

	<p>Spiritual, Moral, Social and Cultural (SMSC) development is the overarching umbrella that encompasses personal development across the whole curriculum.</p> <p>The aims of our curriculum at Verwood CE First school and Nursery are encompassed within our curriculum drivers; S.E.E.R 'A person credited with profound moral and spiritual insight or knowledge' Spirituality Emotional and social awareness Enquiry Rs (6)</p>			
	Spiritual	Moral	Social	Cultural
Early Years	<p>Diwali Easter and Christmas activities Christmas performance People from a range of cultural backgrounds have been invited to talk about aspects of their lives Use of modern photographs and videos of parts of the world that are commonly stereotyped and misrepresented Expressing their personal thoughts, views, beliefs and feelings Listening to poetry Share stories that reflect the diversity of children's experiences.</p>	<p>Use of stories to encourage discussions linked to children's behaviour Circle time discussions of behaviour and relationships Discussion of right and wrong – link to school values, boundaries set and behavioural expectations in the setting Children regularly talk about how they and others show feelings, talk about their own and others behaviour and its consequences Small group circle times when children can explore feelings, e.g. help children to recall when they were happy, when they were excited, or when they felt lonely. Activities that are set up that require children to share e.g. give and take or sharing for things to be fair</p>	<p>Hearing/ reading stories about a wide range of relationships Learning to work co-operatively in groups and listen to one another's ideas and take turns Learning to respond to what others are saying or doing. Identify what respectful behaviour is e.g. initiating conversations and forming good relationships with peers and familiar adults. Support children to ask questions Give children regular opportunities to talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</p>	<p>Diwali Easter and Christmas activities Chinese New Year Christmas performance Provide opportunities for children to talk about family customs and routines Children discuss how they are similar and different to their peers Use stories to reinforce that everyone is different Heart smart work – treat everyone with respect</p>
English And Drama	<p>Writing recounts about real events such as special visitors, trips etc. promotes a willingness to reflect on their own experiences and how they felt.</p>	<p>recognising and discussing the examples (positive and negative) set by characters in stories and reflecting on their motivations and alternative decisions that they could have made</p>	<p>hearing/reading stories about a wide range of relationships – positive and negative – to promote discussion and reflection e.g. friendships, families, school</p>	<p>hearing/reading novels stories and poems from a variety of cultures and traditions long term English planning ensures that the range of texts that we use as a stimulus for</p>

	<p>hearing and reading a wide range of imaginative, mystical, fantasy stories and poems</p> <p>playing with different forms of language and how words/phrases sound and make us feel</p> <p>expressing their personal thoughts views, beliefs, ideas, opinions and feelings in written and spoken form</p> <p>empathising with the emotions of characters in stories including through imaginative play and drama</p> <p>exposure to stories/books that promote empathy and exploration of the different emotions of characters, including through imaginative play and drama</p> <p>expressing their inner self in relation to others through drama.</p> <p>Thinking about all the senses for descriptive writing.</p>	<p>hearing/reading stories with moral themes e.g. 'good over evil, weak over strong, wise over foolish'</p> <p>exposure to stories with a moral dilemma and the use of dramatic devices such as 'conscience alley' to explore them further</p> <p>hearing and writing stories where there are two sides to an argument and reflecting on the reason for different viewpoints</p> <p>evaluating whether characters and plots might influence their own thoughts and behaviour</p> <p>circle time discussions of behaviour and relationships</p> <p>discussion of right and wrong – moral issues in books</p>	<p>learning to work co-operatively in groups for discussion and various tasks or activities e.g. Diamond 9</p> <p>developing oral and written communication skills</p> <p>producing work for different audiences</p> <p>texts to create an awareness of a variety of life experiences and develop the understanding that other people/children may have very different lives to theirs</p> <p>Learning partners – speaking, listening and turn-taking</p> <p>group drama work to explore social issues</p>	<p>children's English work is representative of different cultures and the multi-cultural nature of Britain</p> <p>using information books and stories which reflect the multi-cultural nature of Britain</p> <p>talking about the cultures they come from and their influence</p> <p>using stimulus from the arts of other cultures (music, poetry, dance, drama, painting etc) to produce discussion, various forms of writing and drama</p> <p>exploring a variety of creation stories</p>
Maths	<p>having fun with numbers and data</p> <p>Appreciating mathematics and how it links to everyday life.</p> <p>recognising 'wow' moments</p> <p>wondering at the beauty of order and patterns; symmetry in the natural world eg flowers, number sequences e.g. fibonacci</p>	<p>to investigate moral issues surrounding money and wealth – raise awareness of money and rights of the child.</p> <p>encouraging sense of personal responsibility for their own learning in class and through home learning</p>	<p>Working in collaborative learning partners, ensuring they listen and learn from other people's methods.</p> <p>Working on explanations and how we communicate our maths to others in both pair and whole class situations.</p> <p>Earlier in school looking at turn taking.</p>	<p>discovering mathematical patterns in art from a wide variety of cultural contexts</p> <p>Investigating mathematical problems using a variety of cultural contexts.</p> <p>Using maths to understand different cultures and places e.g. money, percentages, data</p>

