

SMSC Coverage Map & Provision at Sacred Heart Catholic Primary School & Nursery

SMSC Provision				
The Curriculum				
EYFS				
Subject Area	We promote spiritual development by....	We promote moral development by....	We promote social development by....	We promote cultural development by....
Communication and language.	Prayers, Listening to bible scripture. Talking about festivals and celebrations children have attended, while also learning about celebrations they haven't been exposed to before.	Thoughtful circle times regarding emotions, rules and routines. Talking about likes and dislikes and individual differences. Learning to respect our classroom resources.	Story times, sharing their ideas, asking questions and listening to ideas. Talking about likes and dislikes and individual differences. Learning to respect our classroom resources. Talking about festivals and celebrations children have attended, while also learning about celebrations they haven't been exposed to before. 1:1 Talk, talking partners, Think pair share, small group, whole class discussions. Adults modelling social interactions.	Story times, sharing their ideas, asking questions and listening to ideas. Talking about festivals and celebrations children have attended, while also learning about celebrations they haven't been exposed to before.
Personal, social and emotional development.	Talking about families and their differences. Special events/birthdays. Learning about Diwali, Luna New Year, Eid, Pass over amongst others.	Thoughtful circle times regarding emotions, rules and routines. Class Dojo behaviour system. Show and tell. Outside area / opportunities for sharing, working together and team building.	Circle times, developing listening and talking skills. Talking about families and their differences. Weekly PSHE lessons. Regular relevant PSHE, tailored to meet the needs of the class.	Circle times, developing listening and talking skills. Talking about families and their differences. Learning about Diwali, Luna New Year, Eid, Pass over amongst others.

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Physical development.	Prayers, joining together. Folding paper to make cards for those we love. Special events themed cooking (Christmas cookies, Easter baking, Feasts). Looking at festival foods – Are they healthy? Dressing up – clothes with different fastenings.	Hygiene (Washing hands / brushing teeth / food hygiene). Looking at work/safety clothing. Changes to body's while exercising. Developing teamwork with parachute games.	Funky Fingers. Developing teamwork with parachute games. Independently getting changed (Coat, Shoes, Jumpers). Dressing up – clothes with different fastenings. Looking at healthy and unhealthy packed lunches.	Looking at work/safety clothing Dressing up – clothes with different fastenings. Looking at healthy and unhealthy packed lunches Special events themed cooking (Christmas cookies, Easter baking, Feasts).
Literacy	Nursery rhymes. Writing names, special events themed card. Stories and poems. Different versions of the Nativity story Variety of Christmas songs.	Hearing/discussing stories with a strong moral message.	Nursery Rhymes provisions based around stories. Stories and poems Variety of Christmas songs Reading children's own writing out and peers giving praise/encouragement.	Nursery rhymes. Writing names, special events themed card. Different versions of the Nativity story. Variety of Christmas songs Making whole class car logo book Sharing with class what
Mathematics	Opportunities to share/take turns. Use of apparatus to explore and discover.	Problem solving.	Talking about how old they are and the number of people in their family. Number songs and rhymes. Looking at packaging/presents- guessing the shape inside the gift wrap.	Number songs and rhymes. Looking at packaging/presents- guessing the shape inside the gift wrap.
Understanding the World	Talking about family celebrations. Describing themselves and their preferences. Role playing celebrations- such as Christmas.	Raising money for others. Discussing firework safety. Use of iPads and computers. Daily routines.	Discussing firework safety. Discussing seasonal changes. Times of the day- daily routines.	Talking about family celebrations. Learn about nocturnal animals- such as bats. Describing themselves, others and their likes/dislikes.
Expressive Arts & Design	Creating Rangoli patterns.	Role play in the home corner. Practising songs/dances to perform to parents.	Singing and nursery rhymes.	Looking at artists such as Jeff Koons and Sudarsan Pattnaik. Rangoli patterns.

