

## A Team SMSC Curriculum Map



To ensure that SMSC is an integral part of the ATeam's approach to learning. Many of the topics (below) are embedded throughout the school day. This informal approach gives the teacher/instructor the flexibility to introduce a topic when it is most appropriate or to respond to the needs of the group as they arise. For example if a text the students are reading touches on difficult relationships the teacher may decide that this is an opportune moment to discuss friendship and what friendship means. In addition to this flexible approach SMSC lessons are timetabled once a week where a more formal approach is taken and the topics are planned ahead, this is particularly important if the class will be discussing sensitive issues. This allows the teacher to plan accordingly to the needs of individual students.

Learning activities	Spiritual	Moral	Social	Cultural
<b>Personalised handshake</b> Students are greeted at the door at the start of every session with their own personalised handshake	Shaking hands with God Energy transfer	Why do we greet people? Why should we respect the personal space of others?	Belonging Acceptance Confidence Social communication Appropriate touch	Giving thanks Cultural differences Cultural customs
<b>'Tea and Toast'</b> Weekly session where students make and share tea and toast.	Giving thanks to God Why does God allow people to live in poverty? Why do some people not have enough food? Eating foods in conjunction with religious festivals	Why is it important to eat at a table? Why is it important to give thanks? Why should we be grateful for our food? Do we have a responsibility to share with others? Why should we serve others?	Learning to take turns Listening to others Sharing Discussion Listening to other views/ideas Eating a meal together round the table Why is it important to have healthy eating habits? Learning core skills for life Social communication Servitude	What do other countries eat for breakfast?  How fortunate we are compared to others'  Eating foods from different countries
<b>'Talking homework'</b> Students are set weekly questions to discuss with their family. The following week students share their answers with the rest of the group.	<b>Example questions</b> Is there a heaven? What does it look like? If God was here today what would he say to you?	<b>Example questions</b> If you could do one thing to change the world what would it be and why? What would it be and why? Is it right to lie to your friend?	<b>Example questions</b> What is your favourite childhood memory? What has been the best part of your week? Listening to others Tolerance of others views/ideas Memory recall Speaking in front of others Confidence to ask questions Social communication	<b>Example questions</b> If you could go anywhere in the world where would it be and why?
<b>Highlight of the week</b> Students share with the group their highlight of the week	Bible links - how can our highlights be compared to those of Jesus? Giving thanks to God Reflection	Why is it important to recognise positive experience? Why should we look after our mental health?	Learning to take turns Listening to others Sharing stories Identifying positives	Giving thanks to God

			Building confidence and emotional regulation Social communication	
<b>Track of the week</b> Every Friday - students listen to a song. They are asked to identify key messages	Religious messages Spiritual reflection	Can music influence people to do right and wrong?	Listening to the language Capturing attention	Music from around the world
<b>Circle times</b> An opportunity for discussion and time as a group	Bible stories Collective worship Reflection	Is it important to share our feelings? Why should we make people feel part of our group?	Learning to discuss and debate Learning to listen to others Tolerance of others views/ideas Acceptance Belonging Fostering a sense of community Confidence within a group Social communication Companionship	Stories from other countries - Santar's story Including everyone regardless of need, race, gender, sexuality
<b>'What's in the box?'</b> Students try to find out 'what's in the box'. They ask questions that can only be answered with a yes or no.	<b>Example objects</b> Cross Bible Objects with biblical references i.e. apple (Adam and Eve), treasure (For where your treasure is, there your heart will be also.), keys (to the Kingdom of Heaven)	<b>Example objects</b> Picture of a wolf (in reference to 'The boy who cried wolf') Fabels	<b>Example objects</b> Picture of a tent (in preparation for camping trip) Picture of a ship (in preparation for sailing trip)  Capturing attention Confidence to ask questions Speaking in front of others Memory recall Social communication	<b>Example objects</b> Objects from different countries i.e. different foods, objects
<b>A Team Christmas Dinner</b> Every year the A Team plan, prepare and serve a Christmas dinner to all of their families (see Leadership Video) Due to covid <b>Christmas cards have been made instead</b>	Hymns and Christmas carols Giving thanks Why do we celebrate Christmas? Advent The celebration of God	Why should we help others less fortunate than us at Christmas? Why should we think of others? Why does God allow people to be homeless at Christmas time? Why is Christmas about more than just presents?	Graduations Sharing Eating a meal with family Belonging Fostering a sense of community Confidence within a group Performing in front of others Learning core skills for life	Why do other religions not celebrate Christmas? What celebrations are held in other countries?
<b>Gardening Tuesdays</b> Once a week, students support the school community by maintaining the school grounds and the MarketPlace planters	How do we look after God's creation? The creation of life God's beautiful garden Prayer tree	Should we be responsible for our school? Should we take care of our planet? Our duty to support the community	Team work Friendship Responsibility for looking after your surroundings Learning core skills for life Fostering a sense of community	Different plants and flowers from around the world Using ingredients to create different foods Considering third world issues How fortunate we are compared to others. Giving thanks.

