



SMSC- Curriculum Map 2025-2026

Subject Area	Year Group	Spiritual Development	Moral Development	Social Development	Cultural Development
History/ Geography	Year 3	<ul style="list-style-type: none"> -Connecting to the past: beliefs across history. (all) -Discuss the beauty in the world and differing landscapes i.e. the rainforests. -Awe and wonder at the biodiversity of rainforests. -Reflect on how Brackley has changed over time and how its history shapes local identity. -Appreciation of the UK's natural landscapes and heritage. -The power of nature and how people find hope after disasters (tsunamis and volcanic eruptions). -Greek myths and their influence on beliefs. -Exploring how religious beliefs have changed across time i.e. Greek/ Roman Gods (Year 3 and 4) -Compare different cultures, traditions, and contributions (e.g., democracy in Ancient Greece) 	<ul style="list-style-type: none"> Discuss the impact of past decisions (e.g., shutting Brackley railway and its impact) -Debates on responsibility for looking after the rainforest/ deforestation. -Ethical dilemmas in living near a volcano/ tsunami area. -The fairness of Athenian democracy vs. Spartan rule. 	<ul style="list-style-type: none"> -Being able to debate/ discuss a point. -Encourage community involvement (e.g., comparing past and present local industries and jobs in Brackley). -How geography influences communities and industries (comparing Whitby to Brackley) -The impact of rainforest destruction on indigenous people. -The role of global aid and community support after disasters. -How Greek ideas (philosophy, democracy) still shape society. 	<ul style="list-style-type: none"> -Year 3 trip to Living Rainforest -Year 3 walk around Brackley to explore local area. -Explore historical landmarks in Brackley and their significance in shaping local traditions. -How rural communities living near the rainforest have different customs and traditions. -How different cultures use rainforest resources sustainably. -How different countries prepare for and recover from disasters. -The impact of Greek theatre, art, and the Olympics.

Year 4	<ul style="list-style-type: none"> -Water as a life-giving force, valued in different cultures. -Appreciating the diversity of our world's landscapes and people (exploring continents). -Roman religious beliefs and their impact. -Exploring how religious beliefs have changed across time i.e. Roman Gods -To understand the religious beliefs of the early Anglo-Saxons -To understand the conversion to Christianity in Britain's past. -Ancestor worship and spiritual beliefs (Shang Dynasty) 	<ul style="list-style-type: none"> -Water scarcity and human responsibility for conservation. -The morality of Roman conquests and slavery. -The ethics of Viking raids and conquests. -The power of rulers and fairness in early societies. (Shang Dynasty) 	<ul style="list-style-type: none"> -Being able to debate/ discuss a point. -The importance of clean water in improving global health. -How people adapt to different environments and lifestyles (i.e. the climate of the tropics) -Roman law and its influence on modern legal systems. -The role of trade and settlement in shaping Britain. -The importance of writing and bronze work in society. (Shang Dynasty) 	<ul style="list-style-type: none"> -Comparing water use in different societies. -Festivals, traditions, and architecture from different cultures. -Roman architecture, language, and customs in Britain. -The impact of Anglo-Saxon and Viking language and traditions. -Chinese traditions and their lasting impact.
Year 5	<ul style="list-style-type: none"> Reflecting on the beauty and fragility of the planet. (The Environment unit) -The beauty of mountain ranges in the world. Awe and wonder at their size. -Early human beliefs and rituals (e.g., cave paintings, burial sites). - Explore beliefs about the afterlife and how they influenced Egyptian society (e.g., mummification and the pyramids). -The impact of the Reformation and religious change. -How people have always found joy and expression through entertainment throughout history. 	<ul style="list-style-type: none"> -Learn about the climate and how humanity has impacted this. -Ethical considerations in climate change and conservation. -Risks associated with mountain climbing- discussion. -The development of cooperation and conflict in early societies. -Henry VIII's decisions and their consequences. -The power of the pharaoh and social justice in Egypt. 	<ul style="list-style-type: none"> -Being able to debate/ discuss a point. -Global cooperation to tackle environmental issues. -To understand what humans needed to survive in the Stone Age (weapons, tools etc.) -How communities evolved from hunter-gatherers to farmers. -The changing roles of rich and poor in Tudor society. -The role of scribes, farmers, and artisans in Ancient Egyptian society. 	<ul style="list-style-type: none"> -Year 5 trip to Sulgrave Manor. -How different cultures approach sustainability -Tools, art, and customs of prehistoric people. -Tudor fashion, entertainment, and theatre (Shakespeare). -The history of theatre, sports, and media in the UK in modern history. -Ancient Egyptian art, hieroglyphs, and architecture.
Year 6	<ul style="list-style-type: none"> -How human ingenuity connects the world through trade. - Awe and wonder at the rivers in the world and waterfalls. Learning how rivers are formed to shape the world around us. 	<ul style="list-style-type: none"> -Explore themes of discrimination and fairness by discussing how Jewish people were treated and why we must prevent prejudice today. 	<ul style="list-style-type: none"> -Being able to debate/ discuss a point. -The impact of trade on different communities. -The role of women, evacuees, and propaganda in WW2. 	<ul style="list-style-type: none"> -Year 6 trip to Holdenby House -How different countries contribute to global trade networks - The role of rivers in history (e.g., the Nile, the Thames).

		-The resilience of people in difficult times during WW2.	-Fair trade vs. exploitation in global markets. -Pollution and the ethics of river conservation. -The ethics of war, the Holocaust, and civilian impact.		-How the war changed British society (rationing, rebuilding).
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Field studies (all Year groups):

Spiritual – Developing a connection with nature and local heritage sites.

Moral – Responsible tourism and conservation of our local area

Social – Working in teams to explore and investigate landscapes.

Cultural – Learning about local history and geography through hands-on experiences.

Subject Area	Year Group	Spiritual Development	Moral Development	Social Development	Cultural Development
PSHE	Year 3	<p>Encouraging children to trust their instincts and value their own well-being (protective behaviours)</p> <ul style="list-style-type: none"> -Reflecting on the importance of life and protecting oneself (leaning out of windows). -Recognising emotions and self-worth. (wellbeing week) -Developing self-awareness and mindfulness. -Appreciating the role of health in living a fulfilling life. -Understanding how guilt and honesty affect well-being. -Celebrating individuality and self-worth. -Exploring how different beliefs and religions approach grief and loss. -Understanding the impact of online interactions on emotional well-being. -Encouraging self-awareness and confidence in personal boundaries. -Developing a sense of responsibility for the planet. -Appreciating the bravery of emergency workers. 	<p>Understanding right and wrong in safety-related decisions (e.g., why rules exist to keep us safe).</p> <ul style="list-style-type: none"> -Recognising personal responsibility in making safe choices. -Understanding the importance of treating others with kindness and respect. -Understanding the impact of words and actions on others' well-being. -Discussing the safe and responsible use of medicine. -Exploring the consequences of stealing and the importance of integrity. -Understanding fairness, kindness, and the impact of bullying. -Understanding the need for empathy and support when others are grieving. -Exploring ethical online behaviour (e.g., cyberbullying, sharing personal details). -Understanding the importance of speaking up if something feels wrong 	<p>Learning how to communicate concerns and seek help when feeling unsafe. (protective behaviours)</p> <ul style="list-style-type: none"> -Learning how to warn others and act responsibly in risky situations (leaning out of windows) -Encouraging open conversations about feelings and mental health. -Promoting support networks and helping others who may struggle. -Understanding how to seek help when feeling unwell. -Discussing the impact of theft on others and the community. -Encouraging peer support and inclusivity. -Learning to express emotions and seek comfort from others. -Learning how to communicate safely and respectfully online. -Learning how to seek help from trusted adults. -Working together to care for nature and local environments. -Learning how emergency services help keep communities safe. 	<p>Understanding how safety rules vary in different homes and communities.</p> <ul style="list-style-type: none"> -Exploring global approaches to mental well-being (e.g., yoga, meditation, talking therapies). -Recognising different forms of bullying across cultures and online. -Discussing different mourning traditions and ways to celebrate life. -Recognising that personal safety is a right for all children, regardless of background. -Exploring cultural differences in greetings, personal space, and expressions of care. -Learning about different traditions, beliefs, and identities around the world.

