

## SMSC within History 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	Throughout the year children have the opportunity to reflect upon their own beliefs especially around Christmas and other religious festivals. Children will learn that certain aspects of the modern Christmas relates back to Victorian England. Children will also learn about the Ancient Chinese beliefs that are still celebrated at Chinese New Year.
Year 1	Children enjoy learning about significant events and people in our own locality, such as Richie Woodall (a local sports man) and Abraham Darby whose work shaped our own heritage leading to Telford being recognised as The Birthplace of Industry.
Year 2	Children learn about the Gun Powder plot and reflect upon the reasoning and motivation behind Guy Fawkes' conspiracy to blow up the houses of parliament due to his beliefs. A sense of fascination is achieved by studying Neil Armstrong, and the moon landing, where children learn factual information, but also are encouraged to reflect upon what it would be like to travel into space.
Year 4	Studying an Ancient Civilisation from a different part of the world encourages engagement and fascination when learning about the Mayans.
Year 5	Children compare Viking and Anglo Saxon's faith and beliefs, understand that ideas were cultural and that Gods were often similar, and important for the same reasons. Ie: Odin and Woden. Also, that Ancient Runes were believed to be mystical and powerful, and have the opportunity to decode and create their own messages. While studying the Ancient Egyptians, understand the huge number of Gods worshipped and the seriousness of appeasing them.
<p>Whole School</p> <p>Musical instruments are taught by Music 2 the 4. Children learn where woodwind instruments originated from and from which period of time. When learning Samba drumming, it is explained that the music travelled to the Caribbean along with the slaves from Africa and learn call and response patterns like tribes gone by. Evaluating their own experience of the sessions is a half termly task.</p>	

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

Year 2	The Great Fire of London provides the opportunity to discuss the consequences of actions, and how they can cause serious harm the people and property.
Year 4	Crime and punishment during Anglo Saxon times is understood, and appraised with a modern eye.
Year 5	Crime and Punishment in Vikings and Anglo Saxon times was very different to now, however punishments fitted the ethos of revenge that was encouraged during this period. Children are encouraged to think about why revenge may not be ethically acceptable in modern times, but also understand the viewpoint of the people of the time. Ancient Egyptians often owned slaves, and the great pyramids were built by the thousands taken prisoner in battle. Children understand that this is unacceptable in modern times, but that during this time period views were different.
Year 6	When learning about Henry the VIII, children understand that divorce needed to be sanctioned by the Pope in Rome in the 16 <sup>th</sup> century. This led to the formation of the Church of England, and the consequences of the dissolution of the monasteries.

Whole School

Subject Leader Assemblies explain how children may have careers in the subject. Opportunities for circle time are given to discuss our own personal history and special events throughout the year such as birthdays and holidays. Collaborative learning opportunities give the opportunity to argue and reason their viewpoints with their peers.

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	Who is my family? Children understand that their own family events during their own life time are also historical as well as events further in the past. They also understand that each family may have different belief, values and residencies - not every family is the same - so life in Modern Britain is diverse.
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Year 1	During the unit about Toys, children contrast and compare toys from different periods of time. They are encouraged to think about the toys that children in different social classes would have had, and co-operate well with each other in order to play with these toys and games.
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Year 3	Studying the Roman Empire allows children to learn about invasion and how lack of tolerance affects communities, religious beliefs, settlements and ultimately the future of generations to come.
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Year 4	Anglo Saxons and Scots allows children to learn about invasion and conflict, and also understand that the rule of law was applied differently over time.
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Year 6	The Ancient Greeks invented many items we still use today; The Olympic Games, mathematical theory, theology and literature are still appreciated and used. This can be used to demonstrate contribution to society and encourage reflection upon how one will contribute to modern Britain.
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Whole School	Visitors are co-operated well with, including those from the Shropshire Museum whose rules it is important to follow in order to preserve the artefacts shared. Morals through stories with historical settings are used during assemblies, and literacy sessions in order to bring issues to life. Role play and hot seating are encouraged in order to engage children with their learning, and they participate willingly.
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<p>Pupils' cultural development is shown by their</p> <ul style="list-style-type: none"> <li>• Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</li> <li>• 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</li> <li>• Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</li> <li>• Willingness to participate in and respond positively to artistic, sporting and cultural opportunities</li> <li>• 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</li> </ul>	
Foundation Stage	Children understand that diversity means that there are a wide range of celebrations in the UK due to historical and cultural influences including Bonfire Night and the Chinese New Year. They are tolerant of those who do not share their own beliefs and are encouraged to discuss and share views.
Year 1	By studying the boxer, Richie Woodhall, children understand that social circumstances do not have to limit their achievements in later life and are encouraged to take the opportunities given to them whether that be sporting or artistic.
Year 2	Children understand how Parliament became under attack from a group of 'criminals' during the Gunpowder plot, and consider what the consequence would have been had they been successful. The Great Fire of London was responsible for reshaping the landscape of the city - children look at modern and older maps to see how the city changed over time.
Year 3	Stone Age to Iron Age enables children to understand and appreciate how the development of cultural influences have shaped their own heritage and that of others. This can be compared to the Roman Empire and their further developments in technology and buildings.
Year 4	Children learn about how the Anglo Saxons and Scots settled and lived in the community.
Year 5	Ancient Civilizations are studied and artworks in the style of Ancient Egyptian artefacts are produced, where children are willing to participate and respond positively to artistic opportunities presented to them via this cross curricular medium.
Year 6	Studying the significant monarch, Henry VIII, demonstrates the power of the individual monarch before the parliamentary system was introduced, and the dangers of power being abused. Ancient Greece gave us the Olympic Games which Much Wenlock village used as inspiration to create the Modern Olympics which are now celebrated internationally.
<p>Whole School</p> <p>Events throughout the year give children the opportunity to see how Woodside and the local area has developed over time, to include study of structure, building and employment from the past.</p>	