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	<p>Creative special event themed cards- Christmas, Easter, birthday etc.</p> <p>Singing and nursery rhymes.</p> <p>Decorating paper to use as wrapping paper.</p> <p>How does music make you feel?</p>		<p>Singing Christmas songs and number rhymes.</p> <p>Role play in the home corner.</p> <p>Dancing during brain break times.</p>	<p>Role play in the home corner.</p>
Enrichment	<p>Learning about faiths and other faiths.</p> <p>Learning about other cultures through visits from the community.</p> <p>Visits from Father Fitz.</p> <p>Visit to the local church.</p> <p>The children help to write their own class charter.</p>	<p>Visits from audiologists and dentists to discuss staying healthy.</p>	<p>Visits from Guide Dog volunteers, to learn about guide dogs and those who use their services.</p> <p>EYFS Science Club- learning, predicting and experimenting with pupils from a wide variety of backgrounds.</p> <p>EYFS and KS! Fine motor skills club- learning, predicting and experimenting with pupils from a wide variety of backgrounds.</p> <p>EYFS Art Club- Mark-making, Fine motor focus and expressing ourselves through different mediums.</p> <p>Inviting parents in to watch their children perform for World Nursery Rhyme Day.</p>	<p>Visit to Chester Zoo- improving pupils culture capital and opportunities.</p>

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KS1 and KS2				
Memorable Experiences	Reindeer visit Farm Imagine That – Science Mystery readers Stay and Play Immersive Room Guide Dogs Radio BBC visit Recycling Trip Hospital tours Fire Stations visit Food bank – community centre Afternoon Tea – community centre Local walks Sponsor child Children of the Future workshop – Liverpool University Extra-curricular clubs Lent	Chester Zoo Trip for all Nativity Advent - Cathedral Christingle Santa and Elf Ferry Visit from dentist Shakespeare Globe Theatre trips NLA maths challenge Swimming gala Royal Court – hate crime workshops Catalyst museum Chemistry with cabbage Electric mountain trip Art poppy display at the Bombed out Church to commemorate WW1	Firefighters Police community office PSHE Mary's meals Miss England RNLI Red Cross- First Aid Red Cross – Migration Chester Zoo – workshops My Bank CAFOD Football motivational Man City Talent Spotter Art specialists – Gill Taylor Fun Food Chef Careers and aspirations Golf PGL Western Approaches Jake the storyteller	Primark Photo Shoot Eurovision- performance Eurovision – celebration Chinese New Year Liverpool Maths School North Liverpool Academy – science workshop Spoken Word Coronation Tea Philharmonic concert Tunnels Crosby Beach Art exhibition - 3D printer Confucius students to work with maths- Chinese New Year Peter and the Wolf Culture Week Chester for Romans trip
RE	Daily Prayer and Liturgy Whole School Gospel Assembly Weekly Key Stage Prayer and Liturgy	Appreciating ourselves and others Respecting that we are all individual and unique and that we are made in the eyes of God	Listening, responding and respecting other people's viewpoints, opinions and religions. Working as a team	Key Stage performances of the nativity Learning about religions and other parts of the world Making choices