<p><b>Forest Schools</b> Once a fortnight, students have a Forest Schools session</p>	<p>God is all around us How do we look after God's creation? The creation of life God's beautiful garden Saying 'Hi' to the Forest Reflection</p>	<p>Why is it important to leave the Forest as we found it?</p>	<p>Team work Friendship Trusting others Fostering a sense of community</p>	<p>Different survival techniques Learning about and experiencing traditions of America in the 1920s (Mike Forrester's area of expertise)</p>
<p><b>'Paying it forward'</b> Termly projects to support others less fortunate</p>	<p>Giving thanks to God Sharing God's message Helping others less fortunate as Jesus did</p>	<p>Our duty to support the community What does it mean to be selfless? Why do we have a duty to help others?</p>	<p>Donation and charity Supporting others less fortunate Random acts of kindness Friendship Fostering a sense of community</p>	<p>Considering third world issues How fortunate we are compared to others. Giving thanks.</p>
<p><b>Extra-Curricular trips</b> Tyrrel's Wood Farm visits Easton &amp; Otley College Norfolk Show (TBC) A Team Picnic - Starston Glebe Meadow The Globe Flixton Aviation Museum</p>	<p>God created opportunities How fortunate we are compared to others. Giving thanks. How do we appreciate God's creation? The creation of life God's beautiful garden</p>	<p>Is it our right or privilege to go on holiday? Are we responsible for creating our own future?</p>	<p>Team work New experiences Tolerance of others in new environments Cultural knowledge Academic knowledge to support the curriculum</p>	<p>How fortunate we are compared to others. Giving thanks. How does the past affect our thoughts and actions in the present and the future.?</p>
<p><b>Our Chimp</b> An exploration into our emotional brain and the impact it has on our environment and experiences</p>	<p>Why does God give us free will?  How can prayer help us to regulate and reflect on our emotions?</p>	<p>Do we have the right to be angry?  Should we always act on our emotions?  Should we never act on our emotions? Is anger ever justified?</p>	<p>How do our emotional actions impact on ourselves and others?  How does our emotional brain affect our learning? How does your chimp hijack us in social situations?</p>	<p>How do other religions and religious beliefs manage negative emotions?</p>
<p><b>Kindness Language</b> (Creating a safe classroom) Class rules Agreed vocabulary Acts of kindness to each other and wider community A kindness calendar/diary</p>	<p>How does God want us to treat each other?  How do we turn the other cheek?  Treat others as you wish to be treated</p>	<p>Should we be kind to everybody?  Is it ever okay to be unkind?</p>	<p>What is 'language of kindness'? Our ethos/rules to always be Kind.  How does a safe classroom support us and others?  How can we show kindness in the wider community and to our family and friends</p>	<p>How do other cultures show kindness?  What other symbols/rituals do other cultures have?</p>

<p><b>Mindfulness</b> 20 minutes where calm relaxing music is played. Students can</p> <ul style="list-style-type: none"><li>• Colour</li><li>• Draw</li><li>• Write a diary entry</li><li>• Write a reflective piece of prose</li></ul>	<p>How can we show gratitude for what we have?</p>	<p>How can we use a quiet time to reflect on our past actions?</p>	<p>How can mindfulness help towards positive mental health?</p> <p>What things do people worry about?</p> <p>How can modern pressures affect a person's well being?</p>	<p>How do different cultures practice mindfulness and/or meditation?</p>
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