and Science: Conflicting or complementary?' and Y6 Science unit: 'Evolution and Inheritance').

By creating opportunities for pupils to ask questions about how living things rely on and contribute to their environment.

Links through units to understand how humans impact their environment, such as 'Living things and their Habitats.' By recognising that environments can change and that this can sometimes pose dangers to living things and how this impacts their understanding of the words around them.

Teachers create opportunities in science for children to ask questions in a variety of topics from how living things rely on and contribute to their environment to discussing questions about the size of the universe and how it might have been formed, or how life has evolved on our planet in our year 6 'Evolution and Inheritance' unit

Evidence:
Discussing human responsibility to all living things – e.g. how and why we help plants to grow

Children have the chance to consider the wonder of the natural world and the inventions which have made the world a better place. Children learn that not all developments have been good because they may have caused harm to the environment and/ or to people.

Children are asked to consider the moral dilemmas that can result from scientific developments. For example, damaging animals' habitats when building new human developments

Evidence:
By exploring the social dimension of scientific advances e.g. environmental concerns, medical advances. By using scientific evidence to answer questions or to support findings.

Encouraging pupils to work together to carry out scientific investigations and use talk to share ideas and give presentations on their findings.

Our children learn about a broad and diverse range of scientists who are prominent or important in their areas of study. This provides opportunities for discussions around inequalities and difficulties in Science

Science week – consideration of science in careers – How do we use Science?

Science lessons support explanations for how to keep other people safe and how children might protect a younger child or vulnerable person.

The science curriculum explores the social dimension of scientific advances. For example, environmental concerns and energy processes.

Evidence:
By asking questions about the ways in which scientific discoveries from around the world have affected our lives.

By learning about a range of scientists from around the world and how the shared world has supported deeper understanding of the world and how this understanding has shaped culture and heritage.

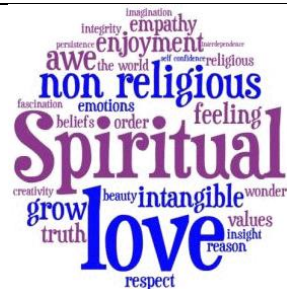
Prominent Scientists are studied through units of work - a range of cultures are represented and the impact they have made on the world and links to careers are discussed.

Children are taught to show respect for differing opinions. For example, how the world was created.

Throughout the Science curriculum, children are taught that scientific advances are the product of many different cultures and the positive advances in science. Children develop an appreciation for human achievement regardless of race, religion or gender.

<p>Children are taught to respect different values and opinions and how these impact upon our scientific understanding.</p> <p>At Woodfield, we encourage our children to see that science is able to stand alongside spiritual beliefs and this is looked at from a neutral stand point within science lessons. For example, during the teaching of evolution, children's different opinions/ beliefs can be discussed.</p> <p>From EYFS, children are taught to reflect on the wonder of the natural world supported by their learning in our Forest School.</p>		<p>Children are taught to have an awareness of the ways that science and technology can affect society and the environment.</p> <p>Children develop team working skills and how to co-operate successfully during group practical work and take responsibility for their actions in investigations.</p>	<p>Children gain inspiration through research into STEM careers promoting equality of opportunity. For example, during the school's Science Week activities.</p>
<p>Impact: Children develop the ability to reflect on wide ranging questions across the science curriculum and the process of discovery through self-exploration.</p> <p>Children have first-hand experiences of science across the school.</p> <p>Children develop respect, awareness and understanding for their own and others' beliefs.</p> <p>Children are able to express themselves scientifically in a variety of different forms.</p>	<p>Impact: Children develop a sense of scientific responsibility, consideration for others and how whilst many advancements are positive there are also developments that have impacted negatively on groups of people and/ or the environment.</p> <p>Children acquire a deeper understanding of how science can impact on the natural world.</p>	<p>Impact: A positive and supportive school ethos is in place where values of taking care of younger children is firmly in place.</p> <p>Children work co-operatively with each other to realise successful outcomes.</p> <p>Children understand their social responsibility for looking after the world we live in and how negative scientific decisions can impact on the world we live in.</p>	<p>Impact: Children have a well-rounded science education and appreciate human advancements and scientific achievement.</p> <p>Children respect the diverse contributions of different cultures towards the scientific world.</p> <p>Children recognise that irrespective of race, religion or gender that they can aspire towards any future they choose.</p>

SMSC development in Computing



Evidence:
As part of our e-safety curriculum, children are taught the advantages and limitations of computing and our use of ICT mediums. For example, although social media can allow us to have multiple online 'friends', these are different from our real world friendships which often are far more meaningful in comparison.

