



SMSC

(Spiritual, Moral, Social and Cultural)

and Citizenship

Development

At Old Park Primary our children are expected to learn about different faiths, cultures, morals and values to help them prepare for 'life in modern Britain.'

As well as the key areas shown for each year group we also discuss and develop the children's understanding of:

Rules: why we have them, why they should be followed and what consequences there are if not followed - both at school, home and in the wider community.

Respect: of themselves, others and material goods - at school, home and in the wider community.

Tolerance: fostering an environment of sharing both material goods and thoughts and views, whilst listen to and understanding others. Accepting that it's good to be different.

Acceptance: for their own and others faiths, beliefs, cultures and religions.

Integrity: making the right choice even when it might not be the easiest choice.

We achieve these by;

- Exploring religions, faiths, cultures and beliefs.
- Researching other countries and how they are governed as well as our own country and our Government and Royal Family.
- Exploring the difference between free speech and those who do not have the right to express views.
- Encouraging an environment where voices can be expressed and listened to without fear.
- Fostering an environment where children feel safe to ask and question, where they develop the knowledge of how to say No, even in the most difficult of circumstances.
- Equipping children to resolve differences amicably through discussion, making decisions and explaining their choices.

School Assembly:

At Old Park, we use whole school and class assemblies to reflect upon the spiritual, moral, social and cultural issues surrounding our World today through the use of images, books and discussion. The school invites visitors throughout the Year so that the children can build an awareness, understanding and appreciation of others religion, race and values that may be different to their own. This is also a time where children can share their achievements both from school and from the wider community and bring their fund-raising ideas to life through sharing their ideas to raise money for outside charities.

School Council:

Each class elect two children to take part in the School Council for the academic year. Children democratically elect their members, these members discuss issues within the council and with class members and then take back and act on their findings.

Nursery

RSE-Who is in my family?

- ❖ Discuss the children's different families and who is in them.
- ❖ Same love, different families

RSE- My Family

- ❖ Who is in my family?
- ❖ Through books/photos look at differences and similarities between families in the class.
- ❖ Same love , different families

RSE-People who help us

- ❖ People who help us in our families and at home
- ❖ People who help us at school
- ❖ People who help us in the wider community
(UTW:PC 30-50m - Shows interest in different occupations and ways of life)

RSE-Older and younger people

- ❖ Do they all need the same help?
- ❖ What are their different needs?
- ❖ Who helps them?

R.E.

- ❖ Through active learning we celebrate 'The World Around Us', by exploring people and cultures and finding out about all major festivals and cultural events.
- ❖ We make Chinese Lanterns; have Easter Egg Hunts, sing Christmas Carols etc. Our children gain an understanding of how different religions celebrate through creativity and enjoyment of learning.

Rights, Responsibilities and British Values

To gain an understanding of :

- ❖ Choices – children to discuss and make their own choices, e.g. choosing what they would like to play with and with whom. Choosing which story they would like to hear etc
- ❖ Respecting other people
- ❖ Respecting the environment at school and the wider community
- ❖ Consequences – discussion about consequences for choices that are not so good and how it makes them feel.
- ❖ People who keep us safe and healthy, e.g. nurses, doctors, police, firemen, teachers, nursery staff and family members

Foundation

RSE-It's OK to be different.

- ❖ Through stories, discuss the differences and similarities in children, how to make new friends and how to be a good friend.

RSE- My Family

- ❖ Who is in my family?
- ❖ Through books look at differences and similarities between families in the class.
- ❖ Same love , different families

RSE-People in my Life

- ❖ Who are the important people in my life?
- ❖ How do I recognise my friends?

RSE-My feelings

- ❖ To recognise and name feelings
- ❖ How to deal with feelings, even negative ones, in a positive way.

RSE-Safe Touching

- ❖ Talking about when and where it is appropriate to have physical contact with others (NSPCC Pants Appeal)

R.E.

