



# ST JOHN'S CHURCH of ENGLAND ACADEMY



## SMSC and British Values Curriculum Map Cycle 1

Year 1	Autumn-Deep, Dark Woods	Spring- Journeys	Summer- Knights and Castles
<b>Spiritual</b>  <b>Moral</b>  <b>Social</b>  <b>Cultural</b>  <b>Democracy</b>  <b>Rule of Law</b>  <b>Individual Liberty</b>  <b>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</b>	<b>English</b> Empathise with the emotions of characters in stories inc through imaginative play and role play. Hearing imaginative stories which take them out the mundane. Listening to poetry Hearing/Reading stories about a wide range of relationships- families, friends. Developing communication skills Circle time skills  <b>Maths</b> Having fun with numbers Recognising 'Eureka' moments  <b>Encouraging sense of personal responsibility for their own learning.</b> <b>Maths games for social interaction and turn taking</b> <b>Recognising maths skills as a tool for society.</b>  <b>Science</b> Sp- Consider the fact of life, growth, decay and death.  So-relating their understanding of science to their personal health e.g. personal hygiene, diet	<b>English</b> Empathise with the emotions of characters in stories inc through imaginative play and role play. Hearing imaginative stories which take them out the mundane. Listening to poetry Hearing/reading stories with moral themes- good over evil, wise over foolish. Hearing/Reading stories about a wide range of relationships- families, friends. Developing communication skills Circle time skills  <b>Maths</b> Having fun with numbers Recognising 'Eureka' moments  <b>Encouraging sense of personal responsibility for their own learning.</b> <b>Maths games for social interaction and turn taking</b> <b>Recognising maths skills as a tool for society.</b>  Sp- being fascinated by how	<b>English</b> Empathise with the emotions of characters in stories inc through imaginative play and role play. Hearing imaginative stories which take them out the mundane. Listening to poetry Hearing/reading stories with moral themes- good over evil, wise over foolish. Recognising and discussing the example set by good and bad characters. Hearing/Reading stories about a wide range of relationships- families, friends. Developing communication skills Circle time skills  <b>Maths</b> Having fun with numbers Recognising 'Eureka' moments  <b>Encouraging sense of personal responsibility for their own learning.</b> <b>Maths games for social interaction and turn taking</b> <b>Recognising maths skills as a tool for society.</b>  <b>Science</b> Light



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	<p>C- recognising similarities and differences between themselves and other pupils</p> <p>Ongoing work in Science</p> <p>Sp- using their senses to become aware of the world around them.</p> <p>Appreciating the natural beauty of the world around them.</p> <p>So- considering how to treat living things and the environment with care and sensitivity.</p> <p><b>Religious Education</b></p> <p>Sp- appreciating the beauty and order of the natural world</p> <p>Expressing their thoughts creatively.</p> <p>Exploring beliefs and values, through stories, celebrations, rituals and practices.</p> <p>C- By learning about UK saints and those to which their school might be named after</p> <p><b>PSHE</b></p> <p><b>Personal skills</b></p> <p>Democracy</p> <p>Individual Liberty</p> <p><b>History - NA</b></p> <p><b>Geography</b></p> <p>SP- reflecting on a variety of of landscapes and locations.</p>	<p>things work</p> <p>Encouraging a sense of wonder in scientific discovery</p> <p><b>Religious Education</b></p> <p>Sp- By exploring different artists' interpretations of a key figure or event and asking what the artist was trying to convey.</p> <p>- appreciating the beauty and order of the natural world</p> <p>Responding to their world with awe and wonder.</p> <p>Expressing their thoughts creatively</p> <p>M- By exploring how emotions and inner feelings are expressed though painting, sculpture and architecture.</p> <p>C- using arts as a stimuli</p> <p><b>PSHE</b></p> <p>Rule of law</p> <p>Mutual respect</p> <p>Individual liberty</p> <p><b>History</b></p> <p>Sp- Experience a sense of wonder by contact with the past ( Visits, artefacts)</p> <p>So- learning how past societies were organised and functioned.</p> <p><b>Geography</b></p> <p>C- Finding out about contrasting</p>	<p>Sp- appreciating the beauty of the world.</p> <p><b>Plants</b></p> <p>Sp- using their senses to become aware of the world around them.</p> <p>Appreciating the natural beauty of the world around them.</p> <p>So- exploring why they need to look after the environment.</p> <p><b>Religious Education</b></p> <p>Sp – exploring the beliefs and values, through stories, celebration, rituals and practices.</p> <p>Expressing their thoughts creatively</p> <p>M- looking at the examples set by characters in religious stories</p> <p><b>PSHE</b></p> <p>Mutual respect</p> <p>Individual liberty</p> <p><b>History</b></p> <p>Sp- Experience a sense of wonder by contact with the past ( Visits, artefacts)</p> <p>So- learning how past societies were organised and functioned.</p> <p><b>Geography -NA</b></p>
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	<p>M- Evaluating the effects of human actions on their environment including their own e.g.litter.</p> <p><b>Art</b> SP- Using their senses and the environment as a source of inspiration</p> <p>So- to share materials and equipment</p> <p><b>DT</b> Sp- recognise their own creativity and that of others. So-learning to treat the ideas and finished products of others with respect.</p> <p><b>Music / Dance</b> Exploring their feelings by listening to a wide variety of music Appreciating the use of sound and silence</p> <p><b>Other</b></p>	<p>localities, in Britain and the wider world.</p> <p><b>Art</b> So- to share materials and equipment</p> <p><b>C-</b> Learning about art from a variety of cultural contexts and the role it plays.</p> <p><b>DT</b> Sp- recognise their own creativity and that of others. Develop reasoning and thinking skills. So-learning to treat the ideas and finished products of others with respect.</p> <p><b>Music / Dance</b> Experiencing joy, satisfaction, creativity, use of imagination in creating and performing music. Considering the issue of noise pollution-how music is used. Learning to compose and perform together. Listening to music from a wide variety of cultures</p> <p><b>Other</b></p>	<p><b>Art</b> So- to share materials and equipment M- By responses to and use of visual images to evoke a range of emotions</p> <p><b>C-</b> Learning about art from a variety of cultural contexts and the role it plays.</p> <p><b>DT</b> Sp- recognise their own creativity and that of others. So-learning to treat the ideas and finished products of others with respect.</p> <p>Developing the skill of or-operation in designing, planning and making.</p> <p><b>Music / Dance</b> Exploring their feelings by listening to a wide variety of music. Learning to compose and perform together.</p> <p><b>Other</b></p>
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## SMSC and British Values Curriculum Map Cycle 2

