

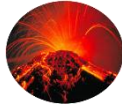







## SMSC at Ranvilles Junior School: Year Three







Project	Project Summary	Spiritual ... Moral... Social ... Cultural... Outcomes	
<p data-bbox="114 288 271 389"><b>Welcome to Team Ranvilles!</b></p> 	<p data-bbox="297 256 902 379"><b>SMSC Concept: Belonging</b> <b>Explore and Debate: How do individual and diverse contributions strengthen a team? What does it mean to be part of Team Ranvilles?</b></p> <p data-bbox="297 387 902 834">This project is a transition project that welcomes and settles the children into their new school. The project begins with the children learning about our school and developing their sense of belonging in their new community. The children explore their rights at the school and therefore their subsequent responsibilities and what it means to be part of Team Ranvilles. The project then broadens to explore the local area and a comparative area, exploring the similarities and differences to understand why people choose particular places to live. The children develop an understanding of what it means to belong somewhere, how people contribute to a team and how they must value the people and environment around them.</p>	<p data-bbox="925 256 947 272"><b>S</b></p>	<ul data-bbox="999 256 2101 379" style="list-style-type: none"> <li data-bbox="999 256 2101 316">• We appreciate the values of the school and know how to conduct ourselves in our new environment.</li> <li data-bbox="999 323 2101 379">• We explore, have confidence in, and enjoy our own talents and interests, recognising our value and sense of belonging in our school and community.</li> </ul>
		<p data-bbox="925 392 947 408"><b>M</b></p>	<ul data-bbox="999 392 2101 480" style="list-style-type: none"> <li data-bbox="999 392 2101 416">• We show respect for other people’s talents and interests, even if different from our own.</li> <li data-bbox="999 424 2101 480">• We are secure in our rights, respect and responsibility within RJS and understand that our actions and behaviours have consequences, both positive and negative.</li> </ul>
		<p data-bbox="925 496 947 512"><b>S</b></p>	<ul data-bbox="999 496 2101 616" style="list-style-type: none"> <li data-bbox="999 496 2101 520">• We understand and exercise new responsibilities within our new school context.</li> <li data-bbox="999 528 2101 584">• Through our behaviour, we ensure all children feel welcome at our school and ensure we value other’s rights.</li> <li data-bbox="999 592 2101 616">• We know our school rules and understand why schools and countries have rules.</li> </ul>
		<p data-bbox="925 632 947 647"><b>C</b></p>	<ul data-bbox="999 632 2101 687" style="list-style-type: none"> <li data-bbox="999 632 2101 655">• We embrace and celebrate cultural diversity within our classroom and our new school.</li> <li data-bbox="999 663 2101 687">• We explore and respect the creation stories of different cultures.</li> </ul>
<p data-bbox="125 911 259 1011"><b>Footprints Through Time!</b></p> 	<p data-bbox="297 879 902 967"><b>SMSC Concept: Achievement</b> <b>Explore and Debate: What impact do individual achievements have on future lives?</b></p> <p data-bbox="297 975 902 1457">In this project the children focus on the concept of achievement – what it means to achieve, how it feels to achieve and what impact different achievements have on the lives of themselves and other people. They are asked to consider the footprints (achievements) they have already made in their lives as well as planning the footprints they wish to leave. They explore and are inspired by the significant achievements of people living now and in the past and how they have impacted on our lives today. Through this, the children become more familiar with our school EPIC learning values, recognising that in order to achieve the children must: explore, evaluate, persevere, be independent, cooperate and collaborate, challenge themselves and think creatively.</p>	<p data-bbox="925 879 947 895"><b>S</b></p>	<ul data-bbox="999 879 2101 967" style="list-style-type: none"> <li data-bbox="999 879 2101 903">• We reflect and have a sense of pride in our achievements.</li> <li data-bbox="999 911 2101 967">• We have a desire to achieve to our very best and work hard to developing our EPIC learning value attributes.</li> </ul>
		<p data-bbox="925 983 947 999"><b>M</b></p>	<ul data-bbox="999 983 2101 1070" style="list-style-type: none"> <li data-bbox="999 983 2101 1038">• We recognise the consequences of our actions, both positive and negative, on the footprint that we leave in this world.</li> <li data-bbox="999 1046 2101 1070">• We contribute to P4C lessons, discussing and debating moral issues.</li> </ul>
		<p data-bbox="925 1086 947 1102"><b>S</b></p>	<ul data-bbox="999 1086 2101 1238" style="list-style-type: none"> <li data-bbox="999 1086 2101 1142">• 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.</li> <li data-bbox="999 1150 2101 1206">• We reflect on the contributions we make to our society and the impact our achievements have on our own and others lives.</li> <li data-bbox="999 1214 2101 1238">• We work together and contribute to a Christmas Performance</li> </ul>
		<p data-bbox="925 1254 947 1270"><b>C</b></p>	<ul data-bbox="999 1254 2101 1406" style="list-style-type: none"> <li data-bbox="999 1254 2101 1310">• We appreciate and show respect for the background and culture of others in our class, asking questions of each other to aid understanding.</li> <li data-bbox="999 1318 2101 1374">• 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.</li> <li data-bbox="999 1382 2101 1406">• We celebrate the festival of Christmas through a performance.</li> </ul>



