

### SMSC curriculum tracker at Friars.

	SPIRITUAL DEVELOPMENT	MORAL DEVELOPMENT	SOCIAL DEVELOPMENT	CULTURAL DEVELOPMENT
DEFINITION	<p><i>ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values</i></p> <p><i>sense of enjoyment and fascination in learning about themselves, others and the world around them</i></p> <p><i>use of imagination and creativity in their learning</i></p> <p><i>willingness to reflect on their experiences.</i></p>	<p><i>ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England</i></p> <p><i>understanding of the consequences of their behaviour and actions</i></p> <p><i>interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.</i></p>	<p><i>use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds</i></p> <p><i>willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively</i></p> <p><i>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; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</i></p>	<p><i>understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</i></p> <p><i>understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain</i></p> <p><i>knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</i></p> <p><i>willingness to participate in and respond positively to artistic, sporting and cultural opportunities</i></p> <p><i>interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.</i></p>
Curriculum plans	<p><b><u>Belonging</u></b> –  <b>Art</b> Y1 Au1 Drawing;   <b>RE</b> Y1 au1 Christianity; <b>RE</b> Y1 Au2 Christianity/Christmas; <b>RE</b> Y1 Sp1 Hinduism; <b>RE</b> Y1 Sp2 Islam; <b>RE</b> Y1 Su1 Sikhism; <b>RE</b> Y1 Su2 Family and friends</p> <p><b><u>Survival and hardship</u></b> –  <b>History</b> Y2 Sum1 Intrepid Explorers; <b>Art</b> Y3 Au1 Stone Age;</p>	<p><b><u>Protecting the environment</u></b> –  <b>Art</b> Y1 Sp1 Spring Print; <b>Art</b> Y3 Su1 Rivers 3D;   <b>Science</b> Y1 Au1 Seasonal changes; <b>Science</b> Y1 Au2 Everyday materials; <b>Science</b> Y2 au1 living things in their habitats; <b>Science</b> Y3 Au1 Rocks; <b>Science</b> Y4 Au1 electricity; Y4 Sp1/2 States of matter; Su2 animals including humans; <b>Science</b> Y5 Au1 Living things and their habitats;</p>	<p><b><u>Citizenship</u></b> –  <b>Art</b> Y1 Au1 Drawing; <b>Art</b> Y3 Su1 3D   <b><u>British Values</u></b> –  <b>Art</b> Y1 Au1 Drawing;</p> <p><b><u>Geography</u></b> Y1 Au2 My school and surrounding areas; <b>Geography</b> Y2 Au2 The UK</p> <p><b><u>Developing empathy</u></b> –</p>	<p><b><u>Cultural identity</u></b> –  <b>Art</b> Y1 Sp1 Spring Print;   <b><u>Languages</u></b> – all mandarin units;   <b><u>Music</u></b> – all units   <b><u>Homes</u></b> –  <b>Art</b> Y4 Sp1 textiles   <b><u>Daily family life</u></b> –  <b>Art</b> Y5 Su1 drawing</p>

**History** Y3 Au1 Prehistoric Britain;  
**History** Y4 Au1 Anglo Saxons;

**Geography** Y3 Au2 Village settlers

**Faith and belief –**

**Art** Y4 Au1 painting Anglo Saxons and Vikings;

**History** Y3 Au1 Stone Age to Iron Age; **History** Y3 Spr 2 The Romans;  
**History** Y4 Au1 Anglo Saxons;  
**History** Y5 Au1 Ancient Greece;  
Sum 1 Baghdad

**RE** Y2 Au1 Where does the world come from?; **RE** Y2 Au2 Special books; **RE** Y2 Sp1 Special books; **RE** Y2 Sp1 Jesus stories; **RE** Y2 Sp2 Easter stories; **RE** Y3 Au1 Jewish Belief; **RE** Y4 Au2 the Bible; **RE** Y5 Au1 God;

**Evolution –**

**History** Y1 Su1 Dinosaurs

**How humans are changing natural evolution –**

**Science** Y5 sp1 evolution and inheritance

**Body image –**

**Science** Y6 Su2 animals including humans

**Geography** Y1 Au2 My school and surrounding areas; **Geography** Y2 Au2 The UK; **Geography** Y4 Au1 The Environment; **Geography** Y5 Au2 Climate zones and biomes;  
**Geography** Y6 Au2 Trade and Fair Trade