Year 1	Autumn – Toys and Games	Spring- Rainforest	Summer- Landlubbers and Seadogs
<b>Spiritual</b>  <b>Moral</b>  <b>Social</b>  <b>Cultural</b>  <b>Democracy</b>  <b>Rule of Law</b>  <b>Individual Liberty</b>  <b>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</b>	<b>English</b> Empathise with the emotions of characters in stories inc through imaginative play and role play. Hearing imaginative stories which take them out the mundane. Listening to poetry Hearing/Reading stories about a wide range of relationships- families, friends. Developing communication skills Circle time skills  <b>Maths</b> Having fun with numbers Recognising 'Eureka' moments  <b>Encouraging sense of personal responsibility for their own learning.</b> Maths games for social interaction and turn taking Recognising maths skills as a tool for society.  <b>Science</b> Sp- Consider the fact of life, growth, decay and death.  So-relating their understanding of science to their personal health e.g. personal hygiene, diet  C- recognising similarities and	<b>English</b> Empathise with the emotions of characters in stories inc through imaginative play and role play. Hearing imaginative stories which take them out the mundane. Listening to poetry Hearing/Reading stories about a wide range of relationships- families, friends. Developing communication skills Circle time skills  Hearing/reading stories and poems from other cultures Exploring Creation stories  <b>Maths</b> Having fun with numbers Recognising 'Eureka' moments  <b>Encouraging sense of personal responsibility for their own learning.</b> Maths games for social interaction and turn taking Recognising maths skills as a tool for society.  <b>Science</b> Sp- being fascinated by how things work Encouraging a sense of wonder in	<b>English</b> Empathise with the emotions of characters in stories inc through imaginative play and role play. Hearing imaginative stories which take them out the mundane. Empathise with the emotions of characters in stories inc through imaginative play and role play. Hearing imaginative stories which take them out the mundane. Listening to poetry <b>Hearing/reading stories with moral themes- good over evil, wise over foolish.</b> Hearing/Reading stories about a wide range of relationships- families, friends. Developing communication skills Circle time skills  Hearing/reading stories and poems from other cultures Exploring Creation stories  <b>Maths</b> Having fun with numbers Recognising 'Eureka' moments  <b>Encouraging sense of personal responsibility for their own learning.</b> Maths games for social interaction and turn taking Recognising maths skills as a tool



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	<p>differences between themselves and other pupils</p> <p><b>Ongoing work in Science</b>          Sp- using their senses to become aware of the world around them. Appreciating the natural beauty of the world around them.          So- considering how to treat living things and the environment with care and sensitivity.</p> <p><b>Religious Education</b>          Sp- appreciating the beauty and order of the natural world          Expressing their thoughts creatively. Exploring beliefs and values, through stories, celebrations, rituals and practices.          C- By learning about UK saints and those to which their school might be named after</p> <p><b>PSHE</b>          Democracy          Individual liberty</p> <p><b>History</b>          Sp- Experience a sense of wonder by contact with the past ( Visits, artefacts)</p> <p><b>Geography</b>          SP- reflecting on a variety of of landscapes and locations.          M- Evaluating the effects of human</p>	<p>scientific discovery</p> <p><b>Religious Education</b>          Sp- By exploring different artists' interpretations of a key figure or event and asking what the artist was trying to convey.          - appreciating the beauty and order of the natural world          Responding to their world with awe and wonder.          Expressing their thoughts creatively          M- By exploring how emotions and inner feelings are expressed through painting, sculpture and architecture.          C- using arts as a stimuli</p> <p><b>PSHE</b>          Rule of law          Mutual respect          Individual liberty</p> <p><b>History- NA</b></p> <p><b>Geography</b>          SP- reflecting on a variety of landscapes and locations.          M- Evaluating the effects of human actions on their environment including their own e.g.litter.          So – studying their own locality and its relationship with the wider world.          C- Finding out about contrasting localities, in Britain and the wider</p>	<p>for society.</p> <p><b>Science</b>          Light          Sp- appreciating the beauty of the world.</p> <p>Plants          Sp- using their senses to become aware of the world around them. Appreciating the natural beauty of the world around them.          So- exploring why they need to look after the environment.</p> <p><b>Religious Education</b>          Sp – exploring the beliefs and values, through stories, celebration, rituals and practices.          Expressing their thoughts creatively          M- looking at the examples set by characters in religious stories</p> <p><b>PSHE</b>          Individual liberty          Mutual Respect</p> <p><b>History</b>          Sp- Experience a sense of wonder by contact with the past ( Visits, artefacts)          Valuing past human achievement.          M- evaluating the qualities, skills and attitudes of famous people in the</p>
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	<p>actions on their environment including their own e.g.litter.</p> <p>C-learning how people differ in their response to their environment. Finding out about contrasting localities, in Britain and the wider world. Explore how various landscapes provide inspiration for the artists. Finding out about contrasting localities, in Britain and the wider world.</p> <p><b>Art</b></p> <p>So- to share materials and equipment</p> <p><b>DT</b></p> <p>Sp- recognise their own creativity and that of others. So-learning to treat the ideas and finished products of others with respect. Developing the skill of or-operation in designing, planning and making.</p> <p><b>Music / Dance</b></p> <p>Exploring their feelings by listening to a wide variety of music Appreciating the use of sound and silence</p> <p><b>Other</b></p>	<p>world.</p> <p><b>Art</b></p> <p>SP- Using the environment as a source of inspiration So- to share materials and equipment</p> <p><b>M-</b> By responses to and use of visual images to evoke a range of emotions</p> <p><b>C-</b> Learning about art from a variety of cultural contexts and the role it plays.</p> <p><b>DT</b></p> <p>Sp- recognise their own creativity and that of others. So-learning to treat the ideas and finished products of others with respect. Developing the skill of or-operation in designing, planning and making.</p> <p><b>Music / Dance</b></p> <p>Experiencing joy, satisfaction, creativity, use of imagination in creating and performing music. Considering the issue of noise pollution-how music is used. Learning to compose and perform together. Listening to music from a wide variety of cultures</p> <p><b>Other</b></p>	<p>past.</p> <p>So- learning ow past societies were organised and functioned.</p> <p><b>Geography-NA</b></p> <p><b>Art</b></p> <p>SP- Using the environment as a source of inspiration</p> <p>So- to share materials and equipment</p> <p>C- Learning about art from a variety of cultural contexts and the role it plays.</p> <p><b>DT</b></p> <p>Sp- recognise their own creativity and that of others. So-learning to treat the ideas and finished products of others with respect. Developing the skill of or-operation in designing, planning and making.</p> <p><b>Music / Dance</b></p> <p>Experiencing joy, satisfaction, creativity, use of imagination in creating and performing music. Considering the issue of noise pollution-how music is used. Learning to compose and perform together. Listening to music from a wide variety of culture</p>
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## SMSC and British Values Curriculum Map Cycle 1

Year 2	Autumn	Spring	Summer
<b>Spiritual</b>  <b>Moral</b>  <b>Social</b>  <b>Cultural</b>  <b>Democracy</b>  <b>Rule of Law</b>  <b>Individual Liberty</b>  <b>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</b>	<b>Topic – In the Deep Dark Woods</b>  <b>English – Owl Who's Afraid</b> Empathising with the emotions of characters Using the senses <b>Maths</b> Having fun with numbers  <b>Science</b> Consider the fact of life, growth, decay and death and how different organisms are dependent on each other. Asking questions about life and its origins. <b>Moral issues in the human food chain</b> <b>Moral issues surrounding pets</b> Considering how to treat living things and the environment with care and sensitivity Creation stories from other faiths  <b>Religious Education</b> Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith – special books – using books that reflect the multi-cultural nature of Britain.  <b>PSHE</b> Rule of Law Individual Liberty Geography Collecting data in groups	<b>Topic – Journeys</b>  <b>English</b> Look at stories which tell of achievement against the odds Enjoying writing in various poetic forms about the normal and human made world <b>Hearing/reading stories with moral themes</b>  <b>Maths</b> Having fun with numbers  <b>Science</b> Consider growth, decay and death and how different organisms are dependent upon each other Appreciating the beauty of the natural world Learning to value and respect all forms of life. Considering how to treat living things and the environment with care and sensitivity. Exploring why they need to look after the environment Scientific development in relation to others – food crops <b>Religious Education</b> Looking at examples set by characters in religious stories Discussing the moral teachings of founders and leaders. Reflecting on the teaching in moral codes: what is right and wrong?	<b>Topic – Knights and Castles</b>  <b>English</b> Enjoying writing in various poetic forms about the normal and human made world  <b>Maths</b> Having fun with numbers  <b>Science</b> Consider growth, decay and death and how different organisms are dependent upon each other Asking questions about life and its origins <b>Moral issues in the human food chain</b> Considering how to treat living things and the environment with care and sensitivity.  <b>Religious Education</b> Reflecting on what they learn about religions Looking at examples set by characters in religious stories Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith Reflecting on the teaching in moral codes: what is right and wrong?  <b>PSHE</b> Relating their understanding of





