



Lowerhouse Junior School, Burnley Curriculum Map



SMSC

Subject	We promote spiritual development	We promote moral development	We promote social development	We promote cultural development	We promote Fundamental British Values
Maths	By making connections between pupils' numeracy skills and real life, e.g. pie charts could compare how a child in Africa spends her day with how children in the UK spend their time. By considering pattern, order, symmetry and scale both man made and in the natural world.	By engaging pupils playfully. e.g. in unequal shares of resources, why might someone be upset if they received less than other people? By reflecting on data that has moral and ethical implications, e.g. pupils might consider the difference in amounts of money spent on non-essentials compared with food aid/water aid	By the sharing of resources within the classroom, the negotiating of responses and group problem solving. By analysing social data, e.g. on health care, poverty or bullying.	By asking questions about the history of maths, e.g. "What did the Egyptians, Greeks and Indians discover that we still use today?"	By promoting tolerance and resilience on a daily basis through problem solving and understanding of complex concepts, encouraging pupils to persevere and try different methods. To arrive at the correct solution. By encouraging teamwork and using peer assessment helping to support each other and build mutual respect.
English	In responding to a poem, story or text; pupils can be asked 'I wonder what you think happens next?' 'How would you feel if you were the person in the story?' 'Where have you met these ideas before?' By appreciating the beauty of language.	By exploring stimulus for thinking about the consequences of right and wrong behaviour; pupils can speculate and apply their learning to their own lives. When they do this they are developing their speaking, listening and higher order thinking skills. By considering different perspectives.	By supporting conceptual and language development through an understanding of and debates about social issues. By providing opportunities for talk in a range of settings.	By pupils telling stories from their own cultures and backgrounds creating the idea that 'everyone has a story to tell'. By providing opportunities for pupils to engage with different texts from different cultures.	By the study of texts provides the opportunity to address topical issues and consider different social, political, religious and cultural attitudes and contexts. By pupils showing tolerance and respect for each other when taking part in group discussion and debate.
Science	By demonstrating openness to the fact that some answers cannot be provided by Science. By creating opportunities for pupils to ask questions about how living things rely on and contribute to the environment. By pupils plotting the stars in relation to their location and open up questions about the size of the universe and how it might have been formed.	By offering pupils the chance to consider the wonder of the natural world and the inventions which have made the world a better place. By considering that not all developments have been good because they have caused harm to the environment and to people.	By using opportunities during Science lessons to explain how to keep other people safe and how they might protect a younger or vulnerable young person. By exploring the social dimensions of scientific advances, e.g. environmental concerns, medical advances, energy processes.	By asking questions about the ways in which scientific discoveries from around the world have affected our lives. There is a rich heritage of scientific discoveries from Hindu, Egyptian and Muslim traditions.	Individual liberty of views, tolerance, mutual respect and listening to others' is taught through topics where different views / ethics are involved for example when science versus religion (evolution versus creation)

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Design and Technology	By enjoying and celebrating personal creativity. By reviewing and evaluating created things.	By raising questions about the effect of technological change on human life and the world around them.	By exploring dilemmas that individuals may face and developing practical solutions to these problems.	By considering cultural influences on design. By asking questions about functionality versus aesthetics	By developing a critical understanding of the cultural significance of the products they are creating and to consider the traditions, values and needs of their intended users.
History	By considering how things would be different if the course of events had been different, e.g. what difference would it have made if the Normans had not been successful in 1066? By looking at local history and investigating the reasons why there is a landmark, building or museum. By speculating about how we mark important events from history and the people who shaped them.	By exploring the results of the right and wrong behaviour in the past. By considering some of the characteristics of people who have had a bad influence and caused suffering to others. What have others done to stop the injustice? Are there examples from their own local area? By going beyond the facts and asking pupils to make hypotheses and pose questions such as 'What if....?' What would have tried a tragedy into a triumph?'	By giving the trigger for discussions about how groups and communities organised themselves in the past. By considering questions about social structure in the past e.g. what might pupils say about the rights of children in earlier times? Is it important that society looks after young children? Are there people who still don't get a fair deal? By encouraging pupils to talk to their parents and grandparent.	By exploring local history and under researched history and history around us. By investigating how culture is shaped by history, exploring the 'cultural heritage' and in particular the Christian influence on British culture. By talking to pupils on visits to heritage sites.	By exploring how British culture has been enriched throughout history by invasion and immigration. Opportunities to discuss democracy or lack of democracy through the ages. Opportunities to explore issues around the rule of law in the UK, other countries or internationally (comparing to the UK). By exploring the concept of individual freedom and limitations on freedom.
Geography	By using Google maps and asking pupils to imagine what it might be like to live in different parts of the world. By making links with history when exploring the environment and speculating on why the landscape is as it is. By comparing their lives with pupils living in other countries or other part of the UK, possibly through a schools linking programme.	By considering how people threat the environment; posing questions such as, 'How are we changing our surroundings – are some things for the better and others for the worse?' Who benefits and who suffers? What should be our personal response to these? Who should look after our environment? By working with our 'Eco Council'	By providing positive and effective links with the wider community, both locally and through linking with other schools with different demographics both in the UK and globally. By considering social responsibility, e.g. care for the environment, impact of traffic on the local area, tourism.	By making links with other countries through schools linking and cultural theme days. By exploring links through the British Council and European Union. By exploring cultures that have had, and still have an impact on the local area.	By promoting tolerance and partnership within local and wider communities. By exploring well balanced opinions rooted in knowledge and understanding about current and contemporary issues in society and the environment. By posing questions such as 'Who am I and what is my place in the world?' 'Where do I live and how am I connected to other people and places' 'Where and how do other people live?' 'What are other places and people like?'

