



SMSC at Ranvilles Junior School



Year Three

Term	Topic Synopsis	Spiritual ... Moral... Social ... Cultural...	
Autumn 	Footprints through Time Through the concept of change, the year three children will be challenged to explore the question 'How have people's rights and responsibilities changed over time?' This begins in the context of themselves as they make the transition from Key Stage One to Key Stage Two, settling into a new school and new responsibilities. The children will explore the footprint they have already left of the world and they kind of footprint they wish to leave in the future.	S <ul style="list-style-type: none"> We appreciate the values of the school and know how to conduct ourselves in our new environment. We explore, have confidence in, and enjoy our own talents and interests, recognising our value and sense of belonging in our school and community. 	
		M <ul style="list-style-type: none"> We show respect for other people's talents and interests, even if different from our own. We are secure in our rights, respect and responsibility within RJS and understand that our actions and behaviours have consequences, both positive and negative. 	
		S <ul style="list-style-type: none"> We understand and exercise new responsibilities within our new school context. We consider our impact on the world and understand the importance of ensuring our footprints have a positive mark on our own and others' lives. 	
		C <ul style="list-style-type: none"> We appreciate and show respect for the background and culture of others in our class, asking questions of each other to aid understanding. We discover the impact that people living in the stone, bronze and iron ages had on our lives today, appreciating how our idea of 'needs and wants' today are different to those times. 	
Spring 	Champions for Change This term the children become 'Champions for Change', as they explore the world of natural disasters and the significant impact they have on the people living around them. Care and rehabilitation is the name of the game as the children step into someone else's shoes in order to develop an understanding and ability to empathise with people less fortunate than themselves; and ultimately concluding an answer to the question 'How can we work together to make a difference on the lives of people around the world?'	S <ul style="list-style-type: none"> We show empathy, concern and compassion for and make a positive contribution towards the lives of people less fortunate than us. We explore how people's faith, beliefs and community can help them when faced with challenging situations. We investigate the intangible concept of care and hope and how this can motivate people, even in the hardest of times. 	
		M <ul style="list-style-type: none"> We demonstrate respect for other's needs, interests and feelings as well as our own. We make a difference in the lives of people less fortunate than ourselves. 	
		S <ul style="list-style-type: none"> We participate in activities that have a positive impact on our local community. We understand and utilise the Ranvilles Roles to enable us to be effective learners and work well as part of a team. 	
		C <ul style="list-style-type: none"> We study the Christian and Jewish faiths, drawing conclusions about the similarities and differences with regards community and worship, to improve our understanding of these faiths and how beliefs influence the lives people lead. 	
Summer 	Invaders and Settlers The summer term sees the invasion of the Romans in year three. The children engage in activities that promote the concept of collaboration and effective teamwork, learning from the success of the Romans. Whilst gaining an insight into the lives of	S <ul style="list-style-type: none"> We recognise the need to have the courage of our convictions to achieve what we believe, learning from and reflecting on the actions of people in the past. 	
		M <ul style="list-style-type: none"> We express and commit to live by our personal values, even when something could be considered right by some and wrong by others. We demonstrate an ability to think through the consequences of our own and other's actions. 	

	people living in Romans times, the children enhance their skills for getting along in group situations in order to create a positive outcome.	S	<ul style="list-style-type: none"> • We explore effective teamwork through developing an understanding others social and personal skills. • We understand how our behaviour and attitude has an impact on the successfulness of a group task and adjust our behaviour accordingly.
		C	<ul style="list-style-type: none"> • We examine the cultural influences from the Roman times and the impact they have on the lives of people living in the UK today.