Children are prepared for the challenges of living and learning in a technologically-enriched, increasingly inter-connected world and the impact this has on their lifestyle and well-being.

Children use web based resources to research and find out more about important life issues. They use the internet as a gateway to asking questions, seeking answers and researching their own ideas.

The computing curriculum provides opportunities for children to reflect on the awe and wonder in technological achievements up to the present day and the possibilities for the future.



Evidence:
Understanding of e-safety and the personal safety implications around using social media and other shared digital platforms e.g. through the PSHE curriculum alongside the computing curriculum.

As part of the computing curriculum, children look at the moral issues raised from our use of ICT services. For example, issues surrounding the use of data or the sharing of copyrighted material.

As part of our e-safety curriculum, children consider the benefits and potential dangers of the internet and what to do if they come into contact with people who may behave maliciously.

Children are taught about how their moral choices can have consequences for themselves and other people. For example, as part of our e-safety curriculum children from year 1 onwards learn about the consequences of cyberbullying.



Evidence:
By discussing the impact of digital technology on the ways people communicate through our e-safety curriculum.

Understanding how social media can be both positive and negative – linked to our PSHE curriculum.

Children learn strategies for staying safe when using online services and social media.

Children are provided with wide-ranging opportunities to express themselves creatively using digital media.

Peer to peer support is provided through our Digital Ambassadors scheme where children in Y5 and Y6 lead assemblies and work with younger children in the school to show them acceptable ways to use technology.



Evidence:
By understanding how developments in digital technology have shaped our world through the computing and DT curriculum e.g. when applying computing knowledge to designs in DT.

Children use online resources across the curriculum to explore and find out about different cultures, periods in history, different views and human achievements.

Children explore the role of technology in the wider world and the impact that it has on our lives today and its potential for the future.

Children acknowledge the positive advances in technology and have appreciation for human achievement regardless of race, religion or gender.



	<p>Clear guidelines are given to the children about the ethical use of the internet</p>		
<p>Impact: Children develop positive attitudes, values and principles in using technology and understand its advantages and disadvantages.</p> <p>Children understand the effects of technology and ensuring they make time to 'switch-off' and limit screen time.</p> <p>Children develop respect for themselves and others in their use of web based resources and local/ wider issues.</p> <p>Children develop an awareness and understanding of the technological advancements that have taken place in recent times.</p> <p>Children are able to express themselves imaginatively and creatively in a variety of digital forms.</p>	<p>Impact: There is a positive and supportive school ethos regarding technology as part of e-safety learning.</p> <p>Children look after each other and report any causes for concern to adults.</p> <p>Children understand their personal responsibility when using devices and what to do if they need support or help.</p>	<p>Impact: Children are given opportunities to show they understand the importance of online safety and understand how they can make a positive difference in the technological world moving forwards.</p> <p>Children understand their social responsibility for looking after each other online to make our world a better place.</p> <p>Children work successfully peer to peer to endorse expectations.</p>	<p>Impact: Children use technology as a vehicle to learn about different cultures, their history, different viewpoints and human achievements that shape their understanding of the wider world.</p> <p>Children have a greater understanding of how technology has changed the world and the role it will play in their future.</p> <p>Children gain inspiration through research into STEM careers promoting equality of opportunity.</p>

SMSC development in History



Evidence:

By considering how ideas about the world would be different if the course of events had been different; for example, the impact of the World Wars on children and understanding of the number of families affected, or the importance of 'turning points' such as the Battle of Marathon

By speculating about how and why we mark important events from history and the people who shaped them e.g. Remembrance Day, Bonfire Night.

By understanding how events and people in history have impacted people's beliefs and ideas about the world over time e.g. through migration and settlement or monarchy: spreading of Christianity/other religions through this and the impact on beliefs.

Children develop a sense of mystery and curiosity about the events, people and cultures of the past throughout their school journey.

Children research and look at artefacts to support their understanding of the past and people who used or made these items.



