



# SMSC Provision Audit 21-22

## Spiritual development

Through the curriculum, pupils develop:

- An ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- Knowledge of, and respect for, different people's faiths, feelings and values
- A sense of enjoyment and fascination in learning about themselves, others and the world around them
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences

| SUBJECT/AREA          | EVIDENCE OF CURRENT SMSC OPPORTUNITIES  | AREAS TO DEVELOP  |
|-----------------------|---|---|
| <p><b>English</b></p> | <ul style="list-style-type: none"> <li>• Use of texts from different cultures and backgrounds</li> <li>• Through comprehension activities, pupils are encouraged to empathise with characters and compare to own experiences</li> <li>• Children encourage to write from different perspectives to show an empathy/understanding/respect of varied faiths, beliefs and ideals</li> <li>• Creativity is harnessed within children's writing across our curriculum and allowed to blossom more freely especially through poetry units of study</li> </ul> | <ul style="list-style-type: none"> <li>✓ Creativity-as in creative writing opportunities could be enhanced to build a stamina for relying on individual imagination for a complete piece of work by the end of KS2</li> </ul> |

| SUBJECT/AREA        | EVIDENCE OF CURRENT SMSC OPPORTUNITIES   | AREAS TO DEVELOP  |
|---------------------|--|---|
| <p><b>Maths</b></p> | <ul style="list-style-type: none"> <li>• Children are encouraged to dig deeper into their understanding of Mathematics: how it relates and can be used to explain the world around them.</li> <li>• A range of teaching strategies are used which allow pupils to be creative and imaginative (developing models, stories, questions) or reflective (justifying a particular choice of method, explaining mistakes and the learning which came from them.)</li> <li>• Children are encouraged to reflect on their learning to have an accurate grasp of where they are and how they need to improve.</li> <li>• Relevant everyday skills are taught in contextual lessons to help children understand the world around them, eg: telling the time, reading measurements and scales, analysing data and exploring different currencies.</li> <li>• Children are given the choice in many lessons regarding the methods that they use. They are also able to choose their own problems and begin to create their own.</li> <li>• Children explore shapes in the world around them and are able to talk creatively using mathematical language when constructing and describing models.</li> <li>• Mathematics can stimulate moments of awe and wonder as learners notice a connection or pattern for the first time. It encourages independence and the ability to make decisions based on evidence, reasoning and logic.</li> </ul> | <ul style="list-style-type: none"> <li>✓ Making cross – curricular mathematics more explicit by identifying specific mathematical skills to further promote a sense of enjoyment and fascination in learning about themselves, others and the world around them<br/>E.g.</li> <li>✓ Symmetry in Rangoli patterns RE/Art</li> <li>✓ Data analysis in Science and humanities</li> <li>✓ Measurement in Art DT PE</li> </ul> |

| SUBJECT/AREA   | EVIDENCE OF CURRENT SMSC OPPORTUNITIES  | AREAS TO DEVELOP   |
|----------------|---|--|
| <b>Science</b> | <ul style="list-style-type: none"> <li>• contributes to children's SMSC development through: Encouraging pupils to reflect on the wonder of the natural world;</li> <li>• Children are taught to:</li> <li>• <b>KS1</b></li> <li>• Learn what humans, other animals and plants need in order to survive.</li> <li>• Understand why habitats are so important for survival.</li> <li>• Know the parts of our human bodies and why our senses are important.</li> <li>• Know why we should never look at the sun.</li> <li>• Know why food chains are so important to the survival of an animal.</li> <li>• Know that animals have offspring that grow into adults.</li> <li>• Know why flowers are so important in life the life cycle of flowering plants.</li> <li>• Know that animals need the right types of nutrition to help them grow.</li> <li>• Understand the importance of exercise and diet for our bodies, including hygiene.</li> <li>• Learn about different materials and their uses</li> <li>• <b>LKS2</b></li> <li>• Describe the simple functions of the basic parts of the digestive system.</li> <li>• Identify the different types of teeth in humans and their simple functions.</li> <li>• Understand the importance of food chains, identifying producers, predators and prey.</li> <li>• Know what animals and plants need, in order to survive.</li> <li>• Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> <li>• Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>• Recognise that environments can change and that this can sometimes pose dangers to living things.</li> <li>• To understand why precautions are taken when working safely with electricity or boiling water.</li> <li>• <b>UKS2</b></li> <li>• Describe the differences in animals and plants and the life cycles of certain species.</li> <li>• Describe the changes as humans develop into old age.</li> <li>• Describe the life process of reproduction in some plants and animals.</li> <li>• Name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>• Learn about different materials and how they can be</li> </ul> | <ul style="list-style-type: none"> <li>✓ Working with others from different cultural</li> <li>✓ Reflecting on experiments on what went and even better if</li> </ul> |