<p style="text-align: center;"><b>Our Explosive World!</b></p> 	<p><b>SMSC Concept: Making a Difference</b>  <b>Explore and Debate: How can we and why should we make a positive difference to the lives of people around the world?</b></p> <p>In this project the children use the context of ‘our explosive world’ to explore the concept of making a difference. Through geography the children explore the location of earthquakes and volcanoes around the world and begin to discover the impact they have on the lives of people living near them.</p> <p>‘Making a Difference’ 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 and why should we make a difference on the lives of people around the world?’ The children work together to organise a fundraising event for a charity of their choice.</p>	<p><b>S</b></p> <p><b>M</b></p> <p><b>S</b></p> <p><b>C</b></p>	<ul style="list-style-type: none"> <li>• We show empathy, concern and compassion for and make a positive contribution towards the lives of people less fortunate than us.</li> <li>• We are able to identify and explain a range of emotions and feelings with increasing vocabulary.</li> <li>• We explore the consequences of natural disasters on the lives of others and discuss and debate whether we should help people in these situations when it does not directly affect us.</li> <li>• We demonstrate respect for other’s needs, interests and feelings as well as our own.</li> <li>• We recognise the impact our feelings and take responsibility for our behaviour even when experiencing intense emotions.</li> <li>• We participate in activities that have a positive impact on our local community.</li> <li>• We are introduced to and appreciate how people express their identity within the Jewish culture.</li> </ul>
<p style="text-align: center;"><b>Bones and Body Bits!</b></p> 	<p><b>SMSC Concept: Self Care</b>  <b>Explore and Debate: How and why do we look after our bodies/selves physically, mentally, spiritually and emotionally?</b></p> <p>In this shorter project, the children learn about the elements of keeping their body healthy and the responsibility they can take for this. They look at not only the physical ways they can keep themselves healthy, but also use knowledge gained from their previous PSHE unit to develop ways they can also look after themselves emotionally, mentally and spiritually. Children begin to gain an understanding of why all four elements are important.</p>	<p><b>S</b></p> <p><b>M</b></p> <p><b>S</b></p> <p><b>C</b></p>	<ul style="list-style-type: none"> <li>• We are curious about and enjoy learning about our bodies and how to lead healthy lifestyles.</li> <li>• We are beginning to understand the concept of mental, spiritual and emotional well-being.</li> <li>• We are beginning to make responsible choices about how to keep our bodies healthy.</li> <li>• We recognise that time spent participating in groups can help our mental health.</li> <li>• We develop our understanding of the impact we can have on someone else through our words and actions.</li> <li>• We aim to develop a healthy lifestyle and enjoy participating in activities that help to keep us healthy.</li> <li>• We explore the concept of suffering and the value of Jesus’ suffering at Easter to Christians.</li> </ul>
<p style="text-align: center;"><b>Invaders and Settlers Part 1</b></p> 	<p><b>SMSC Concept: Collaboration</b>  <b>Explore and Debate: To what extent does embracing diversity enhance team dynamics and ensure inclusion?</b></p> <p>The summer term sees the invasion of the Romans in year three studying the concept of collaboration. The children about the different people that enabled</p>	<p><b>S</b></p> <p><b>M</b></p> <p><b>S</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• We express and commit to live by our personal values, even when something could be considered right by some and wrong by others.</li> <li>• We demonstrate an ability to think through the consequences of our own and other’s actions.</li> <li>• We explore effective teamwork through developing an understanding others social and personal skills.</li> </ul>

