



Ranvilles

SMSC at Ranvilles Junior School: Year 3

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Term		The Big Debate	Spiritual ... Moral... Social ... Cultural...	
Autumn	Autumn 1	Making a difference as an individual is more important than as a team.	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.
	Autumn 2	Making a positive contribution in the world is your responsibility, not mine.	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	Spring 1	What we have achieved in this century is more significant than the past.	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.
	Spring 2	What is more important, physical, social, emotional or mental well-being?	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	Summer 1	Embracing diversity enhances understanding and appreciation of the world.	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.
	Summer 2	I'm Ok – You're OK! Differences are good	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.



SMSC at Ranvilles Junior School: Year 4

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Term	The Big Debate	Spiritual ... Moral... Social ... Cultural...	
Autumn	Identity and self-worth are influenced more by change than by context and culture.	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.
	Being powerful is more important than being different.	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 historic civilisations 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	Keeping safe spiritually, mentally and emotionally is all our responsibility physically and online.	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.
	We have the right to learn from our mistakes without being judged.	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.
Summer	Our behaviour should always positively reflect how we value others.	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.
	We are all responsible for our environment and natural world to ensure lives are impacted positively.	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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SMSC at Ranvilles Junior School: Year 5

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Term	The Big Debate	Spiritual ... Moral... Social ... Cultural...	
Autumn	Autumn 1 Belonging - we should all be free to move between countries.	S	<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.
		M	<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?
	Autumn 2 Being remembered for making a difference is more important than making a difference.	S	<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.
		C	<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.
Spring	Spring 1 Making a difference to the world is critical for the future.	S	<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.
		M	<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.
	Spring 2 The voice of a child is as important and valuable as that of an adult.	S	<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.
		C	<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.
Summer	Summer 1 Being financially safe is just as important as being emotionally safe.	S	<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.
		M	<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.
	Summer 2 Learning together and from our mistakes leads to significant personal growth.	S	<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.
		C	<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.



SMSC at Ranvilles Junior School: Year 6

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Term		The Big Debate	Spiritual ... Moral... Social ... Cultural...	
Autumn	Autumn 1	It is important that some personal information is in the public domain.	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.
	Autumn 2	Change always has a positive impact.	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	Spring 1	It is possible to break the cycle of injustice.	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.
	Spring 2	Together we can make our world more sustainable for everyone.	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.
			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.
Summer	Summer 1	Fair trade is fair.	S	<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.
			M	<ul style="list-style-type: none"> 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.
	Summer 2	Every individual can leave a positive legacy.	S	<ul style="list-style-type: none"> 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.
			C	<ul style="list-style-type: none"> As we look forward in our lives, we explore how people of different faiths look forward and how they celebrate such occasions.