- ❖ Myself-Who am I?
- ❖ Special times –who celebrates what and how? (weddings, birthdays, welcoming a baby)
- ❖ Playful RE- looking at many religions.
Celebrating festivals-how are they celebrated?(Christmas, Eid, Easter and Diwali)

Rights, Responsibilities and British Values

To gain an understanding of :

- ❖ The difference between right and wrong- good and poor choices and the consequences for their actions
- ❖ What they like and dislike- When and why this is acceptable/unacceptable
- ❖ Consequences for their actions.
- ❖ How to respect others and the environments they share
- ❖ People who help us- Police, Nurses and Doctors, Servicemen and Women etc
- ❖ Democracy/ fairness and how it works - vote for class rules, treats, school council issues, sharing etc
- ❖ Whilst beginning to develop, through discussion, respect, tolerance and acceptance of different Faiths and Beliefs.
- ❖ Expect Respect

Year 1

<p style="text-align: center;"><u>RSE- Differences</u></p> <p><u>Male and Female</u></p> <ul style="list-style-type: none">❖ To explore and discuss differences/similarities between male and females, socially and emotionally❖ To help with discussion, we look at the book: We're different we're the same. <p><u>Different families</u></p> <ul style="list-style-type: none">❖ To foster an understanding and respect people live in different family groups, e.g. two mummies, single parents/two daddies❖ To help with discussion, we look at the book: Tango makes three	<p style="text-align: center;"><u>RSE- How did I get here?</u></p> <p><u>Where do things come from?</u></p> <ul style="list-style-type: none">❖ To understand that all living things originate from other living things, such as flowers from seeds, frogs from frog spawn and tadpoles and butterflies from caterpillars <p><u>Birth Fact File</u></p> <ul style="list-style-type: none">❖ To discuss birth babies come from inside their mummy's tummy in a special place called the womb.
<p style="text-align: center;"><u>RSE- Naming Body Parts</u></p> <ul style="list-style-type: none">❖ Identify and name the basic parts of the human body❖ Identify body parts that are associated with a sense❖ Look at common features that make us unique and special <p><u>Safe touching</u></p> <ul style="list-style-type: none">❖ Talking about when and where it is appropriate to have physical contact with others (NSPCC Pants Appeal)	<p style="text-align: center;"><u>RSE- Growing Up</u></p> <p><u>Baby Animals</u></p> <ul style="list-style-type: none">❖ Discussion about its usually females that give birth, use sea horses as an example of animals where males give birth.❖ Discuss pets at home and their care and welfare❖ Explain that young animals are given names, and compile a list
<p style="text-align: center;"><u>RSE- My Friend</u></p> <ul style="list-style-type: none">❖ To recognise they belong to different groups and communities.❖ To discuss relationships beyond the family and why these are important.❖ To be able to set simple goals by thinking about themselves, experiences they have had❖ To recognise skills and talents they have and areas they need to improve on.	<p style="text-align: center;"><u>R.E.</u></p> <ul style="list-style-type: none">❖ Creation and Thanksgiving- How do we say thank you for a beautiful world-Jews and Christians❖ Special stories- what can we learn? (Christians and Muslims)❖ Finding out about Christian Churches❖ I Wonder.....Questions that puzzle us
<p style="text-align: center;"><u>Rights, Responsibilities and British Values</u></p> <p><u>To gain an understanding of :</u></p> <ul style="list-style-type: none">❖ The role of the school council- who are they and why do we have them?❖ Ways to identify how to keep safe and who (adults/organisations) can help them keep safe❖ The role of the emergency services- Fire, Police, Doctors and Nurses, the Armed Forces❖ The Royal Family today- who are they?❖ Expect Respect	