**Personal responsibility –**

**Art** Y3 Su1 3D

**Material possessions –**

**Art** Y4 Au1 paintings

**Bravery –**

**History** Y1 Au1 Knights and Castles

**Philosophy –**

**History** Y5 Au1 Ancient Greece

**Discrimination & Racism –**

**History** Y4 Sum2 Windrush

**History** Y5 Sum 1 Baghdad

**History** Y6 Au2 WW2

**Animal rights –**

**Science** Y3 Su1 animals including humans;

**DT** Y5 Au2 Crops and animal growth;

**RE** Y5 Sp1 Animal lawsuit

**Art** Y2 Au1 Fire of London; **Art** Y6 Au1 WW2;

**Computing** Y1 Au2 computing skills;

**History** Y2 Au1 Fire of London;

**RE** Y2 Su1 Food and fasting

**Personal safety –**

**Art** Y3 Sp1, collage;

**Computing** Y2 Sp1 E-safety

**Grit and determination –**

**Computing** Y1 Au2 computing skills

**Digital footprints–**

**Computing** Y2 Sp1 E-safety

**Working cooperatively –**

**Art** Y2 Au1 Fire of London;

**DT** Y1 Au1 Textiles; **DT** Y1 Sp1 levers and sliders; **DT** Y1 Su1 recipes; **DT** Y2 Au2 levers and linkages; **DT** Y2 Sp1 wheels and axles; **DT** Y3 Au1 gears and pulleys; **DT** Y3 Sp1 technological developments; **DT** Y4 Au1 series circuits; **DT** Y4 Sp1 create and follow a simple recipe; **DT** Y5 Au2 crops and animal growth; **DT** Y5 Sp1 cam mechanism in a toy

**Sharing Food –**

**DT** Y3 Su1 Know where foods come from

**Celebrating British product design –**

**DT** Y6 Au2 know about a significant designer

**Quality of life across History and different cultures –**

**History** Y2 Au1 Fire of London

**Innovation –**

**History** Y3 Au1 Prehistoric Britain;  
**History** Y4 Au1 Anglo Saxons

**Democracy –**

**History** Y5 Au1 Ancient Greece

**Tolerance–**

**History** Y5 Sum 1 Baghdad  
**History** Y6 Au2 WW2

**Responding positively to musical opportunities –**

All music units

**Respect for disability -**

**Science** Y1 su2 animals including humans; **Science** Y2 Au2/Sp1 Animals including humans; **Science** Y3 Au2 Light; **Science** Y4 Au2 Sound

**Self confidence when speaking/performing in front of others** –

**PE** all units

**Music** all units

**Peace** –

**Geography** Y3 Au2 Village settlers

**History** Y5 Sum 1 Baghdad

**Personal identity** –

**RE** Y1 Su2 Family and Friends; **RE** Y4 Au1 identity

**Symbolism** –

**RE** Y3 Au1 Jewish belief; **RE** Y3 Au2 Light; **RE** Y3 Sp1 Holi; **RE** Y3 Sp2 Jesus and Buddha; **RE** Y3 Su1 Sikh sayings; **RE** Y3 Su2 signs, symbols and sayings

**Worship** –

**RE** Y4 Sp1 Hindu worship;

**Meaning** –

**RE** Y5 Su1 Inner Forces; **RE** Y6 Su1 similarities and differences

**Life after death** –

**RE** Y6 Sp1 Life after death

**Awe and Wonder** -

**Science** Y3 Aut 1 Rocks; Y3 Spring Forces and Magnetism; Y5 Forces; **History** Y2 Spr 1 The Space Race;

**Vegetarianism and veganism** –

**Science** Y3 Su1 animals including humans

**Genetic engineering**–

**Science** Y5 sp1 evolution and inheritance

**Medical interventions** –

**Science** Y6 Su2 animals including humans

**Diversity, Multiculturalism and Equal Opportunities** –

**History** Y4 Sum2 Windrush

**History** Y5 Sum 1 Baghdad

design; **DT** Y6 Au2 processing of food;

**Geography** Y3 Au2 Village settlers;

**PE** all PE units

**Appreciate different viewpoints**

**DT** Y1 Au1 Textiles; **DT** Y1 Sp1 levers and sliders; **DT** Y1 Su1 recipes; **DT** Y2 Au2 levers and linkages; **DT** Y2 Sp1 wheels and axles;

**History** Y1 Su1 Dinosaurs

**Endeavour**

**History** Y3 Au1 Prehistoric Britain;

**History** Y4 Au1 Anglo Saxons; Vikings; The Windrush

**Drug awareness** –

**Science** Y6 Su2 animals including humans

**Being responsible** –

**Computing** Y1 Au1 coding “on the move”; **Computing** Y2 Au1 starter unit; **Computing** Y2 Au2 different sorts of inputs; **Computing** Y3 Au1 starter unit; **Computing** Y4 Au1 starter unit; **Computing** Y4 Au2; **Computing** Y5 Au1 starter unit; **Computing** Y5 Au2 speed, direction and coordinates; **Computing** Y6 Au1 starter unit;

**Poverty and access to electricity**

**Science** Y4 au1 electricity; **Science** Y6 au1 electricity; **Science** Y6 au2 light

**Migration** –

**Geography** Y6 Au2 Trade and Fair Trade

**Slavery** –

**History** Y3 The Romans; **History** Y3 Romans in London;

History Y2 Sum 1 Intrepid  
Explorers;

**Computing** Y6 Au2 more complex  
variables;

**Geography** Y3 Au2 Village settlers;  
**Geography** Y4 Au1 the  
environment

**Forgiveness** –  
**RE** Y2 Su2 Forgiveness