			<ul style="list-style-type: none"> -Understanding the ethics of environmental protection. -Understanding the responsibility of fire safety. -Understanding fairness and equal opportunities. 	<ul style="list-style-type: none"> -Learning to respect others' personal space and comfort levels. -Encouraging respect and inclusion in school and society. 	
	Year 4	<p>Encouraging children to trust their instincts and value their own well-being (protective behaviours)</p> <ul style="list-style-type: none"> -Valuing life and making safe choices. -Appreciating the ability to help others in emergencies. -Encouraging mindfulness and self-care. -Recognising how physical health affects overall well-being. -Developing a sense of purpose and contribution at home by doing chores. -Understanding trust and personal freedom. -Understanding personal feelings and self-worth. -Understanding personal dignity and respect. -Celebrating uniqueness and self-acceptance. -Understanding the impact of digital actions -Developing confidence in setting boundaries. -Encouraging empathy and understanding. -Reflecting on identity and self-worth. 	<ul style="list-style-type: none"> Understanding right and wrong in safety-related decisions (e.g., why rules exist to keep us safe). -Understanding responsibility for personal and others' safety. -Recognising the duty to assist those in need. -Understanding the impact of mental health stigma. -Making responsible choices about diet and exercise. -Understanding fairness in shared responsibilities at home and in school. -Recognising how actions affect others. -Recognising fairness and gratitude. -Learning boundaries and consent -Recognising the impact of bullying. -Promoting responsible and ethical online behaviour. -Understanding the importance of speaking up. -Challenging stereotypes and discrimination. -Encouraging respect and inclusion. 	<ul style="list-style-type: none"> Learning how to communicate concerns and seek help when feeling unsafe. (protective behaviours) Encouraging safe road use and consideration for others. -Learning teamwork and responsibility in emergency situations. -Promoting emotional support networks. -Understanding the impact of a healthy lifestyle on society. -Understand how responsibilities at home and school contribute to being part of wider society. -Developing self-discipline and reliability. -Managing emotions in friendships and exploring the feeling of jealousy within friendships and families. -Encouraging respectful relationships. -Encouraging inclusion and kindness. -Encouraging supportive online communities. -Learning how to seek help from trusted adults. -Promoting fairness and equal opportunities. -Learning about different cultures and perspectives. 	<ul style="list-style-type: none"> -Exploring different mental well-being practices worldwide. -Comparing household responsibilities in different cultures. -Exploring differing views on independence in childhood. -Exploring differences in greetings and personal space across different cultures. -Recognising universal rights to safety. -Celebrating diversity in society. -Celebrating traditions and experiences from around the world.

	Year 5	<p>Encouraging children to trust their instincts and value their own well-being (protective behaviours)</p> <ul style="list-style-type: none"> -Encouraging self-reflection and confidence in personal choices (resisting peer pressure) -Understanding the value of helping others in need (first aid) -Promoting self-care and emotional awareness. -Understanding the impact of choices on long-term well-being (smoking) -Encouraging kindness and selflessness. -Inspiring ambition and perseverance in the world of work. -Encouraging self-awareness and emotional regulation when dealing with feelings of anger. -Understanding and embracing physical and emotional changes to our bodies during puberty. -Encouraging self-acceptance and individuality. -Encouraging self-respect and awareness of online risks.- Encouraging thoughtful and positive online interactions. -Empowering children to trust their instincts and voice concerns. -Encouraging respect and appreciation for others -Celebrating identity and personal values. 	<p>Understanding right and wrong in safety-related decisions (e.g., why rules exist to keep us safe).</p> <ul style="list-style-type: none"> -Understanding the consequences of giving in to negative peer pressure. -Learning the responsibility of responding to emergencies. -Encouraging empathy and understanding of mental health struggles. -Recognising the dangers of smoking and making informed decisions. -Recognising the importance of helping and supporting others. -Understanding the impact of anger on ourselves and others. -Respecting personal and others' experiences of puberty. -Understanding the impact of bullying and promoting kindness. -Understanding the dangers of sharing images online irresponsibly. -Understanding right and wrong in digital spaces. -Recognising personal rights and the responsibility to speak out against harm. -Challenging prejudice and discrimination. -Promoting respect and equality. 	<p>Learning how to communicate concerns and seek help when feeling unsafe. (protective behaviours)</p> <ul style="list-style-type: none"> -Learning strategies to say no and support friends in difficult situations. -Encouraging teamwork in life-saving situations. (first aid) - Supporting open discussions about emotions and mental health. -Learning how peer influence and societal norms shape habits like smoking. -Learning how to be a responsible and active citizen. -Developing teamwork and problem-solving skills (enterprise) -Learning positive ways to express and manage anger. -Encouraging open discussions and reducing stigma around puberty. -Learning how to challenge bullying and support victims. -Learning to navigate online relationships safely. -Learning to be a responsible digital citizen. -Encouraging safe and supportive relationships. -Learning to create inclusive and fair communities. -Encouraging dialogue and understanding between different groups. 	<ul style="list-style-type: none"> -Exploring how different cultures view and manage mental well-being. -Exploring attitudes towards smoking in different countries and laws. -Understanding how different societies value community support -Understanding the universal right to personal safety. -Exploring diversity and inclusion as part of our countries culture. -Learning about traditions, perspectives, and experiences from different cultures.
	Year 6	<p>Encouraging children to trust their instincts and value their own well-being (protective behaviours)</p> <ul style="list-style-type: none"> -Appreciating the importance of life and taking care of oneself. 	<p>Understanding right and wrong in safety-related decisions (e.g., why rules exist to keep us safe).</p> <ul style="list-style-type: none"> -Understanding responsibility for personal and others' safety near water. 	<p>Learning how to communicate concerns and seek help when feeling unsafe. (protective behaviours)</p>	<p>Exploring how mental health is addressed in different cultures.</p> <ul style="list-style-type: none"> -Comparing attitudes towards alcohol in different societies. -Recognising that personal safety is a universal right.

