



Holy Trinity Primary School Spiritual, Moral, Social and Cultural Overview



Year: 2

1st of 2 Year rolling programme.

Topic	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Whole School approaches
	Walk through the woods	Namaste	Journey to Outer Space		Across the Drawbridge		
SMSC link Spiritual (Sp) Moral (M) Social (S) Cultural (C)	Establishing of School Rule (M) Participation in Literature Festival (C) Participation in Harvest Festival (C) Developing awareness of emotional well-being (M) Focusing on working well with others	Learning traditional tales from other cultures (C) Participation in Indian tea party and Christmas festival (C) Developing an awareness of and respect for a different faith (C) Appreciating the need for cultural	Using imagination to paint in response to music (Sp) Engage in basic knowledge and understanding of the solar system (Cu) Develop knowledge and understanding of the Space	Gaining an early appreciation of the effect of forces upon us (Sp) Developing a sense of enjoyment and fascination in the world around them through World Book Day (Sp)	Understanding the word 'private' and its implications to us all (Mo) Understanding the importance of appropriate / inappropriate touch (So, Mo) Learning to make choices and beginning to understand and respect the	Peer Mediators (S & M) Play leaders Children leading the learning by writing questions they want to find out at the start of each topic. (Sp) Class assemblies (Sp) Launch and landing days (Sp) School council (Sp) Playground pals (S)	

	<p>through ICT - Bee Bots & Roamers - geography - working in pairs on field trip - English - role play - music - working as a group to put on a performance (S)</p> <p>Developing imagination and creativity through design work - designing and making a house for a mouse (Sp)</p>	<p>awareness and tolerance (C)</p> <p>Learning strategies to deal with unkind and bullying behaviour (S)</p> <p>Developing imagination and creativity through design work - designing and making an Indian vehicle (Sp)</p> <p>Discussions around friendship and development of awareness that our behaviour can</p>	<p>Race and issues between two nations (C)</p> <p>Understanding of and participation with cultural festivals through Mothering Sunday (C)</p> <p>Discussing the properties of both natural and man-made materials (Sp)</p> <p>Understanding that bullying can take place both on and off-line and what to do if</p>	<p>Gaining an overview of space and the planets through online research and activities (Cu)</p> <p>Gaining an awareness of the importance of money management (Mo)</p> <p>Understanding the importance of being sensitive to and respecting the needs and beliefs of</p>	<p>democratic process (Cu)</p> <p>Developing a sense of enjoyment and fascination in the world around them through a key stage visit to a castle (Sp)</p> <p>Use of imagination and creativity in designing a letter in the style of a medieval manuscript as well as designing and making a drawstring purse (Sp)</p> <p>Participating in sporting activities, through a key stage Sports' Day (C)</p> <p>Looking at castles in other countries in the world (C)</p>	<p>Compost kids /eco school (S)</p> <p>Worship team (Sp)</p> <p>Reception children paired with a Y6 'Buddy' (S)</p> <p>Elections (S & C)</p> <p>Life Education Bus (S & M)</p> <p>Sports Day (Sp)</p> <p>Best of Britain week</p> <p>Elections</p>
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	<p>Developing an understanding of community (S)</p> <p>Learning about the importance of maintaining a healthy lifestyle (M)</p> <p>Gaining an early understanding of the democratic process (Cu)</p>	<p>have consequences (M)</p> <p>Developing an awareness of the feelings of others (M)</p> <p>Developing an understanding of the purpose of medicines (S)</p>	<p>they encounter cyberbullying (Mo)</p> <p>Understanding that, although we all have things in common, everyone is unique (Sp)</p> <p>Learning to name the 7 continents and 5 oceans as well as locate hot and cold places on earth (Cu)</p> <p>Learning to use simple compass directions.</p> <p>Learning to</p>	<p>others (Mo, Sp)</p> <p>Developing an understanding of religions other than Christianity (Sp)</p> <p>Participation in Easter service (C)</p>	<p>Learning to discriminate between right and wrong (M)</p> <p>Knowing what is right / wrong and be able to apply to own life (Mo)</p> <p>Understanding the importance of team work (So)</p> <p>Understanding the need for rules (Cu)</p> <p>Recognising physical changes (Sp)</p>	
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			identify seasonal weather patterns in the UK (Cu)			
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Holy Trinity Primary School Spiritual, Moral, Social and Cultural Overview



Year: 2

2nd of 2 Year rolling programme.

