SMSC within Music at Raddlebarn Primary School

Pupils' **spiritual development** is shown by their: • Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in 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	
EYFS	In EYFS, most of the SMSC curriculum is taught through play-based activities. Pupils listen to and learn a repertoire of songs and rhymes. They enjoy moving to music by dancing, marching and games of pretence. They come to understand that the words of songs can tell stories and paint pictures. In Reception in Autumn the units Me! And My Stories are related to the children. They understand how music can evoke feelings and have opportunities to explore the emotions around music. They are given opportunities to explore and create their own sounds on different instruments, relating this to how things work and why things happen. They show delight and curiosity in creating their own sounds.
Year 1	Pupils explore music in the world around them – our school, ourselves and beyond – and are introduced to a wide variety of musical styles. They are encouraged to respond to music by moving and in role play. They understand that music can tell a story and can explain what songs are about. They in turn are taught to recognise and respond to changes in mood in a variety of ways. They learn how to vary pitch and make different sounds with their voices for effect – rapping or saying words in rhythm.
Year 2	In Y2 children explore further music in the world around them. The unit Ho, Ho, Ho explores the music from festivals and especially Christmas. They listen in more detail to pieces of music and learn how a piece of music can depict something, describe an idea or convey a simple message. Pupils develop further their use of vocal sounds to express feelings.
Year 3	In Y3 pupils are exposed to a wider range of music from around the world, from the past and from different styles, further developing their sense of fascination. The unit Let Your Spirit Fly explores the beauty and wonder of our world. They consider the meaning of lyrics in a song and its impact on them. They explore how sounds are produced and express feelings and make choices about musical structure. Pupils are encouraged to share their responses and to develop their spiritual awareness of music.
Year 4	Pupils in Y4 explore pop music from recent decades and the effect on society at the time and now. In the Unit Blackbird they learn about civil rights movements. They also learn about and perform traditional African-American gospel songs and spirituals, as well as call and response songs. They come to understand that music has the power to influence and change opinions, behaviours and actions.
Year 5	Y5 explore music from jazz, rock and hip-hop legends. They seek to understand and question how music reflects feelings and emotions and how it influences their own beliefs and that of others. Pupils are encouraged to formulate and articulate their opinions of their own work, and the work of other people, and to express these with awareness and sensitivity towards the feelings of others. They make choices about what to perform and create a programme.

Year 6	Pupils in Y6 know that we each have a musical identity. They are taught to use their imagination and develop their creativity in listening, composing and performing, building a positive mind set, resilience and self-confidence. They discuss the lyrics of songs, their meaning and impact. The unit Happy introduces a range of songs about being happy. They know that performing is sharing music with an audience with belief. They can discuss venues and how they can be used to best effect.

Whole school:

There are opportunities for pupils to listen to a range of music from visiting musicians. Throughout the year, different festivals from across a wide range of religions are acknowledged and celebrated, together with their music. During weekly singing assemblies children have the opportunity to express themselves through a variety of songs. Pupils have opportunities to listen to and participate in performances for the school and wider community, including charity events, social events and visits to residential homes. At the end of the Autumn term pupils are given the chance to perform in a Christmas carol service which takes place at the local church. There are also opportunities to pursue music further in extra-curricular lessons and our strings ensemble as well as perform in concerts both in school and with other schools in the city.

Pupils' **moral development** is shown by their: • Ability to recognise the difference between right and wrong; readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England • Taking responsibility for the choices and decisions they make • Understanding of the consequences of their behaviour and actions • Ability to readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England • Interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues	
EYFS	There are opportunities for discussions about what is fair. Pupils talk in simple terms about the similarities and differences in music and sounds. They learn about respecting differences. They also learn about following simple rules when playing musical instruments, learning how to follow simple instructions and share. In the Reception unit Our World pupils explore a range of music related to animals, the sea, weather and space.
Year 1	Pupils in Year 1 come to recognise the difference between right and wrong. They work alongside others to realise the importance of control when using their voices or playing instruments. They are taught to treat instruments carefully and with respect. They learn to start and stop when following a leader. They are able to offer opinions when listening to pieces of music and respond accordingly through movement.
Year 2	Pupils explore different ways to organise music. They come to understand and respect different views. During music lessons pupils have the opportunities to improvise and experiment with music, adding their own ideas and justifying it. They reflect on their own performances and those of others in order to improve them.
Year 3	Pupils listen carefully and respectfully to other peoples' views. They learn to listen to and follow musical instructions from a leader or conductor. They learn to play a simple melody from memory or using notation. They understand that performances must be learned and planned.
Year 4	Y4 pupils explore role models in music, discussing their influence (both good and bad). An understanding develops of how music genres reflect the cultures and circumstances they were born out of and that music can be used to express a range of moral dilemmas. The Unit Stop! Explores the issue of bullying and pupils compose their own rap pieces.
Year 5	In Y5 pupils learn about jazz scat singing and its role as a form of expression. In the Dancing in the Street unit they learn about the role of music in civil rights movements. Pupils also come to understand that music and lyrics can be inappropriate in different circumstances. Pupils learn to give reasoned views but can also respect and appreciate the views of others.
Year 6	In learning to sing and play different instruments, pupils appreciate the importance of self-discipline, make choices, share ideas and explore alternatives.
Whole school: During assemblies the children will have the chance to listen to music linked to the theme of the assembly and learn about why the music was written and performed and so of the meaning behind it.	

