Castle Bromwich Junior School

Where together we can learn, work and succeed.

SMSC [INCLUDING CULTURAL CAPITAL AND British Values] across the curriculum

Date – April 2024

Reviewed by – Tristi Timms

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SMSC [INCLUDING CULTURAL CAPITAL AND British Values] across the curriculum

	Spiritual	Moral	Social	Cultural
Ethos and Values	Assemblies including specific celebrations [Easter , Harvest and Christmas] give pupils the chance to reflect on their beliefs and those of others Wider opportunities give pupils opportunity for enjoyment and fascination- Childrens university, clubs and genius hour Our pupils are invited to parents evening and inspire workshops with parents to enable them to reflect on their own learning , strengths and areas to work on VR headsets enable our children to use their imagination and to be able to step into different aspects of the world. Learning to play an instrument for the first time, going on trips and children experiencing our productions, all have the ability to give a sense of awe	Day to day systems give pupils opportunities to reflect on right/wrong, making good choices. and keeping themselves safe . This is further supported through assemblies. There is a focus on British values through assemblies Restorative justice helps children understand the consequences of their behaviour and how to resolve issues, positively accepting their responsibility. The curriculum enables children to investigate moral and ethical issues and offer reasoned views.	Opportunities to mix with pupils across different classes/year groups – Childrens university, after school clubs etc increases the range of social opportunities open to pupils Children have the opportunity to apply for roles in school- thus supporting their understanding of cooperating with and appreciating others Assemblies focusing on British values enables pupils to have a wider appreciation of living in modern Britain Residential trips give pupils the opportunity to socialise in a different setting applying different skills There are opportunities for children to participate in the local community. For example, the choir performing at Arden Hall. Children have the opportunity to work in pairs and small groups with Kagan Team Building principles used to support teamwork and the ability to work in a social setting	Our school has limited cultural diversity and so opportunity is sought through the curriculum, assemblies and visitors, to widen our pupils experiences Trips to the Back to Back houses, the theatre and Montgomery School, alongside sharing musical experiences in assemblies, enables our pupils to experience and respond to cultural opportunities Our value of accept supports and encourages pupils to show respect and appreciation of different faiths and customs and that people can be very different to one another.

Maths	Self-reflection and problem solving through errors made. Providing scaffolded marking to support this skill and activities such as correct the mistake. Connecting real life problem solving to develop our understanding behind why we need Maths.	Children are encouraged to prove or explain whether an answer is right or wrong. This helps the children to learn the value of mathematical truth. Opportunities for Maths learning to be linked to global charities and wider curriculum.	Life skills such as telling the time, reading measurements and scales are taught in contextual lessons. Experimental and investigation work provides an ideal opportunity for children to work collaboratively. Maths games encourage social interaction, taking turns and sharing. Times Table Rockstars introduces an element of competition with other maths learners globally.	Children begin to explore more developed number systems, such as Roman numerals and metric measurements. This supports the children to realise how our counting system has developed throughout the ages.
English	Literature, including story and poetry, that explores human experience. Expressing feeling and emotions through verbal and written communication, knowing that words can influence feelings.	Discussion of right and wrong – moral issues – through children's literature. Skills of listening and forming judgments and opinions in discussion. Using drama to represent situations which raise moral questions.	Social interaction through playscripts. Writing for and communicating with an audience. Group drama work, reading and discussion of social issues in literature. Stories to create awareness of a variety of life experiences.	Stories and literature form other cultures. Awareness of issues such as stereotyping and equal opportunities in literature. Exploring language and meanings in different cultures.

Science	Scientific links with a spiritual interpretation about the universe and life. Using the school grounds for reflection on relationships between people and their environment. Reflecting on the mystery of the natural world and physical worth, life cycles and growth. Awareness of physical self as wonderful	Thinking about experiments and investigations and their outcomes for humans. Caring for living things. Discussing issues raised by scientific discovery and progress, e.g. genetic engineering.	Investigation in groups, sharing skills and expertise. Science as a cooperative activity requiring communication and interaction. Science related to issues in society, e.g. alcohol abuse.	Differences and similarities between groups of humans. Animals from different countries. Role of science in different cultures and religions. Scientific development in relation to others – water supplies, new varieties of flowers and food crops. School visit to the space centre/planetarium in school- awe and wonder

	Develops curiosity and desire to learn about the world around us			

PSHE	Opportunity to reflect on their beliefs and their perspective on life Knowledge of and respect for different peoples feelings and values. In every lesson, children have the opportunity to practise mindfulness. This then allows children to adopt the strategies at another point where they may need them. At the end of every lesson, children are encouraged to reflect on their own learning from the lesson. The 'Being Me' unit enables children to reflect on themselves and to share their own experiences and beliefs whilst having a sense of pride around their individuality. Children reflect on the dreams and goals of others and then relate this to their own dreams and goals, setting out steps to try and achieve this and considering what to do if things don't always go to plan.	Learning about right and wrong in a wide range of situations including relationships. Children investigate and respond to different scenarios, learning how to respond most appropriately in a variety of settings.	All year groups complete a unit on relationships where relationships with peers, how we interact with people and how we live in harmony with people in our community are all covered. In every lesson, there is a 'connect us' element which encourages social interaction. We talk about what bullying might look like, how we can help in a given situation and how we can seek appropriate help if needed. Children explore love and loss and how to recognise these emotions in themselves and others.	The 'Celebrating Difference' unit allows children to share their own backgrounds as well as learning about a variety of background and family setups We look at a range of success stories for people from a range of backgrounds.
Computing	Connectedness with people all over the world through the internet. Becoming independent and developing self-reliance.	Independent working to develop a sense of integrity and trustworthiness. Discussion of moral issues, e.g. correct information, pornography.	Working co-operatively. Using data-handling skills to promote understanding of social issues. Poster design for safety.	Assessing information about cultures by using VR etc.
D and T	Learning Life skills. Sense of worth in human potential and achievement. Using their imagination and creativity in their learning	Learning co-operation with others through activities. Technology as helpful and constructive as well as potentially destructive.	Working cooperatively. Using technology to benefit others.	Understanding cuisines and diets from around the world. The effectiveness of very simple technology in some cultures (e.g. shelters).