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	<p>Gaining a sense of their own place and their own values. Damaging and sustaining the planet. Evaluating the effects of human actions on their environment Engaging in discussions and action on improving their environment. Looking at environmental pressure groups Learning how people differ in their response to their environment Finding out about contrasting localities.</p> <p>DT Individual Liberty / Democracy – respecting the views of others commenting on other people's work</p> <p>Other Encouraging sense of personal responsibility for their own learning in class</p>	<p>Hearing religious stories which show a variety of relationships. Democracy</p> <p>PSHE Democracy Rule of Law Considering how to treat living things and the environment with care and sensitivity. Exploring why they need to look after the environment Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</p> <p>History Becoming aware of the concept of time-past, present and future Valuing past human achievement Evaluating the qualities, skills and attitudes of famous people from the past. Learning how past societies were organised and functioned.</p> <p>Geography Reflecting on their own identity by studying their own locality. Evaluating the effects of human actions on their environment Consider the moral and practical issues of pollution Individual Liberty</p> <p>Art Using their senses for inspiration for creativity Using the environment as a source of inspiration</p>	<p>science to their personal health e.g. personal hygiene.</p> <p>History Becoming aware of the concept of time-past, present and future Considering moral issues from past societies Developing empathy through learning to see things from other perspectives. Learning how past societies were organised and functioned. Rule of Law Democracy</p> <p>Geography Reflecting on a variety of landscapes and locations Discussing moral issues on the theme of settlement.</p> <p>Art Studying the work of great artists as a source of inspiration and creativity. Using the environment as a source of inspiration.</p> <p>DT</p> <p>Music / Dance</p> <p>Other</p>
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## SMSC and British Values Curriculum Map Cycle 2

Year 2	Autumn	Spring	Summer
<b>Spiritual</b>  <b>Moral</b>  <b>Social</b>  <b>Cultural</b>  <b>Democracy</b>  <b>Rule of Law</b>  <b>Individual Liberty</b>  <b>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</b>	<b>English – Toys and Games</b> Expressing their personal thoughts, views, beliefs, opinions and feelings. Empathising with the emotions of characters in stories through role play and imaginative play. <b>Maths</b> Having fun with numbers  <b>Science</b> Consider the fact of life, growth, decay and death and how different organisms are dependent on each other. Asking questions about life and its origins. <b>Moral issues in the human food chain</b> <b>Moral issues surrounding pets</b> Considering how to treat living things and the environment with care and sensitivity <b>Creation stories from other faiths</b>  <b>Religious Education</b> Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith – special books – using books that reflect the multi-cultural nature of Britain.  <b>PSHE</b> <b>Rule of Law</b>	<b>English</b> Enjoying writing in various poetic forms about the normal and human made world  <b>Maths</b> Having fun with numbers  <b>Science</b> Consider growth, decay and death and how different organisms are dependent upon each other Appreciating the beauty of the natural world Learning to value and respect all forms of life. Considering how to treat living things and the environment with care and sensitivity. Exploring why they need to look after the environment Scientific development in relation to others – food crops <b>Religious Education</b> Looking at examples set by characters in religious stories Discussing the moral teachings of founders and leaders. Reflecting on the teaching in moral codes: what is right and wrong? Hearing religious stories which show a variety of relationships. <b>Democracy</b> <b>PSHE</b> <b>Democracy</b>	<b>English</b> Expressing their personal thoughts, views, beliefs, opinions and feelings. <b>Recognising and discussing the example set by good and bad characters in stories</b> <b>Maths</b> Having fun with numbers  <b>Science</b> Consider growth, decay and death and how different organisms are dependent upon each other Asking questions about life and its origins <b>Moral issues in the human food chain</b> Considering how to treat living things and the environment with care and sensitivity.  <b>Religious Education</b> Reflecting on what they learn about religions Looking at examples set by characters in religious stories Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith Reflecting on the teaching in moral codes: what is right and wrong?  <b>PSHE</b> <b>Relating their understanding of</b>



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	<p><b>Individual Liberty</b></p> <p><b>History</b> Becoming aware of the concept of time-past, present and future</p> <p><b>Geography</b></p> <p><b>Art</b> Using the environment as a source of inspiration.</p> <p><b>DT</b></p> <p><b>Music / Dance</b></p> <p><b>Other</b></p>	<p><b>Rule of Law</b> Considering how to treat living things and the environment with care and sensitivity. Exploring why they need to look after the environment Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</p> <p><b>Geography</b> Collecting data in groups Gaining a sense of their own place and their own values. Damaging and sustaining the planet. Evaluating the effects of human actions on their environment Engaging in discussions and action on improving their environment. Looking at environmental pressure groups Learning how people differ in their response to their environment Finding out about contrasting localities.</p> <p><b>Art</b> Using their senses for inspiration for creativity Using the environment as a source of inspiration</p>	<p>science to their personal health e.g. personal hygiene.</p> <p><b>History</b> Becoming aware of the concept of time-past, present and future Valuing past human achievement Evaluating the qualities, skills and attitudes of famous people from the past. Learning how past societies were organised and functioned.</p> <p><b>Rule of Law</b> Democracy</p> <p><b>Geography</b> Reflecting on a variety of landscapes and locations Discussing moral issues on the theme of settlement.</p> <p><b>Art</b> Studying the work of great artists as a source of inspiration and creativity. Looking at how works of art portray the societies they came from.</p>
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# ST JOHN'S CHURCH of ENGLAND ACADEMY



