



Christ the Sower Ecumenical School

Mapping SMSC in the CARE Curriculum- ENGLISH



At Christ the Sower Ecumenical Primary School, we have adopted a book-led approach across the curriculum which includes texts that enhance the provision of SMSC.. High quality texts are at the centre of our English provision and these stimulate learning across our curriculum by promoting engagement and encouraging children to be reflective thinkers and learners. Our school is rooted in a story from the bible: the Parable of the Sower. By providing the good earth that is our English teaching along with a curriculum that engages and nourishes children, we expect children to grow as readers and writers.

Choices – Moral	Aspiration – Cultural	Reflection – Spiritual	Engagement – Social
<p>Choices (Moral)</p> <ul style="list-style-type: none"> Children learn that they can improve their work and are encouraged to redraft their writing and make improvements. Children are made aware of moral dilemmas through specific stories. In year 3 and 5 children study some myths and legends which explore moral issues, as well as traditional tales, such as Aesop’s fables. Books are studied that deal with social and moral issues, such as: ‘Goodnight Mister Tom’ Children are asked to consider moral issues as part of the wider curriculum (EG: Deforestation in Year 5) They are given the opportunity to have a debate. By exploring stimulus for thinking about the consequences of right and wrong behaviour; pupils can speculate and apply their learning to their own lives. 	<p>Aspiration (Cultural)</p> <ul style="list-style-type: none"> By providing opportunities for pupils to engage with texts from or representing different cultures. By providing opportunities for pupils to engage with texts that represent a our strong literary heritage, e.g., A Christmas Carol, Carrie's War, Macbeth, The Lion, The Witch and the Wardrobe... By providing opportunities for children to visit the theatre and experience theatrical productions. 	<p>Reflection (Spiritual)</p> <ul style="list-style-type: none"> Children use their imagination when reading, writing and acting. Opportunities are given for creativity in different ways of writing, such as using storyboards, videos, tables, books and graphs. Children are encouraged to reflect on successful authors and the impact their work can have. Children express themselves through drama (hot-seating, tableaux, conscience alley), as well as speaking and listening. They learn about different ways of communicating, through words, movements, gestures and facial expressions. 	<p>Engagement – Social</p> <ul style="list-style-type: none"> Children learn to respect one another through the process of peer evaluation as well as giving and taking feedback positively. Pair and group work encourages collaboration, co-operation and respect for others. Children interview and write to people from the local community whom teachers invite into school. This promotes respect and builds confidence in speaking to adults. In Year 6, children interview great grandparents about their involvement in World War Two. Children produce work for a specific audience.
<p>British Values</p> <ul style="list-style-type: none"> Children write stories with moral issues to help them distinguish between right and wrong. Children are exposed to a range of stories from other cultures in order to help them acquire an appreciation and respect for their own and other cultures. Debates take place during English lessons to help children understand how citizens can influence decision making through the democratic process. Children write persuasive speeches which helps teach them to learn how to argue and defend points of view. 			