Topic	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Whole School approaches
	All Aboard	Journey to Moscow and Beyond	Pole to Pole		Beware of the Rocks! - Lighthouses		
SMSC link Spiritual (Sp) Moral (M) Social (S) Cultural (C)	Establishing the School Rule (M) Participation in Literature Festival (C) Participation in Harvest Festival (C) Developing awareness of emotional wellbeing (M) Focusing on working well with others through ICT -	Learning traditional tales from other cultures (C) Participation in Russian supper and Christmas festival (C) Appreciating the need for cultural awareness and tolerance (C)	Participation in the whole school Easter service. (C) Develop an understanding of and participation with cultural festivals through Mothering Sunday. (C) Learning about British explorers and their impact on history (So) Developing a sense of enjoyment and fascination in the world around them through World Book Day (Sp) Learning to name the 7 continents and 5 oceans		Participating in sporting activities, through a key stage Sports' Day (C) Appreciating the viewpoints of others through collaborative work on building a working lighthouse. (M) Learning about the impact of lighthouses on seaside communities (Cu) Use of imagination through art work linked to the work of Edward Hopper (Sp)		Peer Mediators (S & M) Play leaders Children leading the learning by writing questions they want to find out at the start of each topic. (Sp) Class assemblies (Sp) Launch and landing days (Sp) School council (Sp) Playground pals (S) Compost kids /eco school (S) Worship team (Sp)

	<p>Bee Bots & Roamers - geography - working in pairs on field trip - English - role play - music - working as a group to put on a performance (S) Use of imagination through art work linked to the work of William Turner (Sp) Developing an understanding of community (S)</p>	<p>Learning strategies to deal with unkind and bullying behaviour (S) Discussions around friendship and development of awareness that our behaviour can have consequences (M) Developing an awareness of the feelings of others (M) Developing an understanding</p>	<p>as well as locate hot and cold places on earth (Cu) Learning to use simple compass directions. Learning to identify seasonal weather patterns in the UK (Cu) Discussing the properties of both natural and man-made materials (Sp) Understand that bullying can take place both on and off-line and what to do if they encounter cyberbullying (Mo) Gaining an early appreciation of the effect of forces upon us (Sp) Gaining an awareness of the importance of</p>	<p>Knowing what is right / wrong and be able to apply to own life (Mo) Understanding the importance of team work (So) Understanding the need for rules (Cu) Recognising physical changes (Sp) Understanding the word 'private' and its implications to us all (Mo) Understanding the importance of appropriate / inappropriate touch (So, Mo) Learning to make choices and beginning to understand and</p>	<p>Reception children paired with a Y6 'Buddy' (S) Elections (S & C) Life Education Bus (S & M) Sports Day (Sp) Best of Britain week Elections</p>
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	<p>Learning about the importance of maintaining a healthy lifestyle (M)</p> <p>Gaining an early understanding of the democratic process (Cu)</p> <p>Developing an understanding of what it means to belong to a faith community (Sp, So)</p>	<p>of the purpose of medicines (S)</p> <p>Developing imagination and creativity through design work - designing and making a felt egg in the style of Carl Faberge (Sp)</p> <p>Gaining an understanding of what Christians believe that God is like (Sp)</p>	<p>money management (Mo)</p> <p>Understanding the importance of being sensitive to and respecting the needs and beliefs of others (Mo, Sp)</p> <p>Understanding that, although we all have things in common, everyone is unique (Sp)</p> <p>Developing an understanding of religions other than Christianity (Sp)</p>	<p>respect the democratic process (Cu)</p>	
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Key Questions:

Do you think that was right or wrong?

How do you feel about this?

How do you think others might feel about this?

Have you tried to.....?