		<ul style="list-style-type: none"> -Recognising the value of helping others in emergencies. -Promoting self-awareness and mindfulness. -Understanding personal responsibility and well-being. -Understanding fairness, honesty, and integrity. -Understanding the value of money and making ethical financial choices. -Encouraging self-reflection and emotional resilience when dealing with feelings of worry. -Understanding the importance of relationships and family. -Celebrating individuality and self-worth. -Encouraging responsible and meaningful online interactions. -Promoting respectful and ethical online behaviour. -Encouraging self-confidence in setting personal boundaries. -Encouraging reflection on democracy, liberty, and fairness. -Celebrating identity and uniqueness. 	<ul style="list-style-type: none"> -Understanding the ethical responsibility to help someone in need (first aid) -Encouraging empathy and understanding of mental health challenges. -Recognising the consequences of alcohol misuse. -Learning about the impact of stealing on individuals and communities. -Recognising the responsibility of spending wisely and avoiding financial pitfalls. -Understanding how worry affects decision-making. -Learning about responsibility and respect in relationships. -Recognising the impact of bullying and standing up for others. -Understanding the risks and ethics of digital friendships. -Understanding the importance of digital citizenship. - Understanding the right to personal safety and consent. -Understanding the importance of respect and the rule of law. -Encouraging respect and fairness. 	<ul style="list-style-type: none"> -Learning how to keep oneself and others safe in water-related activities. -Learning teamwork and cooperation in emergency situations. -Supporting open discussions about emotional well-being. -Learning how peer pressure can influence choices about alcohol. -Discussing laws, consequences, and ethics around ownership. - Learning about digital consumer awareness and online spending habits. -Learning strategies to manage worry and support others. -Encouraging open discussions about human development and conception. -Encouraging kindness and inclusion. -Learning about digital responsibility and personal safety. -Learning about personal responsibility in digital spaces. -Learning to seek help when needed. -Learning about individual rights and responsibilities across society. -Promoting community cohesion and understanding. 	<ul style="list-style-type: none"> -Exploring traditions, experiences, and perspectives from different backgrounds.
Subject Area	Year Group	Spiritual Development	Moral Development	Social Development	Cultural Development
Music		<ul style="list-style-type: none"> -Opportunity to feel part of something bigger when performing as a group/ school. -Appreciating music from different composers. Dinging in collective worship as an opportunity to praise God as well 	<ul style="list-style-type: none"> -Ethical responsibility, fairness, respect for others' work, making positive choices. -Discuss the impact of lyrics and how music can carry messages (positive or negative). 	<ul style="list-style-type: none"> -Working in groups, each member of the team contributing to the overall composition. -Bonding over shared enjoyment and knowledge of certain pieces of music. 	<ul style="list-style-type: none"> Take part in performances of plays. - Explore music from different cultures and historical periods. -Recognise how music reflects cultural identity and heritage. -Encourage appreciation of diverse musical styles and

		<p>as to 'reflect on the words being sung'.</p> <ul style="list-style-type: none"> -Self-expression, creativity, emotional connection, appreciation of beauty. -Encourage children to express their emotions and thoughts through music. -Develop a sense of awe and wonder through exploring different sounds and compositions. -Foster self-confidence in performance and improvisation. -Promote appreciation of the emotional and spiritual impact of music. -Listening to and reflecting on how music conveys emotions. -Creating original compositions inspired by feelings or nature. - Exploring how music is used in different spiritual or religious settings. 	<ul style="list-style-type: none"> -Promote perseverance and commitment in learning an instrument or mastering a piece. 	<ul style="list-style-type: none"> -Develop skills in teamwork and cooperation through group performances. -Encourage listening and responding appropriately when performing with others. -Build confidence through public performances and sharing work with peers. -Promote respect and constructive feedback when evaluating performances. 	<p>instruments from around the world.</p> <ul style="list-style-type: none"> -Promote understanding of how music has evolved over time.
Subject Area	Year Group	Spiritual Development	Moral Development	Social Development	Cultural Development
English	Year 3	<p>Encourage children to explore their own thoughts and feelings through narrative writing.</p> <p>Foster imagination and wonder through engaging storytelling and descriptive writing.</p> <p>Reflect on moral messages and deeper themes within stories.</p> <p>Inspire an appreciation for poetry and storytelling as a form of emotional expression.</p> <p>The BFG- Exploring dreams, kindness, and standing up for what is right.</p>	<p>Encourage discussions about characters' choices and moral dilemmas in narratives.</p> <p>Develop understanding of fairness, justice, and kindness through character analysis.</p> <p>Explore persuasive writing to discuss ethical topics and responsibility.</p> <p>Reinforce the importance of honesty and integrity in reporting facts (non-fiction).</p> <p>The Day the Crayons Quit (Persuasive Writing) – Exploring fairness and equality through letter writing.</p>	<p>Encourage collaboration through shared writing tasks and group reading discussions.</p> <p>Develop listening and speaking skills through storytelling and drama.</p> <ul style="list-style-type: none"> -Foster empathy by exploring different characters' viewpoints and emotions. -Promote respect for others' opinions and perspectives through persuasive writing. <p>Monster Pizzas (Instructions) – Working in pairs to create and share clear instructions.</p> <p>Mulan (Reading Unit) – Exploring</p>	<p>-Introduce children to a range of texts from different cultures and time periods.</p> <ul style="list-style-type: none"> -Explore different writing styles and genres from global storytelling traditions. -Encourage appreciation of diverse perspectives and experiences in literature. -Develop an understanding of historical and cultural contexts in stories. <p>Aladdin (Narrative) – Exploring Middle Eastern folklore and traditional storytelling.</p> <p>The Happy Prince (Narrative) –</p>

		<p>The Fate of Fausto (Narrative) – Discussing themes of greed, nature, and human impact.</p>	<p>Healthy Food (Persuasive Writing) – Discussing responsibility for making good health choices.</p> <p>How Bees Make Honey (Explanation) – Understanding environmental responsibility and the role of bees in nature.</p>	<p>gender roles, bravery, and teamwork in the story.</p> <p>The Man on the Moon (Narrative) – Considering loneliness and friendship through character study.</p>	<p>Learning about moral lessons in classic literature.</p> <p>The Pebble in My Pocket (Reading) – Understanding history through storytelling about Earth's formation.</p> <p>Portia Spiders (Non-Chronological Report) – Learning about animals and ecosystems from a scientific and global perspective.</p>
	Year 4	<p>Encourage children to explore their own thoughts and feelings through narrative writing. Foster imagination and wonder through engaging storytelling and descriptive writing. Reflect on moral messages and deeper themes within stories. Inspire an appreciation for poetry and storytelling as a form of emotional expression.</p> <p>The Angler Fish (Non-chronological report): Discussing the wonder and mystery of the deep sea and the unique adaptations of creatures like the angler fish, prompting reflection on the diversity of life.</p> <p>A Christmas Carol (Reading): Examining Scrooge's transformation and the underlying values of compassion, generosity, and empathy.</p> <p>John Lyons Poetry (Writing): Encouraging children to explore their own feelings and perspectives through poetry, perhaps reflecting on nature or personal experiences.</p> <p>-Hidden Depths: Exploring The Deep (Reading): Reading about</p>	<p>-Recognising right and wrong</p> <p>- Developing empathy and considering the perspectives of others.</p> <p>- Understanding consequences.</p> <p>-A Christmas Carol (Reading): Analysing Scrooge's selfish behaviour and the moral lessons he learns about the consequences of his actions.</p> <p>-Hansel and Gretel (Reading): Discussing the witch's evil intentions and the children's bravery and resourcefulness in overcoming her. Discussing the dangers of trusting strangers and the potential consequences of disobedience.</p> <p>-I Was A Rat! (Reading): Exploring the ethical dilemmas faced by the people who encounter the rat-boy and considering how they should treat him.</p> <p>-The Borrowers (Writing): Considering the potential dangers for the Borrowers if they are discovered by "human beans."</p> <p>-There's A Boy In The Girl's Bathroom (Reading): Encouraging children to understand Bradley's</p>	<p>-Working collaboratively and developing social skills.</p> <p>-Understanding different social structures and communities.</p> <p>- Developing a sense of responsibility and contributing to the classroom and wider community.</p> <p>- Fostering an environment where children feel responsible for listening to and respecting each other.</p> <p>- Encouraging children to consider their audience and the impact of their writing.</p> <p>-Chocolate Making (Non-fiction Unit – Explanation Text): Working together in groups to research and write explanations of the chocolate-making process.</p> <p>Journalistic Writing (Writing): Collaborating to plan and write news reports, taking on different roles within a group.</p> <p>Reading activities across all units: Participating in class discussions, sharing ideas, and respecting the opinions of others.</p> <p>There's A Boy In The Girl's Bathroom (Reading): Exploring the</p>	<p>-Understanding and appreciating different cultural traditions and heritage.</p> <p>-Recognising the diversity of cultures within the UK.</p> <p>-Developing an understanding of Britain's literary heritage:</p> <p>-A Christmas Carol (Reading): Exploring Victorian Christmas traditions and social issues of the time.</p> <p>-Hansel and Gretel (Reading): Recognising this as a traditional European folk tale and discussing its cultural significance.</p> <p>-Walter Tull's Scrapbook (Reading): Learning about a significant figure from British history and the social and cultural context of his life. - Understanding the experiences of individuals from minority ethnic backgrounds in Britain during the early 20th century.</p> <p>-John Lyons Poetry (Writing): Exploring the work of a poet with a diverse cultural background.</p>