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Year Four

Term	Topic Synopsis	Spiritual... Moral... Social... Cultural...	
Autumn 	Temples, Tombs and Treasures Temples, Tombs and Treasures is an exciting topic in which the year four children explore the concept of power through the lives of people in Ancient Egypt. They discuss the hierarchical system in Ancient Egyptian times and examine their thoughts and opinions linked to how people's rights differed in those times compared with today. Throughout the unit the concept of power is explored in their lives, considering how it can be used to bring about both positive and negative outcomes. The aim of this project is for children to understand how society is formed and how power can affect people and their behaviour. They assess the impact and outcome of their behaviour within a variety of contexts, securing a sense of right and wrong and good moral values.	S	<ul style="list-style-type: none"> We give our opinions, based on our beliefs and principles, about events that took place in history, learning lessons from them and applying them to our futures. We are able to think from different people's perspective, showing empathy with characters. We consider and appreciate the intangible concept of truth, love and goodness.
		M	<ul style="list-style-type: none"> We explore the concept of 'right and wrong' and how we behave, taking account of the pressures placed on us in society. We are aware of the consequences of our and others actions. We are confident to express our opinions about moral dilemmas, considering the lessons we can learn from the past.
		S	<ul style="list-style-type: none"> We learn from the past about the differing socio-economic groups and their impact on society. We understand how societies are structured and the importance of the structure to enable the countries to run successfully.
		C	<ul style="list-style-type: none"> We appreciate and celebrate the impact The Ancient Egyptians have on society today and the achievements that they made. We understand the significance of rituals, celebrations and festivals of people in other cultures and other times.
Spring 	Our World, Our Future In the project 'Our World, Our Future' the children investigate the concept of identity by learning about the country they live in. They study some of the key turning points for Britain as a country through the arts and history of leisure and entertainment. In addition the pupils develop an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage. By the end of this unit the children have a secure understanding of the country of Britain and its values. They recognise how and what influences their lives and learn to believe in themselves; have big dreams and have a greater awareness of the skills they need to develop to be successful in modern Britain.	S	<ul style="list-style-type: none"> We show commitment to the British society values, showing a determination to challenge people who do not share and respect our countries values. We investigate and explain how we live interdependently in our country. Through the context of sport, we challenge inequality.
		M	<ul style="list-style-type: none"> We enjoy and are keen to find out about other people's values and views. We share our views about moral and ethical issues in our society, justifying our point of view based on personal experience and knowledge and reason.
		S	<ul style="list-style-type: none"> We seek to ensure equality for people in society, regardless of race, religion and gender, and challenge opinions in order to create an inclusive society. We share our views and opinions with others and work towards compromise.
		C	<ul style="list-style-type: none"> We show an understanding of the different cultural groups living in the UK and the impact they have on British society. We explore what it means 'to be British' and the values that we, as a school and country, promote. We recognise and reflect how society and the lives we live have changed due to a range of cultural influences on music, art, sports and leisure.

<p>Summer</p> 	<p>The Power of the Sea</p> <p>The Power of the Sea is year four's summer term project that examines the concept of Protection and provokes thought in the children's minds with regards the question 'How do we value and respect people who protect us?'</p> <p>Due to the location of the school and the large number of children with parents in the forces, this unit combines local history and locational geography through a focus on Britain's armed forces. A planned trip to the Historic Dockyards in Portsmouth enhances the children's learning opportunities, providing an opportunity to discover and appreciate how the country's protection has changed over the years and as a consequence how they are kept safe in our world today.</p>	S	<ul style="list-style-type: none"> • Through our actions and communications, we demonstrate respect for ourselves and others.
		M	<ul style="list-style-type: none"> • We recognise that other people in our lives provide us with moral guidance and that we should respect them for the support they endeavour to give.
		S	<ul style="list-style-type: none"> • In light of studies of other people's contributions to society, we reflect on our own and plan to make a positive difference. • We listen to and act on advice given by others to help us to keep safe.
		C	<ul style="list-style-type: none"> • We understand that many things influence our cultural heritage and can explain why aspects of Britain and British life are as they are. • We are able to explain how art and literature have significance and meaning in British Culture.

