

Subject Coverage Overview of SMSC at Woodfield Primary School

Subject	How we promote spiritual development	How we promote moral development	How we promote social development	How we promote cultural development
<p>MFL- French is taught from Y3 upwards</p>	<p>By exploring the beauty of languages from around the world through topic work, eg by learning French and where around the world French is spoken.</p>	<p>By helping pupils to have an accurate and truthful understanding of the French culture and not just stereotypes.</p>	<p>By learning the skill of communicating in different ways.</p> <p>By exploring different social conventions eg forms of address in French.</p>	<p>By appreciating the language and customs of others.</p> <p>By exploring the literature and culture of other countries through stories, songs and poems.</p> <p>By taking part in cultural occasion, for example Y4 celebrating Christmas in France, exploring French traditions and customs.</p> <p>'French Day'- celebrating French customs and cultures.</p>
Subject	How we promote spiritual development	How we promote moral development	How we promote social development	How we promote cultural development

Subject Coverage Overview of SMSC at Woodfield Primary School

<p>Design and Technology</p>	<p>By enjoying and celebrating personal creativity.</p> <p>By reviewing and evaluating created things by testing and applying them in 'real life context' eg-making boats to test floating and sinking.</p>	<p>By raising questions about the effect of technological change on the human life and the world around them.</p>	<p>By exploring dilemmas that individuals may face and developing practical solutions to these problems.</p> <p>By making a contribution to the local society through art works at Woodfield Park and in the school quad.</p>	<p>By considering cultural influences on design.</p> <p>By asking questions about functionality against aesthetics.</p>
------------------------------	---	---	---	---

<p>Subject</p>	<p>How we promote spiritual development</p>	<p>How we promote moral development</p>	<p>How we promote social development</p>	<p>How we promote cultural development</p>
----------------	--	--	---	---

Subject Coverage Overview of SMSC at Woodfield Primary School

<p>Science</p>	<p>By demonstrating openness to the fact that some answers cannot be provided by Science.</p> <p>By creating opportunities for pupils to ask questions about how living things rely on and contribute to their environment.</p>	<p>By offering pupils the chance to consider the wonder of the natural world and the inventions which have made the world a better place.</p> <p>By considering that not all developments have been good because they have caused harm to the environment and to people.</p> <p>By encouraging pupils to speculate about how science can be used both for positive and negative reasons.</p>	<p>By using opportunities during science lessons to explain how to keep ourselves and other people safe and how we might protect a younger or vulnerable young person from danger.</p> <p>By exploring the social dimension of scientific advances e.g. environmental concerns, medical advances, energy processes.</p>	<p>By asking questions about the ways in which scientific discoveries from around the world have affected our lives. There is a rich heritage of scientific discoveries from Hindu, Egyptian and Muslim traditions.</p>
<p>Subject</p>	<p>How we promote spiritual development</p>	<p>How we promote moral development</p>	<p>How we promote social development</p>	<p>How we promote cultural development</p>

Subject Coverage Overview of SMSC at Woodfield Primary School

Computing	<p>By wondering at the power of the digital age e.g. the use of the internet.</p> <p>By understanding the advantages and limitations of ICT.</p> <p>By using the internet as a gateway to big life issues e.g. through 'news round'.</p>	<p>By exploring the moral issues surrounding the use of data.</p> <p>By considering the benefits and potential dangers of the internet e.g. campaigns for charities and justice as a force for good. Cyber bullying as a sign of danger.</p> <p>By implementing a rigorous e-safety policy. Pupils are taught how to safely use the internet and what to do if they do not feel safe.</p>	<p>By links through digital media services with other schools and communities.</p> <p>By highlighting ways to stay safe when using on line services and social media.</p> <p>By being prepared to work with technology to forge new relationships.</p> <p>By discussing the impact of ICT on ways people communicate e.g. Skype.</p>	<p>By exploring human achievements and creativity in relation to worldwide communications.</p> <p>By developing a sense of awe and wonder at human ingenuity.</p>
-----------	--	---	--	---

Subject	How we promote spiritual development	How we promote moral development	How we promote social development	How we promote cultural development
---------	---	---	--	--