| SUBJECT/AREA                 | EVIDENCE OF CURRENT SMSC OPPORTUNITIES  | AREAS TO DEVELOP  |
|------------------------------|---|---|
| <b>Art and design</b>        | <ul style="list-style-type: none"> <li>• Appreciation of art from a range of artists</li> <li>• Studying artists with spiritual or religious themes</li> <li>• Children's imagination and creativity are nurtured</li> </ul>  | <ul style="list-style-type: none"> <li>✓ Links to local artists</li> </ul>  |
| <b>Computing</b>             | <ul style="list-style-type: none"> <li>• Exploring how ideas in computing have inspired them and others.</li> <li>•</li> <li>• Providing opportunities for pupils to explore their own creativity and imagination when developing digital products.</li> <li>• Promoting pupils' self- esteem through opportunities to present their work to others.</li> </ul>   | <ul style="list-style-type: none"> <li>✓ Reflecting on situations where computers perform better than people, whilst understanding the limitations of ICT.</li> </ul>   |
| <b>Design and technology</b> | <ul style="list-style-type: none"> <li>• Opportunities to use imagination and creativity in designing, making and evaluating own products</li> <li>• Teachers say they are confident in and enjoy the creative side of D&amp;T.</li> <li>• Examples of chn's work that showcase the creativity and imagination throughout the process.</li> <li>• Reflection on products and inventions from different times, places and cultures.</li> </ul> | <ul style="list-style-type: none"> <li>✓ Reflection on the diversity of material and ways in which design can improve the quality of our lives</li> <li>✓ Awareness of how different cultures have contributed to technology</li> </ul> |
| <b>History</b>               | <ul style="list-style-type: none"> <li>• An understanding of Ancient religions and how these impacted on life at the time.</li> </ul>   | <ul style="list-style-type: none"> <li>✓ Incorporate the history of areas outside of the UK where our children's families may originate.</li> </ul>   |

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|--|---|---|
| <p><b>Geography</b></p>                | <ul style="list-style-type: none"> <li>• Geography is an area in which is taught through people in real places means that it constantly links and develops pupils spiritually.</li> <li>• Pupils are encouraged to reflect upon similarities and differences when exploring different places therefore taking into account different ways of living in different places and different/ similar perspective on life.</li> <li>• An example of this is when learning about natural disasters or populations around the world it allows pupils the opportunity to appreciate the fascinating work around them. The study of the population and globalisation also allows pupils to reflect on their own beliefs and others, and the impacts a global world has on these.</li> <li>• Geography allows pupils the opportunity to share ideas/ experiences that are close to home (e.g. local area) to more further afield.</li> <li>• Throughout all years, some references are made to differing ways of life – which includes culture/ religion/ belief systems. For example, in year 2 this is through the study of comparing Burton Latimer to a village in Kenya. In Year 3 pupils will gain an understanding of how Rainforest communities may be very different from our own. In year 5 pupils will be given the opportunity to compare the countries of Yemen and the UK and learn about the Humanitarian Crisis.</li> </ul> | <ul style="list-style-type: none"> <li>✓ Making cross curricular links where possible</li> <li>✓ e.g. during art/ design &amp; technology topic</li> </ul>  |
| <p><b>Modern foreign languages</b></p> | <p>In Spanish children have the opportunity to learn about Spanish culture. They also have time to reflect on their work and others through self-assessment, peer assessment and verbal feedback from the teacher throughout the lesson. The Spanish lessons allow children to be creative for example, writing their own Spanish stories and singing and creating their own Spanish songs. At Christmas time, children learn how Christmas is celebrated in Spain and investigate the differences with their own celebration of Christmas and how it is celebrated in Spanish culture.</p>   | <p>There are 20 countries around the world that speak Spanish so it would be good to plan in opportunities to investigate whether the culture is similar in another country that speaks Spanish to the culture in Spain. Planning lessons on Spanish religion could also provide children with further learning about Spain and an opportunity to reflect and respect other people's views.</p> |

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|--------------|---|--|
| <b>Music</b> | <ul style="list-style-type: none"> <li>• Use of songs from different cultures and backgrounds using Charanga scheme, Sing Up songs and Out of the Ark songs in assemblies</li> <li>• Songs about faith discussed with chn as beliefs that certain religious groups have</li> <li>• Songs chosen to reflect positive values and attitudes</li> <li>• Opportunities to be creative in music making during composition and improvisation lessons from Charanga scheme.</li> <li>• Opportunities to reflect on performances they have participated in and observed and share thoughts of these experiences</li> </ul> | <ul style="list-style-type: none"> <li>✓ Understanding how music plays an important role in many religions – liaise with RE lead</li> </ul>  |
| <b>PE</b>    | <ul style="list-style-type: none"> <li>• <b>Yoga:</b> Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well-being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will be given the opportunity to work collaboratively with others and be given the opportunity to create their own flows and lead others.</li> </ul>  | <ul style="list-style-type: none"> <li>✓ To ensure all staff follow the new Get 4 PE Scheme as from April 2020.</li> <li>✓ To use dance cross-curriculum links with RE.</li> </ul> |
| <b>PSHE</b>  | <ul style="list-style-type: none"> <li>• Exploration of identity through You, Me PSHE encourages not only recognizing self but recognizing difference with respect and positivity</li> <li>• You, Me, PSHE encourages reflection throughout the curriculum. It reinforces our school value of reflection</li> </ul>   | <ul style="list-style-type: none"> <li>✓ To ensure all staff follow the You, Me, PSHE scheme from September 2021 onwards</li> </ul>  |

