

YEAR 3 SMSC DEVELOPMENT

<p style="text-align: center;"><u>Spiritual</u></p> <p>Examples: sense of self, unique potential, understanding strengths and weaknesses, curiosity about themselves and their place in the world increases, fundamental questions. They develop the knowledge, skills, foster their own inner lives and non-material wellbeing.</p>	<p style="text-align: center;"><u>Moral</u></p> <p>Examples: right and wrong, moral conflict, a concern for others, will to do what is right, reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge, skills, responsible moral decisions.</p>	<p style="text-align: center;"><u>Social</u></p> <p>Examples: the responsibilities, rights of being members of families and communities (local, national and global), ability to relate to others and to work with others for the common good, belonging and participate, active contribution to the democratic process, communities.</p>	<p style="text-align: center;"><u>Cultural</u></p> <p>Examples: cultural traditions, respect for their own culture and that of others, an interest in differences., understand, appreciate and contribute to culture.</p>
<p>Children look at a number of different faiths and explore places of worship. Judaism, Christianity, Sikhism, Hinduism Buddhism and Islam are the faiths the children research.</p> <p>There are a number of nationalities in the year so these topics enable other children with different faiths to be listened to. We take the opportunity to explore ourselves and different beliefs and celebrate our differences.</p> <p>We have also looked at many beliefs outside of those believed at school. For example during Chinese new year we looked at the belief of the dragon and lion.</p> <p>Within history topics this year, stone age, romans and ancient Egypt, children will listen and respond to the beliefs of the past, and will respect the fact that although they are different, these helped to shape the future.</p> <p>The children are also encouraged to listen to the rights of the child and use this to highlight their responsibilities and values they should hold as citizens.</p> <p>Through GoGivers the children are able to spend time thinking of their strengths and weaknesses and their general well-being in the world. They looked at how actions they take can affect the world such as carbon</p>	<p>Children are encouraged to demonstrate good behaviour in school through the use of reward charts, kindness trees, individual points and table points.</p> <p>Children designed a road safety poster during a science topic. Awareness of safety was highlighted and as a result, children understood how to stay safe and also how to keep their friends safe.</p> <p>Children took part in various activities during e-safety week, looking at how to keep themselves and their friends safe on the internet, and that they have the rights as children to be protected from the potential risks the internet may have.</p> <p>Into the Forest—looking at decision making and listening to other peoples views.</p> <p>The children and school are working towards the rights respecting school award. They have already looked at the rights of the child and have linked this to writing a letter using their rights to the local councillor. They also used GoGivers to address their carbon footprint and used this to educate their families.</p>	<p>Children voted on who they would like to have representing our class on the school council team.</p> <p>Children also voted on which members of the class they wanted on the Eco Eagles team.</p> <p>Into the Forest by Anthony Browne— Children to look at how the character acts and feels in the story and how to act responsibly.</p> <p>Children are sat in mixed ability groups on tables where they are constantly able to seek advice/give advice to their team mates whilst learning.—They understand that no matter their abilities, every member of the team is useful and can contribute to the team.</p> <p>Many lessons involve the children having a voice to their learning, whereby they are able to have a say on the classroom rules, or checklists in literacy. This allows children to take ownership of their learning from their contribution.</p> <p>Children take part in many fund raising opportunities ran in school for example, comic relief and sports relief and understand that no matter where children are in the world, they have a right to safety, no poverty and education.</p>	<p>Geography. Looking at the lifestyles of people in the UK and America whilst discussing the differences between countries.</p> <p>Stone Age—the children explored into how people from the stone age lived. The children gained a better understanding of how people used to live and how lucky we are today to have luxuries such as a proper house and food.</p> <p>Children have interactive maps, posters and booklets around the room as well as prompt questions to encourage them to discuss theirs and other peoples culture.</p> <p>Children learn Spanish and develop their understanding of other cultures such as Chinese. They found out what animal year they were born in.</p>