| **SMSC**  **Curriculum Overview**  **Stanmore Primary School** | |
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| **EYFS** | |
| **Celebrating Difference**  (further tolerance and harmony between  different cultural traditions)  What makes us Similar / how are we different?  **Talking with Kindness**  ( encourage respect for other people—acceptance that other people should be accepted and not be cause of prejudicial or discriminatory behaviour) | |
| **Year 1** | |
| **Autumn**  **Childhood (History)**  **Our Wonderful World (Geography)**  **Celebrating Difference**  (further tolerance and harmony between  different cultural traditions)  What makes us Similar / how are we different?  Childhoods are different throughout the world and within our own communities | |
| **Spring**  **Bright light, Big Cities**  **Talking with Kindness**  ( encourage respect for other people—acceptance that other people should be accepted and not be cause of prejudicial or discriminatory behaviour)  How can what we say affect those around us?  Listening to other people's points of view and compromising are essential skills in working and playing cooperatively. | |
| **Winter**  **School Days**  **Having a voice**  **(encourage respect for democracy and support for participation in the democratic process.)**  Simple voting and it’s importance  Society (including schools) are run through a set of rules.  Everyone is entitled to have their voice heard. | |
| **Year 2** | |
| **Autumn**  **Movers and Shakers (History)**  **Let’s Explore the World (Geography)**  **Where are we from?**  (understanding that the freedom to choose and hold other faiths and beliefs is upheld in law—understanding differences)  Where were we born? Places on maps? What is the same / different?  The freedom to choose and hold other faiths and beliefs is protected in law; | |
| **Spring**  **Coastline**  **Different abilities**  (children can contribute positively to the lives of others—appreciation that living under rule of law protects individual citizens)  Appreciation of life with disability (not seeing / hearing / being mobile)  Different abilities should not lead to discrimination and this is upheld under the rule of law. | |
| **Summer**  **Magnificent Monarchs**  **Understanding right from wrong**  (students to distinguish right from wrong and respect civil and criminal law of England.)  Reflecting on behaviour choices and consequences  Living under the rule of law protects individual citizens. | |
| **Yr 3** | |
| **Autumn**  **Through The Ages (History)**  **One Planet, our World (Geography)**  **Where are we from?**  (understanding that the freedom to choose and hold other faiths and beliefs is upheld in law—understanding differences)  How was different living in different parts of the UK at different periods of times  Understand that different societies lived under different rules and these rules were often upheld through law.. | |
| **Spring**  **Rocks, Relics and Rumbles.**  **Celebrating Difference**  (further tolerance and harmony between  different cultural traditions)  Challenging stereotypes  People Live different styles depending on a wide range of factors.  Other people having different faiths or beliefs to oneself (or  having none) should be accepted and tolerated, and should not be the cause of  prejudicial or discriminatory behaviour; | |
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| **Summer**  **Emperors and Empires**  **Understanding right from wrong**  **(students to distinguish right from wrong and respect - civil and criminal law of England.)**  **Why do we have laws?**  **Who enforces them?**  Different societies have different rules and expectations of what is right and wrong.  Living under the rule of law protects individual citizens and is  essential for their wellbeing and safety; | |
| **Yr 4** | |
| **Autumn**  **Invasion (History)**  **Interconnected World (Geography)**  **Understanding right from wrong**  **(students to distinguish right from wrong and respect civil and criminal law of England.)**  **Why do we have laws?**  **Who enforces them?**  Characteristics of a civilisation include cities, government or leadership. The form these characteristics take can be similar or contrasting across different civilisations.  Other people having different faiths or beliefs to oneself (or  having none) should be accepted and tolerated, | |
| **Spring**  **Misty Mountain, Winding River**  **Talking with Kindness**  ( encourage respect for other people—acceptance that other people should be accepted and not be cause of prejudicial or discriminatory behaviour)  **What does discrimination mean? What**  **language might be associated with this?**  **People in different parts of the world have different characteristics, beliefs and ways of communicating.** | |
| **Summer**  **Ancient Civilisations**  **Having a voice**  **(encourage respect for democracy and support for participation in the democratic process.)**  How does democracy work in our country? Why is it important?  Ancient Civilisations ran their governments in different ways with different emphasis on individual autonomy. | |
| **Yr 5** | |
| **Autumn**  **Dynamic Dynasties (History)**  **Investigating Our World (Geography)**  **Celebrating Difference**  (further tolerance and harmony between  different cultural traditions)  Look at cultural  tensions—what have different cultures contributed to our country?  Ancient civilisations had a clear hierarchy, each tier having it’s own traditions and culture. | |
| **Spring**  **Sow, Grow and Farm**  **Where are we from?**  (understanding that the freedom to choose and hold other faiths and beliefs is upheld in law—understanding differences)  How does where you are from affect your civilisations, including your food consumption.  Different communities have a range of beliefs and traditions and these should be respected. | |
| **Summer**  **Groundbreaking Greeks**  **Having a voice**  **(encourage respect for democracy and support for participation in the democratic process.)**  What are the alternatives to  democracy?  Democracy in Ancient Greek civilisations was still only available for some member of the society. | |
| Yr 6 | |
| **Autumn**  **Maafa (History)**  **Our Changing World (Geography)**  **Talking with Kindness**  ( encourage respect for other people—acceptance that other people should be accepted and not be cause of prejudicial or discriminatory behaviour)  How does discrimination affect people?  Discrimination is treating someone unfairly on the grounds of their gender, sexual orientation, race or age.  Life can still be unequal for black people in Britain today. | |
| **Spring**  **Frozen Kingdoms**  **Different abilities**  (children can contribute positively to the lives of others—appreciation that living under rule of law protects individual citizens)  Why do people with disabilities need to be protected?  Today, many indigenous people in the Arctic live in permanent settlements and have a modern lifestyle, but some still follow traditional ways of life. They have had to adapt to living in Arctic conditions. | |
| **Summer**  **Britain at War**  **Understanding right from wrong**  **(students to distinguish right from wrong and respect civil and criminal law of England.)**  How are laws made?  Wars are often caused when different cultures try to impose their laws upon others | |
| **WHOLE SCHOOL EVENTS** | |
| **Autumn**  **Mock elections for school council.**  **Feedback from School council members to rest of school.**  **Suggestion boxes—and time given for children to engage with this.**  **School council to have own budget**  **Excellence certificate voted for by children.** | |
| **Spring**  **Display celebrating where our children have come from or connections—giant map with pictures and links.**  **Use current news stories to learn about different cultures.**  **Children encouraged to share experience and knowledge**  **National day of kindness** | |
| **Summer**  **Celebrating differences—sharing talents, trying new things, sports day**  **School Play**  **Transition activities**  **Leaving service**  **BEST awards for Yr 6.** | |