## SMSC and British Values Curriculum Map Cycle 1

Year 3	Autumn	Spring	Summer
<b>Spiritual</b>  <b>Moral</b>  <b>Social</b>  <b>Cultural</b>  <b>Democracy</b>  <b>Rule of Law</b>  <b>Individual Liberty</b>  <b>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</b>	<b>English – Roman Mysteries</b> Recognising and discussing example of god/bad characters Reading stories about a wide range of relationships (friendship) Hearing/reading novels stories poems from a variety of cultures and traditions <b>Morality of Slavery</b> <b>Democracy</b>  <b>Maths</b> Having fun with numbers. Wondering at beauty of order and patterns. Noticing natural mathematical forms. Perseverance and satisfaction in solving problems. Number systems from different cultures.  <b>Science – Animals including Humans/ Magnets</b> How creatures are dependent on each other. How the environment needs protecting relating their understanding of science to their personal health, diet exercise, hygiene  Moral issues in the food chain Recognising the need for a fair test	<b>English Viking Myths Folktales Myths and Legends</b> Playing with different forms of language. Hearing imaginative stories which take them outside the mundane. Evaluating the influence of characters and plots on themselves Recognising and discussing the example set by good and bad characters in stories Poetry and art as a stimulus for writing.  <b>Maths</b> Having fun with numbers. Wondering at beauty of order and patterns. Noticing natural mathematical forms. Perseverance and satisfaction in solving problems. Number systems from different cultures.  <b>Science – Rocks and Fossils</b> Awe and wonder at natural phenomena Fascination by how things work Recognise the need for a fair test  <b>Religious Education – How Jesus changed people's lives, The disciples, Lent, Easter Bede's World Visit</b>	<b>English – Charlotte's Web/Play scripts</b> Expressing themselves through imaginative play and role play Expressing personal thoughts, beliefs and opinions.  Dramatising situations which raise moral issues Hearing and writing stories with two sides. Using writing frames for persuasive writing. Group drama work  Language and meaning in different cultures. <b>Rule of Law</b>  <b>Maths – Enterprise</b> Financially responsible Planning budgets Solving problems that improve living conditions. Moral issues around wealth  <b>Science – Plants/ Mini beasts/Light</b> Sense of wonder in scientific discovery. Consider the fact of life, growth, decay and death and how different organisms are dependent upon each other Explore why they need to look after the environment.  <b>Religious Education – People</b>



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	<p><b>Religious Education</b> - (Gods Rules/Ten Commandments/ Harvest/Sukkot/Christmas)  <b>Reflecting on the teaching of moral codes</b> What is right and wrong  Understanding how religious moral codes bind a community together  Exploring festivals which bring communities together.  Importance of family and traditions  Religious traditions in other faiths  Using arts as stimulus.  Exploring Britain as a multi-faith country.  Differences in religious traditions, dress, food etc.  <b>Democracy</b>  <b>Rule of Law</b></p> <p><b>PSHE</b></p> <p><b>History - Romans</b>  Sense of wonder through contact with the past.  Concept of time past, present and future.  Social issues in past societies  How other cultures have contributed to today's society.  <b>Democracy</b></p> <p><b>Geography - Volcanoes</b>  <b>Power and implications of nature.</b>  <b>Variety of landscapes and locations.</b>  <b>How people respond to their environment.</b></p>	<p>Insights beliefs and teaching of faith traditions Exploring beliefs and values through stories  Ceremonies and festivals.  Exploring festivals which brings communities together  Importance of family and traditions  Discussing how peoples' beliefs and cultural traditions affect the way they live their lives eg. food dress</p> <p><b>PSHE</b></p> <p><b>History - Vikings</b>  Sense of wonder through contact with the past.  Concept of time past, present and future.  Social issues in past societies  How other cultures have contributed to today's society.  Right and wrong in actions of people from the past.  <b>Democracy</b></p> <p><b>Geography</b></p> <p><b>Art</b>  Art from different cultures.</p> <p><b>DT</b>  Making decisions about usefulness, cost effectiveness.</p>	<p><b>called by God Mother Teresa</b>  <b>Jonah and the Whale</b></p> <p>Exploring beliefs and values through stories  Looking at examples set by characters in religious stories  Learning about different religious communities and how they work together</p> <p><b>PSHE</b></p> <p><b>History</b></p> <p><b>Geography - America</b>  Variety of landscapes and locations.  Services provided for residents  Contrasting localities internationally.  <b>Rule of Law</b></p> <p><b>Art</b>  Art from different cultures.  How can moral aspects of society be represented in art.  Art in advertising.  <b>Rule of Law</b></p> <p><b>DT</b>  How products are manufactured and advertised.  Design can communicate cultural context.  Cultural attitudes to different</p>
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	<p><b>Art</b> Senses as an inspiration for creativity. Expressing feelings in different media. Public works of art in the area. Cultural context of art.</p> <p><b>DT</b> Recognising creativity in themselves and others Persevering and taking care Designing with needs of others in mind. Treating ideas of others with respect Considering aesthetic purpose of design.</p> <p><b>Music / Dance</b> Discipline, resilience and perseverance in learning instrument. Experience joy and satisfaction from learning and cooperating in music production. Learning to compose together. Sensitivity and response to others.</p> <p><b>Other</b> <b>Voting for school Councillor/Citizenship Awards Democracy</b></p>	<p>Developing reasoning skills.</p> <p><b>Music / Dance</b>  Discipline, resilience and perseverance in learning instrument. Experience joy and satisfaction from learning and cooperating in music production. Learning to compose together. Sensitivity and response to others.</p> <p><b>Other Voting for Citizenship Awards Democracy</b></p>	<p>products.</p> <p><b>Music / Dance</b> Discipline, resilience and perseverance in learning instrument. Experience joy and satisfaction from learning and cooperating in music production. Learning to compose together. Sensitivity and response to others. Musical styles from other countries.</p> <p><b>Other Voting for Citizenship Awards Democracy</b></p>
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## SMSC and British Values Curriculum Map Cycle 2

Year 3	Autumn	Spring	Summer
<b>Spiritual</b>  <b>Moral</b>  <b>Social</b>  <b>Cultural</b>  <b>Democracy</b>  <b>Rule of Law</b>  <b>Individual Liberty</b>  <b>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</b>	<b>English – WW2 Friend or Foe</b> <b>Expressing their personal thoughts, views, beliefs, opinions and feelings.</b> <b>Empathising with the emotions of characters in stories including through imaginary role play</b>  Persuasive writing – influence for good and evil. Influences on characters Empathising with emotions of characters. Stories which tell of achievement against the odds. <b>Democracy</b> <b>Rule of Law</b>  <b>Maths</b> Having fun with numbers. Wondering at beauty of order and patterns. Noticing natural mathematical forms. Perseverance and satisfaction in solving problems. Number systems from different cultures.  <b>Science – Animals including Humans/ Magnets</b> How creatures are dependent on each other. How the environment needs protecting relating their understanding of science to their personal health, diet	<b>English – Egyptians</b> <b>There's a pharaoh in the bath</b> <b>Myths and Legends</b> <b>Hearing imaginative, mystical, fantasy stories which take them outside the mundane</b> Developing communication skills Writing letters to important people. Using writing frames for persuasive writing. Recognising and discussing the example set by good and bad characters in stories  <b>Democracy</b> <b>Rule of Law</b>  <b>Maths</b> Having fun with numbers. Wondering at beauty of order and patterns. Noticing natural mathematical forms. Perseverance and satisfaction in solving problems. Number systems from different cultures.  <b>Science – Rocks and Fossils</b> Awe and wonder at natural phenomena Fascination by how things work Recognise the need for a fair test  <b>Religious Education – How Jesus changed people's lives, The</b>	<b>English – Minpins/Playscripts</b> <b>Expressing themselves through imaginative play and role play</b> Consequences of actions for good or evil. Moral issues facing characters. Using writing frames for persuasive writing. Group drama work <b>Maths</b> Financially responsible Planning budgets Solving problems that improve living conditions. Moral issues around wealth  <b>Science – Plants/ Mini beasts/Light</b> Sense of wonder in scientific discovery. Consider the fact of life, growth, decay and death and how different organisms are dependent upon each other Explore why they need to look after the environment.  <b>Religious Education – People called by God Mother Teresa Jonah and the Whale</b>  Exploring beliefs and values through stories Looking at examples set by characters in religious stories Learning about different religious communities and how they work



