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Year Five Yearly Overview of SMSC Links within the Curriculum

<p><u>Spiritual</u></p> <p><i>Examples: Sense of Self, unique potential, understanding strengths and weaknesses, curiosity about themselves and their place in the world increases, fundamental questions. Children develop the knowledge and skills, foster their own inner lives and non-material well being</i></p>	<p><u>Moral</u></p> <p><i>Examples of right and wrong, moral conflict, a concern for others, will to do what is right, reflect on the consequences of actions, ability to reconcile. Ability to make responsible moral decisions</i></p>	<p><u>Social</u></p> <p><i>Examples: the responsibilities, rights of being members of families and communities (local national and global)ability to relate to others and work with others for the common good, belonging to and participating to the democratic process.</i></p>	<p><u>Cultural</u></p> <p><i>Examples: cultural traditions, respect for own culture and that of others. An interest in differences, an understanding and appreciation and willingness to contribute to learning about other cultures</i></p>
<p>Collective worship</p> <ul style="list-style-type: none"> - Weekly Gospel assemblies - Weekly themed assemblies - Children contributing and planning Liturgies - Children contributing to charity fundraising <p>Come and See Scheme/Caritas</p> <ul style="list-style-type: none"> - Ourselves - Life choices - Advent/Hope - Mission - Memorial Sacrifice - Lent/Easter <p>Judaism/Islam/Hinduism</p> <ul style="list-style-type: none"> - Belief and Culture - Differences and Comparisons - Sacred Text <p>Saxons / Viking/Greeks– Spiritual beliefs of</p>	<p>The Always Child behaviour system: Class rules and consequences of decisions made whilst at school</p> <p>Understanding the morals from Literacy eg:</p> <ul style="list-style-type: none"> - Harry Potter: Debate over the fate of the hippogriff/just or unjust - Consequences of actions <p>Rainforests Topic. Caring for and preserving the environment discussion and debate leading to written work</p> <p>Charity Focus : Francis House- children to debate Why? Champion Francis House, highlighting the work that goes on there</p> <p>Anti- Bullying Week Assemblies</p> <ul style="list-style-type: none"> - Choose Respect - Cyber bullying/ICT lesson 	<p>Saxons/Viking/Greeks: How these societies functioned. How did they interact? Who were the decision makers?</p> <p>Black History Month : Children to research the contribution of inspirational black men and women through History and understand their legacy eg: Rosa Parks. (Linked to Caritas)</p> <p>Democratic Election of the School council: children to learn about the democratic voting process before voting in the new school council.</p> <p>Charity Focus Francis House: Research into the difficulties charities face raising funds and exploration around how monies are spent</p> <p>Five ways to well -being : children to connect with a younger class (Y3) to act as a mentor as the oldest children in school working on</p>	<p>Viking and Saxon Cultures learn about and appreciate these cultures/beliefs/traditions</p> <p>Greeks/Way of Life</p> <p>China/Shang dynasty</p> <p>RE: Judaism</p> <ul style="list-style-type: none"> - Appreciating similarities and differences in the Jewish faith - Special Jewish celebrations - Important artefacts central to the Jewish faith and their meaning <p>RE: Islam</p> <ul style="list-style-type: none"> - Special Islamic celebrations - Muslim Imam to visit school to explain Islamic culture in greater detail <p>British Cultural Traditions</p> <ul style="list-style-type: none"> - Remembrance Day Assemblies - Patron Saints Days Assemblies

<p>this civilisation</p>	<p>-</p>	<p>advising and helping with small issues.</p> <p>Mission</p> <p>Y5 To offer service to another class for a week at time and breakfast to dinner time (linked to Come and See)</p>	<p>George/David./Andrew/Patrick</p> <p>- Regular themed assemblies linked to British culture eg: Harvest/Guy Fawkes/Armistice Day</p>
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