



Lionheart Primaries- Spiritual, moral, social and cultural development (SMSC)

Rationale

SMSC at our schools is an encompassing term, which incorporates PHSE, Religious Education, Character Education and Well Being.

This curriculum is intended to equip children with lifelong skills that will assist them as they progress through childhood and enter adulthood. It is supported by the embedded concept of the 6Rs from the earliest stages of school entry and continues to the point of transition to secondary schools. It is intended to prepare children for adult life, employment and lifelong learning. It also gives them the knowledge, skills and understanding to become successful learners, confident individuals and responsible citizens, which will impact on community cohesion, challenge racism, discrimination and stereotypes of any type.

Our broad and balanced SMSC curriculum develops understanding of personal reflection, social, health and economic education, spiritual reflection and a better understanding of the beliefs and views of others.

The SMSC curriculum will draw on skills and content from the broader curriculum.

SMSC development plan

Key Principles in Foundation, Key Stage 1 and Key Stage 2

Spiritual : their ability to be reflective on 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. A sense of enjoyment and fascination in learning about themselves, others and the world around them. A use of imagination and creativity in their learning and a willingness to reflect on their experiences.

Moral : their 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 understanding the consequences of their behaviour and actions. Showing an interest in investigating and offering reasoned views about moral and ethical issues and show an ability to understand and appreciate the viewpoints of others on these issues.

Social : their 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 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. Their 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.



Cultural: their understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others. An understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain. A knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.

Well Being

At our Lionheart Primaries, Well Being has a focus on personal development. It will promote self-esteem, emotional and mental wellbeing, and help pupils to form and maintain worthwhile and respectful relationships, based on respect for themselves and for others, at home, school, work and in the community (including online), which will prepare them for the opportunities, responsibilities and experiences of life. It makes a significant contribution to our duty to safeguard and protect all children. Well Being gives children the knowledge, skills and understanding to discern and value truth and goodness, recognise their rights and those of others, strengthening the capacity for making moral judgements, evaluating risk, and making healthy choices.

Character Award

Our pupils are encouraged to develop strong character muscles that will support them in becoming successful in future occupations and aid them into becoming healthy and happy adults. The basic concept of character is taught as an integral part of teaching and learning. Guy Claxton's metaphor of seeing characteristics as "muscles" is very helpful as it suggests a number of key points that the teaching phase needs to help children understand:

- Everyone has these character qualities
- Through conscious focus and exercise, they can be made stronger and developed
- Characteristics built through one "exercise" are transferable to different situations
- Using the correct combination of muscles to achieve the task at hand is the route to success
- The best response to perceived weak areas is to not avoid this 'muscle' but to make yourself exercise it.
- Successful people are a combination of these character muscles.

Children are taught that we each have the full range of characteristics that they can be strengthened through sustained effort.

Lionheart Character Award

The Lionheart Character Award is based on a programme of activities that have been specially designed to support pupils across the schools within the Lionheart Trust. There are weekly two hour sessions offered to pupils in Year 4 as well as one half term of introductory



teamwork sessions in Year 2. All children work on improving their knowledge and understanding of the 6Rs, improving their ability to work as a team and developing their social skills. The sessions also include life skills, such as First Aid and the children learning how to organise their own fundraising events. The children are constantly expected to reflect on their own skills and experiences, and to then use these reflections to develop their own character over the whole academic year.

PSHE

Our Programme of Study for PSHE education aims to develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking in the context of three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education).

The national curriculum also states that 'all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. PSHE education contributes to schools' statutory duties outlined in the Education Act 2002 and the Academies Act 2010 to provide a balanced and broadly-based curriculum and is essential to Ofsted judgements in relation to personal development, behavior, welfare and safeguarding. The relationships and health aspects of PSHE education will be compulsory in all schools from 2020.

In June 2019, the Department for Education launched the final statutory guidance to accompany introduction of compulsory health education, relationships education and relationships and health education (RHE) in 2020.

Our Character Education curriculum will ensure that key concepts, knowledge and skills are remembered and not merely encountered. It is designed to ensure that pupils consolidate and develop knowledge and skills year upon year. Skills and knowledge are learned and then revisited in later years in order to consolidate, develop, deepen and experience in new contexts. These Key skills are:

- Ask challenging questions
- Explore their own personal opinions and beliefs
- Enable pupils to build their own identity and belonging
- Develop respect for others, explore diversity and equality
- Consider responsibility for themselves and others`

- Contribute to their community and wider society including globally.
- Encourage empathy, generosity and compassion.

