

SMSC within English – Coverage and Progression Map (Spring Term)

Spiritual Development: (Sp)

- To demonstrate an ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in.
- To show respect for different people's faiths, feelings and values.
- To demonstrate a sense of enjoyment and fascination in learning about themselves, others and the world around them.
- Use of imagination and creativity in their learning.
- Willingness to reflect on their experiences.

Moral Development: (M)

- To demonstrate an ability to recognise the difference between right and wrong and apply this understanding in their own lives and, in doing so, respect civil and criminal law of England.
- To show an understanding of the consequences of their behaviour and actions.
- To show an interest in investigating and offering reasoning views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

Social Development: (So)

- To use a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.
 - To show a willingness to participate in a variety of communities and social settings, including volunteering, co-operating well with others and being able to resolve conflicts effectively.
 - To demonstrate 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.
- Children to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in Modern Britain.

Cultural Development: (C)

- Cultural
- To understand and appreciate a range of different cultures within school and within their community and the wider world to prepare them for life in modern Britain.
- To have a knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- To show willingness to participate in and respond positively to artistic, sporting and cultural opportunities.
- To show interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extend they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Nursery	➤ Mark making in role play areas shop, 3 bear's house and bear cave. (So/M/C)
The Den	<ul style="list-style-type: none"> ➤ London – What is and where is our capital city? (Sp, So, C) ➤ Transport, link to D&T. Making and writing about their own creations (Sp, Mo) ➤ The Great Fire of London ccl History (Sp, Mo, So, C) ➤ Role play area Hospital (So, M, C, Sp)
Reception	<ul style="list-style-type: none"> ➤ People who help us: Non-fiction writing regarding the different emergency services who help us. (So/M) ➤ Recount: Visits from the Dental Nurse and Paramedics. (So/M) ➤ Role play areas: Police Station (right and wrong), Fire station (fire safety) and Doctors(staying healthy). (So/M) ➤ Having a healthy Diet and instructions about how to look after your teeth. (M/So) ➤ Cards: Mother's Day, Easter. (C/So) ➤ Reading: Shared Read texts about Chinese New Year, the emergency services, staying healthy and being different. (SMSC)
Year 1	<ul style="list-style-type: none"> ➤ London – What is and where is our capital city? (Sp, So, C) ➤ Transport, link to D&T. Making and writing about their own creations (Sp, Mo) ➤ The Great Fire of London ccl History (Sp, Mo, So, C) ➤ Role play area Post Office and then Hospital (So, M, C, Sp)



SMSC within English – Coverage and Progression Map (Spring Term)

Year 2	<ul style="list-style-type: none"> ➤ Pirates next door – concentrating on challenging stereotypes SP, M, C ➤ Florence Nightingale SP, M ➤ Gregory Cool (C, So)
Year 3	<ul style="list-style-type: none"> ➤ Instructional writing (recipes) ➤ Newspaper reports (Roman army, food) ➤ Poetry
Year 4	<ul style="list-style-type: none"> ➤ Myths and Legends- culture/awe and wonder ➤ Non-fiction – States of matter/The Water Cycle ➤ Reflecting on own work/strengths etc. ➤ Guided Reading- discussing opinions/ideas
Year 5	<ul style="list-style-type: none"> ➤ Performance poetry linked to British Values–social skills, working together (So). ➤ Performance poetry –comparing classic and contemporary poetry (C). ➤ British values- Democracy, Trip to Parliament (SMSC) ➤ British authors –JK Rowling (C). ➤ Creation stories –reflecting on the beliefs of others (Sp).
Year 6	<ul style="list-style-type: none"> ➤ Great Expectations – Victorian society – different classes (Sp) (M) (C) ➤ Victorian Crime and Punishment vs Modern day punishment (Sp) (M) (c) ➤ Highwayman – Death and Suicide, Crime and Punishment, Class system (M) (C) ➤ Non Fiction – Impersonal and Personal Writing – Use of standard and non-standard English, formal vocabulary (Sp) (C) ➤ Holes Fiction – American Crime and Punishment (M) (Sp) (So) (C)