Pupils' **social development** is shown by their: • Ability to share in music making and develop a sense of social cohesion • Use of a range of social skills in different contexts, including working and socialising with pupils 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; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain	
EYFS	Pupils learn how to work together to sing and create music. They perform with others, share their music with others and learn to reflect on their performances. They are encouraged to respond to simple questions and listen to the views of others.
Year 1	Music is a shared experience and pupils have opportunities to discuss how music makes them feel. They learn how to accept the views of others and start to understand that others may feel differently. Pupils have chance to work together as a group to sing a chant or rap, together with sound effects on instruments.
Year 2	Pupils continue to develop their ability to work with others. They learn to sing in unison with others, maintaining control and a steady beat. They understand that a performance can be a special occasion to share music with family and friends. They start to add their own ideas to the performance and learn how reflect upon and improve theirs and others' performances. The unit Friendship Song allows them to explore songs about being friends and I Wanna Play in a Band is all about collaborating and playing together in a band.
Year 3	Pupils are given chances to work independently and collaboratively composing and performing musical projects. Singing takes place as part of an ensemble or large group. They learn how to sing in unison and in two- part harmony. The sharing of ideas and collaboration help develop pupils' communication skills, patience and resilience. The unit Bringing Us Together focuses on friendship, peace, hope and unity.
Year 4	Pupils learn how music binds people and places together. In Y4 there are further opportunities for pupils to work with others, further developing their collaborative learning and respect for others. Pupils get to understand how orchestras and ensembles must work together to produce high-quality music.
Year 5	Pupils in Y5 continue to work in solo and ensemble contexts, singing in unison and singing backing vocals. They have to listen carefully and become aware of how they fit into the group. They learn how to give feedback to others on the music they compose or perform in a constructive manner, but at the same time sensitive to the feelings and opinions of others. They get the chance to lead rehearsal sessions.
Year 6	Year 6 work The You've Got a Friend unit explores friendships and relationships through ballads and pop music. In performances pupils have to work together as a team, cooperating and resolving differences of opinion effectively in order to produce a successful end product. They learn to show empathy and be supportive when working alongside others.
Whole school: Pupils participate in a wide variety of musical activities which require social skills, the ability to work collaboratively as part of a pair or group, and as part of their whole class in larger ensembles. All pupils have the opportunity to be part of the school choir. This choir perform in the local community at different	

events in local care homes and at the local church. They are also able to form part of musical groups and ensembles which regularly perform at musical events both in school and in conjunction with other schools in the area.

Pupils' **cultural development** is shown by their:

- Understanding and appreciation of the side range of cultural influences that have shaped their own heritage and that of others
- Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- 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, 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, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

EYFS	Pupils find out about different cultures and beliefs while experiencing music from a range of celebrations from different cultures. They have opportunities to consider and appreciate how cultural identity and practices show belonging. The variety of music in the Reception units introduces pupils to a range of musical styles, music from around the world and some significant classical music.
Year 1	Pupils listen to, discuss and respond to a diverse range of music drawn from different cultures, traditions and styles, both from the UK and other parts of the world. In the unit In the Groove they explore the same song in six different styles and Your Imagination explores the soundtracks from famous movies and musical theatre.
Year 2	Pupils listen to a range of music which encourages a respect and deep appreciation for cultures and beliefs around the world. In the unit Hands, Heart, Feet the focus is on the music of South Africa. Pupils learn that music is a universal way to communicate feelings, emotions and express responses
Year 3	In Y3 pupils listen to and learn about Reggae and RnB music. They explore Chinese folk music and other traditional music from around the world. They also learn about the different eras and styles of classical music. They learn how diverse music is and appreciate its importance to different people in different settings.
Year 4	Pupils in Y4 learn about traditional African-American spirituals and call and response songs. They also listen to and develop an understanding of music through history, such as 1960s and 70s pop music. They listen to a variety of classical music from different eras and styles, thus developing their appreciation of music from different times and different heritages.
Year 5	Y5 learn how musical influences from the past have contributed to the development of current popular musical genres and styles. They also learn about the historical context for these styles. In the unit Fresh Prince of Bel-Air, pupils learn more about the culture of Hip-Hop.
Year 6	Y6 pupils gain further understanding of the history of music and how different styles and genres fit. They consider what was going on historically and musically at the time and how it contributes to music in the modern world. During the unit Music and Me pupils have the opportunity to explore and celebrate the role of women in the music industry.

Whole school:

In their music lessons children will experience and learn about a varied range of music from other cultures. This helps broaden and strengthen our pupils' cultural experiences and gives them access to the music which reflects the world we live in today. Through participation in local music festivals and concerts, pupils are exposed to a wider range of social, economic and ethnic backgrounds, helping them develop their understanding and tolerance of different groups.