

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

<p>Pupils' spiritual development is shown by their</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Sense of enjoyment and fascination in learning about themselves, others and the world around them</li> <li>• Use of imagination and creativity in their learning</li> <li>• Willingness to reflect on their experiences</li> </ul>	
Foundation Stage	<p>Throughout Foundation Stage the children will listen to and orally rehearse various stories. They become creative when using their self initiated time to write labels, lists and captions, signs and recipes. Children develop a fascination for finding out about themselves, others and the world around them through shared stories and role play themes. The children share non-fiction books about themes they are learning about and will develop their imagination in their writing. Following self-initiated sessions the children are willing to reflect on their experiences.</p>
Year 1	<p>Throughout the year, the children will enjoy finding facts out about mini-beasts and snails. They will use their knowledge to write recounts and non-chronological reports. Reflecting on their experiences, the children develop their skills of recount writing completing a broad bean diary and writing about their personal holiday news. Within narrative, children are able to use their imagination through developing their story writing skills in 'Fantasy worlds' where they look at the texts - 'grow your own dinosaur, giraffe's can't dance'</p>
Year 2	<p>Through writing the non-chronological report about 'Keeping Healthy' children begin to develop a fascination about learning about themselves and ways they can make sure they lead a healthy life. Within non-chronological report writing, they will find out all about space and nocturnal animals which assists the children with understanding the world around them. The children become fascinated with the explanations they write about life cycles and it gives them the bigger picture of life. Children are imaginative and creative when writing instructions about how to survive on a desert island and various narrative stories from familiar settings, other cultures and extended stories. They use the traditional stories Cinderella and The Princess and the Pea and change these in to Cinderella penguin and The Penguin and the Pea.</p>
Year 3	<p>Children have the opportunity to reflect on their experience following educational visits through personal recount writing. Through writing the non-chronological report about 'Keeping Healthy' children begin to develop a fascination about learning about themselves and ways they can make sure they lead a healthy life. Within non-chronological report writing, they will find out about rocks which assists the children with understanding the world around them. The children become fascinated with the explanations and instructions they write about plants. Children are imaginative and creative when writing various narrative stories about dragons (myth Ferno).</p>
Year 4	<p>In Year 4 children's imagination and creativity is captured through writing about stories set in imaginary worlds. There is a strong link with science for explanation and instruction writing. The children develop their understanding and fascination of sound; once they have this knowledge they write this in an explanation report. For instructions they write about how to make an electrical circuit after having had the experience of making them.</p>
Year 5	<p>Children in Year 5 have the opportunity to develop their fascination about life cycles and the course of the river. They enjoy finding out these</p>

	facts and write them up in the genre - explanations. During the summer term, the children get to enjoy many of Michael Morpurgo's books making comparisons and preferences. They develop their imagination and creativity through narrative writing about the myth and legend 'Beowulf' and adventure story - Adventure Island.
Year 6	Throughout the Spring term, Year 6 learns about the Mountain Environment. During this unit the children will be able to gain respect for different people's faiths, feelings and values in various environments. They are able to use their knowledge of Mountains to write a non-chronological report. When writing stories, the children are required to use their imagination and creativity to complete stories or write their own quest adventure story.
<p>Whole School -</p> <p>Spiritual development in English involves the children acquiring insights into their own personal existence through literacy appreciation and analysis. Through careful selection of novels and plays pupils consider the belief that one's inner resources provide the ability to rise above everyday experiences. Through empathy with characters children develop a growing understanding of how ideology contributes to personal identity. Children will be provided with opportunities to extract meaning beyond the literal, consider alternative interpretation and hidden meanings while engaging with ideas in fiction, non fiction, poetry and drama. Children explore how choice of language and style affects implied and explicit meaning. Pupils are provided with opportunities to reflect on their own life and lives of others using diaries, journals, letters, biographies and autobiographies. Students experience a rich variety of quality language use, and learn how to use language in imaginative and original ways, drawing on their reading, and considering how words, usage and meaning change over time.</p>	