# ST JOHN'S CHURCH of ENGLAND ACADEMY



	<p>exercise, hygiene</p> <p>Moral issues in the food chain Recognising the need for a fair test</p> <p><b>Religious Education</b> - (Gods Rules/Ten Commandments/ Harvest/Sukkot/Christmas) Reflecting on the teaching of moral codes What is right and wrong Understanding how religious moral codes bind a community together Exploring festivals which bring communities together. Importance of family and traditions Religious traditions in other faiths Using arts as stimulus. Exploring Britain as a multi-faith country. Differences in religious traditions, dress, food etc. <b>Democracy</b> <b>Rule of Law</b></p> <p><b>PSHE</b></p> <p><b>History – World War Two</b> Right and wrong. Questions about war and suffering. Characters facing adversity.</p> <p><b>Geography – World War Maps</b></p> <p><b>Art</b></p>	<p><b>disciples, Lent, Easter</b></p> <p>Insights beliefs and teaching of faith traditions Exploring beliefs and values through stories Ceremonies and festivals. Exploring festivals which brings communities together Importance of family and traditions</p> <p><b>PSHE</b></p> <p><b>History - Egyptians</b> Issues of slavery, power over others. Ambiguous nature of some achievements.</p> <p><b>Geography</b></p> <p><b>Art</b> Senses as an inspiration for creativity. Expressing feelings in different media. Public works of art in the area. Cultural context of art.</p> <p><b>DT</b> Recognising creativity in themselves and others Persevering and taking care Designing with needs of others in mind. Treating ideas of others with respect</p>	<p>together</p> <p><b>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</b></p> <p><b>PSHE</b></p> <p><b>History</b></p> <p><b>Geography – Forests and Rivers</b> Wonder at God's creation Moral and practical aspects of protecting the environment. How people differ in their attitude to the environment.</p> <p><b>Art</b> Environment as a stimulus for art. Diverse views of art.</p> <p><b>DT</b> Designing with needs of others in mind Creating something good out of rubbish Working on projects that improve the environment.</p> <p><b>Music / Dance</b> Discipline, resilience and perseverance in learning instrument. Experience joy and satisfaction from learning and cooperating in music production. Learning to compose together.</p>
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# ST JOHN'S CHURCH of ENGLAND ACADEMY



	<p><b>DT</b> Issues of health and safety How a product affects society. Creating something good out of rubbish</p> <p><b>Music / Dance</b> Discipline, resilience and perseverance in learning instrument. Experience joy and satisfaction from learning and cooperating in music production. Learning to compose together. Sensitivity and response to others.</p> <p><b>Other Voting for school Councillor/ Citizenship awards</b> <b>Democracy</b></p>	<p>Considering aesthetic purpose of design.</p> <p><b>Music / Dance</b> Discipline, resilience and perseverance in learning instrument. Experience joy and satisfaction from learning and cooperating in music production. Learning to compose together. Sensitivity and response to others.</p> <p><b>Other Voting for Citizenship Awards</b> <b>Democracy</b></p>	<p>Sensitivity and response to others.</p> <p><b>Other Voting for Citizenship Awards</b> <b>Democracy</b></p>
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## SMSC and British Values Curriculum Map Cycle 1

Year 4	Autumn	Spring	Summer
<b>Spiritual</b>  <b>Moral</b>  <b>Social</b>  <b>Cultural</b>  <b>Democracy</b>  <b>Rule of Law</b>  <b>Individual Liberty</b>  <b>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</b>	<b>English – Roman Mysteries</b> Recognising and discussing example of god/bad characters Reading stories about a wide range of relationships (friendship) Morality of Slavery <b>Democracy</b>  <b>Maths</b> Having fun with numbers. Wondering at beauty of order and patterns. Noticing natural mathematical forms. Perseverance and satisfaction in solving problems. Number systems from different cultures.  <b>Science – Animals including Humans / Digestion</b> How creatures are dependent on each other. How the environment needs protection. Moral issues around animals/pets  <b>Religious Education</b> - God, David and the Psalms (6), Christmas –Light (6) Hanukkah (2) Examples set by others Moral teaching of founders and leaders Exploring festivals	<b>English</b> Playing with different forms of language. Hearing imaginative stories which take them outside the mundane. Discussion of right and wrong. Variety of creation stories. Poetry and art as a stimulus for writing.  <b>Maths</b> Having fun with numbers. Wondering at beauty of order and patterns. Noticing natural mathematical forms. Perseverance and satisfaction in solving problems. Number systems from different cultures.  <b>Science – States of Matter / Materials</b> Awe and wonder at natural phenomena Fascination by how things work  <b>Religious Education</b> - Jesus the Son of God (7) Easter – betrayal and trust (5)  Insights beliefs and teaching of faith traditions Ceremonies and festivals. Themes good and evil, right and	<b>English – Charlotte's Web</b> Dramatising situations which raise moral issues Hearing and writing stories with two sides. Expressing personal thoughts, beliefs and opinions. Language and meaning in different cultures. <b>Rule of Law</b>  <b>Maths – Enterprise</b> Financially responsible Planning budgets Solving problems that improve living conditions. Moral issues around wealth  <b>Science – Electricity/Sound</b> Sense of wonder in scientific discovery. Investigating laws of nature.  <b>Religious Education</b> - The Church (6) + look at other places of worship. Prayer (4) + look at prayer in other religions  Exploring Britain as a multi-faith country. Differences in religious traditions, dress, food etc. Religious moral codes.



# ST JOHN'S CHURCH of ENGLAND ACADEMY



	<p>Importance of family and traditions Religious traditions in other faiths Using arts as stimulus.</p> <p><b>PSHE</b></p> <p><b>History - Romans</b> Sense of wonder through contact with the past. Concept of time past, present and future. Social issues in past societies How other cultures have contributed to today's society. <b>Democracy</b></p> <p><b>Geography - Volcanoes</b> Power and implications of nature. Variety of landscapes and locations. How people respond to their environment.</p> <p><b>Art</b> Senses as an inspiration for creativity. Expressing feelings in different media. Public works of art in the area. Cultural context of art.</p> <p><b>DT</b> Recognising creativity in themselves and others Persevering and taking care Designing with needs of others in mind. Treating ideas of others with respect Considering aesthetic purpose of</p>	<p>wrong.</p> <p><b>PSHE</b></p> <p><b>History - Vikings</b> Sense of wonder through contact with the past. Concept of time past, present and future. Social issues in past societies How other cultures have contributed to today's society. Right and wrong in actions of people from the past. <b>Democracy</b></p> <p><b>Geography</b></p> <p><b>Art</b> Art from different cultures.</p> <p><b>DT</b> Making decisions about usefulness, cost effectiveness. Developing reasoning skills.</p> <p><b>Music / Dance</b></p>	<p><b>PSHE</b></p> <p><b>History</b></p> <p><b>Geography - America</b> Variety of landscapes and locations. Services provided for residents Contrasting localities internationally. <b>Rule of Law</b></p> <p><b>Art</b> Art from different cultures. How can moral aspects of society be represented in art. Art in advertising. <b>Rule of Law</b></p> <p><b>DT</b> How products are manufactured and advertised. Design can communicate cultural context. Cultural attitudes to different products.</p> <p><b>Music / Dance</b> Discipline, resilience and perseverance in learning instrument. Experience joy and satisfaction from learning and cooperating in music production. Learning to compose together. Sensitivity and response to others.</p>
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# ST JOHN'S CHURCH of ENGLAND ACADEMY