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MFL	By exploring the beauty of languages from around the world. By exploring the way language is constructed.	By helping pupils to have an accurate and truthful understanding of another culture.	By learning the skill of communicating in different ways. By exploring different social conventions, e.g. form of address.	By appreciating the language and customs of others. By exploring the literature and culture of other countries. By taking part in cultural occasions.	By developing a positive and respectful awareness of the world beyond the classroom. By encouraging teamwork and using peer assessment helping to support each other and build mutual respect
Religious Education	By experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religion and worldviews. By asking and responding to questions of meaning and purpose. By considering questions about God and evaluating truth claims. By exploring spiritual practices such as worship and prayer, and considering the impact of these on believers and any relevance to their own life.	By exploring morality including rules, teachings and commands such as The Golden Rule, the ten commandments, the sayings (hadith) of Muhammad. By investigating the importance of service to others in Sikhism, Hinduism and Buddhism. By exploring religious perspectives and responses to evil and suffering in the world.	By exploring the qualities which are valued by a civilised society – thoughtfulness, honesty, respect for difference, independence and interdependence. By asking questions about the social impact of religion.	By exploring similarities and differences between faiths and cultures. By learning about the UK saints and those to which the local churches might be named after. By engaging with text, artefacts and other sources from different cultures and religious backgrounds.	By advocates the holistic study of one religion/belief system at a time to avoid confusion, but children will begin to identify similarities and draw comparisons between different faiths. Through the framework of their own experience, they learn to understand and respect the experiences of others. They are also enabled through their knowledge to challenge ideas about religion and recognise intolerance.
Art and Design	By providing plenty of rich opportunities for pupils both to explore the spiritual dimension and natural phenomena By promoting the process of ‘reviewing and evaluating’	By exploring how emotions and inner feelings are expressed through painting, sculpture and architecture. By responses to and use of visual images to evoke a range of emotions.	By sharing of resources. By exploring social conflict and resolution. By exploring art as a powerful social tool, e.g. in advertising, in representing particular groups.	By experiencing a wide range of creative media from around the world. By developing aesthetic and critical awareness.	By developing a greater understanding of how to make choices, consider possibilities and participate in moral reflection. By studying the work of British Artists to understand their own cultures as well as studying artists from different cultures.
Music	By allowing pupils to show their delight and curiosity in creating their own sounds. By considering how music makes one feel and can ‘move us’ deeply.	By exploring how music can convey human emotions such as sadness, joy, anger... By appreciating the self-discipline required to learn a musical instrument.	By exploring how an orchestra works together. By discussing what would happen if musicians in a band/group didn’t co-operate.	By giving all pupils an opportunity to learn a musical instrument and to take part regularly in singing. By encouraging pupils to listen and to respond to traditions from around the world.	By promoting democratic values of equality and mutual respect. By installing a passion for music that continually redefines British Culture. By promoting risk-taking and self-expression.

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Computing	By wondering at the power of the digital age, e.g. use of the internet. By understanding the advantages and limitations of ICT. By using the internet as a gateway to big life issues.	By exploring the moral issues surrounding the use of data. By considering the benefits and potential dangers of the internet, e.g. campaigns for charities and injustice as force for good. Cyber bullying is a danger. By considering the vision of those involved in developing the web.	By links through digital media services and other schools and communities. By highlighting ways to stay safe when using online services and social media. By being prepared to work with new technology to forge new relationships. By discussing the impact of ICT on the ways people communicate.	By exploring human achievements and creativity in relation to worldwide communications. By developing a sense of awe and wonder at human ingenuity.	By developing an understanding of the legal implications of using ICT as a tool to 'download'. By developing understanding of civil rights – cyber bullying, using social media negatively. By using the online community positively to engage and debate e.g. blogs. To use ICT to make a positive contribution to British life today
Physical Education	By delighting in movement, particularly when pupils are able to show spontaneity. By taking part in activities such as dance, games and gymnastics which help pupils to become more focused, connected and creative. By being aware of one's own strengths and limitations.	By discussing fair play and the value of team work. By developing qualities of self-discipline, commitment and perseverance. By developing positive sporting behaviour.	By developing a sense of belonging and self-esteem through team work. By developing a sense of community identity through taking part in school events.	By learning about the history of sports, and where they originate from. By making links with national and global sporting events such as the world Cup and the Olympics. By exploring rituals surrounding sporting activities.	The Olympic and Paralympic values are promoted <ul style="list-style-type: none"> • Friendship • Courage • Inspiration • Determination • Equality • Respect • Excellence By children having a voice through 'School Council' and planned 'Sports Council'. By working individually and within a group, understanding good sportspersonship.