

SMSC in the Curriculum at Gorsemoor

English Maths DT PE Art Computing Music PSHE Science Spanish Geography History RE Character/Enrichment Early Years

	Examples of how SMSC development is present in curriculum subjects:
The spiritual development of pupils is shown by their:	
*ability to be reflective about their own beliefs (religious or otherwise) and perspective on life	<p>In PSHE lessons, children are encouraged to use reflection time and talk and share their perspectives on life. For example, in Year 2, in our topic 'Managing Feelings' children reflected on how they might support someone who was struggling to manage their feelings, including those with additional needs.</p> <p>In art, children are encouraged to learn about a range of famous artists, and then to use this inspiration to reflect on their own work and explain the creative choices they have made.</p> <p>In RE, pupils are encouraged to explore different beliefs and give their own ideas, beliefs and perspectives on aspects of life, celebrations, creation and death. For example, in Year 1, children study a range of creation stories from different religions.</p> <p>In Autumn term, the children in Early Years focus on 'All About Me'. They develop their understanding about themselves and others around them. We use stories to support the children's learning and development and take part in small group discussions.</p> <p>In Science, children are encouraged to reflect on the wonders of nature and the universe. For example, during Space Week, children in Year 2 learnt about nebula and started to understand how stars were formed. Children questioned how old stars were, and how old the sun would be before it turned into a supernova.</p>
*knowledge of, and respect for, different people's faiths, feelings and values	<p>In art, all children have an 'artist in focus' for each unit and learn about how their lives impacted their work. For example, in Year 1 and 2, children learn about Monet, how despite losing his eyesight, he continued to paint and create masterpieces. Equally, during Black History Month, children in Year 1 and 2 learnt about artist Alma Thomas, and how her experiences growing up had a profound impact on her career. This is also the same for any artwork created by the children and their peers. They are taught to be respectful of each other's' work, feelings towards work and their values that have helped shape their work. This is done through reflective practice whereby children give each other 2 stars and a wish during peer feedback. Equally, children are given the opportunity to show respect of their peers' work during whole-school competitions and showcases, such as our Christmas in a box competition and our annual Easter egg decorating competition.</p> <p>In PSHE, all year groups complete a unit called 'Valuing Difference' which focuses on celebrating differences, stereotypes, bullying, and discrimination. Year 5 and 6 also learn about being a 'bystander' and how to act with courage in tricky situations.</p> <p>Once a year, the character virtue of Inclusivity is a focus for our pupils during a half term. In KS1, children focused</p>

	<p>on diverse Britain, showing compassion, discrimination and the protected characteristic of disability. Equally, last year, all children in school took part in a Picture News virtual assembly with Paralympian Stef Reid, and showed respect for her feelings and values.</p> <p>In Spanish lessons and on our annual Spanish Day, children learn about Spanish culture in a respectful way. Each year group has a variety of challenges on the day, for example, in Year 2, children learnt how to order food in a Spanish role-play restaurant.</p> <p>In RE lessons, pupils study a variety of different faiths and the values these faiths hold. Pupils are taught where these values come from in the history of the religion. Respect for people of faith and their beliefs is given paramount importance.</p>
<p>*sense of enjoyment and fascination in learning about themselves, others and the world around them</p>	<p>In history, Year 3 and 4 were fascinated during their topic of the stone age, where they learnt about their homes, weapons, farming and tools. They completed their topic by taking part in a forest school session where they built dens and made fires.</p> <p>In maths, each lesson is started with real-life links, and how the skills in each lesson can be used day-to-day and in jobs/careers when the children grow up. In maths, children learn a variety of methods they can use to work out equations, and are able to reflect on and use a method that they prefer, thus learning about their preferred learning styles. Children enjoy explaining their workings out in lessons, especially when it differs from their peers. Equally, as part of STEAM week, children are encouraged to research and dress up as professions which include maths, for example, teachers, physicists, and bankers.</p> <p>In Spanish, pupils show a love of learning a new language. Pupils in Year 5 have been observed taking extra care to ensure that their pronunciation of words and phrases is correct, and show lots of enjoyment in lessons when taking part in listening and speaking activities.</p> <p>In DT, children love learning about how things work and how ideas can be made, tested and evaluated. In Year 1 and Year 2, children learn about how vehicles move by using wheels and axels. Children are able to create their own wheel and axel mechanism, test and evaluate their effectiveness.</p> <p>The music curriculum at Gorsemoor is enjoyed by all pupils as they learn about a range of musical genres, music history and the impact of culture within music. For example, in Year 2, children learn about the origin of folksongs in the British Isles and that folk music exists all over the world.</p> <p>In PSHE, children learn how to live in our diverse and ever-changing world. Children enjoy learning about themselves and others, and how we can show tolerance and respect as we grow. Children are fascinated by our topics about staying healthy and being a good citizen.</p> <p>In English, pupils at Gorsemoor study a range of non-fiction texts where they learn about others and the world around them. For example, in Year 2, children studied a non-chronological report about an oak tree, and then went on to complete their own research about a sycamore tree. This completely fascinated the children as they learnt new facts which they shared and memorised, and then went on to write about independently.</p> <p>During learning about or character virtue of Global and Local, pupils were encouraged to take part in a community</p>