	<p>design.</p> <p><b>Music / Dance</b></p> <p>Discipline, resilience and perseverance in learning instrument.</p> <p>Experience joy and satisfaction from learning and cooperating in music production.</p> <p>Learning to compose together.</p> <p>Sensitivity and response to others.</p> <p><b>Other</b></p>	<p>Discipline, resilience and perseverance in learning instrument.</p> <p>Experience joy and satisfaction from learning and cooperating in music production.</p> <p>Learning to compose together.</p> <p>Sensitivity and response to others.</p> <p><b>Other</b></p>	<p>Musical styles from other countries.</p> <p><b>Other</b></p>
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## SMSC and British Values Curriculum Map Cycle 2

Year 4	Autumn	Spring	Summer
<b>Spiritual</b>  <b>Moral</b>  <b>Social</b>  <b>Cultural</b>  <b>Democracy</b>  <b>Rule of Law</b>  <b>Individual Liberty</b>  <b>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</b>	<b>English – Diary of Flossie Albright</b>  Persuasive writing – influence for good and evil. Influences on characters Empathising with emotions of characters. Stories which tell of achievement against the odds. <b>Democracy</b> <b>Rule of Law</b>  <b>Maths</b> Having fun with numbers. Wondering at beauty of order and patterns. Noticing natural mathematical forms. Perseverance and satisfaction in solving problems. Number systems from different cultures.  <b>Science – Animals including Humans - Digestion</b> How creatures are dependent on each other. How the environment needs protection. Moral issues around animals/pets  <b>Religious Education</b>  Examples set by others Moral teaching of founders and	<b>English – You wouldn't want to be a pyramid builder.</b> Developing communication skills Writing letters to important people. Using writing frames for persuasive writing. <b>Democracy</b> <b>Rule of Law</b>  <b>Maths</b> Having fun with numbers. Wondering at beauty of order and patterns. Noticing natural mathematical forms. Perseverance and satisfaction in solving problems. Number systems from different cultures.  <b>Science – States of Matter/Materials</b> Awe and wonder at natural phenomena Fascination by how things work  <b>Religious Education</b> Insights beliefs and teaching of faith traditions Ceremonies and festivals. Themes good and evil, right and wrong.	<b>English - Minpins</b>  Consequences of actions for good or evil. Moral issues facing characters.  <b>Maths</b> Financially responsible Planning budgets Solving problems that improve living conditions. Moral issues around wealth  <b>Science – Electricity / Sound</b> Sense of wonder in scientific discovery. Investigating laws of nature.  <b>Religious Education</b>  Exploring Britain as a multi-faith country. Differences in religious traditions, dress, food etc. Religious moral codes. <b>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</b>



# ST JOHN'S CHURCH of ENGLAND ACADEMY



	<p>leaders Exploring festivals Importance of family and traditions Religious traditions in other faiths Using arts as stimulus.</p> <p><b>PSHE</b></p> <p><b>History – World War Two</b> Right and wrong. Questions about war and suffering. Characters facing adversity.</p> <p><b>Geography – World War Maps</b></p> <p><b>Art</b></p> <p><b>DT</b> Issues of health and safety How a product affects society. Creating something good out of rubbish</p> <p><b>Music / Dance</b> Discipline, resilience and perseverance in learning instrument. Experience joy and satisfaction from learning and cooperating in music production. Learning to compose together. Sensitivity and response to others.</p> <p><b>Other</b></p>	<p><b>PSHE</b></p> <p><b>History - Egyptians</b> Issues of slavery, power over others. Ambiguous nature of some achievements.</p> <p><b>Geography</b></p> <p><b>Art</b> Senses as an inspiration for creativity. Expressing feelings in different media. Public works of art in the area. Cultural context of art.</p> <p><b>DT</b> Recognising creativity in themselves and others Persevering and taking care Designing with needs of others in mind. Treating ideas of others with respect Considering aesthetic purpose of design.</p> <p><b>Music / Dance</b></p>	<p><b>PSHE</b></p> <p><b>History</b></p> <p><b>Geography – Forests and Rivers</b> Wonder at God's creation Moral and practical aspects of protecting the environment. How people differ in their attitude to the environment.</p> <p><b>Art</b> Environment as a stimulus for art. Diverse views of art.</p> <p><b>DT</b> Designing with needs of others in mind Creating something good out of rubbish Working on projects that improve the environment.</p> <p><b>Music / Dance</b> Discipline, resilience and perseverance in learning instrument. Experience joy and satisfaction from learning and cooperating in music production. Learning to compose together. Sensitivity and response to others.</p>
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# ST JOHN'S CHURCH of ENGLAND ACADEMY



		<p>Discipline, resilience and perseverance in learning instrument. Experience joy and satisfaction from learning and cooperating in music production. Learning to compose together. Sensitivity and response to others.</p> <p>Other</p>	<p>Other</p>
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# ST JOHN'S CHURCH of ENGLAND ACADEMY



## SMSC and British Values Curriculum Map Cycle 1

Year 5	Autumn	Spring	Summer
<b>Spiritual</b>  <b>Moral</b>  <b>Social</b>  <b>Cultural</b>  <b>Democracy</b>  <b>Rule of Law</b>  <b>Individual Liberty</b>  <b>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</b>	<b>Topic - The Ancient Greeks</b>  <u><b>English – Myths and Legends</b></u> Hearing imaginative, mystical, fantasy stories which take children out of the mundane Stories form a variety of cultures/traditions <u><b>Maths</b></u> Having 'eureka' moments <u><b>Science - Materials</b></u> Variables – testing 'hypotheses' Need for fair tests Health and Safety issues <u><b>Religious Education – Sacred Texts, Christmas</b></u> Exploring teachings of faith traditions Moral teaching of religious founders Religious codes bind communities Sacred texts – Britain as multi faith society Mutual respect/tolerance Individual liberty <u><b>PSHE – School rules and responsibilities, Bullying and racism, Anti-social behaviour, Victims</b></u> Democracy – voting procedures Rule of Law – why? Individual liberty Mutual respect and tolerance <u><b>History – Ancient Greeks</b></u> Valuing past human achievement and spirituality Moral issues – Spartan conscription Past societies organised and	<b>Topic – History of Music</b>  <u><b>English – Pig Heart Boy</b></u> Empathising with characters Stories with two sides to argument Illustrating the influence of pressure groups Individual Liberty <u><b>Maths</b></u> Wondering at the beauty of order and patterns Statistics can be misused <u><b>Science – Living Things, Habitats</b></u> Complexity and pattern in natural phenomena Questions of life and origins Moral issues in food chain Treating living things with care Environmental protections <u><b>Religious Education – Jesus the Teacher, Easter - Victory</b></u> Exploring teachings of faith traditions Exploring beliefs and values through practices/celebrations Asking ultimate questions Examples set by religious characters Religious stories show variety of relationships Using art as a stimulus <u><b>PSHE – Internet Safety, Going Green, Environment, Relationships, Smoking, Drugs</b></u> Democracy Rule of Law Individual Liberty <u><b>History (of music)</b></u>	<b>Topic – South America</b>  <u><b>English – Stories from South America</b></u> Stories and poems from variety cultures/traditions <u><b>Maths</b></u> Having fun with numbers and data Moral issues surrounding money Financial responsibility Planning small budgets - DT <u><b>Science – Forces, magnets and electricity, Animals</b></u> Fascination in how things work Moral issues surrounding animals <u><b>Religious Education – Loss, Women in Old Testament</b></u> Exploring beliefs through practices/celebrations Considering own beliefs and values Asking ultimate questions Key themes – good/evil Events which bring communities together <u><b>PSHE – My Body. Personal Hygiene, Diet, Exercise and Body Image</b></u> Individual liberty <u><b>Geography – South America</b></u> Contrasting localities <u><b>Art - Sculpture</b></u> Art as source of inspiration Uses that society makes of art <u><b>Music / Dance</b></u> Exhilaration and enjoyment Learning dance from different