Evidence:

By exploring the results of right and wrong behaviour in the past e.g. Crime and Punishment Through the Ages (Y5), Guy Fawkes and the Gunpowder Plot (Y2)

By going beyond the facts and asking pupils to make hypotheses and pose questions such as "what if...?" "what would have turned tragedy into a triumph?"

Learning about the local history of migration and debating the issue of child labour in the Victorian period.

Through the unit on Crime and Punishment, children understand the cause and consequence of laws and the change and continuity over various eras that has helped to shape our moral compass today.

Children show an awareness of the moral implications of the actions of historical figures. They explore the results of decisions made in the past and whether we think they were right or wrong. For example, work in year 5 around whether Button Gwinnett should be commemorated in Wolverhampton



Evidence:

By initiating discussions about how society and community were organised in civilisations in the past e.g. Stone Age, Romans, Ancient Greeks, the Kingdom of Benin.

By considering questions about social history in the past through concepts of society and community.

By encouraging pupils to talk to grandparents and older family members; for example, when learning about toys in the past or family members' memories of migration.

By understanding ancient civilisations and how their society; worked e.g. Y4's study of the Kingdom of Benin and the influences they have on society and community today.

Children work collaboratively to explore historical periods through in-school historical workshops and celebrate their learning using social skills to work together.

Children consider questions about social structure in the past and reflect on how we



Evidence:

By investigating how culture is shaped by history, exploring the 'cultural heritage' especially through our migration topic in year 6.

Black History celebrations ensure all children have a chance to research famous people of colour who have made significant contributions to our world and country.

By learning about the impact of invasions and settlement throughout history on cultural change and identity, particularly on the British Isles

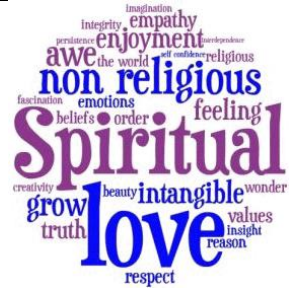
By understanding the concept of 'power' throughout history to impact cultural change and continuity; e.g. through the study of monarchs (Queen Victoria), invasion and migration, and laws (Crime and Punishment).

By our youngest children exploring the impact of Queen Victoria's visit to Wolverhampton

Children learn about the development of British society. They explore the history of

<p>Children develop their substantive knowledge for how the past has been interpreted and why and how events may have happened differently.</p>	<p>Children consider the characteristics of invading forces and what their reasoning might have been. For example, the invasions of Britain by the Romans, Anglo-Saxons and Vikings</p> <p>Children learn about what people have done to prevent injustice and make the world better. Children analyse behaviour that was considered acceptable in the past and why it would not be today; e.g. work in year 6 around the impact on the slave trade on black Britons</p>	<p>can use and apply this to the modern day. For example: Is it important that society looks after young children? Are there people in the world today who still do not get a fair deal?</p> <p>Children contrast our society with those of the past to look for shared and different values.</p>	<p>Wolverhampton and the history around us in the Midlands.</p> <p>Through learning about different ancient cultures across time, such as Greeks, Romans and Egyptians, children see how they may have contributed to our culture today through knowledge or attitudes.</p>
<p>Impact: Children show empathy and understanding for how people in the past acted and were treated.</p> <p>Children develop positive attitudes, values and principles surrounding historical events and how they can use this understanding to support the future.</p> <p>Children develop respect for themselves and others in history for the way they behaved.</p>	<p>Impact: Children have very clear values (in line with Woodfield's core values) for how people should be treated with a definite sense of what is right and wrong.</p> <p>Children are confident, caring and keen to help others moving forwards in their lives based on their historical learning.</p> <p>Children have a wider understanding of the needs of others from the past and in the present day.</p>	<p>Impact: Children use their learning to understand how society should be fair and inclusive for all.</p> <p>Children look after each other and take responsibility for one another based on lessons learned.</p> <p>Children are given opportunities in lessons for historical discussions and are confident to share their views.</p> <p>Children recognise the importance of effective relationships within their local community and modern Great Britain.</p>	<p>Impact: Children develop a well-rounded view of history and appreciate the achievement of different civilizations.</p> <p>Children have opportunities to learn about different cultures across history and this contributes to our inclusive school ethos and respecting all backgrounds.</p> <p>Children gain an understanding of world history and its impact outside their own locality.</p>

SMSC development in Geography



Evidence:
By reacting to current situations such as natural disasters (flooding, tsunamis, earthquakes) having learnt about what they are first.

