



Glen Hills Primary School S.M.S.C. Curriculum Map – Science with Route to Resilience Links

Year Group	<u>Spiritual</u> The spiritual development of pupils is shown by their: <ul style="list-style-type: none"> • ability to be reflective about their own beliefs (religious or otherwise) and perspective on life • knowledge of, and respect for, different people's faiths, feelings and values • sense of enjoyment and fascination in learning about themselves, others and the world around them • use of imagination and creativity in their learning willingness to reflect on their experiences. 	<u>Moral</u> The moral development of pupils is shown by their: <ul style="list-style-type: none"> • 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 • understanding of the consequences of their behaviour and actions • 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: <ul style="list-style-type: none"> • 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 • 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 • 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: <ul style="list-style-type: none"> • understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others • 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 • ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities • knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain • willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities • 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	Tasting their fruit skewers. Bravery/Curiosity Finding out about animals and signs of Spring. Curiosity	Learning about how to care for pets. Respect	Learning about healthy food and designing a healthy meal with food from different countries. Respect Thinking about what roles and responsibilities children want to have as jobs when they grow up. Optimism/Self-esteem	Learning about features of their faces and the similarities and differences of each child. Respect/Curiosity
Year 1	Finding evidence of different seasons on walks around the school grounds. Focus/Reasoning/Self-	Learning about and using hygiene rules. Respect/Honesty	Working in groups to carry out a scientific experiment. Co-operation/Listening/Respect	Learning about trees and plants native to Britain. Curiosity Finding out about common animals and how to group them and understanding which are

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	management/Curiosity Tasting different foods. Bravery			native to Britain. Curiosity
Year 2	Exploring the school pond/woods and wildlife areas. Focus/Self-management Recognising how they have changed as they have grown and how they will change in the future. Self-esteem/Self-management Understanding how to take care of themselves. Self-esteem/Self-management	Following scientific rules of investigation. Reasoning	Finding out about Charles Macintosh and what impact he had on British society. Curiosity Working in groups to carry out a scientific experiment. Co-operation/Listening/Respect/Self-management	Recognising the wildlife habitats that can be found in Britain. Curiosity
Year 3	Identifying habitats within the school grounds. Self-management /Focus/Listening/Respect Learning how to take care of their teeth. Self-esteem/Self-management Recognising which food types are best for different requirements. Self-esteem/Self-management	Considering the importance of fairness in a scientific experiment. Reasoning/Good thinking	Working in pairs/groups to plan and carry out scientific experiments and activities. Co-operation/Listening/Respect/Self-management/Resilience	Recognising the types of flower that can be found in Britain. Curiosity
Year 4	Learning about themselves (e.g. The Digestive System) Curiosity/Self-esteem	Following scientific rules of investigation. Reasoning/Curiosity Keeping safe in home through learning about electricity in	Working in pairs/groups to predict, plan and carry out scientific experiments. Co-operation/Listening/Respect/Self-management/Resilience/Reasoning Sharing ideas in groups.	

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		their houses. Respect/Self-management	Listening/Respect/Curiosity Making predictions and justifying their reasons for these. Reasoning/Respect/Good thinking	
Year 5	Finding out about the universe. Curiosity Knowing that using any drug incorrectly is dangerous. Self-management/Reasoning Knowing and understanding the changes that their bodies' are or will be going through. Self-esteem/Optimism/Respect/Self-management	Following scientific rules of investigation. Reasoning/Curiosity/Self-management Recognising that all medicines are drugs therefore not all drugs are illegal. Self-management Understanding that drugs/medicines should only be taken if told to be a doctor. Self-management Knowing that there are laws around the usage of drugs. Self-management/Reasoning Understanding that smoking is dangerous. Self-management/Reasoning	Discussions about how to prove that the Earth is spherical. Listening/Respect/Reasoning/Good thinking/Curiosity Working in pairs/groups to predict, plan and carry out scientific experiments. Co-operation/Listening/Respect/Self-management/Resilience/Reasoning/Curiosity	Understanding why scientists are so interested in space and the planets. Reasoning/Curiosity/ Empathy Learning about scientists such as Maggie Pockock to ensure children are aware of the diversity with the community of scientists. Curiosity/Co-operation/Respect
Year 6	Outdoor forces observations (throwing/hitting/catching). Focus/Good humour/Resilience Understanding that they may look different from their relatives or that they may look similar. Self-esteem	Following scientific rules of investigation. Reasoning/Curiosity/Self-management Honesty	Working in pairs/groups to predict, plan and carry out scientific experiments. Co-operation/Listening/Respect/Self-management/Resilience/Reasoning/Curiosity/On Fire	Finding out about Charles Darwin and understanding why he was and is so important to both the scientific world and to society in general. Curiosity/Respect Finding out about Sir Isaac Newton and understanding why he was and is so important to both the scientific world and to society in general. Curiosity/Respect

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