



Newton Bluecoat CE Primary School SMSC Curriculum Cover



| | We promote Spiritual development | We promote Moral development | We promote Social development | We promote Cultural development |
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| Mathematics | <p>By making connections between pupils' mathematical skills and real life; for example, creating pie charts to compare how a child in India spends their day with how children at Newton Bluecoat spend their time.</p> <p>By considering pattern, order, symmetry and scale in both the man-made and natural world.</p> | <p>By engaging pupils playfully; for example, in unequal shares of resources, why might someone be upset if they received less than other people?</p> <p>By reflecting on data that has moral and ethical implications; for example at harvest time, pupils consider the percentage of people around the world suffering from hunger.</p> | <p>By the sharing of resources within the classroom, the negotiating of responses and group problem solving.</p> <p>By analysing social data e.g. on poverty in other countries</p> | <p>By asking questions about the history of maths: for example, 'What did the Greeks discover that we still use in maths today?' or 'How did people buy goods before money was invented?'</p> |

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| English | In responding to a poem, story or text; pupils can be asked, 'I wonder what you think happens next?' 'How would you feel if you were the person in the story?' 'Where have you met these ideas before?' By appreciating the beauty of language. | By exploring stimulus for thinking about the consequences of right and wrong behaviour; pupils can speculate and apply their learning to their own lives. When they do this they are developing their speaking, listening and higher order thinking skills. By considering different perspectives. | By supporting conceptual and language development through an understanding of and debates about social issues e.g. the use of social media. By providing opportunities for talk in a range of settings. A storyteller visits our school to encourage this. Celebrating 'World Book' day. | By pupils telling stories from their own cultures and backgrounds creating the idea that 'everyone has a story to tell' By providing opportunities 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. Our library contains a variety of story and text books about other cultures and countries |

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| | By demonstrating openness to the fact that | By offering pupils the chance to consider the wonder of the natural | By using opportunities during Science lessons to explain how to keep | By asking questions about the ways in which scientific discoveries |

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| Science | <p>some answers cannot be provided by Science. By creating opportunities for pupils to ask questions about how living things rely on and contribute to their environment. By using tools such as Google Earth which allow pupils to plot the stars in relation to their location and open up questions about the size of the universe and how it might have been formed.</p> | <p>world and the inventions which have made the world a better place. By considering that not all developments have been good because they have caused harm to the environment and to people. By encouraging pupils to speculate about how science can be used both for good and evil.</p> | <p>other people safe and how they might protect a younger or vulnerable young person. By exploring the social dimension of scientific advances e.g. environmental concerns, medical advances, energy processes. By hosting a whole school science week.</p> | <p>from around the world have affected our lives. There is a rich heritage of scientific discoveries from Hindu, Egyptian and Muslim traditions.</p> |
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| | By considering how things would be different if the course of events | By exploring the results of right and wrong | By giving the trigger for discussions about how groups and communities | By exploring the history around us in Derby |

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| <p>History</p> | <p>had been different; for example what difference would it have made if the Romans had not invaded Britain or if the Normans had not been successful in 1066?</p> <p>By looking at the history and investigating the reasons why there are Iron Age hill forts etc.</p> <p>By speculating about how we mark important events from history and the people who shaped them e.g. Guy Fawkes on the 5th November, Remembrance Day.</p> | <p>behaviour in the past e.g. wars.</p> <p>By considering some of the characteristics of people who have had a bad influence and caused suffering to others. What have others done to stop injustice? Are there examples of this from the Derby area?</p> <p>By going beyond the facts and asking pupils to make hypotheses and pose questions such as ‘what if...?’ ‘what would have turned a tragedy into a triumph?’ etc.</p> | <p>organised themselves in the past e.g. Romans.</p> <p>By considering questions about social structure in the past, for example, What might pupils say about the rights of children in Victorian times? Is it important that society looks after young children? Are there people in the world who still don’t get a fair deal?</p> <p>By encouraging pupils to talk to their parents and grandparents; for example, when learning about war</p> | <p>By investigating how culture is shaped by history, exploring the ‘cultural heritage’ and in particular the Christian Influence on British culture.</p> |
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| <p>Geography</p> | <p>By using Google maps and asking pupils to imagine what it might be like to live in different parts of the world.</p> | <p>By considering how people treat the environment; posing questions such as, ‘How</p> | <p>By providing positive and effective links with the community, both locally and through linking with other</p> | <p>By making links with other countries through schools linking.</p> <p>By exploring cultures that have had, and still</p> |

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| | <p>By making links with history when exploring the environment and speculating on why the landscape is as it is i.e. in the local area study in Y1.</p> <p>By comparing their lives with pupils living in other countries or other part of the UK, possibly through a schools linking programme.</p> | <p>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?</p> | <p>schools with different demographics both in the UK and globally.</p> | <p>have an impact on the local area.</p> |
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| RE | <p>By experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religion and world views – Christianity and Hinduism in KS1 extending to include Judaism and Islam.</p> <p>By asking and responding to questions of meaning and purpose.</p> | <p>By exploring morality including rules, teachings and commands such as The School Behaviour Policy.</p> <p>By investigating the importance of service to others in Hinduism.</p> <p>By exploring religious perspectives and responses to evil and suffering in the world</p> <p>By asking questions about the purpose and</p> | <p>By exploring the qualities which are valued by our school through our core values of trust, love and courage, as well as a civilized society – thoughtfulness, honesty, respect for difference, independence and interdependence in Y1</p> <p>rules and values in a community unit.</p> | <p>By exploring similarities and differences between faiths and cultures - Christianity and Hinduism in KS1 extending to include Judaism and Islam.</p> <p>By considering in particular different cultural expressions of Christianity.</p> <p>By learning about UK Saints, especially</p> |