		<p>the vastness and unknown aspects of the ocean, fostering a sense of awe and curiosity about the natural world.</p> <p>-The Borrowers (Writing): Imagining the secret world of the Borrowers and considering different perspectives on everyday objects and spaces.</p> <p>-The Jabberwocky (Writing): Exploring imaginative language and creating a sense of the fantastical and mysterious through nonsense verse.</p> <p>-There's A Boy In The Girl's Bathroom (Reading): Discussing Bradley Chalker's feelings of isolation and the importance of self-acceptance and friendship.</p> <p>The Robin (Writing): Encouraging children to observe nature and express their feelings and observations in descriptive writing.</p> <p>- I Was A Rat! (Reading): Considering the protagonist's confusion about his identity and prompting reflection on what makes us who we are.</p>	<p>difficulties and the importance of kindness and acceptance.</p> <p>-Walter Tull's Scrapbook (Reading): Learning about Walter Tull's experiences as a black professional footballer and soldier, fostering empathy for individuals who face prejudice.</p>	<p>social dynamics within a school classroom and the challenges of fitting in.</p> <p>The Borrowers (Writing): Imagining the social structure and rules within the Borrower community.</p> <p>Walter Tull's Scrapbook (Reading): Learning about the social context of Walter Tull's life, including the challenges of racism and the camaraderie of the football team and the army.</p>	<p>A Christmas Carol (Reading): Studying a classic work of English literature by a renowned author.</p> <p>The Jabberwocky (Writing): Engaging with the playful and imaginative language of Lewis Carroll, a significant figure in children's literature.</p> <p>The Borrowers (Writing): Exploring a beloved British children's novel.</p>
	Year 5	<p>-Exploring beliefs and values.</p> <p>-Developing a sense of awe, wonder, and mystery.</p> <p>- Reflecting on personal experiences and feelings:</p> <p>How To Train Your Dragon (mixed genre): exploring themes of prejudice, understanding, and the value of different perspectives.</p> <p>The British - Poetry: Examining poems that reflect on national</p>	<p>-Recognising right and wrong.</p> <p>-Understanding consequences.</p> <p>- Developing empathy and considering the perspectives of others.</p> <p>Oliver Twist (narrative): Analysing the criminal activities of Fagin and his gang and contrasting them with the kindness and compassion shown by Mr. Brownlow and others. Examining the consequences of Oliver's poverty and his</p>	<p>Working collaboratively and developing social skills.</p> <p>- Understanding different social structures and communities.</p> <p>- Developing a sense of responsibility and contributing to the classroom and wider community.</p> <p>- Fostering an environment where children feel responsible for contributing thoughtfully to conversations and respecting the opinions of others.</p>	<p>Understanding and appreciating different cultural traditions and heritage.</p> <p>- Recognising the diversity of cultures within the UK.</p> <p>- Creating opportunities for children to share their own cultural experiences and learn from their peers.</p> <p>- Developing an understanding of Britain's literary heritage.</p>

		<p>identity, history, and the diverse experiences of people living in Britain, prompting reflection on shared values and individual beliefs.</p> <p>Inspirational Figures (biography): Learning about the motivations and beliefs that drove significant individuals to achieve great things or make a positive impact.</p> <p>Wild Cats (non-chronological reports): Exploring the adaptations and behaviours of wild cats, fostering a sense of wonder about the natural world and the diversity of life.</p> <p>The Viewer (narrative): Engaging with a narrative that might explore unusual or unexplained phenomena, sparking curiosity and a sense of mystery.</p> <p>The Highwayman (narrative poetry): Appreciating the romantic and dramatic elements of the poem, which can evoke a sense of wonder and imagination.</p> <p>Oliver Twist (narrative): Exploring Oliver's feelings of loneliness, resilience, and hope in the face of adversity.</p>	<p>involvement with the criminal underworld.</p> <p>Encouraging children to understand the difficult circumstances faced by Oliver and other characters living in poverty.</p> <p>School Uniform (persuasive writing): Debating the fairness and implications of school uniform policies, considering different viewpoints on rules and regulations.</p> <p>Demon Dentist (reading 1 week): Exploring themes of trust, deception, and the consequences of harmful actions.</p> <p>The Highwayman (narrative poetry): Understanding the tragic consequences of betrayal and the societal forces at play.</p> <p>How To Train Your Dragon (mixed genre): Observing the consequences of the ongoing conflict between Vikings and dragons and the positive outcomes of seeking understanding and peace.</p> <p>Inspirational Figures (biography): Learning about the challenges and obstacles faced by inspirational individuals and developing empathy for their struggles.</p>	<p>Performance: Engaging in dramatic activities, requiring cooperation, communication, and understanding of different roles.</p> <p>School Uniform (persuasive writing): Participating in debates or discussions about school uniform, requiring active listening and respectful articulation of opinions. Group reading and discussion activities across all units: Encouraging children to share their interpretations, build on each other's ideas, and respect diverse perspectives.</p> <p>Oliver Twist (narrative): Exploring the social divisions in Victorian London and the different communities Oliver encounters (the workhouse, Fagin's den, Mr. Brownlow's household).</p> <p>The British - Poetry: Examining poems that reflect on different aspects of British society, both past and present.</p> <p>School Uniform (persuasive writing): Encouraging children to think critically about issues that affect their school community and to express their views constructively.</p> <p>Inspirational Figures (biography): Learning about individuals who have taken responsibility for making positive changes in the world.</p>	<p>- Oliver Twist (narrative): Gaining insight into Victorian England, its social customs, and the challenges faced by different social classes.</p> <p>The British - Poetry: Exploring poems that reflect on British history, folklore, and cultural identity.</p> <p>The Highwayman (narrative poetry): Engaging with a classic example of English narrative poetry, reflecting historical themes and romantic ideals.</p> <p>The British - Poetry: Selecting poems that showcase the diverse voices and experiences within British society. Exploring a range of British poets and poetic styles.</p> <p>Inspirational Figures (biography): Studying biographies of individuals from diverse cultural backgrounds who have made significant contributions.</p> <p>Oliver Twist (narrative): Studying a significant novel by a renowned English author, Charles Dickens.</p>
	Year 6	-Encourage exploration of complex ideas and personal beliefs.	-Develop understanding of right and wrong.	-Encourage collaboration and teamwork.	-Explore and appreciate different cultures and histories.