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	<p>Weekly visits from our Parish Priest</p> <p>Visits to Church</p> <p>Children make reconciliation and Holy Communion</p> <p>Children leading worship sessions</p> <p>Recognising and understanding religious objects and beliefs</p> <p>Talking about key figures and stories</p> <p>Thinking about our own faith</p> <p>Sharing ideas and opinion</p>	<p>Being accepting and tolerant of all people, all religions and all beliefs.</p> <p>Holding classroom debates and having a voice to vote and share thoughts and opinions.</p> <p>Showing respect for other faiths</p> <p>Making links between faiths</p> <p>Weekly assemblies focused on British and Gospel Values</p>	<p>Listening and sharing ideas</p> <p>Looking after our environment</p> <p>Looking after our world</p> <p>Fundraising for CAFOD and developing our understanding of supporting our global family</p> <p>Weekly visit to Kensington Field's to support the local food bank</p>	<p>Links to real life experiences</p> <p>What do people believe?</p> <p>Retelling a range of religious stories from different cultures</p> <p>Locating civilisations and countries on a map to locate the celebration of different religions.</p>
English	<p>We teach a range of literature that develops spiritual development through drama, discussion and debate. Our vehicle texts are in English give children the opportunity to think about the consequences of right and wrong behaviour, applying this to their own</p>	<p>Through our English lessons and vehicle texts, we encourage children to think morally and recognise the British Values of Democracy, Individual Liberty, Rule of Law and Tolerance. Children will analyse different character and events which will help them to explore negative and positive actions. The</p>	<p>English lessons help to promote teamwork and cooperation. This is carried out through working together in groups, drama work, partner practice. Children also have opportunities to ask each other questions and listen respectfully to each other's responses. Debate</p>	<p>Children learn about respecting others by learning about different cultures through our vehicle texts. The texts challenge cultural stereotypes. Children are able to appreciate stories from different cultures and empathise with characters and their circumstances. Speaking and listening</p>

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	<p>lives. Writing is an expressive and creative process, which gives the children opportunities to reflect on their own beliefs and values and helps them to grow more confident in language.</p>	<p>texts will also encourage the understanding of different points of view and the children are encouraged to show empathy with different characters. Writing non-fiction texts such as fact files, newspaper reports and articles, helps children to apply fiction into real-life scenarios.</p>	<p>is an important aspect of how to promote social development. Children are encouraged that during debate you must be thoughtful but rational giving a justified argument. We also encourage verbal feedback from peers where children can give positive and constructive feedback.</p>	<p>activities help to promote the opportunity to share their own experiences and children are encouraged to appreciate other perspectives and experiences. We also give children real life experiences such as theatre trips, author visits and zooms. This gives the children cultural experiences that some children may not have the opportunity to experience.</p>
Maths	<p>Growth mindset</p> <p>Investigating ways to solve problems</p> <p>Thinking creatively representing objects</p> <p>Thinking logically and following a method</p> <p>Working practically</p> <p>Solving Problems</p> <p>Investigating numbers</p> <p>Making connection between mathematical skills and real life; for example, using a range of charts and graphs to represent scientific results and pie charts in</p>	<p>Trying you best</p> <p>Listening Carefully</p> <p>Following instruction</p> <p>Being fair, sharing resources equally</p> <p>Identifying misconceptions/encouraging to learn from mistakes</p> <p>Liverpool maths school supporting children with their maths problem solving</p>	<p>By the sharing of resources within the classroom, the negotiating of responses and group problem solving.</p> <p>By analysing social data e.g. the census and exploring how out population changes over time.</p> <p>Problem solving in pairs and small groups</p> <p>Child initiated learning during maths and teaching other and sharing knowledge.</p> <p>Fundraising activities to support our local charities like CAFOD.</p>	<p>Counting in different languages. All children in KS2 take part in a weekly Spanish lesson</p> <p>Traditional stories</p> <p>Real life problems</p> <p>Sequencing events</p> <p>Understanding periods of time</p> <p>Money</p> <p>Using clocks</p>