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|--|--|---|
| <b>Religious education</b>                                   | <ul style="list-style-type: none"> <li>• Assembly timetable recognises key festivals in all religions and special days</li> <li>• RE curriculum using Agreed Syllabus</li> <li>• Harvest Festival assembly in school and supporting the charity</li> <li>• KS1 Christmas Production in St Mary's church</li> <li>• EYFS Nativity</li> <li>• Speakers in assemblies to discuss impact on lives</li> <li>• RE Curriculum discussions. Subject Leaders attend Network Meetings</li> <li>• Celebration Assembly where children's external activities are celebrated</li> <li>• Encouraging pupils to share their beliefs with their classes</li> </ul> | <ul style="list-style-type: none"> <li>✓ Speakers from different faiths in assemblies to discuss impact on lives</li> <li>✓ To use the Big Questions to enrich RE curriculum discussions</li> </ul> |
| <b>Outdoor Learning</b>                                      | <ul style="list-style-type: none"> <li>• Children have the opportunity to learn outdoors through all subjects, they are able to reflect on their learning through this.</li> <li>• Children are able to enjoy learning about themselves, others and the world around them through outdoor experiences.</li> </ul>  | <ul style="list-style-type: none"> <li>✓ Plan and use the outdoors 2 lessons per half term.</li> </ul>  |
| <b>Extra-curricular activities</b><br>Junior Leadership Team | <ul style="list-style-type: none"> <li>• Children reflect in each meeting on how their learning journey at school is progressing, they encourage their peers to do the same and share reflections on their behalf. We as a team respond if required to support our learning community as a whole?</li> </ul>   | <ul style="list-style-type: none"> <li>✓ Develop the reflection of their peers further by getting representation from Whole School Councilors</li> </ul>  |

## Moral development

Through the curriculum, pupils develop:

- An ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England
- An understanding of the consequences of their behaviour and actions
- An interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues

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| <b>English</b> | <ul style="list-style-type: none"><li>• Use of texts from different cultures and backgrounds</li><li>• Through comprehension activities, pupils are encouraged to empathise with characters and compare to own experiences</li><li>• Children encourage to write from different perspectives to show an empathy/understanding/respect of varied faiths, beliefs and ideals</li><li>• Creativity is harnessed within children's writing across our curriculum and allowed to blossom more freely especially through poetry units of study</li><li>• Talk for Writing introduce in September 2021, supports creative writing opportunities</li></ul> | ✓ Creativity-as in creative writing opportunities could be enhanced to build a stamina for relying on individual imagination for a complete piece of work by the end of KS2 |

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|---------------------|---|--|
| <p><b>Maths</b></p> | <ul style="list-style-type: none"> <li>• Children are helped to recognise how logical reasoning can be used to consider the consequences of particular decisions and choices.</li> <li>• Children explore a range of Mathematical investigations where they are challenged and made aware that there may be more than one solution. Pupils are challenged to find alternative methods and discuss the efficiency of these.</li> <li>• Mathematical reasoning is encouraged, through teacher modelling, peer supported and independent learning, for example tasks requiring children to prove or explain whether an answer is right or wrong.</li> <li>• Children are actively encouraged to talk about their learning and listen to other viewpoints, learning to value the opinions and ideas of others.</li> </ul> | <ul style="list-style-type: none"> <li>✓ Children could look at moral issues raised from a question or environmental project in humanities and investigate, using statistics to find an answer.</li> <li>✓ Mathematical lessons could be linked to global charities, such as Children in Need and Comic Relief.</li> </ul> |

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|------------------------------|--|--|
| <p><b>Science</b></p>        | <p><b>Science</b> contributes to children's SMSC development through:</p> <ul style="list-style-type: none"> <li>• Consideration of the moral dilemmas that can result in scientific developments;</li> <li>• Awareness of the ways that science and technology can affect society and the environment;</li> <br/> <li>• Children are taught that:</li> <li>• We should look after our communities and environments because:</li> <br/> <li>• Our habitats are so important for the survival of both animals and plants.</li> <li>• Food chains are so important to the survival of an animal.</li> <li>• Flowers are so important in the life cycle of flowering plants.</li> <li>• If environments change, this can sometimes pose dangers to living things.</li> <br/> <li>• Children are also taught to understand that sometimes changes are made to improve the lives of some but which may have consequences for others. E.g, when building new homes, humans will benefit but other animals may die or be moved on.</li> </ul> | <p>✓</p>   |
| <p><b>Art and design</b></p> | <ul style="list-style-type: none"> <li>• Art lessons develop children's aesthetic appreciation</li> <li>• Make constructive observations and critiques of others art work</li> <br/> <li>• Giving pupils the chance to reflect on nature, their environment and surroundings.</li> </ul>   | <p>✓ Understanding of appropriateness of art (graffiti) (Banksy)</p> |