		<ul style="list-style-type: none"> - Foster wonder and curiosity about the world. - Encourage reflection on life's bigger questions. <p>Sherlock Holmes (Narrative Description and Formal Persuasion): Discuss the concepts of justice, morality, and the human desire for truth and understanding in the world, prompting pupils to reflect on their own values.</p> <p>Alma (Narrative): Explore themes of fear, loneliness, and personal growth, encouraging pupils to reflect on emotions and the impact of personal choices.</p> <p>The Golden Compass (Narrative Diary): Invite pupils to reflect on the fantastical elements of the story and the importance of imagination in storytelling, encouraging awe for creativity and the unknown.</p> <p>Climate Emergency (Journalistic Report): Encourage reflection on environmental issues, sparking awe and wonder about the planet and the urgency to care for the world.</p> <p>Pandas (Non-chronological Report): Invite pupils to consider the role of endangered species in the world, prompting them to reflect on the balance of life and humanity's responsibility to protect nature.</p> <p>Road's End (Narrative): Encourage reflection on human resilience and</p>	<ul style="list-style-type: none"> - Promote responsibility and fairness. - Encourage empathy and social justice. <p>Sherlock Holmes (Narrative Description and Formal Persuasion): Examine the ethical dilemmas faced by characters in detective stories, encouraging pupils to discuss right versus wrong and how actions have consequences.</p> <p>How to Steal Christmas (Instructions): Explore moral lessons within stories, discussing the importance of kindness, generosity, and the true spirit of the holiday season.</p> <p>Egypt Holiday (Informal Persuasion): Encourage pupils to consider the ethical implications of tourism and cultural heritage, fostering discussions about respect for different cultures and responsible travel.</p> <p>Climate Emergency (Journalistic Report): Discuss the moral responsibility of individuals and societies to address climate change, fostering a sense of duty to act for the common good.</p> <p>Alma (Narrative Instructions): Examine how the characters' choices affect others, encouraging pupils to consider empathy and justice in their actions.</p> <p>Pandas (Non-chronological Report): Reflect on the ethical treatment of animals, encouraging</p>	<ul style="list-style-type: none"> - Encourage respect for different viewpoints. - Improve communication and expression. <p>The Golden Compass (Narrative Diary): Encourage collaboration in storytelling and role-playing, where pupils can share and build on each other's creative ideas, showing teamwork and communication.</p> <p>Egypt Holiday (Informal Persuasion): Encourage pupils to respect diverse opinions when discussing different approaches to tourism, allowing them to practice persuasive writing while respecting others' viewpoints.</p> <p>Climate Emergency (Journalistic Report): Promote critical thinking and respectful discussion around global issues, encouraging pupils to listen to differing perspectives and work collaboratively to share solutions.</p> <p>How to Steal Christmas (Instructions): encouraging pupils to engage in discussions and share their own interpretations and thoughts on the story.</p> <p>Alma (Narrative Instructions): Use narrative writing to express feelings, focusing on how to clearly communicate emotions and situations in an engaging manner, while respecting different viewpoints.</p>	<ul style="list-style-type: none"> - Celebrate creativity and artistic expression - Understand global and historical contexts - Appreciate the value of storytelling across cultures <p>Egypt Holiday (Informal Persuasion): Engage pupils in learning about Egyptian history and culture,</p> <p>Pandas (Non-chronological Report): Explore animals from different parts of the world, discussing how cultural attitudes towards animals vary and the importance of biodiversity.</p> <p>Sherlock Holmes (Narrative Description and Formal Persuasion): Discuss Victorian London's social and cultural influences on the stories.</p> <p>Climate Emergency (Journalistic Report): Explore how different cultures and regions approach environmental challenges.</p>
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		the importance of making choices in difficult circumstances.	moral thinking about human impact on other living creatures.		
Subject Area	Year Group	Spiritual Development	Moral Development	Social Development	Cultural Development
Maths		<ul style="list-style-type: none"> -Encourage wonder and curiosity about the world through maths -Explore the beauty of numbers and patterns in nature, such as Fibonacci sequences, symmetry, and tessellation. -Discuss the infinite nature of numbers and how maths helps us understand the universe. -Investigate the concept of probability and how chance influences everyday life. -Develop perseverance and resilience in problem-solving -Encourage pupils to reflect on how persistence in maths mirrors real-life challenges. -Celebrate mistakes as learning opportunities, helping pupils build confidence in their abilities. 	<ul style="list-style-type: none"> -Promote fairness and ethical decision-making through mathematical reasoning -Use real-world contexts (e.g., wages, taxes, and discounts) to discuss fairness in financial decisions. -Explore the ethics of data handling, including how statistics can be manipulated to mislead. -Discuss the importance of honesty in measurements and calculations, linking to real-life professions like engineering and medicine. -Discuss the impact of economic decisions on different communities using statistics and percentages. 	<ul style="list-style-type: none"> -Encourage teamwork and collaboration in mathematical tasks -Use group problem-solving activities to develop communication and cooperation. -Encourage peer teaching, where pupils explain mathematical concepts to each other. -Develop financial literacy and real-world problem-solving skills -Teach budgeting, saving, and responsible spending through real-life maths challenges. 	<ul style="list-style-type: none"> -Explore how different cultures have contributed to mathematical understanding -Investigate number systems from different cultures (Roman numerals, Mayan numbers, Chinese counting rods). -Use maths to understand and appreciate global issues -Appreciate maths as a universal language that connects all cultures -Explore symmetrical patterns in art from different cultures, such as Islamic tessellations and African tribal designs.
Subject Area	Year Group	Spiritual Development	Moral Development	Social Development	Cultural Development
Science	Year 3	<ul style="list-style-type: none"> -Encourage awe and wonder at the natural world - Promote curiosity and deeper thinking about science <p>Can You See Me? (The Eye and Light): Explore the complexity of human vision and how light enables us to see the world around us.</p> <p>How Does Your Garden Grow? (Plants): Reflect on the beauty of</p>	<ul style="list-style-type: none"> -Develop responsibility for personal health and well-being - Encourage respect for the environment and sustainability - Promote honesty and ethical scientific practices <p>-Discuss the importance of accurate scientific observations and fair testing when conducting experiments.</p>	<ul style="list-style-type: none"> Encourage teamwork and collaboration in scientific enquiry - Develop awareness of how science improves our lives - Encourage care and kindness for living things <p>The Power of Forces (Forces and Magnets): Work together to design fair tests and experiments, practicing respectful discussion and cooperation.</p>	<ul style="list-style-type: none"> -Explore the impact of scientific discoveries from different cultures - Understand how science helps us appreciate and protect our world - Recognise diversity in the human experience of science and nature

		<p>plants and how they grow from tiny seeds into vital parts of our environment.</p> <p>Rock Detectives (Rocks): Discuss the incredible history of rocks and fossils, considering how the Earth has changed over millions of years.</p> <p>Amazing Bodies (Digestion, Muscles, and Skeletons): Encourage pupils to marvel at the human body and how it works to keep us alive and healthy.</p> <p>The Power of Forces (Forces and Magnets): Explore invisible forces like magnetism and gravity, sparking questions about how the world operates.</p>	<p>Amazing Bodies (Digestion, Muscles, and Skeletons): Discuss the importance of a healthy diet, exercise, and self-care in maintaining strong bodies.</p> <p>Our Changing World (Plants and Flowers): Explore how humans impact plant life through deforestation, pollution, and conservation efforts. Discuss the role of plants in providing food, oxygen, and habitats for animals, and why we must protect nature.</p>	<p>Can You See Me? (The Eye and Light): Conduct light experiments in groups, ensuring fair participation and shared learning experiences.</p> <p>Rock Detectives (Rocks): Explore how materials like stone, metal, and minerals are used in everyday life, from buildings to electronics.</p> <p>Our Changing World (Plants and Flowers): Discuss the role of plants in food production and how we rely on farmers and ecosystems to grow food.</p>	<p>Rock Detectives (Rocks): Learn how different civilizations have used rocks for tools, buildings, and artwork (e.g., Stonehenge, Egyptian pyramids).</p>
	<p>Year 4</p>	<p>-Encourage awe and wonder at the natural world - Promote curiosity and deeper thinking about science</p> <p>In a State (Solids, Liquids, and Gases): Explore how materials change state and how water cycles through the environment, fostering appreciation for nature’s complexity.</p> <p>Switched On (Electricity): Reflect on how electricity powers our world and how scientific discoveries have transformed human life.</p> <p>Good Vibrations (Sound): Discuss the beauty of sound and music, considering how vibrations create the sounds we hear every day.</p> <p>Who Am I? (Vertebrates and Invertebrates): Reflect on the diversity of life and what makes each species unique.</p>	<p>-Develop responsibility for the environment and sustainability - Encourage responsible use of science and technology - Promote fairness and ethical decision-making</p> <p>Human Impact (Pollution, Global Warming, and Endangered Animals): Explore the moral responsibility we have to care for the planet and protect endangered species.</p> <p>Our Changing World (Classifying Plants and Trees): Discuss the importance of biodiversity and the impact of deforestation on the planet.</p> <p>Switched On (Electricity): Explore the ethical implications of energy consumption and discuss renewable energy sources.</p> <p>Human Impact (Pollution, Global Warming, and Endangered</p>	<p>-Encourage teamwork and collaboration in scientific enquiry - Develop awareness of how science improves lives</p> <p>Good Vibrations (Sound): Work in groups to investigate sound waves, encouraging effective communication and problem-solving.</p> <p>Switched On (Electricity): Collaborate to create circuits, ensuring everyone contributes and shares ideas.</p> <p>Encourage care and respect for living things</p> <p>Our Changing World (Classifying Plants and Trees): Promote respect for nature through plant-growing projects and conservation discussions.</p>	<p>-Explore how different cultures contribute to scientific understanding - Understand global issues and diverse perspectives - Recognise the role of science in shaping human history</p> <p>Switched On (Electricity): Learn about famous scientists from diverse backgrounds, such as Thomas Edison, and Marie Curie.</p> <p>Human Impact (Pollution, Global Warming, and Endangered Animals): Compare how different countries address environmental challenges and conservation.</p>