Subject Coverage Overview of SMSC at Woodfield Primary School

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 Sikhism in KS1, extending to include Islam in KS2.</p> <p>By asking and responding to questions of meaning and purpose.</p> <p>By considering 'big questions' about God and the world.</p>	<p>By exploring morality including rules, teachings and commands such as The School Behaviour Policy, The Ten commandments and the sayings (hadith) of Muhammad.</p> <p>By investigating the importance of service to others in Sikhism.</p> <p>By exploring religious perspectives and responses to evil and suffering in the world.</p> <p>By asking questions about the purpose and meaning of reconciliation and salvation e.g. links to Easter.</p>	<p>By exploring the qualities which are valued by our school through our core values- aspire, create, respect, explore and engage.</p> <p>By exploring and upholding the Fundamental British Values as well as what makes us a 'civilized society'- thoughtfulness, honesty, respect for difference, independence and interdependence.</p> <p>By asking questions about the social impact of religion at an age appropriate level.</p>	<p>By exploring similarities and differences between faiths and cultures- Christianity and Sikhism in KS1, extending to include Islam in KS2.</p> <p>By considering in particular, different cultural expressions of Christianity that reflect our school community.</p> <p>By engaging with text, artefacts and other sources from different cultures and religious backgrounds.</p>
Subject	How we promote spiritual development	How we promote moral development	How we promote social development	How we promote cultural development

Subject Coverage Overview of SMSC at Woodfield Primary School

<p>Mathematics</p>	<p>By developing an understanding that maths is about thinking and describing, analysing and creating and that the process of mathematics has greatly impacted the world we live in.</p> <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 Woodfield Primary spend their time.</p> <p>By considering pattern, order, symmetry and scale in both the man made and natural world.</p> <p>By promoting awe and wonder, showing that maths can be used to explain the world around us.</p> <p>By developing life skills, such as telling the time, reading measurements and scales taught in exciting, relevant lessons.</p> <p>By allowing children in KS2 to choose their own level of challenge.</p>	<p>By encouraging mathematical reasoning, where pupils are encouraged to talk about the process of their learning.</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, 'do we have enough doctors for the population?' 'Do we have enough school places for children in the next 5 years?'</p> <p>By developing reasoning through questioning, where pupils are required to prove or explain whether an answer is wrong or right and why.</p>	<p>By engaging in peer assessment, pupils are given the opportunity to discuss and improve their work with others.</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 and bullying, including cyber bullying in anti-bullying week.</p> <p>By engaging pupils in open ended maths investigations, linked to real world problems; for example, 'can you book a holiday for the Queen?'</p> <p>By encouraging collaborative learning through Kagan.</p> <p>By using a real world hook wherever possible, in order to make maths learning relevant and exciting for pupils.</p>	<p>By introducing early counting ideas in KS1 from other countries e.g. Tallies.</p> <p>By asking questions about the history of maths; for example, 'what did the Greeks discover that we still use in maths today?'</p> <p>By investigating and researching cross cultural patterns e.g. Islamic tiling.</p> <p>By learning about ancient forms of the number system such as Roman numerals, Mayan number systems and Aztecs.</p>
--------------------	--	---	--	---

Subject	How we promote spiritual development	How we promote moral development	How we promote social development	How we promote cultural development
---------	---	---	--	--

Subject Coverage Overview of SMSC at Woodfield Primary School

<p>English</p>	<p>In responding to poem, story or text; pupils can be asked, 'I wonder what will happen 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</p>	<p>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 through different media, including debate and persuasive writing.</p>	<p>By using a range of topical and current emotive issues. 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, especially through the 'Talk 4 Writing' approach. By engaging in peer assessment, pupils are given the opportunity to discuss and improve their work with others.</p>	<p>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.</p>
<p>Subject</p>	<p>How we promote spiritual development</p>	<p>How we promote moral development</p>	<p>How we promote social development</p>	<p>How we promote cultural development</p>

Subject Coverage Overview of SMSC at Woodfield Primary School

<p>Art and Design</p>	<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.</p> <p>By promoting the process of 'reviewing and evaluating'; for example, visiting a museum and associated follow up work.</p> <p>By exhibiting pupils work around school, including inside and outside and the local community.</p> <p>By having regular artists attend workshops to promote awe and wonder in creating and exploring art.</p> <p>By forming local links with the community, including Woodfield Park in order to inspire pupils and provide extra curricular links.</p>	<p>By exploring how emotions and inner feelings are expressed through painting, sculpture and architecture.</p> <p>By responses to and the use of visual images to evoke a range of emotions.</p>	<p>By sharing resources amongst peers.</p> <p>By exploring art as a powerful social tool e.g. in advertising, in representing particular groups and also in literacy through designing posters and leaflets etc.</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> <p>By looking at different artists and different art from around the world and how it may differ from culture to culture.</p>
-----------------------	---	---	--	---