Discussions when working on units linked to climate change and rainforests; understanding of impact of pollution; deforestation, water usage, farming on the world around us.

Children use Google Maps/ Google Earth and other various technologies and are asked to imagine what it might be like to live in different parts of the world.

Children make geographical links with the history of a place when exploring the environment and speculating on why the landscape may have changed.

Children are given opportunities for reflection on the Earth's origins, its future and diversity.



Evidence:
Consideration of sustainability within and between learning about the impact of human geography.

Children consider how people treat the environment and the effects of pollution, 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?'

As a school we promote recycling events and energy saving, which are then investigated and reflected upon in geography lessons, where relevant.

In upper Key Stage 2, children reflect on the fair distribution of the Earth's resources and issues surrounding climate change.



Evidence:
By providing positive and effective links with the community through fieldwork activities e.g. visiting local area to compare localities, identifying changes and impact of these on residents.

Children working together to present and explore understanding of the world and research of world wide issues e.g. global warming, how to improve sustainability, raise money for victims of natural disasters e.g. earthquakes etc.

The school cultivates positive and effective partnerships links with the community through work with Severn Trent regarding water pollution and water safety around rivers.

Social responsibility is promoted through fund raising activities for local charities and caring for/ improving our school environment.



Evidence:
We embrace cultures that have had, and still have, an impact on the local area.

Children are taught to respect the diversity of cultural values and beliefs of others both in school and as part of visits to heritage sites in the local area and across the city of Wolverhampton.





Geographical studies of people and physical geography provides children with the chance to reflect on the social and cultural characteristics of society.

By understanding how physical geography and climate of a region impacts the area's cultural development e.g. considering agriculture, drought, poverty effects, etc.



<p>Impact: Children show empathy and develop the ability to reflect on their own locality in comparison to other areas of the world.</p> <p>Children develop positive attitudes, values and principles for the community they live in.</p> <p>Children develop respect for their locality and others' way of life.</p>	<p>Impact: Children demonstrate a desire to look after the local area and take responsibility for change and improvements.</p> <p>Children have very clear values (in line with Woodfield's core values) for how the environment should be looked after with a definite sense of what is right and wrong.</p> <p>Children are confident, caring and keen to help in improving the environment in which they live.</p>	<p>Impact: Children are given a variety of opportunities to learn with a wide range of people and understand how they can make a difference in the world moving forwards.</p> <p>Children understand their social responsibility for looking after the environment and each other to make our world a better place.</p> <p>Children are confident to express their views having made effective relationships with the local community.</p>	<p>Impact: Children have a well-rounded geography education and appreciate their local area and the wider world.</p> <p>Children learn about different cultures across the world and the impact they have had on the locality in which they live thus contributing to our inclusive school ethos.</p> <p>Children have a greater understanding of the world outside their own locality.</p>
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SMSC development in P.E.