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	geography to represent population		Children work with local secondary schools during mathematical workshops	
Science	<p>Sometimes science and spiritual ideas do cause conflict but in a modern society it is important to understand why these conflicts arise so we can respect the views of others and move forward. It is also seen more often that science can stand alongside the spiritual beliefs of many. This is looked at often from a neutral standpoint within science lessons.</p> <p>Reflect on the wonders of the world. Demonstrating openness to the fact that some answers cannot be provided by Science. Creating opportunities for students to ask questions about how living things rely on and contribute to their environment. Activities such as plotting the scale of the solar system and open up questions about the size of the universe and how it might have been created.</p>	<p>Questioning moral codes of how we develop medicines and how we test the results. Pupils study the importance of fossil fuels to human society and the impact their usage is having.</p> <p>How to care for the environment and look after animals in their natural habitats. We ask questions such as: Is it right for animals to be in zoos? We create curiosity and reflection on larger issues and how we can contribute to these ideas.</p> <p>Show respect for different opinions. Moral and ethical issues in science. Environmental issues. Offering pupils the chance to consider the wonder of the natural world and the inventions which have made the world a better place. Considering that not all developments have been good because they have caused harm to the environment and to people. Encouraging students to</p>	<p>Pupils work together on scientific investigations and collaborate on how to find the answers to the questions.</p> <p>Help pupils to appreciate that scientific breakthroughs are as a result of a science community. Communication in practical activities. Using opportunities during Science lessons to explain how to keep other people safe. Exploring the social dimension of scientific advances e.g. environmental concerns, medical advances, energy processes</p> <p>Explore significant scientific discoveries and research modern day scientists making a difference to our world.</p>	<p>Science is a major part of our culture and is becoming increasingly central to our highly technological future. Scientists from many cultures have contributed to the development of modern day science and achievements. 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 different cultures.</p> <p>Make links with the local hospitals, universities and schools to facilitate opportunities for pupils to actively take part in practical science.</p> <p>Appreciate the history of science from different cultures and track scientific advances through a chronological timeline.</p>

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		speculate about how science can be used both for good and ill.		
Computing	<p>By understanding how technology has changed over time and the impact it has had on others.</p> <p>By promoting self-esteem through opportunities to present their work to others.</p>	<p>Throughout KS2 online safety sessions by exploring the moral issues surrounding the use of data, trust, copyright and plagiarism, what it is and the implications.</p> <p>By creating an awareness of the content sometimes displayed online, teaching children what to do in such situations.</p> <p>By emphasising acceptable and unacceptable online behaviour.</p> <p>By considering the benefits and potential dangers of the internet for example learning about campaigns for charities and injustice as a force for good.</p> <p>By discussing the moral implications of cyber bullying and the consequences of different courses of action in response to online scenarios.</p>	<p>Collaborative working for all children whether that is using technology with others, or working collaboratively on documents together.</p> <p>By discussing the impact that technology has had on society and social change.</p> <p>Talking about how others, and themselves, can work together to create a safe social space.</p> <p>The implications of how technology can be used in a social context.</p>	<p>By empowering children to apply their computing skills and knowledge to the wider curriculum.</p> <p>Developing a vocabulary rich curriculum which enhances their ability to articulate what they learn.</p> <p>Through developing an awareness of their audience when communicating in a digital environment, for example, creating leaflets and videos for younger children.</p>
History	Ability to be reflective about their own beliefs and perspective on life.	Understanding of the consequences of their behaviour and actions.	Use of a range of social skills in different contexts, for example working and socialising with other	Understanding and appreciation of the wide range of cultural influences

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	<p>Knowledge of, and respect for, different people's faith, feelings and values.</p> <p>Sense of enjoyment and fascination in learning about themselves, others and the world around them.</p> <p>Use of imagination and creativity in their learning.</p> <p>Willingness to reflect on their experiences.</p> <p>Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life.</p> <p>Knowledge of, and respect for, different people's faiths, feelings and values.</p> <p>Sense of enjoyment and fascination in learning about themselves, others and the world around them.</p>	<p>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.</p> <p>Understanding of the consequences of their behaviour and actions.</p> <p>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.</p>	<p>pupils, including those from different religious, ethnic and socio-economic backgrounds.</p> <p>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.</p> <p>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.</p>	<p>that have shaped their own heritage and that of others.</p> <p>Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities.</p> <p>Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.</p> <p>Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.</p> <p>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.</p>
Geography	Ability to be reflective about their own beliefs	Ability to recognise the difference between right	Use of a range of social skills in different contexts,	Understanding and appreciation of the wide

