

SMSC in Science



Spiritual Development



Explore beliefs and experience; respect faiths, feeling and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

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.

Exploring the wonder about what is special about human life.

Developing awe at the scale of living things from the smallest micro - organism to the largest tree.

Appreciating the beauty of the world around them.

Understanding how sometimes science and spiritual ideas do cause conflict but in a modern society it is important to understand why these conflicts arise so we can respect the views of others and move forward. Appreciate how all living things are interdependent and work together.

Know how beliefs about foods affects everyday life.

Appreciate food which keeps our body's healthy and about fair share of distribution of the world's resources.

In SC1 we develop this through planning, doing and reviewing their investigation of the world around them.

Reflect on new life when discovering life cycles of different animals.

Fascination of the world around them during Forest School activities learning about forces, and discovering the beauty of creation.

Understanding of sound including hearing and lack of hearing.

Moral Development



Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views. Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England.

Understand of the consequences of their behaviour and actions.

Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

Explore moral issues linked to the use of products - should we test medicines for humans that could save lives on animals causing them cruelty.

To develop open mindedness to the suggestions of others and to make judgments on evidence not prejudice.



To develop safe working practices during investigations.

Responsibility to work cooperatively in a group to complete investigations and tasks.

Foster a respect for equipment.

SMSC in Science



	<p>Discovering wild places, having adventures, conserve the environment and sharing their experiences with others.</p> <p>Understanding of how we can improve the environment by using renewable energy sources.</p>
<p>Social Development</p> 	<p>Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British Values' of democracy, the rule of law, liberty, respect and tolerance.</p> <p>Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds.</p> <p>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.</p> <p>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; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</p>
<p>Cultural Development</p> 	<p>Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity.</p> <p>Understanding and appreciation of the wider range of cultural influences that have shaped their own heritage.</p> <p>Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.</p> <p>Interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.</p> <p>To understand that scientific development comes from all across the world, from people of all backgrounds and cultures.</p> <p>Through the study of famous scientists an understanding that some of science's most important discoveries have come from other parts of the world.</p> <p>Explore how different needs in other parts of the world mean different scientific projects and developments occur.</p> <p>To understand how we need to share the world's resources more fairly.</p>
<p>British Values</p>	<p>We recognise that our Science curriculum plays an important in promoting British Values and the powerful message and impact it has on our pupils.</p>