

Singleton Church of England Primary School

Mapping SMSC through **C A R E** in the Curriculum – English

At Singleton C of E Primary School, we have adopted a book-led approach across the curriculum which includes texts that enhance the provision of SMSC. High-quality multicultural texts are at the centre of our English provision and these stimulate learning across our curriculum by promoting a passion for learning. Our English curriculum focuses on engagement in the first instance and encourages the children to be reflective thinkers and learners. By providing high-quality, inspirational texts our children grow into enthusiastic, confident, and competent readers and writers.

C – Choices – Moral A – Aspiration – Cultural R – Reflection – Spiritual E – Engagement – Social

C – Choices – Moral

- Children learn that they can improve their work and are encouraged to redraft their writing and make improvements.
- Children are made aware of moral dilemmas through specific stories.
- Across all years children study some myths and legends which explore moral issues, as well as traditional tales, such as; Goldilocks and the Three Bears, Cinderella- an Art Deco Fairytale, Roald Dahl the Minpins and The Pied piper of Hamelin and Beowulf.
- Books are studied that deal with social and moral issues, such as: Tar Beach, Varmints and The Suffragette: The Battle for Equality.
- Children are asked to consider moral issues as part of the wider curriculum (EG: Fair trade) They are given the opportunity to have a debate.
- By exploring stimulus for thinking about the consequences of right and wrong behaviour; pupils can speculate and apply their learning to their own lives.

A – Aspiration – Cultural

- By providing opportunities for pupils to engage with texts from or representing different cultures.
- By providing opportunities for pupils to engage with texts that represent a
- our strong literary heritage, e.g., The Owl & the Pussy- cat, Romeo & Juliet, The Lion, The Witch and the Wardrobe, The Jabberwocky and The Selfish Giant by Oscar Wilde
- By providing opportunities for children to visit the theatre and experience theatrical productions

R – Reflection – Spiritual

- Children use their imagination when reading, writing and acting.
- Opportunities are given for creativity in different ways of writing, such as using storyboards, videos, tables, books and graphs.
- Children are encouraged to reflect on successful authors and the impact their work can have.
Children express themselves through drama and Musical Theatre as well as speaking and listening.
- They learn about different ways of communicating, through words, movements, gestures, and facial expressions.

E – Engagement – Social

- Children learn to respect one another through the process of peer evaluation as well as giving and taking feedback positively.
- Pair and group work encourages collaboration, cooperation, and respect for others.
- Children interview and write to people from the local community such as Singleton Trust whom teachers invite into school. This promotes respect and builds confidence in speaking to adults.
- In Years 5/ 6, children who are elected as JLT (Junior Leadership Team):- write reports for Governors, attend Governors meetings, lead events such as tours of the school and speak at the Foundation Stage Induction Evening.

British Values

- Children write stories with moral issues to help them distinguish between right and wrong.
- Children are exposed to a range of stories from other cultures in order to help them acquire an appreciation and respect for their own and other cultures.
- Debates take place during English lessons to help children understand how citizens can influence decision making through the democratic process.
- Children write persuasive speeches which helps teach them to learn how to argue and defend points of view.
- We have a democratic election for the JLT. Children write speeches and present them to the whole school