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	<p>(religious or otherwise) and perspective on life</p> <p>Knowledge of, and respect for, different people's faiths, feelings and values</p> <p>Sense of enjoyment and fascination in learning about themselves, others and the world around them</p> <p>Use of imagination and creativity in their learning</p> <p>Willingness to reflect on their experiences</p>	<p>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</p> <p>Understanding of the consequences of their behaviour and actions</p> <p>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</p>	<p>for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds</p> <p>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</p> <p>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.</p>	<p>range of cultural influences that have shaped their own heritage and that of others</p> <p>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</p> <p>Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities</p> <p>Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</p> <p>Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities</p> <p>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.</p>
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				This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities
Art & Design	<p>By promoting the process of 'reviewing and evaluation': for example, evaluating the work of famous artists.</p> <p>Promoting a variety of experiences for children to explore spiritual and natural dimensions of art</p> <p>Exploring a variety of Re related artwork such as nativity scenes and exploring symbolism within art across the curriculum.</p>	<p>By exploring the environment and how art can be sensitive to its surroundings, e.g., creating temporary structures within a range of environments and collecting (and returning) materials to their natural environments.</p> <p>By encouraging the use of visual images to evoke a range of emotions and linking them to colour theory.</p> <p>By accepting that it is ok to make mistakes and to redraft work.</p> <p>Discussing the moral implications of art- such as Black History Month art depicting topical issues.</p>	<p>By sharing resources and working collaboratively in a range of ways- from sharing equipment to creating collative pieces of artwork.</p> <p>By exploring socially influenced pieces of artwork such as propaganda work in WWII.</p> <p>By working as a team to evaluate or improve artwork as peers.</p>	<p>By experiencing a wide range of creative media, artists, and art from around the world including art from throughout history and a variety of different cultures.</p> <p>A curriculum focused on vocabulary that develops our children's ability to articulate their meaning.</p> <p>By developing a critical awareness of artists and art throughout time e.g. children evaluate their work and the work of others.</p> <p>By considering how other cultures use art to express their values and beliefs (link to R.E).</p>
Design & Technology	<p>By promoting safety when using equipment such as glue guns and other joining methods in a range of topics. This also promotes children safety around each other.</p>	<p>By understanding the wider impacts of the environment when designing and making new products.</p> <p>By encouraging sustainable thinking through topics</p>	<p>By encouraging creative and innovative thinking during the design process.</p> <p>Children are encouraged to work together at every</p>	<p>By discussing and evaluating a range of products throughout history, such as Victorian toys, that develop our cultural capital.</p>

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	<p>By encouraging effective conversations through self and peer evaluation which runs through the topic and every lesson. Children are encouraged to constantly evaluate their work and their peers through discussion and constructive criticism.</p> <p>By reviewing and evaluating created things. Consider how others may feel during the evaluation progress.</p>	<p>focusing on the environment such as found materials..</p> <p>By considering their consumers use of the product and any moral dilemmas which may arise.</p>	<p>possible opportunity and discuss how they can work together safely and well.</p>	<p>Creating products that link to heritage such as stained-glass windows of Liverpool.</p> <p>Engaging in cultural development of products and take into consideration cultural issues and designs when creating a product.</p>
Physical Education	<p>By developing a sense of belonging and self-esteem through teamwork.</p> <p>By learning values of co-operation and teamwork through various activities, inside and outside of school, such as house teams, sports day and school games competitions.</p> <p>By developing a sense of community identity through</p>	<p>By discussing and modelling the value of fair play.</p> <p>By re-enforcing the values important to the school vision and developing qualities of self-discipline, commitment, resilience and perseverance.</p> <p>By developing their understanding of positive sporting behaviours and sportsmanship.</p>	<p>By delighting in movement, particularly when pupils are shown spontaneity e.g. creating gymnastic sequences and mindfulness stretches across all years.</p> <p>By being aware of one's own strengths and limitations.</p> <p>By celebrating individuality, regardless of ability.</p>	<p>By making links with topics taught. For example, using the story Jack and the Beanstalk to support gymnastic movements. Using famous sports figures from all cultural backgrounds and abilities to inspire the children in a range of sports.</p> <p>By highlighting the importance of wellbeing and physical activity through Health and Fitness week, exploring different</p>