 <p>A word cloud centered around 'Spiritual' and 'Love'. Other words include: awe, non-religious, enjoyment, empathy, integrity, imagination, self-reflection, religious, the world, emotions, feeling, order, beliefs, fascination, grow, truth, beauty, intangible, wonder, values, insight, reason, respect, creativity, and faith.</p>	 <p>A word cloud centered around 'Moral' and 'Values'. Other words include: respect, ethical issues, dilemmas, views, discrimination, care, wrong, crime, community, justice, welfare, truth, integrity, right, cultures, premises, moral codes, and moral codes.</p>	 <p>A word cloud centered around 'Social' and 'Inclusive'. Other words include: global, responsibilities, local, thought, skills, debate, conflicts, rights, property, societies, families, interdependence, team, communities, and role model.</p>	 <p>A word cloud centered around 'Cultural' and 'Links'. Other words include: local, heritage, exchanges, nature, enrichment, diversity, attitudes, encounters, talents, traditions, global, equality, drama, museums, national, experience, galleries, and concerns.</p>
<p>Evidence: By taking part in activities such as dance, games and gymnastics, this help pupils to become more focused, connected and creative.</p> <p>Dance units include links to other cultures</p> <p>Children become aware of their own strengths and limitations through the curriculum including swimming lessons, participation in Sports Day and inter-House and inter-school tournaments.</p> <p>P.E. activities provide opportunities for self-regulation, self-reflection, awareness and challenge.</p>	<p>Evidence: By developing qualities of self- discipline, commitment and perseverance.</p> <p>By developing sportsmanship e.g. shaking the hand of a competitor at the end of an event, regardless of the result.</p> <p>By competing in competitions such as cross country, football matches, cricket tournaments, netball tournaments – encouraging confidence, resilience and sportsmanship.</p> <p>As part of sports teaching, children are taught the values of fair play, working as a team to achieve success.</p> <p>Qualities of self-discipline, commitment and perseverance are developed, especially in Outdoor and Adventurous activities (residential visits are part of Y2, Y4 and Y6).</p>	<p>Evidence: By developing a sense of belonging and self-esteem through teamwork to create a dance or participate in a race or team game; this encourages collaboration to succeed.</p> <p>By developing a sense of community identity through taking part in inter school events.</p> <p>By taking part in a variety of extracurricular sporting activities that are cross phase/year group, enabling pupils to work together in a variety of different groupings and contexts. (football team and netball team across MAT, and local area competitions).</p> <p>Children develop a sense of belonging and self-esteem through team work or by participating in races (inter-house competitions and Sports Day).</p> <p>Teamwork and communication are specifically developed through Outdoor Adventurous Activities units of work in UKS2</p>	<p>Evidence: Links are made within the curriculum to national and global sporting events such as the World Cup and the Olympics.</p> <p>Rituals surrounding sporting activities are mirrored in school events such as trophy awards and medal ceremonies.</p> <p>Wider links with external partners are made to share cultures and practices of other countries.</p>
<p>Impact: Children develop positive attitudes, values and principles towards physical activity.</p>	<p>Impact:</p>	<p>Impact: A positive and supportive school ethos is in place.</p>	<p>Impact: Children have a well-rounded physical education and appreciate the sporting</p>



<p>Children develop respect for their own and other's sporting achievements.</p> <p>Children are able to express themselves creatively in a variety of disciplines.</p> <p>Children learn to manage themselves, physically and mentally, to support their own well-being.</p>	<p>Children develop a sense of responsibility, positive conduct, self-respect and self-confidence.</p> <p>Children develop high expectations and a positive attitude in different physical disciplines.</p> <p>Children enjoy celebrating others' achievements and have opportunities to feel proud of themselves and others.</p>	<p>Children work co-operatively with others to achieve a common goal.</p> <p>Children feel valued in lessons and everyday school life as they make a difference to the success of their house or team.</p> <p>Children have effective relationships with the wider community through demonstrating a positive attitude towards external sporting events.</p>	<p>achievements of nations and individuals over time.</p> <p>Children have opportunities to learn about different cultures, in line with our inclusive school ethos, through global sporting events.</p> <p>Children have opportunities to showcase their unique physical talents and feel valued for this.</p>
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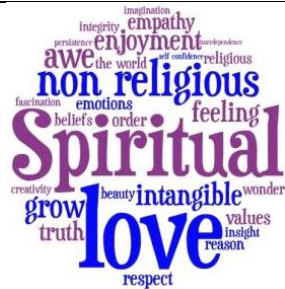
SMSC development in Music