# ST JOHN'S CHURCH of ENGLAND ACADEMY



	<p>functioned How Greeks contributed to our culture Scientific discovery is worldwide and not western phenomena Democracy <b><u>Geography - Greece</u></b> Finding out about contrasting localities. <b><u>Art – Greek Vases/Matisse</u></b> Works of art portray society they come from Great artist as inspiration <b><u>Music – Ukelele</u></b> Experiencing joy in performing Learning to perform together</p>	<p>Valuing past human achievement Appreciating the arts <b><u>Art - Collage</u></b> Exercising imagination Using environment as inspiration <b><u>DT – Musical Instruments</u></b> Persevering – sense of achievement and worth Treating ideas and work of others with respect Considering aesthetic principles <b><u>Music / Dance</u></b> Power of music to take them beyond the commonplace Elitism in music</p>	<p>traditions</p>
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# ST JOHN'S CHURCH of ENGLAND ACADEMY



## SMSC and British Values Curriculum Map Cycle 2

Year 5	Autumn	Spring	Summer
<b>Spiritual</b>  <b>Moral</b>  <b>Social</b>  <b>Cultural</b>  <b>Democracy</b>  <b>Rule of Law</b>  <b>Individual Liberty</b>  <b>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</b>	<b>Topic – The Victorians</b>  <u>English – Street Child</u> Empathising with characters Good and Bad characters Individual liberty <u>Maths</u> Having 'eureka' moments <u>Science - Materials</u> Variables – testing 'hypotheses' Need for fair tests Health and Safety issues <u>Religious Education – Sacred Texts, Christmas</u> Exploring teachings of faith traditions Moral teaching of religious founders Religious codes bind communities Sacred texts – Britain as multi faith society Mutual respect/tolerance Individual liberty <u>PSHE – School rules and responsibilities, Bullying and racism, Anti-social behaviour, Victims</u> Democracy – voting procedures Rule of Law – why? Individual liberty Mutual respect and tolerance <u>History – The Victorians</u> Impact of past on present Valuing past achievements Moral issues – child labour Social issues – empire Cultural values that underpinned society <u>Geography</u>	<b>Topic - Space</b>  <u>English – Science Fiction</u> Stories which take them outside the mundane <u>Maths</u> Wondering at the beauty of order and patterns Statistics can be misused <u>Science – Living Things, Habitats</u> Complexity and pattern in natural phenomena Questions of life and origins Moral issues in food chain Treating living things with care Environmental protections <u>Religious Education – Jesus the Teacher, Easter - Victory</u> Exploring teachings of faith traditions Exploring beliefs and values through practices/celebrations Asking ultimate questions Examples set by religious characters Religious stories show variety of relationships Using art as a stimulus <u>PSHE – Internet Safety, Going Green, Environment, Relationships, Smoking, Drugs</u> Democracy Rule of Law Individual Liberty <u>History –Space Exploration</u> Valuing past achievement Aware of concept of time and our part in it Moral issues - investment	<b>Topic – South America</b>  <u>English – Stories from South America</u> Stories and poems from variety cultures/traditions <u>Maths</u> Planning small budgets - DT <u>Science – Forces, magnets and electricity, Animals</u> Wonder in scientific discovery Fascination in how things work <u>Religious Education – Loss, Women in Old Testament</u> Exploring beliefs through practices/celebrations Considering own beliefs and values Asking ultimate questions Key themes – good/evil Events which bring communities together <u>PSHE – My Body. Personal Hygiene, Diet, Exercise and Body Image</u> Individual liberty <u>Geography – South America</u> Contrasting localities <u>Art - Sculpture</u> Art as source of inspiration Uses that society makes of art <u>Music / Dance</u> Exhilaration and enjoyment Learning dance from different traditions



# ST JOHN'S CHURCH of ENGLAND ACADEMY



	<p>Moral issues – settlement (empire)</p> <p><b>Art - Lowry</b></p> <p>Artist as source of inspiration</p> <p>Art portrays society comes from</p> <p><b>DT – Fairground Rides</b></p> <p>Sense of achievement and worth</p> <p>Treating ideas and products with respect</p> <p>Impact of DT on society (whole topic)</p> <p><b>Music – Ukelele</b></p> <p>Experiencing joy in performing</p> <p>Learning to perform together</p>	<p><b>Art – Van Gogh (Starry Night)</b></p> <p>Artist as source of inspiration</p> <p>Exercising the imagination</p> <p><b>DT – Moonwalker Toys</b></p> <p>Recognising own creativity</p> <p>Producing something unique</p> <p>How product effects society</p> <p><b>Music – Ukelele</b></p> <p>Experiencing joy in performing</p> <p>Learning to perform together</p>	
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# ST JOHN'S CHURCH of ENGLAND ACADEMY



