



Glen Hills Primary School S.M.S.C. Curriculum Map – French with Route to Resilience links

Year Group	<u>Spiritual</u> The spiritual development of pupils is shown by their: 1) ability to be reflective about their own beliefs (religious or otherwise) and perspective on life 2) knowledge of, and respect for, different people's faiths, feelings and values 3) sense of enjoyment and fascination in learning about themselves, others and the world around them 4) use of imagination and creativity in their learning 5) willingness to reflect on their experiences.	<u>Moral</u> The moral development of pupils is shown by their: 1) 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 2) understanding of the consequences of their behaviour and actions 3) 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.	<u>Social</u> The social development of pupils is shown by their: 1) 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 2) 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 3) 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.	<u>Cultural</u> The cultural development of pupils is shown by their: 1) understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others 2) understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain 3) ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities 4) knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain 5) willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities 6) interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.
EYFS	<u>Not applicable in FS2/KS1</u>			
Year 1				
Year 2				
Year 3	3) Finding out what languages are spoken by members of the class. Empathy/respect 3/4) Singing songs in another language. Good humour/ bravery 3) Thinking about autumn and relating this to language. Curiosity/good thinker	3) Understanding the importance of learning to speak other languages. Respect	3) Being immersed in and listening to native French speakers. Listening 1/2) Having short conversations with a partner. Respect/listening/co-operation/bravery	1/2) Recognising that people may speak different languages at home rather than English. Respect 6) Understanding where France is compared to the U.K. and in relation to the rest of the world. Curiosity 3) Beginning to consider similarities between English and French languages. Good thinker

Please note that there are likely to be additional Route to Resilience links in all of the activities listed above. However, the ones identified have been considered to be the most likely links.



Glen Hills Primary School S.M.S.C. Curriculum Map – French with Route to Resilience links

Year 4	3/4) Describing families in another language both verbally and in writing. Self-esteem/perseverance/resilience 3) Writing words in French. Perseverance/ resilience	3) Understanding the value of other languages. Respect	3) Listening to stories read by native speakers. Respect/ listening/ focus/ empathy	3) Using a French/English dictionary. Curiosity 3/5) Celebrating International Day of Languages Empathy/respect
Year 5	3/4) Singing songs in another language. Good humour/ bravery	3) Recognising and understanding the value of other languages. Respect		3) Using a French/English dictionary with some level of confidence. Curiosity 3) Knowing that the calendar is a universal way of recording time for many people around the world. Curiosity
Year 6	3/4) Describing themselves in another language both verbally and in writing using adverbs. Self-esteem/perseverance/resilience Explaining what they like to do at the weekends/in their free time. Self-esteem		1) Retelling well-known stories to each other in French. Listening/ focus/ optimism/self-esteem/perseverance Respect/listening/perseverance/resilience Learning how to protect our planet Respect	3) Using a French/English dictionary confidently. Curiosity 3) Comparing verbs in French and English. Perseverance/resilience Learn about a celebrations in a french speaking country. curiosity/respect

* This indicates that, although this knowledge/activity does not directly relate to the Social aspect of the SMSC framework, it is still an important piece of knowledge/activity in order to develop the children's understanding of how British society/other societies have been shaped.

Please note that there are likely to be additional Route to Resilience links in all of the activities listed above. However, the ones identified have been considered to be the most likely links.