Subject Coverage Overview of SMSC at Woodfield Primary School

Subject	How we promote spiritual development	How we promote moral development	How we promote social development	How we promote cultural development
History	<p>By considering how things would be different if the course of events 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 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>By exploring the results of right and wrong behaviour in the past e.g. wars.</p> <p>By considering some of the characteristics of people who have had a positive or negative influence in history.</p> <p>By going beyond the facts and asking pupils to make hypotheses and pose questions such as 'what if...?'</p> <p>'what would have turned a tragedy into a triumph?' etc.</p>	<p>By giving the trigger for discussions about how groups and communities 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 through exploration of Remembrance.</p>	<p>By exploring the history of the lives of significant individuals who have contributed to national and international achievements and about historical events, people and places in our own locality as well as events that have impacted on Britain and the wider world.</p> <p>By investigating how culture is shaped by history, exploring the 'cultural heritage' and in particular the Christian Influence on British culture.</p> <p>By taking pupils on topical educational visits to extend learning and experiences.</p>
Subject	How we promote spiritual development	How we promote moral development	How we promote social development	How we promote cultural development

Subject Coverage Overview of SMSC at Woodfield Primary School

<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 making links with history when exploring the environment and speculating on why the landscape is as it is.</p> <p>By pupils comparing their lives with pupils living in other countries or other parts of the UK.</p>	<p>By considering how people treat the environment, including wider world issues such as global warming and local issues such as litter and vandalism; 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?</p>	<p>By providing positive and effective links with the community, both locally in Balby e.g. 'Doncaster in Bloom' and nationally e.g. 'IKEA project'.</p> <p>By considering social responsibility and care for the environment, for example, gardening club, litter pickers, road safety etc.</p>	<p>By making links with other countries through schools linking and cultural theme days e.g. 'French day'.</p> <p>By exploring cultures that have had, and still have an impact on the local area e.g. Polish community.</p>
<p>Subject</p>	<p>How we promote spiritual development</p>	<p>How we promote moral development</p>	<p>How we promote social development</p>	<p>How we promote cultural development</p>

Subject Coverage Overview of SMSC at Woodfield Primary School

<p>PSCHE (see Jigsaw documentation for specific links to SMSC and FBV for individual lessons)</p>	<p>By developing an awareness of and responding to others' needs and wants.</p> <p>By exploring meaning and purpose for individuals and society.</p> <p>By developing resilience and inner strength.</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>By exploring what is right and wrong and to work out what we need to do in our particular community to make sure everyone thrives.</p> <p>By making explicit links to the school's distinctive ethos.</p> <p>By looking specifically at different people's points of view during circle time discussions and respecting we all have our own opinions.</p> <p>By voicing pupil voice in school council and the voting tubes.</p>	<p>By helping pupils to engage in a democratic process for agreeing the rules for community life e.g. creating class expectations.</p> <p>By creating opportunities for pupils to exercise leadership and responsibility through class debates, school council and the voting tubes.</p> <p>By taking part in school enterprise projects, charity fundraisers and community projects.</p>	<p>By exploring how different cultures can offer great insights into how we lead our lives.</p> <p>By exploring different cultures and ways of life in relation to our own.</p>
<p>Subject</p>	<p>How we promote spiritual development</p>	<p>How we promote moral development</p>	<p>How we promote social development</p>	<p>How we promote cultural development</p>
<p>Music</p>	<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 a musical instrument e.g. singing in the school choir, learning to play the ukulele.</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 from Year 1 and to take part regularly in singing either in the choir, for concerts and/or as part of an assembly.</p> <p>By encouraging pupils to listen and respond to traditions from around the world e.g. Chinese new year.</p> <p>By appreciating musical expression from different times and places.</p>

Subject Coverage Overview of SMSC at Woodfield Primary School

--	--	--	--	--

Subject	How we promote spiritual development	How we promote moral development	How we promote social development	How we promote cultural development
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 become more focused, connected and creative.</p> <p>By being aware of one's own strengths and limitations, for example, pupils choose their own level of challenge and work on individual personal bests.</p>	<p>By discussing fair play and the value of team work.</p> <p>By developing qualities of self- discipline, commitment and perseverance through the 'cogs' in Real PE lessons.</p> <p>By developing sportsmanship e.g. through shaking the hand of a competitor at the end of an event, regardless of the result.</p> <p>By learning that we all have different strengths and areas of improvement.</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 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.</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 the World Cup and the Olympics.</p> <p>By exploring rituals surrounding sporting activities e.g. medal ceremonies, learning and singing the national anthem.</p>