	<p>success for the Romans and explore their attributes. Following on from this, they identify the different skills and attributes they and others in their class bring to a group and evaluate the impact they have on group dynamics. There is a high focus on the EPIC learning value of cooperation and collaboration and the children learn about and try to demonstrate these skills in their learning challenges.</p>	<b>C</b>	<ul style="list-style-type: none"> <li>• We examine the cultural influences from the Roman times and the impact they have on the lives of people living in the UK today.</li> <li>• We are curious to explore different places of worship.</li> </ul>
<p><b>Invaders and Settlers Part 2</b></p> 	<p><b>SMSC Concept: Collaboration</b>  <b>Explore and Debate: Effective team communication and participation ensures equality and positive outcomes for all</b></p> <p>Through exploring and learning about the Anglo-Saxons the children continue to focus on the concept of collaboration. They extend their learning about the attributes they bring to a team and refine their skills further to explore how effective communication and participation bring positive outcomes. The children continue to develop their EPIC learning value skills whilst also learning about the roles different people can play in a team – leader, scribe, listener, speaker, magpie spy and coach - and use this to analyse what makes effective teamwork.</p>	<b>S</b>	<ul style="list-style-type: none"> <li>• We respect the different skills and attributes people bring to a team and value everyone’s ideas.</li> <li>• We reflect on our successes and learn from our mistakes in order to improve.</li> </ul>
		<b>M</b>	<ul style="list-style-type: none"> <li>• We respect the needs of all people in the group and help and support each other to achieve a positive outcome.</li> </ul>
		<b>S</b>	<ul style="list-style-type: none"> <li>• We understand how our behaviour and attitude has an impact on the successfulness of a group task and adjust our behaviour accordingly.</li> <li>• We discuss and debate whilst showing respect and value for others thoughts and opinions.</li> <li>• We understand and utilise the Ranvilles Roles to enable us to be effective learners and work well as part of a team.</li> </ul>
		<b>C</b>	<ul style="list-style-type: none"> <li>• We explore the impact the Anglo Saxons had on society and the achievements they made.</li> <li>• We learn about the significance of Passover to Jewish people.</li> </ul>

## SMSC at Ranvilles Junior School:Year Four

Project	Project Summary	Spiritual... Moral... Social... Cultural... Outcomes	
<p data-bbox="129 288 255 352"><b>UK Explorers!</b></p> 	<p data-bbox="300 253 900 344"><b>SMSC Concept: Identity</b> <b>Explore and Debate: What influences self-identity and worth to enable personal growth?</b></p> <p data-bbox="300 352 900 608">In the project 'UK Explorers' the children investigate the concept of identity by learning about the country they live in. They learn about the fundamental British Values. They also study the regions of the UK geographically, develop an understanding and appreciation of the wide range of cultures residing in and influencing the UK as a country as well as learning about our Armed Forces.</p> <p data-bbox="300 616 900 799">By the end of this unit the children have a secure understanding of the country of Britain and the British 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.</p>	<p data-bbox="927 253 974 277"><b>S</b></p>	<ul data-bbox="1001 253 2085 344" style="list-style-type: none"> <li data-bbox="1001 253 2047 277">• We reflect about own beliefs, religious or non-religious that inform their perspective on life.</li> <li data-bbox="1001 285 2085 344">• We show commitment to the British Values, showing a determination to challenge people who do not share and respect our countries values.</li> </ul>
<p data-bbox="129 879 255 975"><b>The Power of the People!</b></p> 	<p data-bbox="300 841 900 932"><b>SMSC Concept: Power</b> <b>Explore and Debate: In what ways can people be powerful?</b></p> <p data-bbox="300 940 900 1326">The Power of the People is year four's second project that examines the concept of power and provokes thought in the children's minds with regards the question 'In what ways can people be powerful?' The project extends learning from the previous 'UK Explorers' topic as the children now gain an insight into the history of British Monarchs and how they have shaped the country that they live in today. From exploring power throughout history they will then turn to explore power in their own lives, analysing the power people may have over them and the power they have to create change.</p>	<p data-bbox="927 841 974 865"><b>S</b></p>	<ul data-bbox="1001 841 2047 900" style="list-style-type: none"> <li data-bbox="1001 841 2047 865">• Through our actions and communications, we demonstrate respect for ourselves and others.</li> <li data-bbox="1001 873 1816 900">• We recognise that we are able to make our own decisions and choices.</li> </ul>
<p data-bbox="114 1367 262 1426"><b>We are Body Smart</b></p>	<p data-bbox="300 1367 900 1458"><b>SMSC Concept: Healthy Living</b> <b>Explore and Debate: Why is self-acceptance and positive body image critical for individual and</b></p>	<p data-bbox="927 1367 974 1391"><b>S</b></p>	<ul data-bbox="1001 1367 1928 1458" style="list-style-type: none"> <li data-bbox="1001 1367 1928 1391">• We value our health and learn to respect our bodies through how we treat them.</li> <li data-bbox="1001 1399 1671 1423">• We enjoy learning about how to keep our bodies healthy.</li> <li data-bbox="1001 1431 1733 1458">• We value who we are and are developing a positive self-image.</li> </ul>