<p>A word cloud centered around the words 'Spiritual' and 'Love'. Other words include: awe, non-religious, feeling, grow, truth, respect, beauty, intangible, wonder, values, insight, reason, creativity, fascinations, emotions, beliefs, order, integrity, empathy, imagination, self-worth, religious, persistence, the world, and dilemmas.</p>	<p>A word cloud centered around the words 'Moral' and 'Values'. Other words include: fairness, community, justice, welfare, right, truth, integrity, moral codes, care, wrong, crime, ethics, issues, respect, dilemmas, views, discrimination, equity, knowledge, and dilemmas.</p>	<p>A word cloud centered around the words 'Social' and 'Inclusive'. Other words include: responsibilities, local, inclusive, communities, rights, thought, skills, debate, conflicts, values, leadership, sensitivity, honesty, global, self-worth, dilemmas, and dilemmas.</p>	<p>A word cloud centered around the words 'Cultural' and 'Global'. Other words include: links, cultural, global, diversity, enrichment, traditions, personality, musical, museums, equality, drama, national, experience, galleries, nature, literature, and exchanges.</p>
<p>Evidence: Children experience awe and wonder performing in front of an audience, learning how to work together as a team and develop their own self esteem in the process.</p> <p>Performances to the public build confidence and success of performing to a large group.</p> <p>Taking part in musical concerts to perform to others to celebrate Christmas, Diwali, etc.</p> <p>From EYFS, children show their delight and curiosity in creating their own sounds linked to their emotions.</p> <p>Children make links between their learning across the curriculum in songs from different cultures to celebrate special events.</p> <p>Children listen to, describe, compare and evaluate different kinds of music considering the emotions the music makes them feel and how evocative it is.</p>	<p>Evidence: Throughout the Charanga scheme, children develop their aesthetic appreciation and learn how music can convey human emotions such as sadness, joy and anger etc.</p> <p>Children appreciate the self-discipline required to learn a musical instrument as part of whole class instrumental teaching in Year 3</p>	<p>Evidence: Children explore how an ensemble/ orchestra works together.</p> <p>Children work together to practise and improve a musical composition or performance, listening to other's ideas and making decisions together.</p> <p>Children learn to appreciate how music is used in different ways in different settings (for pleasure, for worship or to help people relax).</p> <p>Children play instruments together as part of a group.</p> <p>Children have the opportunity to sing with the school choir at in school events and Wolverhampton community initiatives.</p> <p>By giving the children opportunity at different points in the year to perform as a key stage group either in a nativity, play or concert, or through performing together in Y6 end of year production.</p> <p>Listening to performances both inside and outside school e.g. local secondary schools, theatre trips.</p>	<p>Evidence: Children are encouraged to listen, sing and respond to songs from different genres, cultures and traditions from around the world.</p> <p>Children appreciate musical expression from different times and places and develop an understanding of the history of music from the Charanga scheme, supported by music specialists visiting school to enrich the music curriculum.</p> <p>All children are given the opportunity to perform to parents/ carers, family members and other children in concerts and assemblies.</p> <p>By giving all pupils the opportunity to learn a musical instrument in year 3, and perform in front of an audience. All children take part in weekly singing practices as part of assemblies.</p>



<p>Impact: Children show empathy and develop the ability to reflect on their own and others' music.</p> <p>Children develop positive attitudes, values and principles.</p> <p>Children develop respect for their own and other's music.</p> <p>Children are able to express themselves creatively in a variety of musical forms.</p>	<p>Impact: Children develop a sense of responsibility, consideration for the emotions of others, self-respect and self-confidence.</p> <p>Children develop high expectations and a positive attitude in the discipline of learning a musical instrument.</p> <p>Children enjoy celebrating others' achievements and have opportunities to feel proud of themselves and others.</p>	<p>Impact: A positive and supportive school ethos is in place.</p> <p>Children work co-operatively with others and are sensitive to their needs and feelings.</p> <p>Children share and express emotions through their music/ singing.</p> <p>Children have effective relationships with the local community through performing at events.</p>	<p>Impact: Children have a well-rounded musical education and appreciate human creativity and achievement.</p> <p>Children have opportunities to learn about different cultures, in line with our inclusive school ethos.</p> <p>Children have opportunities to showcase their unique talents and feel valued for this.</p>
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SMSC development in Art and Design



Evidence:
By exploring different artists' interpretations of a key figure or event and asking what the artist was trying to convey.

By promoting the process of 'reviewing and evaluating'; giving the children the opportunity to reflect on their own work and that of others through presentation of artwork.

Through producing art work linked to religious or spiritual beliefs through RE unit – 'How faith is represented through art' (Y5) and the NATRE art competition 'Spirited Arts'.

Children are provided with opportunities to explore the mediums of nature and natural phenomena. Children may be involved in creating a piece of still life, by using plants, flowers or fruit; making mud/ clay sculptures in the classroom or as part of Forest School; creating art using natural resources such as leaves, twigs, conkers, grass, etc.

Responding to and using visual images to evoke a range of emotions.



Evidence:
By exploring how emotions and inner feelings are expressed through painting, sculpture and architecture in our art curriculum.

By encouraging response to and use of visual images to evoke a range of emotions e.g. through Y6 graffiti unit

Children explore how emotions and inner feelings are expressed through drawing, painting, collage, digital media, textiles or 3D Form.

As a school we use children's artwork to create an empathetic learning environment, where mutual respect between diverse beliefs and faiths is promoted.