Year 2

<p style="text-align: center;"><u>RSE- Similarities and Differences</u></p> <p><u>Girl and Boy Talk</u></p> <ul style="list-style-type: none">❖ Talking about how we are the same/different, socially, emotionally and physically (our bodies) <p><u>I am special</u></p> <ul style="list-style-type: none">❖ Looking at children’s self-esteem and identity –everyone is different but special and unique- Growing up –it’s good to be me <p><u>Different families</u></p> <ul style="list-style-type: none">❖ Looking at how families and peoples relationships can be different, but all families have the same love	<p style="text-align: center;"><u>RSE- How did I get here?</u></p> <p><u>Life and changes</u></p> <ul style="list-style-type: none">❖ Looking at how we start as a baby growing in the womb, change, grow and develop after birth (science life cycles) <p><u>Growing up</u></p> <ul style="list-style-type: none">❖ Children reflect on changes they have experienced and consider changes that will happen in the future. Also looking at changes in friendships and how to cope with them. <p><u>What can we do</u></p> <ul style="list-style-type: none">❖ Looking at what children of different ages can or can’t do. Also looking at what they can do now and what will happen as they grow.
<p style="text-align: center;"><u>RSE- Body Parts</u></p> <p><u>Naming body parts</u></p> <ul style="list-style-type: none">❖ Looking at the correct names for body part names. Ensuring children know the scientific names for male and female body parts <p><u>Safe touching</u></p> <ul style="list-style-type: none">❖ Talking about when and where it is appropriate to have physical contact with others (NSPCC Pants Appeal)	<p style="text-align: center;"><u>RSE- Growing Up</u></p> <p><u>Change</u></p> <ul style="list-style-type: none">❖ How we change and develop socially and emotionally and how the expectations of us and our roles and responsibilities change too as we grow up and gain greater independence
<p style="text-align: center;"><u>RSE- Friendships</u></p> <p><u>Who are my friends</u></p> <ul style="list-style-type: none">❖ Discussions about relationships/friendships we make, how they are important to us and help and support us in everyday life	<p style="text-align: center;"><u>R.E.</u></p> <ul style="list-style-type: none">❖ Respect for everyone❖ Symbols of belonging (Hinduism, Christianity and Islam)❖ Holy words and the scriptures❖ Beginning to learn from Islam (Mosques and religious buildings)
<p style="text-align: center;"><u>Rights, Responsibilities and British Values</u></p> <p><u>To gain an understanding of:</u></p> <ul style="list-style-type: none">❖ The British Monarchy – why it exists, how it has changed over time and how it represents us as a Nation.❖ Rules and Responsibilities – why we have rules and responsibilities and the importance of following these.❖ Tolerance – being understanding and sympathetic to similarities and differences, both socially, emotionally and culturally.❖ Democracy and how it impacts on our lives at school- What if we had no rules?❖ To recognise how their behaviour affects their lives.❖ How the Police help us keep the Law.❖ Where is Britain? What is special about being British?❖ Voting- who can vote? Why do we vote?❖ There are different types of teasing and bullying- how to cope with situations (who to tell) - that all types of bullying are wrong.❖ Expect Respect.	