	<p>noticing naturally occurring mathematical forms eg hexagons in snowflakes and in honeycombs</p> <p>engage in increasingly challenging problem solving activities, persevere to overcome difficulties and experience the pleasure and satisfaction in reaching a solution</p> <p>Being able to learn from the 'best' mistake – recognising that mistakes are necessary in moving forwards with our learning.</p> <p>use data to record changes in opinion</p>		<p>Building in structures to support collaboration for 'fairness' and engagement e.g. partner A/ partner B</p>	
Science	<ul style="list-style-type: none"> -Using senses to become aware of the world around them -Appreciating the beauty of the natural world -Asking questions about life and its origins -Consider the fact of life, growth, decay and death and how different organisms are dependent upon each other -Developing a sense of fascination about the world through enjoyment of investigation and enquiry. -Developing a sense of awe and wonder at the complexity and pattern in natural phenomena. -Being fascinated by how things work and what might happen. -Encouraging a sense of wonder in scientific discovery 	<ul style="list-style-type: none"> -Recognising the need for a fair test. -Human impact and ethics behind it -Listening to the predictions of others -Understanding that there is not only one possible prediction -Working safely and maturely with science materials/resources in order to ensure safety of themselves and peers -Using scientific vocabulary maturely 	<ul style="list-style-type: none"> -Working with other pupils -Showing willingness to participate in group work and discussions -Develop enquiry skills to allow them to participate fully in and contribute positively to life in modern Britain. -Working as a whole school unit during events such as National Science Week. -Identifying that they can make a difference in the world and understanding that the world needs to be appreciated and taken care of (human impact). 	<ul style="list-style-type: none"> -Eradicating stereotyping through exposing children to a variety of scientists and engineers both male and female -Recognise similarities and differences between themselves and others -Becoming aware that scientific enquiry is worldwide

	<p>-Working with 'variables' – learning to test hypotheses, accept failure and try again.</p> <p>-Learning to value and respect all forms of life.</p>			
RE	<p>-Children are given opportunities to explore and respect the values and beliefs of other faiths.</p> <p>-Children are given opportunities to develop their own values and beliefs about themselves and others around them.</p> <p>-Children are given the opportunity to learn about the beauty of the world around them.</p> <p>-Children are given the opportunity to learn about the diverse world around them and respect those who have different views from their own.</p>	<p>-Children are given the opportunity to recognise the difference between right and wrong.</p> <p>-Children are given an understanding of consequences of different behaviours.</p> <p>-Children are given an opportunity to understand the different viewpoints and actions of others in relation to moral issues.</p>	<p>-Through R.E children are able to develop a sense of identity and belonging.</p> <p>-Children are able to learn about different Religious communities and the importance of ceremonies and festivals.</p> <p>-Children are given opportunities to explore an increasingly diverse society.</p>	<p>-R.E allows the children to learn about a range of different beliefs and practices in the wider world.</p> <p>-Children are given an opportunity to participate in different musical, artistic and cultural opportunities.</p> <p>-Children are given the opportunity to meet people from different faiths and join in with their customs.</p> <p>-Children are given the opportunity to visit different places of worship</p>
PSHE 'HEARTSMART'	<p><i>DON'T FORGET TO LET LOVE IN! Accept yourself, and understand that you have a unique place in the world. You are loved and valued</i></p> <p>Developing personal values and beliefs Experiencing fascination, awe and wonder Exploring the values and beliefs of others Understanding human feelings and emotions</p>	<p><i>GET HEARTSMART What we put in, affects what comes out NO WAY THROUGH ISN'T TRUE! there are opportunities for us to succeed in trying new things FAKE IS A MISTAKE! Be true to who you are and communicate with truth</i></p> <p>Developing and expressing personal views or values Investigating moral values and ethical issues Moral codes and models of moral virtue</p>	<p><i>DON'T RUB IT IN, RUB IT OUT! Be quick to make amends, forgive and move on. Processing negative emotions healthily</i></p> <p>Developing personal qualities and using social skills Participating, cooperating and resolving conflicts Understanding how communities and societies function</p>	<p><i>TOO MUCH SELFIE ISN'T HEALTHY! Considering others, exploring the world beyond yourself</i></p> <p>Exploring, understanding and respecting cultural diversity Participating and responding to cultural activities Preparing for life in modern Britain Understanding and appreciating personal influences</p>

