SMSC development as defined by Ofsted 2019

The social development of pupils is shown by their:	
So1	Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
So2	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
So3	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; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The moral development of pupils is shown by their:	
M1	Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
M2	Understanding of the consequences of their behaviour and actions
M3	Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

The spiritual development of pupils is shown by their:	
S1	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
S2	Sense of enjoyment and fascination in learning about themselves, others and the world around them
S3	Use of imagination and creativity in their learning
S4	Willingness to reflect on their experiences

The cultural development of pupils is shown by their:	
C1	Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
C2	Understanding and appreciation of the range of different cultures in school and further afield as an essential element of their preparation for life in modern Britain
C3	Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
C4	Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
C5	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.
C6	Ability to recognise and value the things we share in common across cultural, religious, ethnic and socio-econonmoc communities.

Science Statutory Programme of Study and St Georges identified SMCS opportunities

Key Stage 1 Year 1 shown in blue Year 2 shown in green

Topic	Objectives	SMSC Opportunities
Plants	• identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify and describe the basic structure of a variety of common flowering plants, including trees • observe and describe how seeds and bulbs grow into mature plants • find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	S2 S3 S4
Animals including humans	• identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • identify and name a variety of common animals that are carnivores, herbivores and omnivores • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense • notice that animals, including humans, have offspring which grow into adults • find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	S1 S2 S3 S4 M1 M2 M3 Laws + animals, RSPCA, cruelty, farming welfare Humans – Local recreation – parks, swimming pool, canal walks Food-availability; shops, New Mills food bank, community orchard.
Everyday materials **Uses of Everyday materials**	• distinguish between an object and the material from which it is made • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • describe the simple physical properties of a variety of everyday materials • compare and group together a variety of everyday materials on the basis of their simple physical properties • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, distinguish brick, rock, paper and cardboard for particular uses • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	S1 S2 S3 S4 M2 M3 Plastic, recycling – hugely topical. Impact on the environment, sustainability.
Seasonal changes Living things and their habitats	• observe changes across the 4 seasons • observe and describe weather associated with the seasons and how day length varies • explore and compare the differences between things that are living, dead, and things that have never been alive • identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • identify and name a variety of plants and animals in their habitats, including microhabitats • describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food	S1 S2 S3 S4 M2 M3 Climate change, carbon foot prints, pollution. Blue planet series. Greta Thunberg. 15th Feb 2019 Action for Climate change protests.

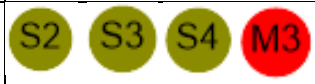
Key Stage 2 (lower) Statutory Programme of Study **Year 3 in blue** **Year 4 in green**

Plants	• identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant • investigate the way in which water is transported within plants • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal	 Carbon foot prints, sustainability, Green spaces. Community orchard. Declining bee numbers, impact on pollination Climate change – drier summers.
Animals including humans (Year 3 and 4)	• identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat • identify that humans and some other animals have skeletons and muscles for support, protection and movement • describe the simple functions of the basic parts of the digestive system in humans • identify the different types of teeth in humans and their simple functions • construct and interpret a variety of food chains, identifying producers, predators and prey	 Is it ok to eat meat? Vegans, vegetarians, impact of meat production. Pets; RSPCA, cruelty prevention laws. Farming welfare standards, Red Tractor mark, organic farming. Food labelling traffic lights. Laws about sugar and fat content of foods inc. school dinners. Sustainability, climate change, impact of humans on planet + species. 'Change for Life' programme Should Swizzels be shut down?
Light	• recognise that they need light in order to see things and that dark is the absence of light • notice that light is reflected from surfaces • recognise that light from the sun can be dangerous and that there are ways to protect their eyes • recognise that shadows are formed when the light from a light source is blocked by an opaque object • find patterns in the way that the size of shadows change	
Forces and Magnets	• compare how things move on different surfaces • notice that some forces need contact between 2 objects, but magnetic forces can act at a distance • observe how magnets attract or repel each other and attract some materials and not others • compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials • describe magnets as having 2 poles • predict whether 2 magnets will attract or repel each other, depending on which poles are facing	