	<p>competition whereby some children created fact files about our local area, including its history and including completing Q&A sessions about their role in our local community. In Year 4, children chose to focus on the global issue of deforestation, where they learned about the impact it was having on the environment, and how we can help.</p> <p>In science, children are excited to learn about the world around them. Pupils show awe and wonder throughout all of our topics, as it enables them to question how and why things work. For example, in Year 2, children love learning about animals, and are fascinated by how they are classified and how they make up food chains in our ecosystems.</p> <p>In Geography, pupils at Gorsemoor are fascinated by the world around them. For example, in Year 6, pupils enjoyed their topic on volcanoes and mountains, by understanding how they were formed, famous volcanoes and mountains, and the explorers who have studied these. They explored reasons why people choose to live in villages in volcanic regions.</p> <p>In history in Year 1 and 2, children learnt about a range of famous explorers and were fascinated by the effort, setbacks and achievements of their chosen explorer. Children then gave a presentation about their explorer and demonstrated their enjoyment for this topic.</p> <p>In RE, children regularly express their wonder when learning about different religions, in particular, different religious celebrations such as Diwali, Rosh Hashana, Easter, Lunar New Year and Ramadan. Our 'religion in focus' each half term shines a spotlight on a different religion, and children take part in a range of activities to celebrate that festival.</p> <p>In computing, children enjoy learning about a variety of technology, and how it can be used in our everyday lives. Children are able to discuss new technological inventions through Picture News and Newsround articles, and discuss the impact they might have in the future. For example, in Year 2, children discussed the impact of everyone in the future having robots in their home, and were fascinated that this may be a possibility in their lifetime.</p>
<p>*use of imagination and creativity in their learning</p>	<p>In maths, children take part in a daily reasoning and problem-solving question. Children are encouraged to show their working out in a way that is best suited to them. Learning is extended by asking pupils to show a variety of methods for their working out.</p> <p>In RE, use of drama and art is used to foster imagination and creativity. For example, during our Diwali celebrations, children are tasked with making diva lamps and rangoli patterns. In Year 4, children learn about Bible passages and the importance art and music plays in Christianity.</p> <p>We teach PSHE in a creative way through drama, role play, scenarios, art, debates, presentations, and links with other curriculum areas. For example, in Year 6, drama is used to show how children would respond in bullying scenarios, showcasing the children's creativity.</p> <p>In DT: children are encouraged to design their own products and give explanations for why they have chosen a particular design. Children are also encouraged to peer-assess their work, and discuss the similarities and differences between the designs in their class.</p>