		<p>Where Does All That Food Go? (Digestive System): Marvel at the complexity of the human body and how it processes food to keep us alive.</p>	<p>Animals): Debate how human actions affect the environment and what we can do to reduce harm.</p>		
Art/ D&T	Year 5	<p>-Encourage awe and wonder at the natural world - Promote curiosity and deeper thinking about science</p> <p>-Life Cycles (Reproduction in Animals and Plants): Reflect on the incredible variety of life on Earth and how living things reproduce to ensure survival. Earth and Space: Encourage curiosity about the universe, the vastness of space, and our place within it. Forces in Action: Explore how invisible forces shape the physical world, from gravity to friction, fostering a sense of wonder. -Animals Including Humans (Human Life Cycle): Reflect on how the human body changes over time and the journey from birth to old age.</p>	<p>-Develop responsibility for the environment and sustainability - Encourage responsible use of science and technology - Promote fairness and ethical decision-making</p> <p>Life Cycles (Reproduction in Animals and Plants): Discuss the impact of human activity on ecosystems and the importance of protecting biodiversity. Properties and Changes in Materials: Explore the importance of recycling, reducing waste, and making ethical choices about materials we use. Earth and Space: Debate the ethical implications of space exploration, including the environmental impact of rocket launches and space tourism. Life Cycles (Reproduction in Animals and Plants): Explore the moral responsibilities of humans in protecting endangered species and preventing habitat destruction.</p>	<p>-Encourage teamwork and collaboration in scientific enquiry - Develop awareness of how science improves lives - Encourage respect for living things and each other</p> <p>Forces in Action: Work together in experiments to explore friction, air resistance, and gravity, fostering collaboration and problem-solving. Properties and Changes in Materials: Conduct group investigations on dissolving, filtering, and evaporating, encouraging discussion and shared learning. Life Cycles (Reproduction in Animals and Plants): Foster respect for all living things by learning about the conditions they need to thrive.</p>	<p>-Explore how different cultures contribute to scientific understanding -Understand global issues and diverse perspectives -Recognise the role of science in shaping human history</p>
	Year 6	<p>-Encourage awe and wonder at the natural world - Promote curiosity and deeper thinking about science</p> <p>The Game of Survival (Evolution and Inheritance): Explore the vast</p>	<p>-Develop responsibility for personal health and well-being - Encourage responsible use of science and technology - Promote fairness and ethical decision-making</p>	<p>-Encourage teamwork and collaboration in scientific enquiry - Develop awareness of how science improves lives - Encourage care and respect for living things and each other</p>	<p>-Explore how different cultures contribute to scientific understanding - Understand global issues and diverse perspectives - Recognise the role of science in shaping human history</p>

		<p>complexity of life on Earth and how species have adapted over millions of years.</p> <p>Light (Light and Shadow): Reflect on the beauty of light, how it travels, and its importance in our daily lives.</p> <p>Living Things and Their Habitats (Classification of Organisms): Appreciate the diversity of life and how different species have unique roles in ecosystems.</p> <p>Animals Including Humans (Blood and the Circulatory System): Encourage pupils to marvel at the complexity of the human body and how it sustains life.</p>	<p>(Sex, Drugs/Alcohol, and Exercise - SRE): Encourage informed decision-making about lifestyle choices and their impact on physical and mental health.</p> <p>Animals Including Humans (Blood and the Circulatory System): Explore the importance of a healthy diet and exercise in maintaining a strong heart and body.</p> <p>The Game of Survival (Evolution and Inheritance): Discuss the ethical implications of genetic modification, cloning, and conservation efforts.</p> <p>High Voltage! (Electricity Revisited): Debate the environmental impact of different energy sources and the importance of sustainable choices.</p> <p>Animals Including Humans (Blood and the Circulatory System): Explore issues such as blood donation, organ transplants, and healthcare access worldwide.</p>	<p>Light (Light and Shadow): Work in teams to conduct light experiments, ensuring fair participation and shared responsibility.</p> <p>High Voltage! (Electricity Revisited): Collaborate to build and test circuits, developing problem-solving and communication skills.</p>	<p>The Game of Survival (Evolution and Inheritance): Learn about Charles Darwin and Alfred Russel Wallace's contributions.</p> <p>High Voltage! (Electricity Revisited): Explore the impact of electricity on human development, from early discoveries to modern renewable energy solutions.</p> <p>Animals Including Humans (Blood and the Circulatory System): Learn about key medical discoveries, such as the development of blood transfusions and heart surgery.</p>
Subject Area	Year Group	Spiritual Development	Moral Development	Social Development	Cultural Development
RE	Year 3	<ul style="list-style-type: none"> -Encourage reflection on beliefs and values -Promote awe, wonder, and appreciation for different traditions <p>What Kind of World Did Jesus Want? (Gospel): Explore Jesus' teachings on kindness, fairness, and compassion and reflect on</p>	<ul style="list-style-type: none"> -Encourage reflection on right and wrong and how beliefs influence choices -Promote understanding and respect for different viewpoints <p>What Kind of World Did Jesus Want? (Gospel): Discuss the moral lessons in Jesus' parables, such as</p>	<ul style="list-style-type: none"> -Encourage respect for people of all faiths and beliefs -Develop empathy and understanding of different life journeys -Encourage personal reflection on belonging and identity 	<ul style="list-style-type: none"> -Develop awareness of the role of religion in history and society -Encourage appreciation for diversity in religious and secular traditions -Recognise similarities and differences across worldviews