Year 1

Health and wellbeing

- Healthy lifestyles: what keeps bodies healthy-hygiene routines
- Growing and changing: Recognising what we are good at-setting goals
- Keeping safe: around household products; asking for help if worried

Relationships



- Feelings and emotions: Recognising feelings, in ourselves and others; sharing feelings
- Healthy relationships: Secrets and keeping safe; special people in our lives
- Valuing difference: respecting similarities and differences in others; sharing views and ideas

Living in the wider world

- Rights and responsibilities: group and class rules
- Environment: Looking after the local environment
- Money: where money comes from-how to use money-saving and spending money

Year 2

Health and wellbeing

- Healthy lifestyles: Healthy choices: different choices, feelings; managing feelings
- Growing and changing: goal setting; growing, changing and being more independent. Correct names for body parts (external)
- Keeping safe: keeping safe in different situations; how to ask for help if worried; privacy on different contexts

Relationships

- Feelings and emotions: behaviour. Bodies and feelings can be hurt
- Healthy relationships: listening to others and playing cooperatively; appropriate and inappropriate touch; teasing and bullying
- Valuing difference: respecting similarities and differences: sharing views and ideas

Living in the wider world

- Rights and responsibilities: group and class rules: respecting their own and others' needs: groups and communities they belong to. People who work in the community. Getting help in an emergency
- Environment: looking after the environment
- Money: where money comes from: saving and spending; making choices; keeping track of money spent and saved.

Year 3

Health and wellbeing

- Healthy lifestyles: What makes a balanced diet? ; making own choices with food; what influences food choices; habits
- Growing and changing: goal setting/ what we are good at; describing feelings; conflicting feelings; managing feelings
- Keeping safe: school rules on health and safety; basic emergency aid; people who help you stay safe and healthy

Relationships

- Recognising feelings in others; responding to how others feel
- Healthy relationships: positive and healthy relationships/friendships; maintaining friendships. Actions affect ourselves and others; working collaboratively
- Valuing difference: recognising and responding to bullying

Living in the wider world

- Rights and responsibilities: discuss and debate health and wellbeing issue. Being part of the community and who works in the community
- Environment: responsibilities, rights and duties
- Money: enterprise: what it means, developing skills

Year 4

Health and wellbeing

- Healthy lifestyles: What makes a balanced lifestyle? Making choices: drugs common to everyday life; hygiene and germs
- Growing and changing: Goal setting/what we are good at; changes that happen in life and feelings associated with change
- Keeping safe: how to stay safe online; in the local area. Who can help them stay safe and healthy?

Relationships

- Feelings and emotions: keeping something confidential/secret; when to break a confidence-recognise and manage dares
- Healthy relationships: acceptable/inacceptable physical contact; solving disputes and conflicts amongst peers
- Valuing difference: listen to and respond to people; share points of view

Living in the wider world

- Rights and responsibilities: discuss and debate wellbeing issues; appreciating differences and diversity in the UK and around the world.
- Environment: sustainability of the environment across the world
- Money: role of money, managing money (saving and budgeting), what is meant by interest and loans

Year 5

Health and wellbeing

- Healthy lifestyles: What positively/negatively affects health and wellbeing; making informed choices, benefits of a balanced diet, different influences on food, skills to make choices
- Growing and changing: goal setting/what we are good at; aspirations, intensity of feelings, managing complex feelings, coping with change, bereavement or grief. Changes at puberty
- Keeping safe: strategies for managing personal safety, safety in the local environment, online safety, including sharing images, mobile phone safety

Relationships

- Feelings and emotions: responding to feelings of others
- Healthy relationships: actions and consequences of actions; working collaboratively, negotiation and compromise, giving feedback
- Valuing difference: listening to others, raise concerns and challenge

Living in the wider world



- Rights and responsibilities: discuss and debate health and wellbeing issues; rules and laws: changing rules and laws, anti-social behaviour, respecting and resolving difference.
- Environment: different rights, responsibilities and duties
- Money: importance of finance in peoples' lives, being a critical consumer, looking after money; interest loans, debt, management of money; tax