	<p>In English, children complete creative writing within units focused on stories and poetry. In Year 2, children study the poem, 'If I were in Charge of the World' and create their own ideas for how the world would be different if they were in charge.</p> <p>In art, we encourage pupils to be imaginative with their designs and to be original. The children are encouraged to use their art books as 'practise' books, where they are able to explore different media and techniques, so when it comes to their final piece, they are able to choose their favourite ideas and use them in a way that is individual to them.</p> <p>In computing children have the opportunity to be creative and use their imagination. For example, in Year 1 and Year 2, children are able to create their own stop-motion animations over a series of lessons, by creating a story board and characters of their choice.</p> <p>In History, pupils often use their imaginations to imagine being back in an era. For example, on Year 1 and 2 trip to the Black Country Museum, children entered a 'time-machine' and were transported back 100 years. Children explored the museum and were able to imagine what life was like in the early 1900's.</p>
<p>*willingness to reflect on their experiences</p>	<p>In History, pupils are exposed to time lines which help them reflect on how key events from the past have shaped their future. For example, in Year 6, the children study the Roman Empire and how they contributed to modern life including, roads, numbers, and plumbing.</p> <p>In DT children evaluate and reflect on their designs and products. They are able to seek the views of others and use this to improve their work.</p> <p>In PSHE we give children the opportunity to talk and reflect on their experiences during circle times, debates or through written responses. We may also have reflective thinking time.</p> <p>In science, children are able to reflect on an experiment and evaluate what factors they kept the same and what they changed. Children are able to reflect on whether the tests they conduct are fair, and what they might change next time.</p> <p>Pupils are encouraged to reflect on their own experiences and beliefs in RE during all topics. Children often reflect on how respectful they have been towards other religions during our 'religions in focus', and discuss how much they enjoy learning about different celebrations.</p> <p>In computing children are given the opportunity to reflect on their online experiences and experiences of certain technology. They are also taught to reflect on their own actions and experiences online and their interaction digitally. For example, in online safety lessons in Year 2, children reflect on times when an advert or pop-up has appeared and what they did in that situation, and what they would do if it happened again.</p> <p>During our topic of Global and Local, children took part in a range of experiences in our local community. For example, our choir and school ambassadors reflected on how special it was to represent Gorsemoor at the Heath Hayes Remembrance services, and took great pride in performing a song for the community and laying our school wreath. Equally, children who took part in the local and global competition, reflected on their time spent in the community when they donated to the food bank and conducted local litter picks. They explained how 'good' it felt</p>

	<p>to do something nice for our local area.</p> <p>In English, pupils are encouraged to reflect on their experiences by writing about real and personal events. For example, in Year 2, children have completed a recount about an activity they completed over October half term, and a recount of their trip to the Black Country Museum in the style of a postcard.</p> <p>Children are able to reflect on their learning by using pink polishing pens and editing pages during their independent writing.</p>
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The moral development of pupils is shown by their:	<p>English Maths DT PE Art Computing Music PSHE Science Spanish Geography History RE Character/Enrichment Early Years</p>
*ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England	<p>During lunchtimes, Year 6 children have been modelling different games, play, good choices and expectations to the children in Reception. They have been helping to resolve issues of conflict amongst the younger children and helping the children see the difference between a good and bad choice, for example modelling appropriate play and in the colder weather modelling zipping up coats to keep warm.</p> <p>English: Texts/fables with a moral to unpick right and wrong e.g. Goldilocks in Early Years, Pinocchio Year 1.</p> <p>Topics during PSHE lessons, including Year 2's topic on friendships/bullying, and Year 3's lesson in law help children to understand the importance of legal boundaries and discussed how they would act in different scenarios by knowing what is right and wrong. KS2 children learn about the law when learning about respectful relationships, drugs and alcohol.</p> <p>In computing children at Gorsemoor learn to recognise what is right and wrong when communicating and interacting online. They learn about internet safety and how to recognise when legal boundaries/respectful rules have been breached. Children know who their trusted adults are and who to talk to if they are worried about something online.</p> <p>In science units relating to living things and their habitats, children are taught about respecting all living things and how to protect them. E.g. not hurting insects when on a bug hunt.</p> <p>In Geography children are encouraged to have a respect for the world and its environment eg topics including local areas, rainforests and How is our World Changing? (Year 5 and 6).</p> <p>In History units, crime and punishment in past eras studied e.g. Anglo- Saxons, Roman Empire.</p> <p>Our character virtue of Integrity focuses on the importance of being truthful and standing up for what is right. Each year group completes a day of learning dedicated to this virtue. For example, in Year 3 and Year 4, pupils learn about 'being their true selves' and how to stand up to someone who is being unkind.</p>
*understanding of the consequences of their behaviour and actions	<p>Literacy: EYFS traditional tales teach consequences E.g. Red Riding Hood (stranger danger), Ugly Duckling (impact of bullying), Cinderella (kindness v cruelty).</p> <p>In PSHE, children learn about the importance of rules and the different situations in which children may need to follow rules and why.</p>