	<p><b>collaborative growth?</b></p> <p>This project extends the children’s learning about the importance of healthy living and looking after their bodies. The children combine their learning in science, design and technology, physical education and PSHE to discover how to keep their bodies healthy. They consider and evaluate the positive and negative impacts on their body and mind, learning to appreciate who they are and develop a deep understanding of what it means to live a healthy lifestyle.</p>	<p><b>M</b></p>	<ul style="list-style-type: none"> <li>• We are able to explain what is right and wrong for ensuring our bodies are healthy.</li> <li>• We are able to explain the consequences of how we treat our body.</li> </ul>
<p><b>Temples, Tombs and Treasures</b></p> 	<p><b>SMSC Concept: Risks and Pressures</b></p> <p><b>Explore and Debate – How do the risks and pressures we place on ourselves and others influence our behaviour? Is it critical to make mistakes for personal growth?</b></p> <p>Temples, Tombs and Treasures is an exciting topic in which the year four children explore the concept of risks and pressures through the lives of people in Ancient Egypt. They discuss and judge the hierarchical system in Ancient Egyptian times and examine their thoughts and opinions linked to how governing system and people’s rights differed in those times compared with today. Throughout the unit the concept of risks and pressures is explored in their own lives, considering and evaluating the impact of the pressure we place on ourselves and others and how it can be used to bring about both positive and negative outcomes.</p>	<p><b>S</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• We are able to think from different people’s perspective and show empathy.</li> </ul>
		<p><b>M</b></p>	<ul style="list-style-type: none"> <li>• We explore the concept of ‘right and wrong’ and how we behave, taking account of the pressures placed on us in society.</li> <li>• We are aware of the consequences of our and others actions.</li> <li>• We are confident to express our opinions about moral dilemmas, considering the lessons we can learn from them.</li> </ul>
		<p><b>S</b></p>	<ul style="list-style-type: none"> <li>• We learn from the past about the differing socio-economic groups and their impact on society.</li> <li>• We discuss peer pressure and the impact of bullying.</li> </ul>
		<p><b>C</b></p>	<ul style="list-style-type: none"> <li>• We appreciate and celebrate the impact The Ancient Egyptians have on society today and the achievements that they made.</li> <li>• We understand the significance of rituals, celebrations and festivals of people in other cultures and other times.</li> </ul>
<p><b>Water Water Everywhere – Raging Rivers!</b></p>	<p><b>SMSC Concept: Staying Safe</b></p> <p><b>Explore and Debate: How can I manage my own safety while pushing new boundaries?</b></p> <p>This project is centred around water in the natural and man-made world. The children learn about river formation as well as developing an understanding of the water cycle. DT and music link with the geographical study of water.</p> <p>Through PSHE and the SMSC curriculum, the children learn about ‘Living in the Wider World’ exploring and assessing how to stay safe around water and in the</p>	<p><b>S</b></p>	<ul style="list-style-type: none"> <li>• We appreciate our natural environment considering how and why water is precious.</li> <li>• We make our own choices with regards risk taking and feel confident to stand by our decisions even if different from those of others.</li> </ul>
		<p><b>M</b></p>	<ul style="list-style-type: none"> <li>• We make morally driven decisions when faced with risk.</li> <li>• We learn to consider the consequences of the decisions we make and use this to inform the risks we take.</li> </ul>
		<p><b>S</b></p>	<ul style="list-style-type: none"> <li>• We recognise the positive and negative outcomes that taking a risk can bring and begin to use these to assess risk in the wider world.</li> <li>• We understand how to stay safe in the wider world and can apply principles of risk assessment to everyday life.</li> </ul>
		<p><b>C</b></p>	<ul style="list-style-type: none"> <li>• We explore the concept of authority in our own and others’ lives considering the impact of</li> </ul>




	<p>outside environment. They learn about risk taking and risk assessing. They debate and discuss when risk taking could have a positive outcome and when it is likely to be a negative outcome. By the end of the project, the children are able to plan and explain how they can manage their own safety outside of the home and school.</p>		<p>authority on the risks we take.</p> <ul style="list-style-type: none"> <li>• We understand and respect Jewish people’s beliefs about the Torah the authority it has in their lives.</li> </ul>
<p><b>Water Water Everywhere – Crazy Coasts!</b></p> 	<p><b>SMSC Concept: Disaster</b>  <b>Explore and Debate: How does our natural world impact on people’s lives for the positive and worse?</b>  This final project in year 4 links with the previous project centred around water and how to stay safe. For this project the children study the concept of disaster, evaluating of the impact of the natural world on people’s lives. They begin to show empathy and understanding of how people, who have experienced disasters such as flooding and tsunami, have been affected. The children suggest ways that we could support people at times of disaster, and discuss and debate whose responsibility it is to rebuild the lives, homes destroyed by natural disasters.</p>	<p><b>S</b></p>	<ul style="list-style-type: none"> <li>• We empathise with people who face disaster in their lives due to natural disasters.</li> <li>• We reflect on how fortunate we are to live in an area that, by comparison to others, is safe from natural disaster.</li> </ul>
		<p><b>M</b></p>	<ul style="list-style-type: none"> <li>• We discuss and debate whose responsibility it is to rebuild the lives and homes destroyed by disaster, making reasoned contributions and judgements.</li> </ul>
		<p><b>S</b></p>	<ul style="list-style-type: none"> <li>• We work together to learn about how we can protect ourselves and our homes from natural disasters involving water (floods etc).</li> <li>• We discuss and debate issues and are confident to use language such as ‘I agree because...’ and ‘I would like to challenge your thoughts because...’. We are able to do this in a respectful manner.</li> </ul>
		<p><b>C</b></p>	<ul style="list-style-type: none"> <li>• We learn how, as a country, we support people who experience natural disasters as well as the impact we can have as individuals to support others less fortunate than ourselves.</li> <li>• We explore the concept of divine through Christian Miracle stories and discuss and debate how religious beliefs support people in difficult times.</li> </ul>