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Year Five

Term	Topic Synopsis	Spiritual... Moral... Social... Cultural...	
<p>Autumn</p> 	<p>Window on the World The Autumn Term and the children's journey in year five begins with a project learning about life in Brazil. They compare regions and biomes of Brazil to one another and then to the UK, considering equality and whether children in these different countries have their needs met in the same way. This focuses specifically on our RRR and Safe star, examining and evaluating children's rights to a healthy lifestyle and to be safe. The aim of this project is for children to debate and form their own opinion to answer the question 'Equality – does it truly exist?' They consider people's expected standards of living and whether this is a want or a need, showing empathy for people less fortunate than themselves and aspiring to be the best they can be.</p>	<p>S</p>	<ul style="list-style-type: none"> We empathise with people less fortunate than ourselves and consider steps towards making the world a more equal place to live. We reflect on how lucky we are by considering the lives of people living in poverty, giving thought to how we are able to begin to make a difference in others' lives.
		<p>M</p>	<ul style="list-style-type: none"> We share our personal views on ethical issues of equality and poverty, We recognise right from wrong and endeavour to debate and offer possible solutions – for example, what should we do if we catch a person stealing food? Take them to the police or the food bank?
		<p>S</p>	<ul style="list-style-type: none"> We work effectively and cooperatively together when experiencing activities from different cultures to our own. We learn about different faiths, appreciate their beliefs and consider the lessons we could learn from them.
		<p>C</p>	<ul style="list-style-type: none"> We welcome diversity, developing a greater understanding of the cultures and way of life of people living in different parts of Brazil. We enjoy and learn about traditions of different cultures by participating in activities involving dance and music.
<p>Spring</p> 	<p>The Great, The Bold and The Brave The spring term sees year five children exploring the key question 'Does my vote count?'. Through the context of Ancient Greece, the children learn about where democracy began, what it means to live in a democratic country and the impact it had on society in ancient times as well as today. The project launches with the children taking part in the 'Lights, Camera, Action Parliament' competition where they create a new British Law and present it using their ICT skills. Following on from the study of democracy in Ancient Greece, the children explore and develop an understanding of Parliament and democracy in Britain. This learning is then extended to Britain and Greece's role in the European Union. Through this unit of work the children understand that they have rights and that their voices should be heard. They are able to explain democracy and understand how and why countries and Governments are run the way they are.</p>	<p>S</p>	<ul style="list-style-type: none"> We understand the significance of British Values and how the law ensures that people abide by them. We demonstrate our beliefs and personal principles when creating our own laws for the 'Lights, Camera, Parliament' competition.
		<p>M</p>	<ul style="list-style-type: none"> We have a clear understanding of right and wrong and the moral codes of Britain. With our understanding of the law we are able to make good decisions when faced with moral dilemmas.
		<p>S</p>	<ul style="list-style-type: none"> We know some of the laws of British society; explore their context and recognise why it is important that laws are followed by all people. We adopt the appropriate behaviour depending on the situation.
		<p>C</p>	<ul style="list-style-type: none"> We understand our British Democratic Parliamentary system, recognising its role in shaping our country and future. We recognise the value of the actions and achievements of people living in the past and different cultures and how they worked towards the creation of democracy.

<p>Summer</p> 	<p>Survival of the Best</p> <p>'How do we persevere when faced with challenging situations?' is the key question that year five explore in the summer term. Through the Anglo-Saxon and Viking invasion of Britain, the children investigate the concept of resilience, learning from historical society how they can persevere even when situations are challenging.</p> <p>During the term, the children learn about what life was like in Anglo-Saxon and Viking times; geographically studying their native countries as well as their methods and reasons for the invasion of Britain. From this they take the value of resilience and apply it to their own lives through work with the Green Safe Star and science, in preparation for moving into year six, their final year at Ranvilles Junior School.</p>	<p>S</p>	<ul style="list-style-type: none"> • We persevere, focusing on our personal values and beliefs, to strive to be the best we can be. • We analyse the behaviour of people from different religions and cultures, considering the values, beliefs and principles they possess.
		<p>M</p>	<ul style="list-style-type: none"> • We explore the concept of invasion and consider the impact it has on the lives of other people, debating as to when it could be deemed right or wrong. • We look for evidence to support our viewpoint as well as considering the impact of first impressions.
		<p>S</p>	<ul style="list-style-type: none"> • We demonstrate resilience, even when faced with challenging social, emotional and academic situations. • We use the Ranvilles Roles to support our team work, rehearsing the different roles and the actions that are important to that role to bring about a positive outcome.
		<p>C</p>	<ul style="list-style-type: none"> • We are introduced to the Islamic faith, developing an understanding of another cultures values and beliefs. • We show respect for the beliefs of others and reflect on these values and principles and how they are informative to or relevant to our lives.