	Designing and making items that would fit into the real world around them. Design using their imagination. Reflective of their designs and make changes accordingly.			
RE	Opportunity to reflect on their beliefs and perspective on life Knowledge of and respect for different peoples faiths Knowledge of religious reflection, humanist ideas and spiritual practices, e.g. worship. Providing opportunities for experiencing space and silence to allow skills in reflection and awareness to develop. Meeting others who belong to other traditions. Providing opportunities for experiencing awe, wonder and transcendence.	Stories with a moral message from other world religions. Ideas of right and wrong behaviour in world religions. Individual and corporate responsibility within religious and other communities. Developing skills of listening, respecting and evaluative judging	Knowing about and understanding the importance of family and traditions within religious faiths and social groups. Study of ideas of community in humanism religions. Researching charities and other religious and non-religious forms of social caring and responsibility.	The study of different religions as part of a cultural tradition. Meeting people from a variety of faiths and cultures, and visiting places of worship. Exploring how religious and humanist ideas are expressed in different cultures, e.g. food, dress, festivals. Valuing the breath of knowledge that different cultures bring and how they can enhance our lives
History	Ideas of change and development and re-creation. Understanding the importance of tradition to a community. Sense of time and awareness of personal place within it.	Developing awareness of local, national and world issues. Encounter with ideas and encouragement to think through a moral stance on issues, e.g. war and peace.	Exploring structures of society. Looking at children past and present. Understanding the influence of the past on the development of society today.	The story of development of other cultures. Stories of religious leaders and their influence on cultures, both positive and negative. Visitors to school in role of different historical periods.

Geography	Give their own opinions about people, places and the environment they live in. Developing self-awareness and relationships with other cultures and environments. Appreciation of natural features e.g. lakes, woods.	Discussions, debates and role play to discuss issues with the environment Awareness of human exploitation, e.g. child labour in developing countries. Poverty amid affluence. Awareness of misuse of earth's resources and human responses, e.g. recycling and deforestation.	Local studies to raise awareness of different homes, communities and family groupings. Local amenities: who are they for? Human influence on the landscape/local economy. Group fieldwork opportunities	Study of people – especially children living in different countries and comparison with own cultural context. Gain respect for a variety of cultures and lifestyles.
Art	Idea of beauty in art. Appreciation of colour, shape and texture. Religious and spiritual ideas expressed through art. Art as a means of expressing feelings, imagination and expressive thought.	Interpreting pictures which put a moral point of view.	Art as a means of learning about people and society. Appreciating other pupils/artists art work.	Pictures from different cultures. Learning about artists from different genres Art as an expression of culture. Study artists from other cultures and backgrounds.
Music	Making music by singing together, songs and hymns with instruments. Listening to specific chosen pieces, and why people write music, e.g. Hallelujah chorus. Identifying feelings and emotions associated with different types of music. Using music as a background to times of quiet and reflection to develop awareness of the inner self.[mental health]	Appreciation of music and respecting the ideas and judgements of others. Learning about and from the lives of composers.	Taking part in performances. Collaborative work and sharing resources. Group singing and composition.	Music from different cultures, e.g. Calypso songs. Appreciation of composers Listening to and using instruments from other cultures.

PE	Spiritual awareness of body, its beauty and potential through activity and observation. Movement to express feelings and emotions including dancing for joy. Developing inner determination to do one's best and recognise and develop one's inner potential and strength.	Taking part in team games and obeying rules. Awareness of others' needs, particularly physical. Encouragement to cheer, celebrate achievement and shake hands at the end of a game. Developing a sense of fair play, not hurting anyone.	Participation in traditional and creative dance and pair and group work in gymnastics. Enjoyment of team games, showing co-operation, respect for others and their needs.	Dance as an expression of culture, e.g. Indian folk.
MFL	Awareness of the beauty inherent in another language. The use of a different language to express thoughts slightly differently.	Stories with a moral message from other countries. Current affairs and human responses to them within different countries. Awareness and understanding of fellow human beings living different lifestyles in different countries.	Comparing lifestyles and attitudes. Recognising similarities and differences between cultures, in terms of language use as well as social behaviour and issues. The ability to communicate directly with someone who speaks a different language.	The study of different food and eating habits, literature, leisure pursuits, fashion and life styles as part of a cultural tradition as part of our immersion day Comparisons of attitudes, e.g. to schools and schooling in different countries.