## SMSC at Ranvilles Junior School: Year Five



Project	Project Summary	Spiritual ... Moral... Social ... Cultural... Outcomes	
<p><b>The Great, The Bold, The Brave!</b></p> 	<p><b>SMSC Concept: Legacy</b>  <b>Explore and Debate: How will we be remembered?</b>            In this project the children investigate the concept of legacy, giving consideration as to how different people/times are remembered and for what reasons. They study the Ancient Greeks and the legacies they left in the world. The children extend their learning about democracy as part of this project, recognising its origin in Ancient Greece.            The focus then turns to the children, planning and formulating the legacy they wish to leave on society, giving consideration to why we have positive or negative impressions of people, things and places. They evaluate whether it is better to be remembered for significant world-renowned achievements or for the positive impact they make personally on people's lives.</p>	<p><b>S</b></p>	<ul style="list-style-type: none"> <li>We show courage as we reflect and seek to decide the legacy we wish to leave in our world and make changes as required to ensure we meet our goals.</li> </ul>
		<p><b>M</b></p>	<ul style="list-style-type: none"> <li>We understand the benefits to ourselves and others to make a good impression in the world.</li> <li>We endeavour to make good choices to ensure we are a positive role model to the rest of the school.</li> </ul>
		<p><b>S</b></p>	<ul style="list-style-type: none"> <li>We are able to reflect on our own contribution to society, considering the impression we give people based on our behaviours.</li> <li>We are able to discuss and debate issues in a respectful manner, adding to or challenging someone else's view point as appropriate.</li> </ul>
		<p><b>C</b></p>	<ul style="list-style-type: none"> <li>We can explain the influence ancient times have had in shaping our modern day society.</li> <li>We learn about how other cultures show respect and their 'belonging' to a community and consider what we need to do to show that we belong to our community.</li> </ul>
<p><b>Expedition to Europe!</b></p> 	<p><b>SMSC Concept: Migration</b>  <b>Explore and Debate: Should we be free to move between countries?</b>            This project sees the children studying Europe. The children explore Europe geographically and through the concept of Migration. The children discuss and debate people's freedom of movement between countries. They gain an appreciation for what draws people to certain countries and away from others to understand the reasons why people move to different countries. Through PSHE the children further their understanding of democracy and the rule of law and begin to make comparisons between how our country and others are run.</p>	<p><b>S</b></p>	<ul style="list-style-type: none"> <li>We are able to demonstrate our beliefs and personal principles about laws through our discussions.</li> <li>We explore and appreciate different countries in Europe valuing or challenging what makes them unique.</li> </ul>
		<p><b>M</b></p>	<ul style="list-style-type: none"> <li>We have a clear understanding of right and wrong and the moral codes of Britain.</li> <li>We discuss and debate if people should be able to move between countries, having explored the reasons for why they might chose to do this.</li> </ul>
		<p><b>S</b></p>	<ul style="list-style-type: none"> <li>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.</li> <li>We adopt the appropriate behaviour depending on the situation.</li> <li>We develop an appreciation and respect for why people may move to different countries.</li> </ul>
		<p><b>C</b></p>	<ul style="list-style-type: none"> <li>We explore the differences in European countries geographically and culturally.</li> <li>We will visit the Science Museum in London exploring scientific discoveries and phenomena.</li> </ul>
<p><b>Trip of a Lifetime!</b></p>	<p><b>SMSC Concept: Diversity</b>  <b>Explore and Debate: How are our lives similar and different to those living in other countries? What difference does it make?</b></p>	<p><b>S</b></p>	<ul style="list-style-type: none"> <li>We explore our world, developing an appreciation for its natural beauty.</li> <li>We reflect on the contribution we make to conserving our natural environment and consider what we could do to protect it further.</li> <li>We appreciate the diversity of the world in which we live</li> </ul>