## SMSC and British Values Curriculum Map Cycle 1

Year 6	Autumn	Spring	Summer
<p><b>Spiritual</b></p> <p><b>Moral</b></p> <p><b>Social</b></p> <p><b>Cultural</b></p> <p><b>Democracy</b></p> <p><b>Rule of Law</b></p> <p><b>Individual Liberty</b></p> <p><b>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</b></p>	<p><b>Topic - The Ancient Greeks</b></p> <p><b><u>English – Myths and Legends</u></b> Hearing imaginative, mystical, fantasy stories which take children out of the mundane Stories form a variety of cultures/traditions <b><u>Maths</u></b> Having 'eureka' moments <b><u>Science - Light and dark; Evolution and inheritance</u></b> Ask questions about how living things rely on and contribute to their environment. Asking questions about life and its origins. Not all developments have been good because they have caused harm to the environment and to people. Creation stories from different cultures. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith <b><u>Religious Education – Ideas about God; 99 Names of Allah; Advent</u></b> Respect for other's views. Examples set by characters in religious stories. Mutual respect for and tolerance of</p>	<p><b>Topic – History of Music</b></p> <p><b><u>English – Pig Heart Boy</u></b> Empathising with characters Stories with two sides to argument Illustrating the influence of pressure groups Individual Liberty <b><u>Maths</u></b> Wondering at the beauty of order and patterns Statistics can be misused <b><u>Science - Forces, magnets and electricity</u></b> Inventions which have made the world a better place. asking questions about the ways in which scientific discoveries from around the world have affected our lives. <b><u>Religious Education – Easter; Eucharist; People of Faith</u></b> Teaching of faith traditions. Family traditions in different faiths. How people's beliefs affect the way they live. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith <b><u>PSHE</u></b> By creating opportunities for pupils to</p>	<p><b>Topic – South America</b></p> <p><b><u>English – Stories from South America</u></b> Stories and poems from variety cultures/traditions <b><u>Maths</u></b> Having fun with numbers and data Moral issues surrounding money Financial responsibility Planning small budgets - DT <b><u>Science - Animals including humans; Living things and their Habitats (Seahouses residential)</u></b> Life is dependent on each other Moral issues in the human food chain. <b><u>Religious Education – Ascension and Pentecost; Life as a Journey; Pilgrimage</u></b> Festivals, which bring communities together. asking questions about the purpose and meaning of reconciliation and salvation <b><u>PSHE</u></b> Awareness of and responding to others' needs and wants <b>Individual Liberty</b>  <b><u>Geography – Seahouses</u></b></p>



# ST JOHN'S CHURCH of ENGLAND ACADEMY



	<p>those with different faiths.</p> <p><b><u>PSHE</u></b>          Making explicit links to the school's distinctive ethos as a church school.          By helping pupils to engage in a democratic process for agreeing the rules for community life.          By helping pupils to engage in a democratic process for agreeing the rules for community life.</p> <p><b><u>Rule of Law</u></b>  <b><u>History – Ancient Greeks</u></b>          Valuing past human achievement and spirituality          Moral issues – Spartan conscription          Past societies organised and functioned          How Greeks contributed to our culture          Scientific discovery is worldwide and not western phenomena          Democracy  <b><u>Geography - Greece</u></b>          Finding out about contrasting localities.  <b><u>Art – Greek Vases/Matisse</u></b>          Works of art portray society they come from          Great artist as inspiration  <b><u>Music – Ukelele</u></b>          Experiencing joy in performing          Learning to perform together</p>	<p>exercise leadership and responsibility          By developing awareness of and responding to others' needs and wants          By developing awareness of and responding to others' needs and wants          Democracy</p> <p><b><u>History (of music)</u></b>          Valuing past human achievement          Appreciating the arts  <b><u>Art - Collage</u></b>          Exercising imagination          Using environment as inspiration  <b><u>DT – Musical Instruments</u></b>          Persevering – sense of achievement and worth          Treating ideas and work of others with respect          Considering aesthetic principles  <b><u>Music / Dance</u></b>          Power of music to take them beyond the commonplace          Elitism in music</p>	<p><b><u>Residential</u></b>          Making links with history when exploring the environment.          Reflecting on different landscapes.          Contrasting localities in Britain.          Consider moral and practical issues of conservation.</p> <p><b><u>Art - Sculpture</u></b>          Art as source of inspiration          Uses that society makes of art  <b><u>Music / Dance</u></b>          Exhilaration and enjoyment          Learning dance from different traditions</p>
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## SMSC and British Values Curriculum Map Cycle 2

Year 6	Autumn	Spring	Summer
<b>Spiritual</b>  <b>Moral</b>  <b>Social</b>  <b>Cultural</b>  <b>Democracy</b>  <b>Rule of Law</b>  <b>Individual Liberty</b>  <b>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</b>	<b>Topic – The Victorians</b>  <u>English – Street Child</u> Empathising with characters Good and Bad characters Individual liberty <u>Maths</u> Having 'eureka' moments <u>Science - Light and dark; Evolution and inheritance</u> Ask questions about how living things rely on and contribute to their environment. Asking questions about life and its origins. Not all developments have been good because they have caused harm to the environment and to people. Creation stories from different cultures. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith <u>Religious Education – Ideas about God; 99 Names of Allah; Advent</u> Respect for other's views. Examples set by characters in religious stories. Mutual respect for and tolerance of those with different faiths. <u>PSHE</u> Making explicit links to the school's	<b>Topic - Space</b>  <u>English – Science Fiction</u> Stories which take them outside the mundane <u>Maths</u> Wondering at the beauty of order and patterns Statistics can be misused <u>Science - Forces, magnets and electricity</u> Inventions which have made the world a better place. asking questions about the ways in which scientific discoveries from around the world have affected our lives. <u>Religious Education – Easter; Eucharist; People of Faith</u> Teaching of faith traditions. Family traditions in different faiths. How people's beliefs affect the way they live. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith <u>PSHE</u> By creating opportunities for pupils to exercise leadership and responsibility By developing awareness of and responding to others' needs and wants	<b>Topic – South America</b>  <u>English – Stories from South America</u> Stories and poems from variety cultures/traditions <u>Maths</u> Planning small budgets - DT <u>Science - Animals including humans; Living things and their Habitats (Seahouses residential)</u> Life is dependent on each other Moral issues in the human food chain. <u>Religious Education – Ascension and Pentecost; Life as a Journey; Pilgrimage</u> Festivals, which bring communities together. asking questions about the purpose and meaning of reconciliation and salvation <u>PSHE</u> Awareness of and responding to others' needs and wants <b>Individual Liberty</b> <u>Geography – South America</u> Contrasting localities <u>Art - Sculpture</u> Art as source of inspiration Uses that society makes of art <u>Music / Dance</u>





# ST JOHN'S CHURCH of ENGLAND ACADEMY



	<p>distinctive ethos as a church school.</p> <p>By helping pupils to engage in a democratic process for agreeing the rules for community life.</p> <p>By helping pupils to engage in a democratic process for agreeing the rules for community life.</p> <p><b>Rule of Law</b></p> <p><b>History – The Victorians</b></p> <p>Impact of past on present</p> <p>Valuing past achievements</p> <p>Moral issues – child labour</p> <p>Social issues – empire</p> <p>Cultural values that underpinned society</p> <p><b>Geography</b></p> <p>Moral issues – settlement (empire)</p> <p><b>Art - Lowry</b></p> <p>Artist as source of inspiration</p> <p>Art portrays society comes from</p> <p><b>DT – Fairground Rides</b></p> <p>Sense of achievement and worth</p> <p>Treating ideas and products with respect</p> <p>Impact of DT on society (whole topic)</p> <p><b>Music – Ukelele</b></p> <p>Experiencing joy in performing</p> <p>Learning to perform together</p>	<p>By developing awareness of and responding to others' needs and wants</p> <p><b>Democracy</b></p> <p><b>History –Space Exploration</b></p> <p>Valuing past achievement</p> <p>Aware of concept of time and our part in it</p> <p>Moral issues - investment</p> <p><b>Art – Van Gogh (Starry Night)</b></p> <p>Artist as source of inspiration</p> <p>Exercising the imagination</p> <p><b>DT – Moonwalker Toys</b></p> <p>Recognising own creativity</p> <p>Producing something unique</p> <p>How product effects society</p> <p><b>Music – Ukelele</b></p> <p>Experiencing joy in performing</p> <p>Learning to perform together</p>	<p>Exhilaration and enjoyment</p> <p>Learning dance from different traditions</p>
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