Children's artwork represents various cultures and learning about their traditions and festivals e.g. Hinduism and Sikhism - Diwali – creating Diva lamps and rangoli patterns; Islam – making cards and decorations for Eid parties.



Evidence:
By exploring art as a powerful social tool e.g. in advertising, in representing particular groups, designing and making art work to send a message

By collaborating to produce some artworks as a team and understanding how art can bring communities together e.g through Y6 graffiti art unit.

Delivering a range extra-curricular art clubs throughout the school.

Through children's families, and children in other year groups, being invited to 'art exhibitions' of children's work at the end of an art unit.

Children demonstrate pride and curiosity in creating their own work and celebrating this with other children, parents/ carers and wider stakeholders through assemblies, display, workshops and whole school enrichment events.

We promote the process of dialogue, evaluation and feedback. Children work with their teachers (and peers) to provide constructive feedback in order to evaluate their work.



Evidence:
By experiencing a wide range of creative media from around the world.

By developing aesthetic and critical awareness at an age-appropriate level.

By using art to show research into other curricular areas (links with history, geography RE). Knowing how art came before written language when studying ancient civilisations in history to shape a culture; e.g. Benin bronzes

Children develop a sense of awe and wonder at human innovation in artwork across history.

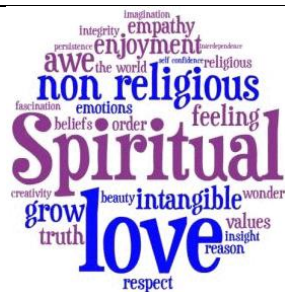
Children develop aesthetic and critical awareness through enriching their experiences of learning about artists both past and present.

Children participate in cultural opportunities to work with external partners: visiting artists, theatre groups, art galleries and working with different schools both within the curriculum and through additional extra-curricular clubs.



<p>Developing one's own imagination and creativity, through experimentation with various media.</p> <p>Exploring mindfulness, through music during creative activities.</p>			
<p>Impact: Children show empathy and develop the ability to reflect on their own and others' learning and achievements.</p> <p>Children develop positive attitudes, values and principles.</p> <p>Children develop respect for themselves and others.</p> <p>Children are able to express themselves imaginatively and creatively in a variety of forms.</p>	<p>Impact: Children develop a sense of responsibility, consideration for others, self-respect and self-confidence.</p> <p>Children develop high expectations and a positive attitude.</p> <p>Children enjoy celebrating others' achievements and have opportunities to feel proud of themselves and others.</p> <p>Children have a wider understanding of the needs of others.</p>	<p>Impact: A positive and supportive school ethos is in place.</p> <p>Children work co-operatively with others and are sensitive to their needs and feelings.</p> <p>Children share and express emotions through their work.</p> <p>Children feel valued in lessons and everyday school life as they are confident to share their views.</p> <p>Children have effective relationships with the local community.</p>	<p>Impact: Children have a well-rounded art education and appreciate human creativity and achievement.</p> <p>Children have opportunities to learn about different cultures, in line with our inclusive school ethos.</p> <p>Children have an understanding of the world (and its history) outside their own locality.</p> <p>Children have opportunities to experience awe and wonder throughout the curriculum as well as participating in a wide variety of extra-curricular activities.</p> <p>Children have opportunities to showcase their diverse talents and feel valued for this.</p>

SMSC development in Design and Technology



Evidence:
Children are given opportunities to celebrate personal creativity and innovation through product design.

Children explore the emotions of design development and have time to reflect, review and evaluate their own work and that of others.

Children evaluate their strengths and possible improvement areas thus creating self-confident and resilient learners.

Children use imagination and innovation in individual and group work. They appreciate the awe, wonder and mystery when studying the natural world and human achievement.



Evidence:
Children demonstrate respect for others and their own work; appreciating the value of similarities and differences in finished products.

Teachers establish and maintain a safe, secure learning environment that encourages respect for equipment and develops respect for children's own health and safety and that of others.

Children are asked to think ethically when resourcing projects and considering 'fair trade' food items within food technology.

Children consider the user and purpose of the products they are creating within the wider community.



Evidence:
Children use research and design to create products that fit a design criteria to resolve a specific purpose or suit a particular user.

Children conduct product research at an age-appropriate level, taking into account the views and opinions of others when making choices.