Year 6

Health and wellbeing

- Healthy lifestyles: Images in the media and reality; how this can affect how people feel; risks and effects of drugs
- Growing and changing: Recognising what they are good at; setting goals; aspirations. roles and responsibilities of parents
- Keeping safe: Independence; increased responsibility; keeping safe; influences on behaviour; resisting pressure; rights to protect their body and speaking out; who is responsible for their health and safety; where to get help and advice

Relationships

- Feelings and emotions: Confidentiality and when to break a confidence; managing dares
- Healthy relationships: Different types of relationships; positive and healthy relationships; maintaining relationships; recognising when a relationship is unhealthy (including forced marriage); marriage. Acceptable and unacceptable physical touch; personal boundaries and the right to privacy
- Valuing difference: Listening to others; raise concerns and challenge. What makes people the same or different; recognising and challenging stereotypes; discrimination and bullying

Living in the wider world

- Rights and responsibilities: Discuss and debate health and wellbeing issues. Human rights; the rights of child; cultural practices and British law. Being part of a community; groups that support communities. Being critical of what is in the media and what they forward to others
- Environment: How resources are allocated; effect of this on individuals; communities and environment
- Money: enterprise; setting up an enterprise

Religious Education

Religious Education is delivered through the syllabus provided by the Standing Advisory Council for Religious Education (Leicestershire SACRE 2016 - 2021) Each year group has specific units with learning objectives that build on each other, as pupils move through Key Stages. This is to provide an understanding of spiritual, cultural and social aspects of life.

The RE syllabus requires that pupils learn from Christianity in each key stage and from principal religions represented in the United Kingdom. The curriculum content is coherent and shows progression by following the units of work in the SACRE syllabus with linked



objectives that build on previous learning. To achieve this consistency, 5% of curriculum time is dedicated for RE, which is separate from assembly allocations.

In EYFS: Children encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.

Key Sage 1: Christians and Muslims

Key Stage 2: Christians, Muslims, Hindus and Jewish people.

In addition to this, our syllabus includes visits to places of worship, guest speakers and special days of religious significance across the Key Stages that allow a creative curriculum approach to the delivery of RE objectives. Our pupils have opportunities to form an empathetic understanding of different groups of people in the wider community by exploring and deepening their understanding of religions and traditions, including non-religious beliefs. Social and ethnic tolerance is prioritised through all aspects of our Religious Education provision and promotes the key principles of British Values.

Overview of RE			
	AUTUMN	SPRING	SUMMER

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Foundation</p>	<p>Unit: Understanding the World People and communities: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. The World: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>		
<p>Year 1</p>	<p>Unit: Who is a Christian and what do they believe?</p> <ul style="list-style-type: none"> • Talk about some simple ideas about Christian beliefs about God and Jesus (A1). • Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2). • Talk about issues of good and bad, right and wrong arising from the stories (C3). • Ask some questions about believing in God and offer some ideas of their own (C1). 	<p>Unit: What makes some places sacred?</p> <ul style="list-style-type: none"> • Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3). • Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2). • Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1). 	<p>Unit: What does it mean to belong to a faith community?</p> <p>Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3).</p> <p>Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1).</p> <p>Identify two ways people show they belong to each other when they get married (A1).</p> <p>Respond to examples of co-operation between different people (C2)</p>
<p>Year 2</p>	<p>Unit: How should we care for others and the world, and why does it matter?</p> <ul style="list-style-type: none"> • Re-tell Bible stories and stories from another faith about caring for others and the world (A2). • Identify ways that some people make a response to God by caring for others and the world (B1). • Talk about issues of good and bad, right and wrong arising from the stories (C3). 	<p>Unit: What can we learn from sacred books?</p> <ul style="list-style-type: none"> • Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3). • Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2). • Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1). 	<p>Unit: Who is a Muslim and what do they believe?</p> <ul style="list-style-type: none"> • Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1). • Re-tell a story about the life of the Prophet Muhammad (A2). • Recognise some objects used by Muslims and suggest why they are important (A2). • Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1). • Find out about and respond with ideas to examples of cooperation between people who are different (C2).