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|------------------------------|--|---|
| <b>Computing</b>             | <ul style="list-style-type: none"> <li>• Exploring how ideas in computing have inspired them and others.</li> <li>•</li> <li>• Providing opportunities for pupils to explore their own creativity and imagination when developing digital products.</li> <li>•</li> <li>• Promoting pupils' self- esteem through opportunities to present their work to others.</li> </ul> | <ul style="list-style-type: none"> <li>✓ Reflecting on situations where computers perform better than people, whilst understanding the limitations of ICT.</li> </ul>   |
| <b>Design and technology</b> | <ul style="list-style-type: none"> <li>• Teachers encourage respectful use of equipment and resources.</li> <li>• During the evaluation process children are kind and fair in their critique.</li> </ul>   | <ul style="list-style-type: none"> <li>✓ Awareness of the moral dilemmas created by technological advances and their consequences</li> <li>✓ Opportunities to form own view points on these moral dilemmas and appreciate those of others.</li> <li>✓ This will be addressed via embedding links to the Global Curriculum within lessons. As is being seen in Humanities lessons, there could be a reflection question or statement per session that addresses these areas.</li> <li>✓ Have made links with Trickers shoe makers and have links to Northampton Shoe Museum. We also have links to Dr Martins via other staff. To think about locally sourced textiles/materials as opposed to cheaply made products in other countries where employees may not be treated well.</li> <li>✓</li> </ul> |
| <b>History</b>               | <ul style="list-style-type: none"> <li>• Opportunities to discuss issues such as the Holocaust</li> <li>• Learn about how women and children didn't always have the same equality that they do now.</li> <li>• Inequalities between different races in a variety of time periods.</li> <li>• An understanding of slavery throughout history.</li> </ul>                    | <ul style="list-style-type: none"> <li>✓ Include key British events eg. The Suffragette movement</li> </ul>   |

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|---------------------------------|--|---|
| <b>Geography</b>                | <ul style="list-style-type: none"> <li>• Geography is a subject that lends itself to investigations, debates and a consideration of different viewpoints. Most geographical issues have a moral dimension.</li> <li>• Within many geography topics, pupils are given opportunities to share their views and opinions of how our actions as humans are impacting upon the world we live in. These are put into perspectives that are relatable within our own lives but also provide awareness of how issues impact more globally.</li> <li>• When considering physical topics such as rivers, flooding and coasts; consideration is given to how much these issues that arise are man-made and is because of exploitation. Therefore, understanding the consequences of behaviours and actions.</li> <li>• For example; Year 5's water topic.</li> </ul> |   |
| <b>Modern foreign languages</b> | <ul style="list-style-type: none"> <li>• In Spanish lessons, children are expected to follow the same rules and behaviour policy as they would in other lessons. The lessons are well paced and learning is interesting to keep the children engaged and therefore it helps the children to have good behavior and remain engaged in their learning. There is currently a classroom language sheet up in every key stage two classroom, however this needs further development.</li> </ul>   | <ul style="list-style-type: none"> <li>✓ Further develop the children's understanding of Spanish classroom language so they know what you are asking them to do in Spanish for example, open your book or asking the children to be ready for learning. Also if possible teachers using the classroom language in other subjects not just in a Spanish lesson.</li> </ul> |
| <b>Music</b>                    | <ul style="list-style-type: none"> <li>• Songs chosen to help chn think about moral issues</li> <li>• When collaborating on a musical project, chn have to adapt and listen to viewpoints of others.</li> </ul>  | <ul style="list-style-type: none"> <li>✓ Look at 'celebrity' musicians and how they portray themselves in the media</li> </ul>  |

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| <b>PE</b>                  | <ul style="list-style-type: none"> <li>• <b>Team building units:</b> Pupils develop their communication and problem-solving skills. They work individually, in pairs and in small groups. Throughout, there is an emphasis on teamwork. They learn to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety. Pupils have the opportunity to show honesty and fair play.</li> <li>• <b>Games units:</b> Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self-managing games, as well as developing their ability to evaluate their own and others' performances.</li> <li>• They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees.</li> </ul> |   |
| <b>PSHE</b>                | <ul style="list-style-type: none"> <li>• You, Me, PSHE curriculum provides opportunities for pupils to explore wider life situations in a safe environment to question and discuss morality and legal boundaries as part of our British values</li> </ul>   | <ul style="list-style-type: none"> <li>✓ Monitoring of individual books in KS2 and the Big Books. Do pupils like using them? Are they finding it helpful? Are they given opportunities to reflect on their learning.</li> </ul> |
| <b>Religious Education</b> | <ul style="list-style-type: none"> <li>• Trips organised with Religious theme studying different faiths</li> </ul>  | Visitors promoting racial, religious and other forms of equality  |

