

How well does your curriculum promote SMSC, British and Sikh Values?					
How do we promote all aspects of SMSC across subjects?	Spiritual	Moral	Social	Cultural	Faith
English	Literacy – inference, characters feelings. Range of text types taught across the year groups. (whole school)	Stories read through pleasure and books which children read during RWI sessions and reading sessions. (whole school) Dilemma text (y5) Debates in reading book (y5)	Language promotion in reading and writing. Debates around issues which arise from reading books. (y3) Show and tell (y1) Paired discussions Snack chat –a range of issues which are important to the children (R) News Time (Y2)	Reading from different cultures. (whole school) Historical fiction (y5) Dual language books on different families. (R)	Studying stories from the Sikh religion (y2) Key stories such as Bandi Chor Divas
Maths	Using money skills in real situations such as shopping. (y4) (Y2) Measuring to make a new city (y1) Real life cinema and tram/bus timelines (y5) Familiar routines (R)	Using maths skills to work out which is the cheapest supermarket. (y4) Problem solving about sharing equally (Y2)	Exploring when people’s birthdays are and the order of the months of the year. (y1).	History of trams – dates (y1) History of London – Big Ben Clock face Roman numerals (Y2)	The dates of the Gurus birthdays

Science	Size of the universe (y5)	Topic linked learning to discussing how Science can be used for good and evil through inventions. (y4) Study of Everest/mountain ranges (y5) Comparison of the natural world (R) Growing plants and nurturing them to help them grow (2)	Using electrical circuits – how can we save the environment? (y4) Creating rainforests (y3) Boat mission (y5) Forest activities – seasons and changes (R) Sharing the success of plant growth (Y2)	Changes occurred during scientific discovery. (y4) Stem wearable Tech homework challenge (y5) Materials used for building homes around the world (Y2)	
RE	Different religions are taught (whole school) Stories about Jesus (y1-5)	Rules (whole school) Teachings of religious leaders (y1-5)	Qualities/values that are shown in each religion. (y1-5)	Constant discussion about similarities and differences between religions. (y1-5)	Teaching of Waheguru and Simran. (whole school)
D&T	Creating inventions (y3) Evaluating products and creativity. (y1) Boat challenge and mission impossible (y5) Creating models and reflecting on what they look like with support (R) Making London Landmarks (Y2)		Exploring changes made to models. (y1) Life boat Mission Impossible –practical solutions (y5) Group work making bread together (Y2)	Functionality vs aesthetics Mission Impossible and boat challenge (y5)	Making religious places of worship.

PE	Movement Dance (whole school)	Team work Self-discipline (whole school) Partner work during the waltz. (y5) Developing resilience and determination (R) Peter Pan Shadow Dance (Y2)	Sense of belonging and self esteem	Euro Cup 2020	Gatka
History	Study of local history – trip to Black Country Museum (y4). Trams (y1) Course of events Remembrance Day (whole school) People who shaped history – Beck Weathers (y5) History of public transport in London (Y2)	Rob Hall and Scott Fischer debate Dilemma text – Literacy books (y5) Fire Brigade being established for people who could afford it debate – (Y2)	Trip to York (y3) Remembrance Day (whole school) Social Structure, first/third class (y5) Residential trip to London – Y2		
Geography	Exploring how the world may look (y3) Conditions on Everest (y5) Where are we in the world / UK? (Y2)		Residential trip to London – Y2	Care for the environment (whole school) Forest enrichment (y1)	Eco Sikh Day
ICT	The power of the digital age, advantages and disadvantages (y4).		E –safety (Whole School) Which inventions are useful? (R)	Achievements of human communications.	

Art	Joseph Wright (y1) Art inside St Pauls Cathedral (Y2)	Exploration into how emotions are expressed through art. Double page spreads in Literacy – using art to represent what we know about different topics. (y5)	Painting how they feel (R) Peer Portraits – (Y2)	Rangoli patterns	Making a Kalegi (y1) Gurdwara drawings (y3)
Music	Creating own sounds (y1)	Exploration as to how music can convey human emotions. (y4) Character sounds – experimenting with instruments (y3) Singing songs about values (whole school)		Singing assembly Christmas play (whole school)	
Broader curriculum	La Segarda familia (taught through Spanish) – (Y3)	Debates on bullying in reading session (y3)	STEAM Project – leading their group. (selected chn from KS2) Votes in class for film nights, pupil parliament (whole school)	Values – assemblies (whole school)	Simran Shabaths Tabla afterschool club