	Using imagination and creativity in learning	Recognising right and wrong and applying it Understanding the consequences of actions		
PE	Experiencing and reflecting on feelings of determination, exhilaration and enjoyment. Learning to appreciate and enjoy the way their bodies work and can be used to express emotion (dance and gymnastics – performing). Gaining a sense of achievement (sports competitions) Developing positive attitudes towards being physically active. Developing a healthy body and a healthy mind. Enjoy and know the quality of stillness. Being aware of one's own strengths and limitations. Shared activities/team work developing a sense of belonging.	Reflecting on the need for rules. Developing a sense of fair play and positive sporting behaviour. Encourage good sportsmanship with team mates and opposition. Weekly mile– Whole School participation in a 5-10 minute run. Develop positive sporting behaviour.	Developing belonging and self-esteem through team work. Developing a sense of community identity through participation in inter school tournaments and festivals. Learning how to manage feelings in competitive and non-competitive situations and when working with others. Developing social skills of co-operation, responsibility, communication, personal commitment, loyalty and team work. Learning to take responsibility. Learning to trust themselves and others. Striving to achieve their best and reach their own potential.	Learning dances from different traditions, including their own playing traditional games and recognising their importance locally, nationally and internationally Incorporating world sporting events into the curriculum e.g. Olympics, World Cup, Australian open, etc.
History	The study of history involves a sense of curiosity and the mystery of how and why events in the past happened and raises questions as to what could have happened if events had different results. appreciating and valuing their own identity – their links with the past and the impact of past events on their own present existence	Children are asked to consider and comment on moral questions and dilemmas. Events and beliefs in the past will often be at odds with what we would consider unacceptable today and children will learn to understand that attitudes and morals were different at different points in history.	developing empathy through learning to see things from other perspectives Learning how to ask and answer questions. Social lessons learned from stories long ago and significant people from the past.	looking at how cultures change appreciating the arts; from the past and links to the present stories of religious leaders and their influences on cultures

	<p>experiencing a sense of wonder by contact with the past (visits, artefacts, library resource boxes)</p> <p>valuing past human achievement</p> <p>beginning to be aware of the concept of time-past, present, future and our part in it</p>	<p>Children will be encouraged to show compassion for people facing dilemmas</p> <p>evaluating the qualities, skills and attitudes of famous people from the past</p> <p>developing awareness of local, national and world issues</p>	<p>Appreciating how values in Britain have formed and evolved over time and have resulted in changes in law, attitudes and expectations.</p> <p>Children will explore the similarities and contrasts between past and present societies.</p>	
Geography	<p>reflect on the power and implications of the workings of nature e.g. the consequences of natural events such as earthquakes, flooding, hurricanes, volcanic eruptions</p> <p>reflecting on a variety of landscapes and locations - promote a sense of wonder in the environment.</p> <p>reflecting on their own identity by studying their own locality</p> <p>We encourage the children to appreciate the environment by exploring their own feelings about the places they are learning about.</p>	<p>evaluating the effects of human actions on their environment, including their own e.g. litter, deforestation, palm oil</p> <p>engaging in discussion and action on improving their environment</p> <p>ECO schools award – Green Flag</p>	<p>studying their own locality and its relationship to the wider world</p> <p>Developing map reading skills essential for later life.</p> <p>Understanding more about themselves and their place in their immediate, local and global community.</p> <p>Recognising the complexities of power and decision making.</p> <p>Collaborative learning -group and paired discussions</p>	<p>finding out about contrasting localities, in Britain and in the wider world</p> <p>exploring how various landscapes provide inspiration for the arts</p> <p>evaluate cultural influences in their own environment</p> <p>develop an understanding of differences through learning about various cultural traditions around the world.</p>