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| | By considering ‘big questions’ about God and the world By following Blackburn Diocesan agreed syllabus of RE | meaning of reconciliation and salvation | By asking questions about the social impact of religion at an age appropriate level By visiting of other faiths places of worship | through celebration of these in worship. By engaging with text, artefacts and other sources from different cultures and religious backgrounds. |
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| PSHE | By developing an awareness of and responding to others’ needs and wants. By exploring meaning and purpose for individuals and society. By developing resilience and inner strength. By exploring spiritual practices such as worship and prayer, and considering the impact of these on believers and any relevance to their own life | By exploring what is right and wrong and to work out what we need to do in this particular community to make sure everyone thrives. By making explicit links to the school’s distinctive ethos Pupils participate in class council discussions and contribute to school improvement. | By helping pupils to engage in a democratic process for agreeing the rules for community life e.g. creating class expectations. By creating opportunities for pupils to exercise leadership and responsibility such as Prefect roles, School Council and the Worship Team. E.g. pupils might be asked ‘Why do we think this is important?’ ‘What could we do about it?’ ‘Who would like to take it further?’ Visits from other agencies such as- the | By exploring how different cultures can offer great insights into how we lead our lives. Assemblies, PSHE and R.E lessons introduce the children to a range of cultures by looking at stories, festivals, traditions from a range of cultures so that they better understand the global communities in which we live. |

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| Art | <p>By providing plenty of rich opportunities for pupils both to explore the spiritual dimension and natural phenomena</p> <p>By exploring different artists' interpretations of a key figure or event and asking what the artist was trying to convey e.g. birth of Jesus in RE. By allowing pupils to show what they know through their own expression of big ideas about life e.g. ethical issues.</p> <p>By promoting the process of 'reviewing and evaluating'</p> | <p>By exploring how emotions and inner feelings are expressed through painting, sculpture and architecture.</p> <p>By responses to and use of visual images to evoke a range of emotions.</p> | <p>By sharing of resources.</p> <p>By exploring social conflict and resolution.</p> <p>By exploring art as a powerful social tool e.g. in advertising, in representing particular groups.</p> | <p>By experiencing a wide range of creative media from around the world.</p> <p>By developing aesthetic and critical awareness at an age appropriate level.</p> |

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| Music | <p>By allowing pupils to show their delight and curiosity in creating their own sounds.</p> <p>By making links between their learning in RE, Geography etc. with music being played as background i.e. Christmas Carols, Indian music.</p> <p>By considering how music makes one feel and can 'move us' deeply.</p> | <p>By exploring how music can convey human emotions such as sadness, joy, anger etc.</p> <p>By appreciating the self-discipline required to learn to play a musical instrument</p> | <p>By exploring how an ensemble or orchestra works together</p> <p>By discussing and experimenting with what would happen if musicians in a band/group didn't co-operate.</p> <p>By appreciating how music is used in different ways in different settings e.g. for pleasure, for worship, to help people relax.</p> | <p>By giving all pupils an opportunity to learn a musical instrument and to take part regularly in singing in each worship and for longer periods on a Friday morning each week.</p> <p>By encouraging pupils to listen and respond to traditions from around the world.</p> <p>By appreciating musical expression from different times and places</p> |

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| PE | <p>By delighting in movement, particularly when pupils are able to show spontaneity.</p> <p>By taking part in activities such as dance, games and gymnastics which help pupils to</p> | <p>By discussing fair play and the value of team work.</p> <p>By developing qualities of self- discipline, commitment and perseverance.</p> | <p>By developing a sense of belonging and self-esteem through team work to create a dance, participate in a race etc.</p> <p>By developing a sense of community identity through taking part in inter school events</p> | <p>By learning about the history of sport, and where they originate from e.g. The Olympics when studying the Greeks.</p> <p>By making links with national and global sporting events such as</p> |

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| | become more focused, connected and creative By being aware of one's own strengths and limitations e.g. participation in Sports Day or out of school clubs. | By developing sportsmanship e.g. through shaking the hand of a competitor at the end of an event, regardless of the result. | By offering a variety of extra-curricular sporting activities that are cross phase/year group, enabling pupils' to work together in a variety of different groupings and contexts. By using Premier Sport to promote expertise in PE skills. | the World Cup and the Olympics. By exploring rituals surrounding sporting activities e.g. medal ceremonies, learning and singing the national anthem. |
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| Computing | By wondering at the power of the digital age e.g. use of the internet By understanding the advantages and limitations of ICT. By using the internet as a gateway to big life issues. | By exploring the moral issues surrounding the use of data. By considering the benefits and potential dangers of the internet – e.g. campaigns for charities and injustice as a force for good. Cyber bullying as a danger. | By links through digital media services with other schools and communities. By highlighting ways to stay safe when using on line services and social media Through National Internet Safety week | By exploring human achievements and creativity in relation to worldwide communications. By developing a sense of awe and wonder at human ingenuity. |

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| | | By considering the vision of those involved in developing the web. | By being prepared to work with technology to forge new relationships. By discussing the impact of ICT on the ways people communicate e.g. Skype, Facetime, | |
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| Design & Technology | By enjoying and celebrating personal creativity. By reviewing and evaluating created things. | By raising questions about the effect of technological change on human life and the world around them. | By exploring dilemmas that individuals may face and developing practical solutions to these problems By making a contribution to the local society through art work displayed at Blackpool and the Fylde College | By considering cultural influences on design By asking questions about functionality v aesthetics. |