

## SMSC within ART at William Reynolds Primary School and Nursery

Pupils' spiritual development is shown by their

- Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- Sense of enjoyment and fascination in learning about themselves, others and the world around them
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences

Foundation Stage	Throughout Foundation Stage children will have the opportunity for daily plan do and review activities, involving art, during self-initiated time. This also includes the opportunity to be reflective when returning to class to explain the activity they have participated in. During the Spring term, they will have the opportunity to make 3d vehicles for emergency services linked to literacy using their own creativity and imagination. Weekly, they have the sense of enjoyment and fascination in learning at forest school where they have the opportunity to develop their outdoor artistic skills using the nature around them.
Year 1	During the Autumn term, the Year 1 children gain a sense of awe and wonder through their visit to the zoo. They are able to use this valuable experience when drawing and printing their art work of animals. A further sense of enjoyment and fascination of the world around them is developed through their 3d sculptures of mini beasts following their local visit to Weston Park.
Year 2	Year 2 children use their imagination and creativity in their spring unit on planets. They also develop their fascination through discussions about their beliefs about what the planets look like and whether there is life on their planet.
Year 3	Throughout the summer term Year 3 use the schools eco garden to develop their drawing, printing and 3d sculpture skills linked to plants and creatures. This encourages them to consider the world around them starting at school.
Year 4	In the Spring term, Year 4 link their art work to the Global theme - Inspirational people. They draw self-portraits being reflective about their own beliefs that inform their perspective on life and their interests in and respect for different people's feelings.
Year 5	This year group have the opportunity to reflect on their surroundings and nature which helps to develop their spirituality in Ironbridge. They base their textiles work on the River Severn, linked to their Geography unit, and surrounding area.
Year 6	Year 6 children get the opportunity to visit Arthog in the Spring term which evokes awe and wonder. They use this visual stimulus as a starting point for their drawings and paintings of the mountain environment.

Whole School learning in Art is generated through exciting contexts often linked to cross curricular themes. The Secrets of Success are integrated throughout all of the art sessions as well as the development of art through Global themes. An arts week is held in the summer term and will have a variety of themes. This year it is based on 'What our local area means to us.' In the Spring term the global theme is 'Reach for the Stars' where the Art subject leader has led an assembly on careers for a future in the Arts. This is to encourage the children to consider how art could lead to a job when they are older.

Pupils' moral development is shown by their

- Ability to recognise the difference between right and wrong readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- Understanding of the consequences of their behaviour and actions
- Interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues

Foundation Stage	In the Spring term the Foundation Stage children get the opportunity to make their own superhero cape. This is part of their work on superheroes where they recognise the difference between right and wrong and consider this when designing their cape. They are able to offer reasoned views about moral and ethical issues when considering the type of superhero they would like to be.
Year 2	Through the unit 'The Great Fire of London' children are able to discuss the consequences of fire starting and how it affected people's lives. They are able to discuss what happened to the baker taking account of the criminal law of England and considering how it might be different in modern Britain. Children develop their skills through making a collage of the Great Fire of London.
Year 6	Year 6 get the opportunity to pose a moral question through debate linked to literacy - Should animals be kept in zoos? Through their visit to the West Midlands Safari Park and discursive writing in literacy they are able to create art work that conveys a message.
Whole School art which conveys moral issues are developed through class assemblies and global themes. Children are shown a piece of art work and are asked to pose a moral question about what they see.	

Pupils' social development is shown by their

- Use a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

Foundation Stage	Foundation Stage children have the opportunity to create wooden spoon puppets which they use to develop a range of social skills with pupils from different religious, ethnic and socio-economic backgrounds.
Year 2	Local illustrator visits the school to help develop links with the community using the book 'Peggy's Ironbridge Adventure.'
Key Stage 2	In Key Stage 2, children get the opportunity to develop their artistic skills in and around the local area to appreciate their locality. Year 3 will visit the surrounding area of the school to investigate patterns they find in their community. Year 4, will carry out a local study of the Wrekin. Year 5 look at the recent developments within Woodside and create 3d sculptures based on these. In year 6, the children take part in a local study of Woodside where they go into the community to draw. The children look at Lowry who depict social communities and create their own based on Woodside.

Social development in Art is shown through the celebration of children's work throughout the school and displayed in many areas. Further celebration of the children's artistic work is shown on class pages of our school website. Children get the opportunity to take part in local community projects such as designing the front cover for the 100<sup>th</sup> edition of *Madeley Matters* when a local artist came in to work with the children.

Pupils' cultural development is shown by their

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- Willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

Foundation stage	Daily the children in Foundation Stage have the opportunity to take part in creative activities during self-initiated time this shows that the children are encouraged to have a willingness to participate in art. The children get to understand and appreciate a range of cultures within school and further afield through their art work on Diwali and Chinese New Year. This helps children to be more aware of the different cultures and celebrations in modern Britain.
Year 1	In Year 1 the children get the opportunities to look at how artists from different global communities paint such as Picasso and Andy Warhol.
Year 3	The art work in the Spring term is linked to their history topic - Stone Age to Iron Age. Throughout this unit, they will look at cave paintings which tell stories without words but are integral in how their own heritage has been shaped during this period of time.
Year 4	Year 4 will have the opportunity to explore and show respect for different cultural diversities by studying the Amazon Rainforest. The art will be linked to how the indigenous people survive the rainforest as a global community. Children will gain appreciation of different diversities.
Year 5	A comparison study of a Viking long boat compared to a British boat from the present encourages the children to consider how the cultural influences have shaped their heritage and that of others through transportation.

The whole school cultural development is aided by arts week and global themes. Children are willing to participate in arts week and respond positively to artistic and cultural opportunities.