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| <p><b>Outdoor Learning</b></p>                                       | <ul style="list-style-type: none"> <li>• Children gain an understanding of the consequences of their behaviour and actions by learning outdoors.</li> <li>• Children have the chance to investigate the school environment and how we can make changes in our behaviours to support and look after the outdoor environment.</li> <li>• All children are able to share their interests by investigating the outdoors and share each other's views on the different seasons through the Wanderlust scheme.</li> </ul> |   |
| <p><b>Extra-curricular activities</b><br/>Junior Leadership Team</p> | <ul style="list-style-type: none"> <li>• Our JLT have been a part of our behavior policy this year and as such have been reflective in their exploration of how to implement the reflection room element of our policy.</li> </ul>  | <p>JLT could support staff in the running of the room- share their feelings about children ending up in the reflection room- this could positively impact behavior- possibly just Head Boy, Girl and deputies</p> |

## Social development

Through the curriculum, pupils develop:

- A use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- A willingness to participate in a variety of communities and social settings, including by volunteering, co-operating well with others and being able to resolve conflicts effectively
- An acceptance of 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. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

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| <p><b>English</b></p> | <ul style="list-style-type: none"> <li>• Group speaking and listening/drama activities enable pupils to develop social skills e.g. co-operation and teamwork</li> <li>• Historic text studies give children the opportunity to explore the question our modern British values comparatively i.e. street child- Barnados and rights of the child</li> <li>• Opportunities for peer marking allow pupils to take responsibility for others learning and explore social expectations as to respecting each other's different abilities and viewpoints.</li> <li>• Parent/families invited in for family reading time</li> <li>• Governors/SLT come into classes to read</li> </ul> | <ul style="list-style-type: none"> <li>✓ Sharing our work within our community/using community activities/interactions to inspire our work</li> <li>✓ Reading Buddies planned to develop social inreaction across year groups</li> </ul> |

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| <b>Maths</b>          | <ul style="list-style-type: none"> <li>• Children are provided with opportunities to work together productively on mathematical tasks and supported to see that the result is often better than any of them could achieve separately.</li> <li>• Children are taught in mixed ability classes and encouraged to work with talk partners.</li> <li>• Problem solving and reasoning is a part of every lesson and this may be completed as a whole class, in a group or with a partner.</li> <li>• Children are encouraged to communicate mathematically when discussing, explaining and presenting ideas, through which they are able to develop their Mathematical reasoning skills.</li> <li>• A problem solving approach to any work set is fostered that encourages children to break tasks into smaller manageable parts, often with the assistance of others.</li> </ul> | <ul style="list-style-type: none"> <li>✓ Opportunities to participate with other students in the community</li> <li>✓ Links with other primary schools</li> <li>✓ Secondary schools</li> <li>✓ Participation in TT Rockstars competitions</li> </ul> |
| <b>Science</b>        | <ul style="list-style-type: none"> <li>• <b>Contributes to children's SMSC development through:</b></li> <li>• Co-operation in practical activity;</li> <li>•</li> <li>• When working scientifically, pupils are expected to :</li> <li>• Work collaboratively with others who may be different to themselves. E.g, a difference in culture, colour, race, religion, sex or beliefs.</li> <li>• Listen to and respect the views of others.</li> <li>• Voice their own opinions constructively.</li> </ul>   | <ul style="list-style-type: none"> <li>✓ For our children to work collaboratively with children from different religious, ethnic and socio-economic backgrounds. Maybe a visit to a school in town?</li> </ul>                                       |
| <b>Art and design</b> | <ul style="list-style-type: none"> <li>• Art evokes feelings of 'awe' and 'wonder'</li> <li>• Children participate in group art work</li> </ul>   | <ul style="list-style-type: none"> <li>✓ Giving children a voice through art</li> </ul>  |

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| <b>Computing</b>             | <p>Preparing pupils for the challenges of living and learning in a technologically-enriched digital world.</p> <p>Highlighting ways to stay safe online especially in regards to social media platforms.</p> <p>Discussing the impact of ICT on the ways people communicate and helping pupils express themselves clearly.</p> <p>Encouraging collaborative learning through paired and group activities.</p> | <ul style="list-style-type: none"> <li>✓ Engage with competitions or collaborations with other schools and communities.</li> <li>✓ Promoting good etiquette habits when using digital technologies and social media platforms.</li> </ul> |
| <b>Design and technology</b> | <ul style="list-style-type: none"> <li>• Opportunities to work as a team, recognising others' strengths, offering evaluations and sharing equipment.</li> <li>• Designing, making and evaluating products based on the needs of a target audience, including making products accessible.</li> </ul>   | <ul style="list-style-type: none"> <li>✓ Increase the opportunities to work collaboratively and share work with in school</li> </ul>  |
| <b>History</b>               | <ul style="list-style-type: none"> <li>• History of democracy learnt in yr3 as part of Ancient Greece.</li> <li>• Year group assemblies</li> <li>• Visits from outside agencies and trips.</li> <li>• Group work within lessons</li> </ul>  | <ul style="list-style-type: none"> <li>✓ Develop links with local primary and secondary schools</li> </ul>  |