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Year Six

Term	Topic Synopsis	Spiritual... Moral... Social... Cultural...	
Autumn 	<p>Different People, Similar Lives</p> <p>In this unit of work the children explore the reasons for conflict on a personal and global scale, exploring the question of 'Is it right to fight?' History and World War Two leads the learning in year six this term, enabling the children to develop a great understanding, through a range of engaging learning opportunities, as to what it was like to live in wartime Britain. They explore the causes of conflict, how it affects people's lives, how they coped and how it finally ended. Conflict on a personal scale is then examined in relation to the children's experiences of the concept, developing their skills for resolving conflict peacefully.</p> <p>By the end of this topic the children have developed a greater understanding behind the concept of conflict both in their own lives and throughout the world. They are able to explain some of the reasons for why conflict occurred throughout history and why it continues to occur today.</p>	S	<ul style="list-style-type: none"> We are able to empathise, show concern and compassions for people living in times and places of conflict. We reflect on the conflict in our lives, considering how it can be eradicated by the choices, values and beliefs that we uphold. We explore and analyse the intangible concepts of conflict, innocence and ignorance.
		M	<ul style="list-style-type: none"> We are able to distinguish between right and wrong, exploring the possible choices we could make and the pressures that are placed upon us to make these choices. We demonstrate an understanding of the need to explore the choices and learn from our experiences and mistakes to make a better choice next time.
		S	<ul style="list-style-type: none"> We explore and understand how different societies function and use this information to make judgements about why conflict has occurred, whilst simultaneously considering how different actions could bring about more harmonious outcomes. We reflect on our contribution to our learning environment and the wider world, considering how we can make a more positive contribution to these societies.
		C	<ul style="list-style-type: none"> We examine other religions and consequential beliefs and values of the people living in our society, enabling us to understand their perspective on life and behaviour in our community. We explore how the media influences our and others thoughts and opinions about other cultures and challenge unacceptable behaviour.
Spring 	<p>In Search of Justice</p> <p>Spring term finds year 6 in search of an answer to the question 'Is it possible to break the cycle of injustice?' Learning begins with a study of the life of Nelson Mandela, hearing about his life first hand from one of his personal bodyguards. Apartheid in South Africa is explored and the children learn about and from Nelson Mandela about forgiveness as well as the impact their beliefs and moral values can have on society. A historical case study of Benin (West Africa) follows, examining and drawing conclusions using sources as to whether society in those times was free from discrimination.</p>	S	<ul style="list-style-type: none"> We challenge discriminative viewpoints expressed through the actions of society, focusing specifically on racism and injustice. We show courage when in challenging situations, expressing our opinion based on our personal beliefs and values.
		M	<ul style="list-style-type: none"> We readily express our informed views on moral and ethical issues, such as racism and social injustice. We explore and explain other cultures moral codes, even when they conflict with our own codes.
		S	<ul style="list-style-type: none"> We are able to adopt the appropriate behaviour dependent upon the social context – e.g. with visiting speakers, with each other, when presenting, when sharing a conflicting opinion. We are value other people's rights and responsibilities within the society they live in.

	<p>The aim of this project is to open children's eyes and minds to the human rights they have and how these can be exploited across the world. The children will learn to empathise with, debate about and suggest solutions to the social injustice in the world.</p>	C	<ul style="list-style-type: none"> • We appreciate cultural diversity. We respect others values and beliefs and challenge racist viewpoints. • We are aware of some of the great achievements of Nelson Mandela, valuing the impact his actions have on life today.
<p>Summer</p> 	<p>Gateways to the World</p> <p>The final term at Ranvilles Junior School prepares children for their transfer to Secondary School. Through the concept of Enterprise, the children lead our fundraising summer fair event; designing, creating and running the stalls in a bid to make a difference to the education of the children at Ranvilles Junior School.</p> <p>Through a study on North America, they secure their understanding what it means to be safe – both emotionally, physical and mentally. The children develop and are equipped with the skills needed to be successful in the next stages of their learning as well as in life in modern day Britain.</p>	<p>S</p> <p>M</p> <p>S</p> <p>C</p>	<ul style="list-style-type: none"> • We reflect on our experiences at Ranvilles Junior School, and are confident to move into the next steps of our education. • We understand how we change and develop physically, mentally and emotionally. • We make a valuable contribution and give back to the school by raising money at the school fair. • We act in a considerate and understanding manner when discussing our next stages in life. • We participate in activities that are support and enhance our school through the leading of the summer fair. • We take responsibility for organising the summer fair for the rest of the school and local community to enjoy. • As we look forward in our lives, we explore how people of different faiths look forward and how they celebrate such occasions.