	<p>In this project, the children take a 'trip of a lifetime' as they travel through North and South America. They begin by exploring and analyse the geographical elements of the countries including climate, vegetation belts and biomes. Whilst on their journey they also scrutinize the diversity of the people and the environments they live in. They make comparisons with their own lives and lives of people in different areas of the country to enable them to decide whether difference really matters.</p>	<b>M</b>	<ul style="list-style-type: none"> <li>• We identify how people's lives are different depending on where they live and consider how this could be made more equal.</li> <li>• We recognise the consequences of human behaviour on our natural world.</li> <li>• We discuss and debate moral and ethical issues relating to the destruction of our natural world – for example, deforestation.</li> </ul>
<b>S</b>		<b>S</b>	<ul style="list-style-type: none"> <li>• We show respect for the views of others whilst being confident to share our own thoughts and opinions.</li> <li>• We utilise the Ranvilles Roles to ensure effective team work and communication when completing team projects.</li> </ul>
<b>C</b>		<b>C</b>	<ul style="list-style-type: none"> <li>• We welcome diversity, developing a greater understanding of the cultures and way of life of people living in different parts of North and South America.</li> <li>• We celebrate the varied cultural backgrounds of the children in our school and enjoy learning about each other's beliefs.</li> </ul>
<p><b>Growing and Changing!</b></p> 	<p><b>SMSC Concept: Change</b>  <b>Explore and Debate: How are we changing as we grow up? What skills and attributes must we employ to embrace change?</b></p> <p>In this short unit, the children learn about the physical and emotional changes they experience as they grow and change. They continue their learning about making healthy choices and extend this by examining the impact of smoking, drugs and alcohol on their bodies and their lives. The children explore the skills and attributes they will need to develop and employ as they grow up and face different challenges.</p>	<b>S</b>	<ul style="list-style-type: none"> <li>• We understand how we will change physically and emotionally as we grown up.</li> <li>• We understand that our body belongs to us and we have the right to make choices about it.</li> </ul>
<b>M</b>		<b>M</b>	<ul style="list-style-type: none"> <li>• We understand the impact of smoking, drugs and alcohol on our bodies and recognise how we can use this in the future to make informed choices.</li> </ul>
<b>S</b>		<b>S</b>	<ul style="list-style-type: none"> <li>• We are kind and considerate and consider the impact of our actions and words when communicating with others.</li> <li>• We are beginning to make better choices when faced with conflicts in our personal lives.</li> </ul>
<b>C</b>		<b>C</b>	<ul style="list-style-type: none"> <li>• We develop our knowledge and understanding of the Christian faith at Easter.</li> </ul>
<p><b>The Apprentice!</b></p> 	<p><b>SMSC Concept: Enterprise</b>  <b>Explore and Debate: What does it mean to be financially safe?</b></p> <p>The focus of this project is money and what it means to be safe financially. Through their PSHE unit of 'Living in the Wider World' the children learn about money, saving, etc in order that they are equipped with the knowledge and understanding required at the end of KS2. They deliberate about what it means to be financially safe and question how we can ensure all people feel this way. The children put their knowledge of money to good use when running the school summer fayre.</p>	<b>S</b>	<ul style="list-style-type: none"> <li>• We experience a sense of achievement in running the summer fair and raising money for the school.</li> </ul>
<b>M</b>		<b>M</b>	<ul style="list-style-type: none"> <li>• We recognise the value of money and endeavour not to be wasteful with it by beginning to learn how to budget carefully.</li> <li>• We explore what life is like for people who do not feel financially safe and consider how we could help them.</li> </ul>
<b>S</b>		<b>S</b>	<ul style="list-style-type: none"> <li>• We work together to create and run the school summer fair.</li> <li>• We understand how money can be looked after and the value of saving money for the future.</li> </ul>
<b>C</b>		<b>C</b>	<ul style="list-style-type: none"> <li>• We recognise how we can give back to the school community by leading the fund raising at the summer fair.</li> <li>• We develop a greater understanding of places of worship focusing on the importance of the Mosque in the lives of Muslims.</li> </ul>







<p><b>Raiders or Traders!</b></p> 	<p><b>SMSC Concept: Perception</b>  <b>Explore and Debate: We should always believe what we hear and see as significant for personal and collaborative growth.</b></p> <p>Beginning by learning about the Vikings, the children examine the concept of perception and whether they should always believe what they see and hear. They discuss and debate whether the Vikings are typically portrayed as they truly behaved.</p> <p>Children are challenged to consider their perceptions of social situations in their lives – do they automatically believe what a peer tells them? – and also consider the role of mobile phones and social media in this.</p>	<p><b>S</b></p>	<ul style="list-style-type: none"> <li>• We explore and evaluate our own and other people’s beliefs about the Vikings.</li> <li>• We reflect on our perceptions developing an understanding that this is not always a reality</li> </ul>
		<p><b>M</b></p>	<ul style="list-style-type: none"> <li>• We understand that we are the leader of our choices and are able to think through and recognise the likely impact of our behaviour and use this to make good choices.</li> <li>• We understand the consequences of sharing our perceptions in our social situations and through social media and endeavour to make good choices.</li> </ul>
		<p><b>S</b></p>	<ul style="list-style-type: none"> <li>• If we are using mobile phones and social media, we do so responsibly.</li> <li>• We think carefully about our words and actions, giving consideration as to how they may be perceived.</li> <li>• We speak and listen carefully and maturely when resolving conflicts, recognising when we can solve problems ourselves and when we need help.</li> </ul>
		<p><b>C</b></p>	<ul style="list-style-type: none"> <li>• We learn about Umma and its significance in the Islamic Faith.</li> <li>• We understand how people in different faiths show their commitment.</li> </ul>