		<p>how these values influence the world today.</p> <p>Worldviews – Living Without God: Encourage reflection on how people can find meaning and purpose in life without religious beliefs.</p> <p>Hinduism – What Does It Mean to Be Hindu?: Learn about Hindu beliefs, gods, and practices, and explore how they bring a sense of connection and devotion.</p> <p>What Are the Deeper Meanings of Festivals?: Reflect on how festivals can be spiritual experiences, bringing joy, gratitude, and a sense of belonging.</p>	<p>the Good Samaritan, and how they apply to modern life.</p> <p>How and Why Do People Show Their Commitments During the Journey of Life?: Explore how religious and non-religious people make moral commitments, such as charity work, ethical living, and promises.</p> <p>What Is the Trinity? (Incarnation/God): Explore different Christian perspectives on God and Jesus, encouraging respectful discussions about differing beliefs.</p> <p>Worldviews – Living Without God: Discuss how non-religious people develop moral values and how these compare with religious perspectives.</p>	<p>Hinduism – What Does It Mean to Be Hindu?: Learn about Hindu customs, daily practices, and celebrations, fostering understanding and respect.</p> <p>What Are the Deeper Meanings of Festivals?: Explore how different religious and cultural festivals bring communities together.</p> <p>How and Why Do People Show Their Commitments During the Journey of Life?: Compare religious and secular rites of passage, such as baptism, Hindu thread ceremonies, and naming ceremonies.</p> <p>Worldviews – Living Without God: Discuss how people of all backgrounds can find common values such as kindness, respect, and fairness.</p> <p>What Is the Trinity? (Incarnation/God): Discuss how belief in God influences identity and personal faith for Christians.</p> <p>Hinduism – What Does It Mean to Be Hindu?: Explore how Hindu beliefs and traditions shape personal and community identity.</p>	<p>What Kind of World Did Jesus Want? (Gospel): Discuss how Christian teachings have influenced laws, charities, and human rights.</p> <p>Hinduism – What Does It Mean to Be Hindu?: Explore Hinduism’s influence on world history, including art, music, and literature.</p> <p>What Are the Deeper Meanings of Festivals?: Compare different festivals, such as Diwali, Christmas, and Eid, and discuss their significance.</p> <p>Worldviews – Living Without God: Learn about the contributions of non-religious individuals to society, such as scientists, writers, and philosophers.</p> <p>How and Why Do People Show Their Commitments During the Journey of Life?: Compare how religious and non-religious people mark important life events and commitments.</p> <p>What Is the Trinity? (Incarnation/God): Learn how different Christian traditions (e.g., Catholic, Protestant,) interpret the concept of God differently.</p>
	Year4	<ul style="list-style-type: none"> -Encourage reflection on beliefs and values -Promote awe, wonder, and appreciation for different traditions <p>What Do Christians Learn from the Creation Story? (Creation/Fall): Explore how the Christian creation story teaches</p>	<ul style="list-style-type: none"> -Encourage reflection on right and wrong and how beliefs influence choices -Promote understanding and respect for different viewpoints <p>What Is It Like to Follow God? (People of God): Discuss how Christian teachings influence</p>	<ul style="list-style-type: none"> -Encourage respect for people of all faiths and beliefs -Develop empathy and understanding of different life journeys - Encourage personal reflection on belonging and identity 	<ul style="list-style-type: none"> -Develop awareness of the role of religion in history and society -Encourage appreciation for diversity in religious and secular traditions - Recognise similarities and differences across worldviews

		<p>ideas about responsibility for the world and human relationships.</p> <p>When Jesus Left, What Was the Impact of Pentecost? (Kingdom of God): Reflect on the idea of the Holy Spirit and how it influences Christian beliefs and actions today.</p> <p>Islam – Who Is Muslim and How Do They Live?: Explore the Five Pillars of Islam and how they shape the lives of Muslims.</p> <p>Sikhi – What Does It Mean to Be a Sikh in Britain Today?: Learn about Sikh values such as equality and service, encouraging appreciation for Sikh contributions to society.</p>	<p>moral decision-making, such as caring for others and showing forgiveness.</p> <p>Why Do Christians Call the Day Jesus Died ‘Good Friday’? (Salvation): Explore how the story of Jesus' sacrifice teaches lessons about love, sacrifice, and hope.</p> <p>Islam – Who Is Muslim and How Do They Live?: Discuss how Islamic beliefs about prayer, fasting, and charity influence daily life, and compare these to other faiths.</p> <p>Sikhi – What Does It Mean to Be a Sikh in Britain Today?: Explore Sikh values of honesty, kindness, and equality, and how these compare to personal beliefs.</p>	<p>Islam – Who Is Muslim and How Do They Live?: Learn about Muslim customs, daily practices, and festivals such as Ramadan and Eid, raising respect and understanding.</p> <p>Sikhi – What Does It Mean to Be a Sikh in Britain Today?: Explore how Sikh communities support others, such as through langar (free food kitchens).</p> <p>When Jesus Left, What Was the Impact of Pentecost? (Kingdom of God): Discuss how faith inspires Christians to spread kindness, support others, and be a force for good in the world.</p> <p>What Is It Like to Follow God? (People of God): Explore how religious teachings provide guidance in difficult times.</p> <p>Why Do Christians Call the Day Jesus Died ‘Good Friday’? (Salvation): Discuss themes of sacrifice, love, and hope, and how they relate to personal experiences.</p> <p>Sikhi – What Does It Mean to Be a Sikh in Britain Today?: Explore how Sikh identity is expressed in modern Britain, including wearing the 5 Ks and participating in community service.</p>	<p>What Do Christians Learn from the Creation Story? (Creation/Fall): Discuss how Christian teachings about creation influence ideas about environmental responsibility.</p> <p>Islam – Who Is Muslim and How Do They Live?: Learn about the historical impact of Islamic scholars on science, medicine, and literature.</p> <p>Why Do Christians Call the Day Jesus Died ‘Good Friday’? (Salvation): Compare Easter traditions across different cultures and Christian denominations.</p> <p>Sikhi – What Does It Mean to Be a Sikh in Britain Today?: Explore how Sikh festivals such as Vaisakhi are celebrated in different parts of the world.</p> <p>When Jesus Left, What Was the Impact of Pentecost? (Kingdom of God): Compare Christian beliefs about the Holy Spirit with other religious and secular ideas about guidance and inspiration.</p> <p>Sikhi – What Does It Mean to Be a Sikh in Britain Today?: Discuss the similarities between Sikh, Christian, and Muslim teachings about kindness, honesty, and respect.</p>
	Year 5	<p>-Encourage reflection on beliefs and values</p> <p>- Promote awe, wonder, and appreciation for different traditions</p> <p>Creation and Science – Conflict or Complimentary? (Creation/Fall): Explore different</p>	<p>-Encourage reflection on right and wrong and how beliefs influence choices</p> <p>- Promote understanding and respect for different viewpoints</p> <p>How Can Following God Bring Freedom and Justice? (People of</p>	<p>-Encourage respect for people of all faiths and beliefs</p> <p>- Develop empathy and understanding of different life journeys</p> <p>- Encourage personal reflection on belonging and identity</p>	<p>-Develop awareness of the role of religion in history and society</p> <p>-Encourage appreciation for diversity in religious and secular traditions</p> <p>-Recognise similarities and differences across worldviews</p>

