



SMSC within History 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

EYFS	Throughout the year children have the opportunity to reflect upon their own beliefs especially around Christmas and other religious festivals. Children will learn that certain aspects of modern Christmas relate back to Victorian England. Children will also learn about Ancient Chinese beliefs that are still celebrated at Chinese New Year.
Year 1	Children learn about significant figures from the past. Children reflect upon the freedom, equality and opportunities available to them today. A sense of fascination is achieved by studying how toys have changed within their living memory. Identifying how toys have changed, and the materials used, gender influences married with a trip to a toy museum and an interview with a grandparent is included.
Year 2	Children learn about local history with a focus on the philanthropist George Cadbury and Bournville Village and reflect upon the changes during the Victorian period as well as the wider impact of the hardships facing the population during this time.
Year 3	Children learn about Stone Age life and how this impacted on the way we live today. Understanding that embracing change and new ideas can bring positives to our lives.
Year 4	Children learn about Viking faith and beliefs, understand that ideas were tribal, and that Gods were often similar, and important for the same reasons. How, during the invasion the Viking pillaged the places of worship and the impact this had on the community is included. Enquiry work into the Anglo-Saxons and Scots shines a spotlight on beliefs and how these impacted life during that time.
Year 5	While studying Ancient Greece, children understand the huge number of Gods worshipped and the seriousness of appeasing them. Children consider Greek life and the impact they had on how we live today. Children study a range of Monarchs over time and how power and religion impacted their decision making and how these resulted in major changes to faith moving forward.
Year 6	While studying World War 2 children will reflect upon the inner strength required by soldiers and their families during battle as well as the spiritual comradeship felt by the military during this time. The Shang Dynasty highlights the respect for female warriors during that time. In their work on Baghdad, children discover how learning and the value of knowledge in this civilisation.

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

EYFS	Children learn about right and wrong with their everyday lives at home and the rules at school. Learning how to share, take turns and listen to one another through circle time and small group work, daily.
Year 1	Children identify the individuals from diverse backgrounds who have made remarkable achievements against the odds, especially when discrimination has been a factor. Children are signposted to how times have changed, and progress has been made but this needs to continue. Exploring gender and how attitudes have changed is incorporated, as well as how toys are made and advertised for both girls and boys to play with.
Year 2	An understanding that George Cadbury was ahead of time in supporting his workers and his belief that everyone should be equal and enjoy a quality of life. Compare this to what was happening beyond the village and acknowledge the ill treatment of children and adults in workhouses. The work on Great Fire of London ensures children are made aware of the mistakes made in infrastructure and the lessons learnt from this significant event.
Year 3	Understanding that the Romans invaded territory that belonged to others, discussing the moral issues with invasion and occupation. As well as acknowledging the innovative ideas of the Romans and how this impacted life as we know it today.
Year 4	Invasion and battle during Viking times is understood and appraised with a modern eye. The way in which the Vikings settled in another country is very different to how a community would settle now. Vikings were preoccupied with revenge so children are encouraged to think about why revenge may not be ethically acceptable in modern times, but also understand the viewpoint of the people of the time.
Year 5	Discussions will involve the ancient Greek philosophers and their impact on modern thinking and behaviours. How we interact with each other and how we learn from each other. That sometimes we make the wrong choices and to remind each other in a constructive and measured way how other people should behave within a socially acceptable way.
Year 6	During the Study of WW2 - could England have offered more protection to Jewish refugees? Consider the role of women during WW2 and make comparisons to the role of women now.

Whole School

Opportunities in PSHE are given to discuss our own personal history and special events throughout the year such as birthdays and holidays. Collaborative learning opportunities give the opportunity to argue and reason their viewpoints with their peers.

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 socioeconomic 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

EYFS	Who is my family? Children understand that their own family events during their own life time are also historical as well as events further in the past. They also understand that each family may have different beliefs, values and residencies – not every family is the same – so life in Modern Britain is diverse.
Year 1	Children learn about significant figures from the past. Children reflect upon the freedom, equality and opportunities available to them today. Identify the individuals from diverse backgrounds who have made remarkable achievements against the odds, especially when discrimination has been a factor and learn from these situations to begin to understand how they can stand up for the rights of others.
Year 2	Understanding that George Cadbury supported those in need and dedicated his life to improving the lives of others, specifically those who worked in his factory. It is worth noting that at the time of such industry, factory workers lived in horrendous conditions yet George Cadbury created a factory in a garden. Characteristics they can encourage in their own lives.
Year 3	Studying the Roman Empire allows children to learn about invasion and how lack of tolerance affects communities, religious beliefs, settlements and ultimately the future of generations to come. Relate to current affairs, do they see invasion in the world now? Is this right? How is the world responding to this? How can they help?
Year 4	The concepts of invasion and battle, fight for power within the Viking and Anglo-Saxon communities will be explored. What lessons can be learnt? How do people behave today? What is right?
Year 5	The Ancient Greeks invented many items we still use today; The Olympic Games, mathematical theory, theology and literature are still appreciated and used. This can be used to demonstrate contribution to society and encourage reflection upon how one will contribute to modern Britain.
Year 6	During WW2 many of our children will have had relatives who fought during the war. They will share the experiences of family members and how their sacrifices impacted on our lives today, for the better. Spotlight on Baghdad means children will experience what a strong, forward thinking and inclusive country it was in ancient times. This is a positive contrast against what children may see in the media.

Whole School

Morals through stories with historical settings are used during assemblies, and literacy sessions in order to bring issues to life. Role play and hot seating are encouraged in order to engage children with their learning, and they participate willingly

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.

EYFS	Children understand that diversity means that there are a wide range of celebrations in the UK due to historical and cultural influences including Bonfire Night and the Chinese New Year. They are tolerant of those who do not share their own beliefs and are encouraged to discuss and share views.
Year 1	Thanks to the great leaps significant members of our past have made, this has meant that we now have the freedom to attend school, apply for jobs and aim high! A sense of fascination of the women who have made great achievements in the past will be celebrated too.
Year 2	Touch on the laws of the time studied, how did the government protect people, if they did not. Who did try and help? Children must be aware of the people who helped and who did not and why?
Year 3	The Roman Empire enables children to understand and appreciate how the development of cultural influences have shaped their own heritage and that of others.
Year 4	Children learn about Viking faith and beliefs, understand that ideas were cultural, and that Gods were often similar, and important for the same reasons. How, during the invasion the Viking pillaged the places of worship and the impact this had on the community for many years to come.
Year 5	Artworks in the style of Ancient Greek artefacts are produced, where children are willing to participate and respond positively to artistic opportunities presented to them via this cross curricular medium. An understanding that democracy was born in Ancient Greece, what does the democratic system look like in the world today?
Year 6	A consideration of how WW2 and the Shang Dynasty affect us and the wider world to this day. How we live our life, and the impact history has on how we operate on a day-to-day basis and our freedom.

Whole School

Visits and visitors in different year groups give children an opportunity to find out and experience life in the past.