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	<p>taking part in intra-school competitions.</p> <p>By celebrating sporting achievements and team results in assembly time.</p>	<p>By ensuring all children, regardless of their abilities, are valued.</p>	<p>By providing children with the opportunities to be creative. Allowing them to have a voice in their lessons, choosing activities.</p>	<p>activities through visitors to the school.</p>
Music	<p>Music supports spiritual development by encouraging children to listen to and reflect upon a range of emotions that can be caused and expressed through music. We encourage the children to think creatively and show empathy and resilience in their approach to creating music.</p>	<p>Music supports moral development by encouraging children to express themselves with confidence through words and music. Music provides opportunities to explore elements of other cultures and discuss the moral issues that shaped some of the music.</p>	<p>Music supports social development by encouraging children to cooperate and work well as an ensemble, sensitively challenging the opinions of others when necessary. We expect children to show excellent behaviour, and we aim to develop their understanding of the positive contribution that can be made to society through music.</p>	<p>Music supports cultural development by exploring a range of cultures and beliefs through authentic experiences such as visits from musicians. We also go on visits to Liverpool Philharmonic Hall and the Pagoda Art Centre. We respect music from other cultures and learn about the cultural issues that shaped some of the music. We also aim to develop community links through singing in the local community centre at Christmas.</p>
PSHE	<p>By developing awareness of and responding to others' needs and wants</p> <p>By exploring meaning and purpose for individuals and society</p> <p>By developing resilience and inner strength</p>	<p>By exploring what is right and wrong and working out what we need to do in our local community and wider to make sure everyone thrives, and we have a positive impact on others.</p> <p>By making explicit links to the school's ethos.</p>	<p>By helping students to engage in a democratic process for electing Pupil Parliament members and taking part in the process of contributing to school decision making.</p> <p>By creating opportunities for students to exercise leadership and</p>	<p>By exploring how different cultures can offer great insights into how we lead our lives.</p> <p>Whole school shared culture events</p> <p>Sharing what happened at a holiday you celebrated (e.g.</p>

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	<p>By exploring spiritual practices such as worship and prayer and considering the impact of these on believers and any relevance to their own life</p> <p>Links to RE and class assemblies.</p>	<p>By contributing to school and class rules.</p>	<p>responsibility – Pupil Parliament members, Reading Ambassadors, Attendance Ambassadors, etc.</p> <p>By helping children to engage in a democratic process for agreeing the rules for community life e.g. creating class expectations.</p>	<p>Diwali), sometimes including food brought in from families</p>
MFL - Spanish	<p>By exploring the beauty of languages from around the world through topic e.g. South America by learning Spanish and knowing where around in the world is Spanish spoken.</p> <p>By exploring the way language is constructed</p>	<p>By helping children to have an accurate and truthful understanding of the Spanish culture and how it is familiar to ours.</p>	<p>By learning the skill of communicating in different ways.</p> <p>By exploring different social conventions e.g. places in the city.</p>	<p>By appreciating the language and customs of others.</p> <p>by exploring the literature and culture of other countries.</p> <p>By taking part in cultural occasions e.g. Divali and Chinese New Year</p> <p>Understanding the culture and tradition of Spanish life (school life)</p>
Enrichment	<p>Trip – Ferry across the Mersey Reflecting on experiences and promoting cultural capital by allowing the children to build on their learning from the classroom.</p>	<p>Trip – Ferry across the Mersey Children to follow their understanding of British Values whilst being great role models in public.</p> <p>KS1 Trip – Philharmonic Hall</p>	<p>Trip – Ferry across the Mersey Providing children, the opportunity the experience of different methods of transport by travelling on the Ferry</p>	<p>Trip – Ferry across the Mersey The opportunity to explore cultures that have had an impact on the local area e.g. the river Mersey (Tade links, slave trade, migration).</p> <p>Trip- Roman Forum in Chester</p>