	<p>Implementation of behaviour policy and behaviour plans. Behaviour at Gorsemoor is exceptional.</p> <p>Maths and the financial curriculum: All year groups learn about where money comes from, its value, how to make safe choices around money, how money makes us feel, understanding budgeting.</p> <p>In computing – children learn about the dangers of pop-ups and adverts to purchase things online. Children also learn about their digital footprint and how things on the internet can be there forever.</p> <p>In History, Year 6 explored the causes and effects of the behaviours of various rulers and their decisions during World War 2, e.g. looking at the impact of WW2 on women, men, children and Jewish families.</p> <p>In geography, children learn about the consequences of climate change and how we can try and reverse it.</p>
<p>*interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.</p>	<p>DT: Materials – waste, recycling, being resourceful. Food – food beliefs eg vegan/vegetarian or religious aspects. Where foods are grown/local and seasonal foods. Fairtrade ingredients.</p> <p>In art children are given the opportunity to comment on others work, both professional artists, craft persons but also their peers. They are taught to understand and appreciate different viewpoints and that not everyone’s viewpoints are the same.</p> <p>In PSHE, Year 6 debate a range moral and ethical issues such as use of phone technology and legal age of social media apps. They learn the importance of listening to other’s viewpoints and taking different opinions into account. Years 3 and 4 complete lessons on deforestation and its impact on the environment. Years 3 and 4 complete lessons exploring the importance of rules and why they are important, even if we do not agree with them.</p> <p>EYFS topic on pollution and how children can help animals living in the ocean, and the awareness of the ethical issues about pollution in the ocean.</p> <p>South Staffs Water Workshops held in school promoted the importance of not wasting water. In Year 3, the children created a news report that discussed the impact of water waste.</p> <p>In History, moral and ethical issues are considered when studying eg Florence Nightingale/Mary Seacole (Y1/2), Explorers (Y1/Y2), Industrial Revolution (Y3/4), WW2 (Y5/6).</p>

<p>The social development of pupils is shown by their:</p>	<p>English Maths DT PE Art Computing Music PSHE Science Spanish Geography History RE Character/Enrichment Early Years</p>
<p>*use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds</p>	<p>Sporting competitions against other school. In the choir, our children collaborated with elderly residents at a local nursing home to learn songs for the local Remembrance parade. To support the younger children with the reading and phonics, elderly residents will be coming into school to read with KS1 children. Science – All year group study a scientist in focus On the Year 6 Residential, children have the opportunity to socialise in a different context with people from other schools. Gorsemoor community events: Christmas bauble decorating, community Christmas dinner. Visitors in school: Diwali, Lunar New Year, Sporting for Schools athlete, Reverend Ann Children are encouraged to work as team with house competitions and they are also part of different houses where they can win house points. Working with each other showing collaboration on a day-to-day basis Children watch Newsround and take part in Picture News assemblies to keep up with current affairs, and listen to the viewpoints of others around the world.</p>
<p>*willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively</p>	<p>PSHE- As part of PSHE, Year 3 look at how to solve conflicts or fall outs with friends through a topic based on relationships. Our school ambassadors volunteer to support with various events such as open evenings, carol concerts and other community events such as the local Remembrance parade. Year group community litter pick each half term. Passion for Parks Global and Local competition – children litter picking, raising awareness of local charities, donating to local food banks and raising money for community. Year 6 Cadets workshop – children</p>
<p>*interest in, and understanding of, the way communities and societies function at a variety of levels</p>	<p>Character- As part of our character virtue of Global and Local, Year 1 and 2 had visits from PCSOS, Tesco, Chocolate Treasures and they all talked about their role in the community. As part of a competition, some children went out into the community and conducted a Q&A with members of the community. As part of their English writing journey in Year 6, children learn about Victorian living conditions, workhouses and basic human rights. They are introduced to 'The Poor Law Amendment Act' of 1834. They learn about the work of Dr Barnardo and his impact and relevance today. The children have the opportunity to vote in lots of different situations, such as book voting, voting for their house nominating representatives for the Christmas quiz and voting for their celebration rewards.</p>