	<ul style="list-style-type: none"> • Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2) • Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1). 	<ul style="list-style-type: none"> • Talk about issues of good and bad, right and wrong arising from the stories (C3). <p>Unit: How & why do we celebrate special and sacred times?</p> <ul style="list-style-type: none"> • Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1). <ul style="list-style-type: none"> • Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2). • Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1). • Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1). 	
Year 3	<p>Unit: Why is the Bible important to Christians today?</p> <p>Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2).</p> <p>Give examples of how and suggest reasons why</p>	<p>Unit: What do different people believe about God?</p> <p>Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1).</p> <p>Ask questions and suggest some of their own responses to ideas about God (C1).</p>	<p>Unit: What does it mean to be a Christian today?</p> <p>Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1).</p> <p>Describe some ways in which Christian express their faith</p>

	<p>Christians use the Bible today (B1). Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression (A1). Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3).</p>	<p>Suggest why having a faith or belief in something can be hard (B2). Identify how and say why it makes a difference in people's lives to believe in God (B1).</p> <p>Unit: Why do people pray? Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1). Ask questions and suggest some of their own responses to ideas about God (C1). Suggest why having a faith or belief in something can be hard (B2). Identify how and say why it makes a difference in people's lives to believe in God (B1).</p>	<p>through hymns and modern worship songs (A2). Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).</p>
Year 4	<p>Unit: Why are festivals important to religious communities? Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2). Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2). Identify similarities and differences in the way festivals are celebrated within and between religions (A3). Explore and suggest ideas about what is worth celebrating and remembering</p>	<p>Unit: Why is Jesus inspiring to some people? Make connections between some of Jesus' teachings and the way Christians live today (A1). Describe how Christians celebrate Holy Week and Easter Sunday (A1). Identify the most important parts of Easter for Christians and say why they are important (B1). Give simple definitions of some key</p>	<p>Unit: What does it mean to be a Hindu in Britain? Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1). Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2). Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). Discuss links between the actions of Hindus in helping others and</p>

	<p>in religious communities and in their own lives (C1).</p>	<p>Christian terms (e.g. gospel, Incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2).</p>	<p>ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).</p>
		<p>Unit: Why do some people think that life is a journey? Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2). Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3). Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2). Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1).</p>	
<p>Year 5</p>	<p>Unit: Why do some people think God exists? Outline clearly a Christian understanding of what God is like, using examples and evidence (A2). Give examples of ways in which believing in God is valuable in the lives of</p>	<p>Unit: What would Jesus do? Outline Jesus' teaching on how his followers should live (A2). Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3).</p>	<p>Unit: What does it mean to be a Muslim? Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2). Describe and reflect on the significance of the Holy Qur'an to Muslims (B1).</p>

	<p>Christians, and ways in which it can be challenging (B2). Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1). Present different views on why people believe in God or not, including their own ideas (C1).</p>	<p>Explain the impact Jesus' example and teachings might have on Christians today (B1). Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3).</p> <p>Unit: If God is everywhere, why go to a place of worship?</p> <p>Make connections between how believers feel about places of worship in different traditions (A3). Select and describe the most important functions of a place of worship for the community (B3). Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2). Present ideas about the importance of people in a place of worship, rather than the place itself (C1).</p>	<p>Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2). Make connections between the key functions of the mosque and the beliefs of Muslims (A1).</p>
Year 6	<p>Unit: What do religions say to us when life gets hard?</p> <ul style="list-style-type: none"> • Express ideas about how and why religion can help believers when times are hard, giving examples (B2). • Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1). • Explain some similarities and differences between 		<p>Unit: Is it better to express your beliefs in arts and architecture or in charity and generosity?</p> <p>Describe and make connections between examples of religious creativity (buildings and art) (A1).</p> <ul style="list-style-type: none"> • Show understanding of the value of sacred buildings and art (B3). • Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2).

	<p>beliefs about life after death (B2).</p> <ul style="list-style-type: none"> • Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3). 		<ul style="list-style-type: none"> • Apply ideas about values and from scriptures to the title question (C2). <p>Unit: What difference does it make to believe in ahimsa, grace and/or Ummah?</p> <ul style="list-style-type: none"> • Make connections between beliefs and behaviour in different religions (A1). • Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions (A1). • Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2). • Consider similarities and differences between beliefs and behaviour in different faiths (B3).
--	---	--	---