Year 3

<p style="text-align: center;"><u>RSE- Changes / growing up/feelings</u></p> <p><u>Find a Feeling</u></p> <ul style="list-style-type: none"> ❖ To consider and explore different feelings both positive and negative and how they are generated and managed. <p><u>Growing up</u></p> <ul style="list-style-type: none"> ❖ Explain how and where children can ask for help and advice for problems relating to growing up, emotions, friendship and relationships at home. 	<p style="text-align: center;"><u>RSE- Making choices</u></p> <ul style="list-style-type: none"> ❖ To understand that in life there are changes that we can and can't control ❖ To understand sometimes our decisions can influence ours and others choices. ❖ To research and reflect children's development from a baby, as we become adults moving through to the Elderly- what social and emotional changes may happen
<p style="text-align: center;"><u>RSE- Gender stereotypes</u></p> <ul style="list-style-type: none"> ❖ To gain an understanding of what is Gender stereo- typing and how in the wider community it is seen and used. ❖ The Sissy Duckling or the Boy in the Dress books help us address this. 	<p style="text-align: center;"><u>RSE- Relationships</u></p> <p><u>My family and friends</u></p> <ul style="list-style-type: none"> ❖ To explore the important relationships between family and friends. <p><u>How did I get here?</u></p> <ul style="list-style-type: none"> ❖ To discuss how we got here, using the book 'Mummy ate a football' <p><u>Growing up</u></p> <ul style="list-style-type: none"> ❖ Focus on life-cycles of plants and animals ❖ How and where children can seek advice and help relating to feelings, growing up, friendships, matters at home etc
<p style="text-align: center;"><u>RSE- Safe touching</u></p> <ul style="list-style-type: none"> ❖ Talking about when and where it is appropriate to have physical contact with others (NSPCC Pants Appeal) 	<p style="text-align: center;"><u>R.E.</u></p> <ul style="list-style-type: none"> ❖ How and why do Hindus celebrate Diwali? ❖ Living in Harmony: How do we show we care? ❖ How are the Christian and Jewish families led? ❖ How and why do some religions see life as like a journey?
<p style="text-align: center;"><u>Rights, Responsibilities and British Values</u></p> <p><u>To gain an understanding of :</u></p> <ul style="list-style-type: none"> ❖ The difference between the Law of the Land and Religious Laws. How and why they are made, debated and enforced. Who is represented in Parliament? ❖ What a democracy is and how we know we live in one. ❖ Why our Education is so important and have an understanding of education in different countries. ❖ How to share and explain their views and opinions on issues that arises during the Year, both within the community and globally. ❖ Themselves as individuals- looking at the positive contributions they make to school and the wider community, seeing how they make mistakes and address them, also discussing how to set personal goals and how to monitor and achieve them ❖ Developing respect for the wider community, including different faiths and cultures ❖ Recognising there are different types of responsibilities, rights and duties at home, school and in the wider community- Develop understanding these needs can sometimes cause conflict. ❖ Explore our knowledge over Public Institutions and how they help and support us and other Countries ❖ Understand own and others rights, responsibilities and rules – understand the right to opinions and freedom of speech. ❖ Continue to develop respect, tolerance and acceptance for diversity and co-operation between each other and the wider world. ❖ How to act responsibly and accept consequences for actions in the wider community. ❖ Expect Respect. 	

Year 4

<p style="text-align: center;"><u>RSE- Changes</u></p> <p><u>Past, present and future</u></p> <ul style="list-style-type: none"> ❖ Encourage children to think about how they have changed since they were born and to look forward to things they would like to happen to them in the future ❖ In our lives which changes do we have no control over? ❖ Discuss children’s experiences, feelings, strategies to cope, where/who to ask for help 	<p style="text-align: center;"><u>RSE-Puberty</u></p> <ul style="list-style-type: none"> ❖ Separate talks for boys and girls discussing how their bodies change as they grow older. ❖ Girls talked to include periods ❖ Emotional and physical changes that happen to a body during puberty ❖ Where/who to ask for help ❖ Looking at the changes that occur to boys and girls. Which change have we control over? What are our feelings? Who can help us
<p style="text-align: center;"><u>RSE-How babies are made</u></p> <p><u>Building for a baby</u></p> <ul style="list-style-type: none"> ❖ Children are encouraged to think about the huge impact that a new baby has on the family. ❖ What new things will a baby need, how will it affect the family? ❖ Discuss negative and positive feelings in this area. 	<p style="text-align: center;"><u>RSE-Gender equality/ stereotypes</u></p> <ul style="list-style-type: none"> ❖ Video-unstoppable girls - https://www.youtube.com/watch?v=VhB3l1gCz2E ❖ Video- Imagine the possibilities -Barbie https://www.youtube.com/watch?v=l1vnsqbnAkk ❖ Discussion on stereotypical views on what girls should and shouldn’t do in society and how to question and halt them.
<p style="text-align: center;"><u>RSE-Safe Touching</u></p> <ul style="list-style-type: none"> ❖ Talking about when and where it is appropriate to have physical contact with others (NSPCC Pants Appeal) 	<p style="text-align: center;"><u>R.E.</u></p> <ul style="list-style-type: none"> ❖ Does a beautiful world mean a wonderful God ❖ Why do some people think Jesus is inspirational ❖ Enquiry visiting places of worship ❖ Keeping 5 pillars of Islam
<p style="text-align: center;"><u>Rights, Responsibilities and British Values</u></p> <p><u>To gain an understanding of :</u></p> <ul style="list-style-type: none"> ❖ The History of the Royal Family and other countries Royal Families ❖ History of Slavery in the Colonies and America –the impact it had on Families from both sides ❖ The Magna Carta (as the beginning of democracy), our parliament and democracy in other countries (faiths and religions) ❖ What and how the British Legal System works ❖ How to face all new challenges positively-recognising distractions and having strategies to manage them ❖ How to recognise the impact and consequences of anti-social and aggressive behaviour, such as bullying and racism, in school and the wider community and how it affects individuals and whole communities. ❖ How to be able to resolve differences through discussion, by making decisions and explaining their choices. ❖ Expect Respect. 	