	<p>Year 3 asked the children to draw what they thought a scientist looked like and the majority drew a male stereotypical scientist. Year 3 then learnt about Mary Anning and discussed her role as scientist and challenged children's view of scientists.</p> <p>All subjects now include diversity boxes on their MTP to ensure we are teaching children about life in modern Britain</p>
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<p>The cultural development of pupils is shown by their:</p>	<p>English Maths DT PE Art Computing Music PSHE Science Spanish Geography History RE Character/Enrichment Early Years</p>
<p>*understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</p>	<p>English – Diverse texts available in library, 'Books for topic' list.</p> <p>In history, we celebrate Black History Month and Remembrance.</p> <p>Ready steady grow sessions in all year groups</p> <p>PSHE- All year groups look at British values before the start of every lesson.</p> <p>ART- All year groups have artists in focus where we learn how their influence has shaped the world. Years 3 and 4 cover ancient Egyptians, all children cover extracurricular art for celebration days such as Remembrance Day and world water way.</p> <p>Science - Inventors and scientists that have shaped the world. E.g. Florence Nightingale, Charles Darwin</p> <p>EYFS- Fantastic families and marvellous me learning about their background and immediate family.</p> <p>History- Year 1 and 2 looking at the local area comparing from the past to now. Year 3 and 4 also do this looking at the history of Heath Hayes and Cannock Chase and its role in the war and the mining industry.</p>
<p>*understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain</p>	<p>RE- Studying and learning about different type of religion across the school. Religion in focus</p> <p>In Year 2, children learn about how Christians celebrate Christmas around the world, and we discuss the importance of respecting other people's traditions within their culture.</p> <p>DT: Food from different cultures. Where food comes from. Fair Trade</p> <p>Each year, all years engage in a Spanish Day, where the Spanish culture is explored and celebrated.</p> <p>Geography – Year 5 and 6 do a comparison of Scotland and Mexico and learn about how the cultures are similar and different.</p>
<p>*ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities</p>	<p>In Assemblies, Reverend Ann comes into school to discuss religious and cultural values.</p> <p>PSHE- talking about similarities and differences between us.</p> <p>Geography- Comparing different places across the world to each other.</p> <p>Ready steady grow - looking for diversity.</p> <p>Character – Inclusivity</p> <p>Black History Month</p>

<p>*knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</p>	<p>In History, children learn about the development of democracy from its creation in Ancient Greece. Children learn about historic political events such as 5th November, The King's influence during the Great Fire of London. Children learn about current political affairs through Newsround and Picture News.</p> <p>Children vote for representative for house team competitions during house team assemblies.</p> <p>Pupil voice regarding after school clubs.</p> <p>Pupil voice regarding rewards at the end of every term for house team winners.</p> <p>PSHE- Children learn about the importance of rules and laws.</p>
<p>*willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities</p>	<p>As part of music lessons, Year 3 and 4 take part in ukulele and steel pan lessons with external music teachers. They then perform a concert to parents to showcase their learning.</p> <p>Year 3 produce a Christingle performance and perform this to parents at the local church.</p> <p>Year 4 produce a Harvest performance, which they perform to parents in the local church.</p> <p>Reception perform a Nativity play to their parents</p> <p>Year 1 and 2 take part in a craft and carol concert at Christmas. They also take part in an Easter bonnet parade each year.</p> <p>PE: Children are encouraged to be part of a club at least once during each school year. PE lead has started club for those who are body conscious in Years 5/6.</p> <p>Children are encouraged to do their 'personal best' in activities in the playground. When it is a large event such as the Olympics, opportunities are taken to take part/learn about the events and competitors.</p> <p>Art – Christmas in a box competition, Easter egg decorating competition, Easter bonnet making.</p> <p>English – Short story house team competition.</p> <p>Events and enrichment such as VE Day and Remembrance give children the opportunity to explore songs throughout history and discover the meaning behind the lyrics.</p>
<p>*interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities</p>	<p>Throughout the school year, all years complete Religion in Focus days, where a deep dive is taken into different religions, their beliefs and their celebrations.</p> <p>PE: Teams are taught to respect the opposition team no matter who they are e.g. football</p> <p>Each year, all years engage in a Spanish Day, where the Spanish culture is explored and celebrated.</p> <p>In Early Years we celebrate different religious festivals to support the children's knowledge and understanding. We provide WOW learning opportunities for Diwali, Christmas and Lunar New Year. For Diwali, we took part in many activities, including Mendhi patterns, making Diya Lamps, making celebration cards, learning about and retelling the story of Rama and Sita, Rangoli patterns, learnt a traditional Indian dance and finished the week long celebration with an Early Years Indian Banquet.</p> <p>In RE, pupils explore other religions, their history, traditions, values and beliefs. This fosters an understanding and a respect for others and encourages an empathetic approach towards people with different beliefs to their own.</p> <p>Diversity is seen as a positive aspect of the UK where we can learn from each other.</p>

	In PSHE – respect and diversity is touched upon in almost every lesson. These themes are also weaved throughout the entire curriculum.
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