<p>Pupils' moral development is shown by their</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Understanding of the consequences of their behaviour and actions</li> <li>• 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</li> </ul>	
Foundation Stage	Children will listen to, read and retell a variety of stories with a moral issue. They will have the opportunity to discuss whether the characters are right or wrong.
Year 1	Year 1 children will read and retell traditional tales such as <i>The Three Little Pigs</i> , <i>Goldilocks</i> , <i>The Little Red Hen</i> and <i>Jack and the Beanstalk</i> . They will get the opportunity to discuss the consequences of the behaviour and an action of these characters e.g. was it morally correct for Goldilocks to enter someone's house without permission?
Year 2	During Year 2 the children study the <i>Great Fire of London</i> and write diary entries from the viewpoint of others.
Year 3	During this time they investigate and offer reasoned views about life and the behaviour of those living during the Roman period.
Year 4	There are plenty of opportunities for the children to investigate and offer reasoned views on moral and ethical issues in Year 4. Firstly, they write a persuasive piece of writing about <i>Joining King Arthur's Round Table</i> . Also, they look at ways to protect the rainforest taking the viewpoints of others on this issue and write a persuasive piece of writing. Within narrative, they read the class book ' <i>Bill's New Frock</i> ' this encourages the children to discuss moral issues as well as thinking about the consequences of Bill's actions.
Year 5	In Year 5 the children read the class book ' <i>Street Child</i> ' based in the Victorian period. They will write recounts in the form of diaries, letters and newspapers taking account of the main character and other viewpoints. Discursive writing and debates take place this year linked to the erection of a new building on the school grounds or in the local community. Children will debate the moral and ethical issues of this taking place to aid their writing. They will also look at the persuasive genre linked to the geography unit on rivers. They will investigate the consequences of people's behaviour when polluting rivers and give a reasoned view to persuade people not to pollute.
Year 6	At the start of the year the children read the class book ' <i>There's a boy in the girl's bathroom</i> '. This text gives the children the opportunity to think about the consequences of the behaviour and actions of the characters in the book and offer reasoned views about this. Children in Year 6 get the opportunity to offer reasoned views when persuading people about fire safety on bonfire night and to give generously during <i>Children in Need</i> . Their discursive and debate unit is based around circus / zoo animals. They will offer balanced viewpoints about this moral and ethical issue as there will be a requirement to appreciate other viewpoints on this issue. During the recount unit ' <i>Marwell Manor</i> ' the children have to be able to recognise the difference between right and wrong and use this understanding to solve the mystery. They will write letters and newspaper articles explaining the consequences and behaviour of the characters and support these views with evidence.
Whole School	

Moral development in English involves children exploring and analysing appropriate texts which gives them with the knowledge and ability to question and reason, which will enable them to develop their own value system and to make reasonable decisions on matters of personal integrity. Children develop an awareness that life throws up situations where what is right or wrong is not universally agreed. Novels and plays are selected that extend children's ideas and their moral and emotional understanding. Through reflection on a writer's presentation of ideas and the motivation and behaviour of characters, pupils express informed personal opinions. Children learn to articulate their own attitudes and values through being provided with opportunities to discuss matters of personal concern, related to books and plays read in class. They should be given opportunities to talk for a range of purposes including exploration and hypothesis, consideration of ideas, argument, debate and persuasion. In discussion they should be encouraged to take different views into account and construct persuasive arguments. The school's genre progression guide supports staff in the planning of the development from one sided view to a balanced argument.