Year 5

<p style="text-align: center;"><u>RSE-Changes</u></p> <p><u>Girl Talk and Boy Talk</u></p> <ul style="list-style-type: none"> ❖ Separate talks for boys and girls discussing how their bodies change as they grow older. ❖ Girls talked to include periods <p><u>How do we change?</u></p> <ul style="list-style-type: none"> ❖ Children recognising physical changes that will happen to their bodies ❖ Who and where they can go to for support during puberty 	<p style="text-align: center;"><u>RSE- Life cycles</u></p> <ul style="list-style-type: none"> ❖ Describe the differences in the life cycles of mammals, amphibians, insects and birds ❖ Discuss Human life cycle. ❖ Describe the life process of reproduction in some plants and animals, including a discussion about what stage you are at currently
<p style="text-align: center;"><u>RSE- Safe Touching</u></p> <ul style="list-style-type: none"> ❖ Talking about when and where it is appropriate to have physical contact with others (NSPCC Pants Appeal) <p><u>Human Rights</u></p> <ul style="list-style-type: none"> ❖ What are they? ❖ Who do they affect? ❖ What happens when people don't have them ❖ Who can they go to for help and support? https://www.youtube.com/watch?v=sYFNfW1-sM8 https://www.youtube.com/watch?v=lRjxqvalFxM 	<p style="text-align: center;"><u>RSE- How does a baby start its journey?</u></p> <ul style="list-style-type: none"> ❖ To explore the idea of relationships, including friendship, parent-child and family relationships and adult sexual relationships ❖ To emphasis the loving, caring relationship that exists between a man and a woman ❖ To explain how babies are made Using the DVD to support and explain: Living and Growing DVD – Unit 2 - Programme 5
<p style="text-align: center;"><u>RSE-Relationships</u></p> <ul style="list-style-type: none"> ❖ Discuss Homophobic bullying- including the use of homophobic language in today's society, feelings and emotions and who/where to get help and advice. Using these videos to help support discussion: http://www.bbc.co.uk/newsround/30073370 http://www.thefa.com/football-rules-governance/equality/football-v-homophobia ❖ How different Countries deal with homophobia- discuss children feelings on what they think is right and wrong and why. 	<p style="text-align: center;"><u>R.E.</u></p> <ul style="list-style-type: none"> ❖ What can we learn from religions about temptation? ❖ Prayer: How and why do Muslims and Jews pray? ❖ Values – what matters most? Exploring right and wrong with Christians and humanists. ❖ Belief and actions in the world: Can Christian Aid and Islamic relief change the world?
<p style="text-align: center;"><u>Rights, Responsibilities and British Values</u></p> <p><u>To gain an understanding of :</u></p> <ul style="list-style-type: none"> ❖ The voting age- both in the UK and other Countries ❖ The differences between the House of Commons and House of Lords, including the traditions of Parliament ❖ Equality and discrimination, freedom and liberty. - Discuss and debate issues that have/are shaping UK Society ❖ The need and the right to a free education- how can we help this happen across the World ❖ The laws the Police uphold, in this Country and others, looking at similarities and differences and the Power of the Police in different Countries ❖ Whilst developing a sense of belonging- when it is a good/bad thing- belonging to a community. Looking at peer pressure/pressure to behave/ act in a certain way and how strategies to avoid this. ❖ How their actions, moods and words can affect themselves and others, to develop an understanding of others points of views and how they affect all. ❖ Expect Respect. 	

