



SMSC within MFL at Raddlebarn Primary School

Pupils' **spiritual development** is shown by their:

- Ability to be reflective about 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
- 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

Year 3	Children explore how Christmas is celebrated Christmas in French speaking countries (Core vocabulary).
Year 4	Children investigate and celebrate individual lifestyles (Presenting myself, family).
Year 5	Children are given the opportunity to engage in a conversation (At the tearoom).
Year 6	Children consider how other people think and feel (World War Two).

Whole School

Pupils get a sense of fascination about linking their own language to another language and exploring the new words and phrases. Pupils get excited about learning a new language. All pupils are at the same starting point and it allows them to build a foundation for their next step in MFL.

Pupils' **moral development** is shown by their:

- Ability to recognise the difference between right and wrong readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- Understanding of the consequences of their behaviour and actions
- Interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues
- Tolerance for other people's cultures

Year 3	Children reflect on the moral of a story (Little Red Riding Hood).
Year 4	Children are given the opportunity to consider the issue of Global Warming (The Weather).
Year 5	Children reflect on the differences between their home life and other people's home lives.
Year 6	Children respectful of others who are presenting their work.

Whole School

Pupils recognise the importance of learning a MFL from another country to enable them to respect how difficult it is when people visit Britain and try to speak a new language. Pupils learning to take the risk of making mistakes and appreciating that other pupils are attempting to speak another language.

Pupils' **social development** is shown by their:

- Use a range of social skills in different contexts, including working and socialising with pupils 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
- 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; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

Year 3	Children are exposed to a different culture (I'm learning French).
Year 4	Children work collaboratively to learn and perform French songs as a class.
Year 5	Children investigate sport culture (The Olympics).
Year 6	Children study what life was like in France during WW2.

Whole School

By learning about another culture, children understand, accept and engage with different communities and broaden their social understanding.

Pupils' **cultural development** is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- 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
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- Willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which 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

Whole School

Throughout the year, children complete cultural lessons. These will focus on the history, festivals, songs and traditions of France and French-speaking countries.