| SUBJECT/AREA                    | EVIDENCE OF CURRENT SMSC OPPORTUNITIES  | AREAS TO DEVELOP  |
|---------------------------------|---|---|
| <b>Geography</b>                | <ul style="list-style-type: none"> <li>• Pupils are given the opportunity to visit different places in order to develop their knowledge of how Britain is today and participate in a variety of different communities and settings.</li> <li>• The Junior Leadership Team and Eco Team meet regularly with a democratic approach when discussing school environment or local community projects they would like to participate in.</li> <li>• Geography lessons taught ensure the pupils have the opportunity to work collaboratively with others to develop their social skills through pair work, group work, role play and geographical games to foster good social behaviour and self-discipline. Pupils are encouraged to work with different pupils who they may not usually work with to further develop those social interactions.</li> </ul> | <ul style="list-style-type: none"> <li>✓ Further development for pupils to participate within the community.</li> <li>✓ For example; volunteering opportunities</li> </ul>  |
| <b>Modern foreign languages</b> | <ul style="list-style-type: none"> <li>• Children are encouraged to work with other children throughout Spanish lessons.</li> <li>• In Spanish, there is a lot of practicing of how to say the new vocabulary children are learning so this provides lots of opportunities to work in pairs and in groups.</li> <li>• Also speaking a new language helps children to develop their social skills by becoming confident to speak a new language.</li> </ul>  | <ul style="list-style-type: none"> <li>✓ To see if there is an opportunity to work with a Spanish school and children could write letters to one another explaining what their life is like in England/Spain in Spanish.</li> </ul> |
| <b>Music</b>                    | <ul style="list-style-type: none"> <li>• Having a common goal, or a final performance to aim towards encourages team work and participation</li> <li>• Meadowside Choir performing in the community</li> <li>• Assembly Music to listen to is chosen to reflect diversity and different styles of music. 1 half term per year, focus upon British composers to emphasise British Values</li> </ul>  | <ul style="list-style-type: none"> <li>✓ Links with other schools</li> </ul>  |

| SUBJECT/AREA | EVIDENCE OF CURRENT SMSC OPPORTUNITIES  | AREAS TO DEVELOP   |
|--------------|---|--|
| PE           | <ul style="list-style-type: none"> <li>• <b>Team building units:</b> Pupils develop their communication and problem solving skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They are given the opportunity to discuss and plan their ideas.</li> <li>• <b>Games units:</b> They will begin to use rules and simple tactics when playing against a partner. They will be encouraged to demonstrate good sportsmanship and show respect towards others.</li> <li>• <b>Dance units:</b> They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.</li> <li>• <b>Swimming:</b> Pupils take part in team games, collaborating and communicating with others.</li> <li>• <b>Sporting events.</b> Collaborating with others school, team work/ Complete Elements, Reflects School Values</li> </ul> | <ul style="list-style-type: none"> <li>✓ To ensure all staff follow the new Get 4 PE Scheme as from April 2020.</li> </ul>                               |
| PSHE         | <ul style="list-style-type: none"> <li>• Relationships and Health Education that is taught as part of the You, Me, PSHE curriculum encourages discussion about the different types of relationships they may encounter, what a positive relationship looks, feels and sounds like and how to maintain healthy ones. It also prepares them for some of the changes they will experience.</li> <li>• Children learn about the different identities in the community and what they should do when witnessing or facing discrimination. They learn about their place in the local community and how they can make positive contributions.</li> </ul>  | <ul style="list-style-type: none"> <li>✓ Monitoring of Relationships Education and its impact, ensuring it is in line with statutory guidance</li> </ul> |

| SUBJECT/AREA   | EVIDENCE OF CURRENT SMSC OPPORTUNITIES   | AREAS TO DEVELOP  |
|--|--|---|
| <b>Religious education</b>                                   | <ul style="list-style-type: none"> <li>• School Values</li> <li>• Community events - Carol Concerts, Christmas productions, Church visits, Harvest, Easter and Christmas celebrations</li> <li>• RE planning and curriculum to help pupils develop personal qualities which are valued in a civilised society, for example, through thoughtfulness, honesty, respect for difference, moral principles, independence and self-respect.</li> </ul>   | <ul style="list-style-type: none"> <li>✓ To celebrate non – Christian religious festivals in the whole school assemblies</li> </ul> |
| <b>Outdoor Learning</b>                                      | <ul style="list-style-type: none"> <li>• Learning outdoors allows all children to use a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds. This also gives children the opportunity to build on team work.</li> <li>• Outdoor Learning allows us as a school to participate in a variety of communities and social settings, including by volunteering, co-operating well with others and being able to resolve conflicts effectively.</li> </ul> | <ul style="list-style-type: none"> <li>✓ Use of the community for Outdoor Learning.</li> </ul>                                      |
| <b>Extra-curricular activities</b><br>Junior Leadership Team | <ul style="list-style-type: none"> <li>• Year group members of the JLT across the school are voted by their peers as a learning tool for our British Values.</li> <li>• Head Boy and girl, plus deputies, apply by completing and submitting Manifestoes for elections</li> </ul>  | <ul style="list-style-type: none"> <li>✓ Children taking part in wider community projects in Burton Latimer</li> </ul>              |