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	<p>Within literacy, children will work with their peers, theatre groups, authors or visitors linked to their unit of work. Each day the children take part in guided reading sessions where they will have the opportunity to share books with their peers during the week. In the Autumn term, children are invited to return to school for a story time with a theme. Many children are willing to participate in in these events and appreciate the social occasion. Children will have the opportunity to see adults reading and writing in different contexts in and out of the classroom. All year groups have poetry units each term which encourages the children to co-operate well with others when working collaboratively. All children follow school rules about the presentation of their writing and respecting the texts available to them.</p> <p>Children are involved in World Book Day on an annual basis. This year children dressed as their favourite book character and as each class recited a performance poem in front of the rest of the school. Parents and children are invited to an annual book fair to encourage sharing of books at home as well as this children are in KS2 are invited to take part in "Read for my School" (a national online reading competition).</p> <p>Opportunities are planned throughout the year for older children to read with younger children. During the Spring term children in Y6 are given the opportunity to write a children's picture book and then share these with children in Y1.</p> <p>Children attend various community events such as Story Telling, Pop up literacy and CPD workshops where they need to interact and work alongside children from other schools.</p> <p>Social development in English involves children reading novels and short stories that offer perspectives on society and the community and their impact on the lives of individuals. Children are provided with opportunities to read texts that portray issues and events relating to contemporary life or past experience in ways that are interesting and challenging. In taking different roles in group discussions pupils are introduced to ways of negotiating consensus or agreeing to differ.</p> <p>As part of the global theme children are encouraged to develop their story telling skills these could relate to events in their own lives as well as imaginary characters. These are shared with the whole school community during the full range of assemblies.</p>
Year 1	
Year 2	
Year 3	
Year 4	
Year 5	
Year 6	

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	Throughout Foundation Stage the children will have the opportunity to listen to and read stories and rhymes from other cultures.
Year 1	During the year children explore stories from other cultures with a particular focus on "Handa's Surprise" discussing the cultural features in the story. Children write non-chronological reports about history of toys looking at how these toys have developed through the ages and influence life in the present.
Year 2	Children in Y2 study London and through this write non-chronological reports with a focus on the Great fire of London and develop their awareness of key landmarks in our capital city. During the Autumn term children gain an understanding of local history and events through "The Wrekin Giant" and "Peggy's Amazing Ironbridge Adventure" with a focus on local authors and illustrators. They then create their own stories using key events within the area.
Year 3	Children in Y3 write a non-chronological report and develop narrative writing linked to their theme about Roman Britain. When writing their report they begin to have an understanding of how the Romans shaped our cultural history. Also the reading of the book "Stone Age Boy" to develop their narrative writing.
Year 4	Using the storybooks "Arthur High King of Britain" and "Merlin" and researching books linked to the history of Saxon Britain children are able to develop their own recounts, diaries, newspaper and non-Chronological reports as if they were living in Britain during the Saxon period. Stories that raise issues and dilemmas are shared with the children in order for the children to develop a respect for different cultures e.g "Way home" and "Kapok Tree" Global communities are studied through the development research skills using of the internet and reference books. From this children develop their note taking skills in order to write a non-Chronological report linked to global issues surrounding Rainforests.

<p>Year 5</p>	<p>Through exploring the theme of ancient civilisations children and can describe important features of life in that time, comparing life in different city states through writing non chronological reports e.g Chinese culture and Ancient Egypt. Following on from this the children then look to Vikings culture to compare how people that lived in the past and how they cooked and travelled differently and used different weapons from compared to modern Britain. Their narrative writing is developed using Stories from these cultures including "Egyptian Cinderella" and "The Travelling Cat"</p> <p>Children read the book "Street Child" as a class reader to develop their narrative writing. This deals with a child's life in Victorian times.</p>
<p>Year 6</p>	<p>In Y6 children develop an understanding and appreciation of cultural influences that have shaped their own heritage and that of others through studying the various Monarchs. Children use this information to write biographies about a life and influences of a selection of Monarchs . Viewpoints are considered when writing an diary entre as if they were the Monarch.</p> <p>Through exploring the theme of ancient civilisations children and can describe important features of life in that time, comparing life in different city states through writing non chronological reports and instructions e.g Ancient Greece</p>
<p>Whole School</p> <p>Cultural development in English involves short stories,reports and plays being selected which encourage children to empathise with the feelings and experiences of others in order to develop their understanding of other people's attitudes,feelings, ideas and behaviour. Children develop sensitive awareness of, and the ability to respond constructively to, the backgrounds, experiences, concerns, feelings and commitments of others through poetry, imagery, drama, role play, myth and historical narrative.</p>	