Computing	Children are encouraged to utilise their knowledge of different apps and programmes and select their favourite and/most appropriate before making a piece of work. Children engage in regular discussions about which app or programme would be the most effective for different desired outcomes	Learning about keeping safe online and codes of conduct when using social media. Using the web to illustrate and explore the power of information and the social responsibility /ethical values it carries	Learning about safe communication with others. Developing computing skills necessary to life in 21st Century Britain. Seeing learning as a co-operative venture where many can contribute ideas through email etc. Understanding how to cooperate online with friends safely	Learning about use of technology around the world. Opening up the possibilities of interpersonal relationships with others near and far through online means. Using the internet to find out about the wider world
Art	Pupils express their feelings through a variety of art media Pupils study the work of great artists as a source of inspiration and creativity Pupils exercise the imagination Pupils use the local environment as a source of inspiration in their work The use of imagination and creativity in their learning – Story telling	Pupils look at the value of Art- appreciating people have different tastes and view points	Pupils respond to public works of Art past and present Pupils use a range of social skills Group activities/collages Acceptance and engagement with British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs	Pupils learn about Art from a variety of cultural contexts Pupils recognise that different societies have diverse views of beauty and worth Pupils see Art as an expression of culture
DT	recognise their own and others creativity developing thinking and reasoning skills making decisions about usefulness for purpose and beauty persevering and taking care, to produce something unique, gaining a sense of achievement and worth appreciating variety, beauty, ingenuity, achievement,	looking at how products are advertised and manufactured Considering the issues of health and safety	being able to treat the ideas and finished products of others with respect developing the skill of co-operation in designing, planning and making	learning to consider the aesthetic principles of design appreciating design and technology from a wide variety of cultural contexts

	magnificence and simplicity in designs creating something good out of rubbish – recycling			
Music	listening to a wide variety of music and reflecting on how it makes them feel appreciating the use of sound and silence and the contrast of the two Using music as talking points/inspiration. Using music to invoke reflection. Beginning to appreciate how music is used in a variety of contexts to appeal to the emotions, to lift the spirit or to purposefully attempt to illicit a predetermined response.	Learning a range of songs with moral values within them. Linking songs to moralistic stories they know eg Bible stories.	Composing music with others and working as part of a group. Caring for musical equipment and resources.	Using music from across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. Valuing a wide range of musical expression particularly the contributions made by those from other cultures and traditions.
Collective Worships	Daily worships, including a weekly singing assembly develops children's understanding of the Christian faith. Weekly Praise Worship – reflection and celebration of learning. Christmas/Easter/Harvest worships and productions celebrate key Christian festivals. Worships promote thinking and reflection (see comments in base worship book and Jamboard and the base weekly blog	Harvest collection for local foodbank was an example of the school's contribution to charities in the local area. Children in need assembly and collection. Assemblies on anti –bullying & e-safety week support whole school weekly focus on strategies to support anti bullying.	Cyber bullying assembly) Weekly attendance, celebration of learning and celebration of positive play focuses on social skills Class assemblies (pre Covid-19) throughout the year these performances	Remembrance Day worship and two minutes silence to reflect observed. Variety of composers from different times and cultures played during assembly.
Playtime	Children encouraged seeing the beauty of our surroundings. Awe and wonder in the plants and grass play areas.	Children are happy and engaged in friendly play at break and lunchtimes. Teaching staff & LSA's support welfare at play to embed the school behaviour policy. Very few incidents of racial incidents in academic year	Children are engaged in peer conversations and games at playtime. Social groups are cross year (pre-Covid 19)/gender and ethnicity. Adults support children in developing relationships and fair	Daily activities and playground games during the lunchtime play sessions led by trained PPR Models

			play (Positive Play Role Models and teaching assistants) Lunchtime club intervention to support children's social interaction,	
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