Year 6

<p style="text-align: center;"><u>RSE-Changes</u></p> <p><u>Girl Talk and Boy Talk</u></p> <ul style="list-style-type: none"> ❖ To discuss and consider the emotional and physical changes that take place during puberty. <p><u>Seeking help</u></p> <ul style="list-style-type: none"> ❖ Where/ who can we go to, when we need help and advice about our concerns <p><u>Inside our bodies</u></p> <ul style="list-style-type: none"> ❖ Recognising important organs within our bodies and the impact an unhealthy lifestyle can have. 	<p style="text-align: center;"><u>RSE-Relationships</u></p> <ul style="list-style-type: none"> ❖ To enable children to reflect on roles and relationships in the family ❖ To discuss the different roles and relationships of families ❖ LGBT- Transgender- Share book 'be who you are' - Share video- 'I am Leo' <p>https://www.youtube.com/watch?v=0x_u2cs8Dpl https://www.youtube.com/watch?v=L4Q3ABMLWos</p>
<p style="text-align: center;"><u>RSE- Safe Touching</u></p> <ul style="list-style-type: none"> ❖ Talking about when and where it is appropriate to have physical contact with others (NSPCC Pants Appeal) 	<p style="text-align: center;"><u>RSE-Our Bodies</u></p> <ul style="list-style-type: none"> ❖ Discuss stereo typing and portrayal of people/celebrities by the media, clothes manufacturers, etc ❖ What is real and invented? ❖ How does it make us feel?
<p style="text-align: center;"><u>RSE-How babies are born</u></p> <ul style="list-style-type: none"> ❖ DVD-How babies are born ❖ Explanation of how a baby develops in the womb ❖ Healthy Mum and Baby- Before, during and after birth. How males and females can help and support each other and the baby 	<p style="text-align: center;"><u>R.E.</u></p> <ul style="list-style-type: none"> ❖ Religion and the Individual: Exploring commitment ❖ Words of Wisdom from Sikhs, Muslims and Christians ❖ Expressing spiritual ideas through the arts (Christianity) ❖ What will make our Community more respectful? (Many religions and beliefs)
<p style="text-align: center;"><u>Rights, Responsibilities and British Values</u></p> <p><u>To gain an understanding of :</u></p> <ul style="list-style-type: none"> ❖ The origins of Parliament and their rules and customs ❖ Trial by Jury- including the rights of the accused. In the UK and other countries ❖ The part the House of Commons/ Lords have in forming the Laws of the Land ❖ The part played by the Crown in the governing of the Country. ❖ The Human Rights of all children. ❖ That different races, religions and genders, can have similarities and differences arising from culture, ethnicity, race, religion, diversity, gender and/or disability. ❖ How the above can affect individuals and communities and how/where to go to get help, advice and support. ❖ To continue to develop a sense of belonging- looking at how to disassociate from groups you feel ill at ease with, how to form friendships from respect not a want to belong. ❖ How to make new friends and prepare for life in secondary school ❖ STAR Project/ Crucial Crew ❖ Expect Respect. 	