## SMSC at Ranvilles Junior School: Year Six



Project	Project Summary	Spiritual ... Moral... Social ... Cultural... Outcomes	
<p data-bbox="114 292 286 355"><b>Keep Calm and Carry On!</b></p> 	<p data-bbox="309 256 577 280"><b>SMSC Concept: Conflict</b></p> <p data-bbox="309 288 741 312"><b>Explore and Debate: Is it right to fight?</b></p> <p data-bbox="309 320 913 703">In this project, 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 in the world and how it affects people's lives, Conflict on a personal scale is also examined in relation to the children's experiences of the concept, developing their skills for resolving conflict peacefully.</p> <p data-bbox="309 711 913 903">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 data-bbox="1019 256 2101 376" style="list-style-type: none"> <li>• We are able to empathise, show concern and compassions for people living in times and places of conflict.</li> <li>• We reflect on the conflict in our lives, considering how it can be eradicated by the choices, values and beliefs that we uphold.</li> </ul>
		M	<ul data-bbox="1019 392 2101 512" style="list-style-type: none"> <li>• 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.</li> <li>• We demonstrate an understanding of the need to explore possible choices and learn from our experiences and mistakes to make a better choice next time.</li> </ul>
		S	<ul data-bbox="1019 528 2101 679" style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
		C	<ul data-bbox="1019 695 2101 815" style="list-style-type: none"> <li>• 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.</li> <li>• We explore how the media influences our and others thoughts and opinions about other cultures and challenge unacceptable behaviour.</li> </ul>
<p data-bbox="114 978 286 1042"><b>Discovering the Decades!</b></p> 	<p data-bbox="309 946 607 970"><b>SMSC Concept: Innovation</b></p> <p data-bbox="309 978 869 1034"><b>Explore and Debate: Change always has a positive impact.</b></p> <p data-bbox="309 1042 913 1457">In this project the children explore the concept of innovation and work towards debating the statement 'change always have a positive impact'. They begin with a focus on a personally chosen area of historical change before through P4C, using their speaking and listening skills to discuss and debate linked to their PSHE learning and topical issues such as social media and advances in technology. They develop their ability to state their thoughts and opinions and justifying the reasons for this in a clear and logical fashion. The children put their creative thinking learning value to good use when becoming designers and innovators of the future to design their own new product linked to</p>	S	<ul data-bbox="1019 946 2101 1034" style="list-style-type: none"> <li>• We are confident in sharing and justifying our own thoughts and opinions, developing an understanding of how and what might influence their formation.</li> <li>• We are creative thinkers, challenging ourselves to be innovative in our design work.</li> </ul>
		M	<ul data-bbox="1019 1050 2101 1137" style="list-style-type: none"> <li>• We are able to think through the consequences of our own and others actions, particularly in relation to our online communications.</li> <li>• We take responsibility for our learning, developing our independence to find out for ourselves.</li> </ul>
		S	<ul data-bbox="1019 1153 2101 1241" style="list-style-type: none"> <li>• We discuss and debate, justifying our thoughts and respecting, reflecting and challenging the viewpoints of other people.</li> <li>• We work together to bring about a positive outcome.</li> </ul>
		C	<ul data-bbox="1019 1257 2101 1313" style="list-style-type: none"> <li>• We are developing an understanding of the influences which have shaped our society.</li> <li>• We appreciate how change is influence by cultural developments – focus on music.</li> </ul>