		<p>ways people reconcile religious beliefs with scientific discoveries about the universe.</p> <p>What Can We Learn from Psychology and Theology About the Idea of God?: Encourage deep thinking about faith, belief, and personal spirituality, comparing religious and psychological perspectives.</p> <p>Hinduism – What Is Ahimsa and How Does It Influence the Lives of Hindu People?: Reflect on the idea of non-violence and respect for all living beings as a spiritual principle.</p> <p>Why Is Pilgrimage Important to Some Religious Believers?: Explore how the journey of pilgrimage can be a transformative and spiritual experience.</p>	<p>God): Explore how religious teachings have inspired justice movements, such as the abolition of slavery and modern human rights campaigns.</p> <p>Hinduism – What Is Ahimsa and How Does It Influence the Lives of Hindu People?: Discuss how the principle of ahimsa (non-violence) affects ethical decisions, including vegetarianism and environmental care.</p> <p>Buddhism in Britain – What Difference Does Being a Buddhist Make?: Discuss Buddhist perspectives on happiness, suffering, and mindfulness, and compare them to other worldviews.</p> <p>What Can We Learn from Psychology and Theology About the Idea of God?: Explore different understandings of God and belief, including secular and non-religious perspectives.</p>	<p>Why Is Pilgrimage Important to Some Religious Believers?: Explore how religious pilgrimage fosters community, reflection, and personal transformation.</p> <p>Buddhism in Britain – What Difference Does Being a Buddhist Make?: Discuss how Buddhist values, such as meditation and non-attachment, shape personal and social interactions.</p> <p>How Can Following God Bring Freedom and Justice? (People of God): Learn about religious figures who fought for justice, such as Martin Luther King Jr. and William Wilberforce.</p> <p>Hinduism – What Is Ahimsa and How Does It Influence the Lives of Hindu People?: Reflect on how religious beliefs guide personal choices and responsibilities toward others.</p> <p>Buddhism in Britain – What Difference Does Being a Buddhist Make?: Explore how Buddhists in Britain integrate their faith with modern lifestyles.</p> <p>What Can We Learn from Psychology and Theology About the Idea of God?: Encourage pupils to reflect on their own beliefs and how they relate to wider philosophical and religious ideas.</p>	<p>How Can Following God Bring Freedom and Justice? (People of God): Discuss the role of religion in shaping social movements, laws, and ethical debates.</p> <p>Why Is Pilgrimage Important to Some Religious Believers?: Explore famous pilgrimage sites and their historical and cultural significance.</p> <p>Creation and Science – Conflict or Complimentary? (Creation/Fall): Compare different cultural perspectives on the origins of the universe, including religious and scientific explanations.</p> <p>Buddhism in Britain – What Difference Does Being a Buddhist Make?: Investigate how Buddhism has adapted and flourished in Britain, including meditation centres and Buddhist festivals.</p> <p>Hinduism – What Is Ahimsa and How Does It Influence the Lives of Hindu People?: Compare the Hindu principle of non-violence to similar ideas in other faiths, such as Christian pacifism and Buddhist compassion.</p> <p>What Can We Learn from Psychology and Theology About the Idea of God?: Examine the similarities and differences in how religious and non-religious people explore the concept of God and spirituality.</p>
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	<p>Year 6</p>	<p>-Encourage reflection on beliefs and values- Promote awe, wonder, and appreciation for different traditions</p> <p>What Would Jesus Do? (Gospel): Explore Jesus’ teachings on love, forgiveness, and justice, encouraging pupils to reflect on how these values apply in their own lives.</p> <p>Was Jesus the Messiah? (Incarnation): Encourage personal reflection on different beliefs about Jesus’ identity and significance in Christianity.</p> <p>Islam – What Does It Mean for a Muslim to Follow God?: Reflect on how devotion to God influences a Muslim’s daily life, including prayer, fasting, and charity.</p> <p>Sikhi – What Is the Role and Impact of the Gurdwara on Sikhs and Local Communities?: Explore the spiritual significance of the gurdwara and how it serves as a place of worship and service.</p>	<p>-Encourage reflection on right and wrong and how beliefs influence choices</p> <p>-Promote understanding and respect for different viewpoints</p> <p>What Did Jesus Do to Save Human Beings? (Salvation): Discuss the concept of sacrifice and selflessness, exploring how these values influence Christian beliefs and actions.</p> <p>-Worldviews – How Do Worldviews Affect the Way People Live?: Compare religious and secular moral frameworks, encouraging respect for different perspectives on ethical decision-making.</p> <p>Islam – What Does It Mean for a Muslim to Follow God?: Discuss how Islamic teachings influence personal responsibility, kindness, and justice.</p> <p>Sikhi – What Is the Role and Impact of the Gurdwara on Sikhs and Local Communities?: Explore how Sikh values of equality and service shape Sikh contributions to society.</p>	<p>- Encourage respect for people of all faiths and beliefs</p> <p>-Develop empathy and understanding of different life journeys</p> <p>- Encourage personal reflection on belonging and identity</p> <p>Islam – What Does It Mean for a Muslim to Follow God?: Explore Muslim contributions to society, such as charity work and community support.</p> <p>Worldviews – How Do Worldviews Affect the Way People Live?: Encourage open discussions about different ways of finding meaning and purpose in life.</p> <p>What Would Jesus Do? (Gospel): Explore how Jesus’ teachings encourage compassion, justice, and care for others.</p> <p>Sikhi – What Is the Role and Impact of the Gurdwara on Sikhs and Local Communities?: Learn about the langar (free kitchen) and how it promotes equality and generosity.</p> <p>Was Jesus the Messiah? (Incarnation): Encourage pupils to explore their own beliefs about leadership, inspiration, and sacrifice.</p> <p>Worldviews – How Do Worldviews Affect the Way People Live?: Help pupils consider how their own values and beliefs shape their choices.</p>	<p>-Develop awareness of the role of religion in history and society</p> <p>- Encourage appreciation for diversity in religious and secular traditions</p> <p>- Recognise similarities and differences across worldviews</p> <p>What Did Jesus Do to Save Human Beings? (Salvation): Explore how Christian beliefs about salvation have influenced history, art, and social movements.</p> <p>Islam – What Does It Mean for a Muslim to Follow God?: Discuss the impact of Islamic teachings on law, science, and culture.</p> <p>Sikhi – What Is the Role and Impact of the Gurdwara on Sikhs and Local Communities?: Compare Sikh community values to those in other religious and non-religious traditions.</p> <p>Worldviews – How Do Worldviews Affect the Way People Live?: Discuss the similarities and differences between religious and secular approaches to life’s big questions.</p> <p>Was Jesus the Messiah? (Incarnation): Compare Christian views on Jesus as the Messiah with Jewish and Islamic perspectives.</p> <p>Worldviews – How Do Worldviews Affect the Way People Live?: Explore how different religious and non-</p>
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					religious perspectives influence ethics, daily life, and social responsibility.
Subject Area	Year Group	Spiritual Development	Moral Development	Social Development	Cultural Development
Wider School Activities/ Extra Curricular opportunities		<ul style="list-style-type: none"> -Regular visits to St Peter's church. -Outdoor learning week encourages a love of nature and to be inspired by being outdoors. -Daily collective worship -Weekly collective worship led by St Peter's Church -Daily prayers said and written by the children. 	<ul style="list-style-type: none"> -Children in Need / Red Nose Day - encourages empathy and generosity by supporting people in need. -Harvest Festival Collections – Teaches pupils about gratitude and sharing resources with those less fortunate. -Christmas Shoebox Appeal / Food Bank Donations – helps pupils reflect on privilege and social responsibility. Anti-Bullying Week – Promotes discussions about respect, kindness, and standing up for what is right. -Mental Health Awareness Week – Encourages responsibility for self-care and supporting others. -Safer Internet Day – Teaches online ethics, digital responsibility, and the impact of cyberbullying. -Remembrance Day- encourages pupils to reflect on the consequences of conflict and the importance of peace -Buddy Systems for Year 3s and new starters– Promotes kindness, guidance, and responsibility for younger or more vulnerable pupils. 	<ul style="list-style-type: none"> -Mixing with children from other schools and supporting transition when taking part in sporting events -Opportunities to sing and play music together in after school clubs as well as to perform with children from other schools. -Community events such as litter picking or visiting the elderly encourage children to contribute to wider society. -Pupil Parliament helps pupils to understand the importance of democracy in society 	<ul style="list-style-type: none"> -Experience of different environments and facilities for PE. Awareness of different sports and equipment and how people can become athletes. Opportunities to play and learn instruments and to hear adults and professionals play.