## Cultural development

Through the curriculum, pupils develop:

- › An understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- › An understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- › An ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- › A knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- › A willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- › An interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity
- › An ability to understand, accept and respect diversity (as shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities)

| SUBJECT/AREA | EVIDENCE OF CURRENT SMSC OPPORTUNITIES | AREAS TO DEVELOP |
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| SUBJECT/AREA   | EVIDENCE OF CURRENT SMSC OPPORTUNITIES   | AREAS TO DEVELOP  |
|----------------|--|---|
| <b>English</b> | <ul style="list-style-type: none"> <li>• Texts used help pupils to explore and understand different cultures and backgrounds</li> <li>• Writing, reading and discussion opportunities to explore/show understanding of characters from different cultures, faiths, eras</li> <li>• Creating and reciting poems for festivals e.g. Harvest and Christmas</li> <li>• Development of Inclusive and diverse books within the library</li> <li>• Whole School Reading Spine includes texts from different cultures</li> <li>• The variety of texts studied to explore wider world/community e.g. black history, LGBT</li> </ul> | <ul style="list-style-type: none"> <li>✓ Visits from local poets and authors built into the curriculum</li> </ul>   |
| <b>Maths</b>   | <ul style="list-style-type: none"> <li>✓ Children are taught that Mathematics is a universal language with a wealth of cultural inputs throughout the ages.</li> <li>✓ Children begin to understand the importance of counting and explore early counting ideas from other countries, such as tallies.</li> <li>✓ Children begin to explore more developed number systems, such as Roman numerals, and imperial and metric measurements. This supports the children to realise how our counting system has developed throughout the ages and shaped the decimal system that we use today.</li> </ul>                       | <ul style="list-style-type: none"> <li>✓ Improve curriculum links with history, art, RE</li> <li>✓ eg: exploring calendars developed from different civilisations, such as the Mayans, Aztecs and Romans.</li> <li>✓ Looking at symmetrical patterns, such as Rangoli.</li> </ul> |

| SUBJECT/AREA                 | EVIDENCE OF CURRENT SMSC OPPORTUNITIES   | AREAS TO DEVELOP   |
|------------------------------|--|--|
| <b>Science</b>               | <ul style="list-style-type: none"> <li>• contributes to children's SMSC development through:</li> <li>• Showing respect for differing opinions, on creation for example;</li> <li>• Raising awareness that scientific developments are the product of many different cultures.</li> <li>• The children are taught to:</li> <li>• Look at and study famous scientists from around the world.</li> <li>• Work collaboratively with others who may be different to themselves. E.g, a difference in culture, colour, race, religion, sex or beliefs.</li> <li>• Listen to and respect the views of others.</li> </ul> |  |
| <b>Art and design</b>        | <ul style="list-style-type: none"> <li>• Art lessons develop children's aesthetic appreciation</li> <li>• Make constructive observations and critiques of others art work</li> <li>• Giving pupils the chance to reflect on nature, their environment and surroundings.</li> <li>• Appreciation of art from a range of artists</li> <li>• Explore a wider range of artistic techniques</li> </ul>  | <ul style="list-style-type: none"> <li>• Community links</li> </ul>  |
| <b>Computing</b>             | <ul style="list-style-type: none"> <li>• Encouraging pupils to appreciate human achievement and acknowledge advances in technology</li> <li>• Teaching pupils how to be sensible users of technology</li> <li>• Supporting pupils to develop an awareness of their audience when communicating with a digital audience</li> </ul>  | <ul style="list-style-type: none"> <li>✓ Empowering pupils to apply their computing skills and knowledge to the wider curriculum</li> </ul>  |
| <b>Design and technology</b> | <ul style="list-style-type: none"> <li>• Understanding how technological advances of different cultures have shaped own heritage and that of others.</li> <li>• Reflection on how these advances help prepare them for life in modern Britain.</li> </ul>  | <ul style="list-style-type: none"> <li>✓ Hope to make links to some chefs from other cultures that are prevalent in our local area. They could do a demo at school, cook with the kids, provide some recipes etc.</li> </ul> |

| SUBJECT/AREA     | EVIDENCE OF CURRENT SMSC OPPORTUNITIES   | AREAS TO DEVELOP  |
|------------------|--|---|
| <b>History</b>   | <ul style="list-style-type: none"> <li>• Historical periods from around the world studied</li> <li>• Chronology of British history shows pupils that different invaders have brought different things to Britain that we still use today e.g. Roman roads</li> <li>• An understanding of the importance of trade and interdependence between countries and how this has increased over time.</li> <li>• Opportunities to study and create their own versions of art and crafts from different time periods, with an understanding of what they were used for at the time.</li> <li>• Children learn about the origins of democracy in Ancient civilizations.</li> <li>• Key historical people learnt about in KS1</li> </ul> | <ul style="list-style-type: none"> <li>✓ More recognition of Black History month within school. With each year group having focused activities.</li> </ul>                              |
| <b>Geography</b> | <ul style="list-style-type: none"> <li>• Pupils are exposed to different cultures and customs during their geography lessons</li> <li>• for example; during Year 2's Spring Term (All around the world) they focus on the Chinese culture and celebrations (Chinese New Year) when looking at the continent of Asia</li> <li>• Pupils are provided with opportunities to learn about different places around the world and the characteristics of their local area, and why it is like that, and contrast where they live with more distant localities, in this country and abroad.</li> </ul>   | <ul style="list-style-type: none"> <li>✓ Whole school 'global' project? (Summer term)</li> <li>✓ Focusing on different cultures – incorporating all areas of the curriculum?</li> </ul> |