	<p>their area of interest.</p> <p>By the end of this project, the children are more confident in projecting their own thoughts and opinions both orally and in writing.</p>		
<p><b>In Search of Justice!</b></p> 	<p><b>SMSC Concept: Social Injustice</b>  <b>Explore and Debate: It is possible to break the cycle of injustice</b></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>	<b>S</b>	<ul style="list-style-type: none"> <li>• We challenge discriminative viewpoints expressed through the actions of society, focusing specifically on racism and injustice.</li> <li>• We show courage when in challenging situations, expressing our opinion based on our personal beliefs and values.</li> </ul>
		<b>M</b>	<ul style="list-style-type: none"> <li>• We readily express our informed views on moral and ethical issues, such as racism and social injustice.</li> <li>• We explore and explain other cultures moral codes, even when they conflict with our own codes.</li> </ul>
		<b>S</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• We are value other people's rights and responsibilities within the society they live in.</li> </ul>
		<b>C</b>	<ul style="list-style-type: none"> <li>• We appreciate cultural diversity. We respect others values and beliefs and challenge racist viewpoints.</li> <li>• We are aware of some of the great achievements of Nelson Mandela, valuing the impact his actions have on life today.</li> </ul>
<p><b>Our World, Our Future!</b></p> 	<p><b>SMSC Concept: Sustainability</b>  <b>Explore and Debate: How can we make our world more sustainable?</b></p> <p>In this project, the year 6 children study the concept of sustainability, both globally and within our school environment. They become familiar with the natural resources of their world, developing their understanding where they come from and how sustainable these resources are, before becoming champions of sustainability, developing arguments for why and how we can look after our natural resources. As part of the project, children explore recycling, before producing a piece of music using recycled materials. Their learning culminates in a team project towards improving sustainability in our school.</p>	<b>S</b>	<ul style="list-style-type: none"> <li>• We develop a wider awareness of the human impact on our world and how this will affect our future.</li> <li>• We reflect on and analyse our impact on our world and are developing our values and principles for our behaviour towards our future world.</li> </ul>
		<b>M</b>	<ul style="list-style-type: none"> <li>• We create and make a positive impact on our school community, leading it towards a more sustainable future.</li> <li>• We evaluate the consequences of human behaviour on our world and discuss and debate topical issues linked to sustainability.</li> </ul>
		<b>S</b>	<ul style="list-style-type: none"> <li>• We are developing in confidence to challenge behaviour that does not lead towards a more sustainable future – school sustainability code.</li> <li>• We consider the impact of our behaviour on other people.</li> </ul>
		<b>C</b>	<ul style="list-style-type: none"> <li>• We take the lead on developing a more sustainable culture in our school</li> <li>• We explore concepts common to both religious and non-religious people.</li> <li>• We further develop our understanding of Islam through the concept of peace.</li> </ul>
<p><b>The Future is Fair!</b></p>	<p><b>SMSC Concept: Fair Trade</b>  <b>Explore and Debate: How fair is fair trade?</b></p> <p>In this project, the children learn about aspects of economic activity and trade links around the world.</p>	<b>S</b>	<ul style="list-style-type: none"> <li>• We understand how we change and develop physically, mentally and emotionally.</li> <li>• We understand that our body belongs to us and we have the right to make choices about it.</li> <li>• We reflect on, challenge and show empathy for people involved in trade systems around the world.</li> </ul>

	<p>They explore the concept of fair trade, and with a focus on food, the children discuss, debate and analyse whether fair trade really is fair for all involved. Alongside this project, the children learn how to cook some basic recipes in preparation for moving to secondary school. The year 6 Sex and Relationships Education lessons also take place in this project.</p>	<b>M</b>	<ul style="list-style-type: none"> <li>• We explore, discuss and debate the principles of fair trade, evaluating whether fair trade truly is fair.</li> </ul>
		<b>S</b>	<ul style="list-style-type: none"> <li>• We investigate the concept of fair trade and how it affects human rights.</li> <li>• We respectfully challenge people’s opinions that differ from our own.</li> </ul>
		<b>C</b>	<ul style="list-style-type: none"> <li>• We explore the world beyond our own, investigating the journey of fair trade food and how the lives of the people at the start of the journey are possibly different to ours.</li> <li>• We extend our learning about Islam exploring the concept of peace through religious beliefs.</li> </ul>
<p><b>Our Ever Changing Lives!</b></p> 	<p><b>SMSC Concept: Looking forward</b>  <b>Explore and Debate: What will be my legacy for the world?</b>  This is the final project for the children before they leave Ranvilles Junior School. Throughout the project, the children reflect on their time at the junior school, celebrating their achievements and successes, predominantly through the arts. They look forward to the next stages in their education, setting themselves targets, sharing their thoughts and feelings about moving on and experiencing time in their secondary schools. The project culminates in the children sharing their highlights in learning through a drama performance for parents and the school.</p>	<b>S</b>	<ul style="list-style-type: none"> <li>• We reflect and celebrate our achievements and our experiences at Ranvilles Junior School, and are confident to move into the next steps of our education.</li> <li>• We reflect on the personal values and beliefs we have developed over our time at RJS and plan to move forward with these in the next step of our journey.</li> </ul>
		<b>M</b>	<ul style="list-style-type: none"> <li>• We act in a considerate and understanding manner when discussing our next stages in life.</li> <li>• We discuss moral dilemmas which could potentially occur in our time at secondary school and consider how we would deal with such situations.</li> </ul>
		<b>S</b>	<ul style="list-style-type: none"> <li>• We work together to produce a dramatic production to celebrate our time at Ranvilles Junior School</li> <li>• We celebrate our junior school time collectively with our parents and children from other schools.</li> </ul>
		<b>C</b>	<ul style="list-style-type: none"> <li>• As we look forward in our lives, we explore how people of different faiths look forward and how they celebrate such occasions.</li> </ul>