Children work collaboratively to come up with design ideas and solutions as well as presenting final products to explain how they meet the design criteria.

A good sense of community is developed through working co-operatively to design a product to solve a problem.

Children take part in group discussions and decide roles within their group.

Children share their ideas and work with their families and school enrichment events showcase their achievements.



Evidence:
Children considering cultural influences on design.

Children ask questions about functionality versus aesthetics through evaluations.

Children appreciate how culture has influenced design over time, including technological advancements.

Children explore a range of materials and equipment used by different cultures.

Children gain inspiration through research into STEM careers promoting equality of opportunity. For example, during the school's Science Week activities.



<p>Impact: Children show empathy and develop the ability to reflect on their own and others' learning and achievements.</p> <p>Children develop positive attitudes, values and principles.</p> <p>Children develop respect for themselves and others.</p> <p>Children are able to express themselves innovatively and creatively in a variety of forms.</p>	<p>Impact: Children develop a sense of responsibility, consideration for others, self-respect and self-confidence.</p> <p>Children develop high expectations and a positive attitude.</p> <p>Children enjoy celebrating others' achievements and have opportunities to feel proud of themselves and others.</p> <p>Children have a wider understanding of the needs of others and what is 'fair' across the globe.</p>	<p>Impact: A positive and supportive school ethos is in place.</p> <p>Children work co-operatively with others and are sensitive to their needs and feelings.</p> <p>Children feel valued in lessons and everyday school life as they are confident to share their views.</p> <p>Children have effective relationships with the local community and make positive contributions to whole school events.</p>	<p>Impact: Children have a well-rounded design and technology education and appreciate human ingenuity and technological achievement.</p> <p>Children have opportunities to showcase their diverse talents and feel valued for this.</p> <p>Children recognise that irrespective of race, religion or gender that they can aspire towards any future they choose.</p>
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SMSC development in M.F.L (French)



Evidence:
Children are immersed in languages from around the world through their topic work.
Children understand where around the world the French language is spoken.



Evidence:
Children have an accurate, truthful and respectful understanding of the French culture.
Throughout the Rigolo scheme of work, children gain an understanding of the traditions in French culture and customs e.g. food and games etc.
In learning about the history of France the children are taught to understand how France has similar values to the United Kingdom of freedom and democracy.



Evidence:
Children learn the skill of communicating in different ways and explore different social conventions. For example, forms of addressing one another and adults in French.
Children apply these social conventions during MFL lessons and other suitable times for the class teacher.
Through languages teaching, children recognise and appreciate the variety of languages and customs of others within our own school community.
The children act out conversations in French e.g. through role-play, singing and playing French games in collaboration with others improving their confidence to use their social skills through a different language.
Learning to speak confidently in another language, opens up children's willingness to speak in a variety of social settings.



Evidence:
Through languages teaching, children appreciate the language and customs of others within our own and the wider community.
Children explore the literature and culture of other countries through the teaching of a broad, ambitious curriculum and making links with other subject areas. For example: Music - listening to music from composers of other countries and singing songs in different languages Art - artists and art styles from different countries. By taking part in special cultural occasions e.g. Eid, Diwali and Chinese New Year.
The children learn about French food, art, music, history and traditions.
Children compare cultures in French lessons, exploring festivities which are similar to the United Kingdom and some which are not common in the United Kingdom
They also understand how France is different (no monarchy) and why this is important to the people of France.



<p>Impact: Children show empathy and develop the ability to reflect on other lifestyles.</p> <p>Children develop positive attitudes and respect for others.</p> <p>Children are able to express themselves creatively in a different language form.</p>	<p>Impact: Children enjoy celebrating each other's achievements in French and have opportunities to feel proud of their new language acquisition.</p> <p>Children are confident, caring and keen to help others succeed in a new language.</p> <p>Pupils have a wider understanding of different cultures.</p>	<p>Impact: Children understand the formality (and informality) of different social constructs and the way they should respectfully conduct themselves to be socially acceptable.</p> <p>Children make links between customs in different cultures and their own thus illustrating commonalities across the globe.</p>	<p>Impact: Children have a well-rounded education and appreciate different language forms.</p> <p>Children have opportunities to learn about different cultures where different languages are spoken thus contributing to our inclusive school ethos.</p> <p>Children have a greater understanding of the world outside their own locality.</p>
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