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		Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives and recognise legal boundaries. Children safely walked to and from the hall as well as understanding how to behave at that place.	across the Mersey within our local area. KS1 Trip – Philharmonic Hall Children visited hall to watch a performance. Demonstrated British Value of mutual respect. Wavertree Track – Children will be supported by Liverpool Harriers athletics club to develop skills in preparation for Liverpool Catholic Schools competitions.	Children will have the opportunity to explore historical artefacts and role play as a Roman soldier. Fieldwork around local area Children will conduct fieldwork around their local area. They will identify human and physical features.
Extra-Curricular Activities				
	We promote spiritual development by....	We promote moral development by....	We promote social development by....	We promote cultural development by....
Clubs	<p>Mindfulness Club Willingness to reflect on their own experiences, children focus on their day and how to regulate their emotions. Children meditated – ability to reflect about their beliefs/religions and others.</p> <p>Map Hunters Enjoyment of exploring their own school using their creativity to create</p>	<p>Football – full of Beans Supporting children’s development in football and their ability to follow the rules and work as a team.</p> <p>Lunch time club Pupil Parliament meet biweekly to discuss positive changes for the school community and voice any concerns. They problem solve together and share ideas.</p>	<p>Map Hunters Willingness to participate in extra curricula clubs outside of school hours.</p> <p>Team Games Children will use valuable teamwork skills to solve problems, take turns and show respect.</p> <p>Computing Club Children will use skills of evaluation when creating</p>	<p>Spanish Club Understand and appreciation a range of cultures within school. Willingness to participate positively to cultural opportunities.</p> <p>Dance – professional dance teacher to guide after school sessions promoting a variety of dance styles from different cultures.</p>

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	their own maps and imagination to map out hiding places on their own map.		different computing projects together.	Mini Olympics supported by Full of Beans – looking at the background of the Olympics and supporting the skills needed for the games involved.
Additional Responsibilities	<p>Gospel Assembly Student Team</p> <p>Children actively lead Gospel Assembly by preparing the hall, the PowerPoint Presentation/Music and delivering the Gospel</p>	<p>Pupil Parliament</p> <p>Children engage in a democratic process when electing representatives from each class. Children contribute to school decision making and exercise the British Value of Democracy.</p> <p>Sponsorship of Children in other countries</p> <p>We sponsor a child and highlight how it is a moral development of ourselves to help others who are less fortunate than themselves.</p>	<p>Kenny Fields Food Bank workers</p> <p>Children visit the local Community Centre to support the local foodbank and meet with members of the local community and parish</p>	
Enrichment			<p>Visit to volunteer at Kensington Fields Community Centre</p> <p>Friendship week</p>	

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Trips/Visits	<p>Visit to Metropolitan Cathedral to watch Advent performance.</p> <p>Visit to the Town Hall Children will represent their school at Liverpool Schools' Parliament. They will listen to others and voice their own thoughts and opinions on important topics.</p>			
Visitors			<p>Pupil Parliament support visitors during their day in the school.</p> <p>Anti-bullying workshops</p> <p>Spoken word project</p> <p>Spead kindness workshop</p>	<p>Art day with Gil Taylor – The Stone Age Children will explore examples of the earliest examples of artwork and learn various techniques using a range of mediums.</p> <p>Snowdon Trip Children visit a range of places around the UK to enhance their cultural capital of the country and knowledge of it by visiting noticeable places such as Snowdon</p> <p>Interfaith fayre</p>
Productions	<p>Nativity Advent Christingle</p>	<p>Royal Court Theatre – hate crimes and our responsibilities</p>	<p>Anti-Bullying performances in assemblies</p>	<p>Displays of music from around the world Assemblies based on cultures and families from around the world</p>
Displays	<p>Pupil Parliament display – details class representatives voted for by each class and the weekly focus</p>			



SMSC Coverage Map & Provision at Sacred Heart Catholic Primary School & Nursery

Fundraising	CAFOD Kensington Fields Community Centre Sponsorship of a child
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