Rocks	• compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • describe in simple terms how fossils are formed when things that have lived are trapped within rock • recognise that soils are made from rocks and organic matter	S2 S3 S4 Derbyshire – high peak – the Light Peak and the Dark peak
Sound	• identify how sounds are made, associating some of them with something vibrating • recognise that vibrations from sounds travel through a medium to the ear • find patterns between the pitch of a sound and features of the object that produced it • find patterns between the volume of a sound and the strength of the vibrations that produced it • recognise that sounds get fainter as the distance from the sound source increases	S2 S3 S4 C4 M1 M2 Laws regarding noise – neighbours, businesses, neighbours. Industry regulations, exposure to noise at work, road traffic, air traffic. Should HS2 be built? Should Heathrow / Manchester airport have 3rd runway?
Electricity	• identify common appliances that run on electricity • construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • recognise some common conductors and insulators, and associate metals with being good conductors	S2 S3 S4 The Torrs Archimedes screw – sustainable electricity locally. Could we live without electricity? Reduce our electricity consumption at home / school? Global communities – does everyone use electricity?
States of matter	• compare and group materials together, according to whether they are solids, liquids or gases • observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	S2 S3 S4 Diminishing ice – polar bears, habitats. Rainforests and their importance, intensive de-forestation. Global warming.
Living things and their habitats	• recognise that living things can be grouped in a variety of ways • explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • recognise that environments can change and that this can sometimes pose dangers to living things	S2 S3 S4 Diminishing ice – polar bears, habitats. Rainforests and their importance, intensive de-forestation. Global warming. UK flooding recently; the Lake District

Key Stage 2 (upper) Statutory Programme of Study **Year 5 in blue** **Year 6 in green**

Working scientifically See attached statutory guidance specific to Key stage2 (upper)		**SMSC Opportunities**
Living things and their habitats	• describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants and animals • describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals • give reasons for classifying plants and animals based on specific characteristics	S2 S3 S4 M3 Is it ok to use pesticides? Where does our waste water go? Do reservoirs have a positive / negative impact? United Utilities site links; 'Recreation sites' link. 'Think before you flush' link 'Think before you pour' link Fatburgs! Fatcatcher competition
Animals including humans	• describe the changes as humans develop to old age • identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • describe the ways in which nutrients and water are transported within animals, including humans	S2 S3 S4 So1 So2 M1 M2 M3 Local links – reaching out; Luncheon club. Can products you buy really 'make you younger'? Laws re alcohol + smoking. Should smoking be illegal in Britain? What happens when you drink energy drinks? Should energy drinks be banned? Should it be law for children to walk to school?
Properties and changes of materials	• compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • demonstrate that dissolving, mixing and changes of state are reversible changes • explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda	S2 S3 S4 The use of plastics. Their impact. Blue Planet series. Waste. Sustainability. Alternatives. Should school milk be banned?(Plastic bottles) Who makes our water clean? Local reservoirs
Earth and Space	• describe the movement of the Earth and other planets relative to the sun in the solar system • describe the movement of the moon relative to the Earth	S2 S3 S4 Is Space tourism ethical? Virgin Galactic.

	• describe the sun, Earth and moon as approximately spherical bodies • use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky	Tim Peake's visit to the International Space station
Forces	• explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • identify the effects of air resistance, water resistance and friction, that act between moving surfaces • recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect	 Sustainable energy sources; wind, solar, wave. Should we build a wind farm on Chinley Churn? Local industry – Cromford Mill, the 1st water powered cotton spinning mill – 'the birthplace of the modern factory system'. The power of rivers.
Evolution and inheritance	• recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution	 Climate change, deforestation, global warming. Possible links to humans; celebrating differences – ethnicity, heritage, acceptance and tolerance.
Light	• recognise that light appears to travel in straight lines • use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye • explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes • use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them	 Should streetlights be off at night to save energy / money?'Derbyshire part night street lighting.' Derbyshire LED street lighting project – good info online presenting the pros and cons. Northern Lights in the Peake District 2015. WATERLICHT at Winnats Pass, Castleton by Abandon Normal Devices, ground breaking Manchester based art maker.
Electricity	• associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches • use recognised symbols when representing a simple circuit in a diagram	 Does everyone have access to electricity throughout the world? Archimedes screw in the Torrs. Sustainability, renewable sources. How can we reduce energy consumption at home / school? **Sure Chill** and their 'Global Health' work. UK law and electric cars – pros and cons. Will they increase accidents around schools?