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|---------------------------------|---|---|
| <b>Modern foreign languages</b> | <p>In Spanish, children have the opportunity to learn about Spanish culture and the different cultures in the world around them. In my experience, children are interested in the Spanish culture and are also respectful of different cultures within their class. In classes where there are children from another country, we also talk about their culture and how it is similar or different to Spanish culture. For example, some children that are from Poland enjoyed telling us about how they celebrated Christmas when we were learning about how Christmas was celebrated in Spain.</p>   | <p>There are 20 countries around the world that speak Spanish so it would be good to plan in opportunities to investigate whether the culture is similar in another country that speaks Spanish to the culture in Spain. Planning lessons on Spanish religion could also provide children with further learning about Spain and an opportunity to reflect and respect other people's views.</p> |
| <b>Music</b>                    | <ul style="list-style-type: none"> <li>• Use of songs from different cultures and backgrounds using Charanga scheme, Sing Up songs and Out of the Ark songs in assemblies</li> <li>• Music for listening chosen to reflect composers from different cultures and backgrounds – sharing some facts about their lives.</li> <li>• Opportunities to be creative in music making during composition and improvisation lessons from Charanga scheme.</li> <li>• Opportunities to be part of a performance, however small</li> <li>• Recognition for musical activities done outside of school</li> <li>• Encourage respect when listening to different types of music that they may not be familiar with</li> <li>• A more detailed and long term approach to listening to music in assemblies to ensure even more diversity (A Listening calendar)</li> </ul> | <ul style="list-style-type: none"> <li>✓ Opportunities to listen to live performances from a range of different cultures</li> <li>✓ Introduce Musical Theatre club as an extra-curricular</li> </ul>  |

| SUBJECT/AREA               | EVIDENCE OF CURRENT SMSC OPPORTUNITIES   | AREAS TO DEVELOP  |
|----------------------------|--|---|
| <b>PE</b>                  | <p><b>Games:</b> Pupils will show an awareness of keeping others safe and will have the opportunity to lead others through short warm ups.</p> <p><b>General fitness:</b> They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same.</p> <p><b>Lunchtime:</b> Children will encourage each other to take part in organised events run by the Sports Crew.</p>   | <p>To make sports accessible for those who don't enjoy team games. To provide more self-competitive activities.</p> <p>To ensure all staff follow the new Get 4 PE Scheme as from April 2020.</p> |
| <b>PSHE</b>                | <ul style="list-style-type: none"> <li>• You, Me, PSHE curriculum explores and celebrates the difference between different groups of people</li> <li>• Education Awareness Days are discussed and explored in assemblies, reading texts, 'off-timetable' days etc to celebrate and learn about a range of issues happening around the world</li> <li>• Current and world events are explored within assemblies such as Covid-19 being a 'hot topic' of debate for a continued length of time and therefore a reoccurring theme on newsround, which children access at school regularly and discuss with CTs</li> </ul> | <p>To pick out days on the calendar that are relative to Meadowside and can be observed across the school</p>   |
| <b>Religious education</b> | <ul style="list-style-type: none"> <li>• In RE and assemblies, children will learn about different events in various religions' calendars</li> <li>• EYFS Nativity performances</li> <li>• KS1 Christmas Production at school and St Mary's church</li> <li>• KS2 Carol singing</li> <li>• RE integrated within one of the Humanities topics</li> </ul>  | <ul style="list-style-type: none"> <li>• Learning Environment Expectations which reflect themes taught, for example Topic displays would have references to RE topic taught</li> </ul>            |

| SUBJECT/AREA   | EVIDENCE OF CURRENT SMSC OPPORTUNITIES   | AREAS TO DEVELOP   |
|--|--|--|
| <b>Outdoor Learning</b>                                      | <ul style="list-style-type: none"> <li>• Through clear planned lessons children are able to learn about cultural influences and participate and respond positively to artistic, musical, sporting opportunities.</li> <li>• Children are provided with opportunities to learn about different places around the world and the characteristics of the school grounds and local area.</li> </ul> |  |
| <b>Extra-curricular activities</b><br>Junior Leadership Team | <ul style="list-style-type: none"> <li>• The JLT encourage and model sharing our learning environment as a diverse learning community.</li> </ul>  | Could this be more explicit- could the JLT run polls about different aspects of the school/learning environment using a democratic system? |