

**SPICE Time (Social, Physical, Intellectual, Creative and Emotional) Curriculum Intent Key Stage 2 2025 - 2026**

At Compass School, the aim of the SPICE curriculum intent is to engage pupils in social and emotional development through physical, intellectual and creative exploration. They will develop skills such as communicating effectively, taking turns, patience and tolerance whilst working alongside others. The pupils work towards developing resilience in learning and developing a sense of belonging.

By the end of KS2 pupils will learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They will learn about the wider world and the interdependence of communities within it and their role in society in terms of being a good citizen. They will develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They will learn how to make more confident and informed choices about their health and environment; to take more responsibility individually and as a group, for their own learning and to resist bullying.

**Skills and Knowledge Key Stage 2**

Every half term, we ensure that we offer cross curricular (Cc) opportunities to our pupils as well as covering Social, Moral, Spiritual and Cultural (SMSC) elements.

These are detailed below using the following codes, enabling us to track what is delivered in each subject:

Cross Curricular Links include: M (Maths), Eng (English), Sc (Science), PS (PSHE), FT (Food Tech), CR (Craft), AD (Art & Design), C (Computing), G (Geography), H (History), En (Engineering), R (Reading), Ec (Economics)

SMSC Links include: B (British Values), Sp (Spiritual aspects), M (Moral aspects), So (Social aspects), C (Cultural aspects), R (Religious aspects), Rel (Relationships), P (Prevent), E (E-Safety), I (Individual Advice & Guidance & Careers), H (Healthy Lifestyle including wellbeing).

**Citizenship Topic**

**Social Skills (Boxall)**

**Knowledge**

**Careers Focus: week 1 – Problem Solving**

**HT1**

**Individual Liberty**

Encouraging differences  
Use encouragement when respecting everyone's differences  
Explore right to live in freedom and individual liberty  
Explore ways I am free to be me and understand ways to help others to be free to be themselves  
Consider hopes and dreams we all have  
Human Rights  
Rights of children linked to UN

**SMSC – B, Sp, M, So, C, R, Rel, H**

**Cc – Eng, PS, C, R, Ec**

I can ask an adult for help when I need it.  
I can independently return to and complete an activity that has been interrupted.  
I can organise equipment for a planned activity and tidy away afterwards.  
I can accept the introduction of something new and gain from it.  
I can share my things with another young person if they really need it.  
I can take care of something I have made or a piece of work I have completed.  
I can accept disappointment when something doesn't turn out how I would like it to or how I expected it to

To consider simple and moral dilemmas  
To make decisions by considering their options before exploring consequences of different actions  
To express whether they agree or disagree with an idea.  
To consider arguments made for or against a policy  
To consider simple and moral dilemmas  
To gain an understanding of what is means to be unique  
To understand the term identity and to explore their own identity  
To understand the terms 'rights and responsibilities'  
To examine human rights and discuss why they are important to all people  
Understand there are specific rights for children and to consider why children need special protections  
To learn about individuals and groups that campaign for and support children's rights

**Citizenship Topic**

**Social Skills (Boxall)**

**Knowledge**

**Careers Focus: week 1 – Listening Skills**

**HT2**

**Developing good relationships and respecting the differences between people**

Teamwork skills  
Being considerate of others in a team  
How to positively resolve conflicts  
Individual responsibilities towards teams they work in  
How to support others

**SMSC – B, Sp, M, So, C, R, Rel, E**

**Cc – Eng, PS, C, R**

I can ask politely for something that I need or want from another young person.  
I can show an interest in what is happening in the wider world.  
I can listen to a story and comment on the type of relationship two characters have.  
I can show curiosity and interest when something out of the ordinary happens.  
I can maintain normal physical contact with peers and allow personal space.  
I can follow instructions when someone asks me to do something.  
I can appreciate a joke or get amused at a funny situation.  
I can sit still and not create any disturbances when the teacher is talking

To discuss and understand unkind behaviour like teasing and bullying  
To understand the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help;  
To describe what to do if I see teasing or bullying.  
To understand that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;  
To identify kinds of unkind behaviour  
To understand how might our choices affect others around us  
To understand about everyday things that affect feelings and the importance of expressing feelings  
To develop problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools

**Key dates & events:**  
Anti-bullying week 10<sup>th</sup> – 14<sup>th</sup> November  
Remembrance Day Tuesday 11<sup>th</sup> November 2025  
Children in Need 21<sup>st</sup> November

**Citizenship Topic**

**Social Skills (Boxall)**

**Knowledge**

**Careers Focus: week 1 – Staying Positive**

**HT3**

**Mutual Respect, Tolerance and Diversity**

How to welcome people  
Think about what different people in Britain are like  
Meaning of equality  
Understand how all people are equal and different  
Challenging stereotypes

**SMSC – B, Sp, M, So, C, R, Rel**

**Cc – Eng, PS, C, G, R, Ec**

Is adequately competent and self-reliant in managing basic personal needs  
I can interact and cooperate for the full duration of a group activity  
I can communicate a simple thought clearly with another person.  
I can make and maintain eye contact with an adult I am speaking to.  
I can stop doing an activity I am enjoying when an adult asks me to stop.  
I can stick to the rules of an organised group activity

To recognise what is right and wrong  
To research what is meant by the word 'community'  
To think about who lives in their area  
To know what services and facilities there are for their community  
To discuss what they like and dislike about their area and how it could be improved  
To discuss what makes them special and learn about others in their class to appreciate similarities and differences  
To understand the term stereotype and identifying these  
To consider the negative effects of stereotypes  
To learn from those who have challenged stereotypes  
To understand cultural diversity  
To appreciate how diversity how enriched British culture

**Key dates & events:**

**Citizenship Topic**

**Social Skills (Boxall)**

**Knowledge**

**Careers Focus: week 1 - Teamwork**

**Economics and Money Management**

How we pay for things  
Links between jobs and money  
How to plan a simple budget  
How to use a bank account  
How money can affect feelings  
Taxes

**SMSC – B, M, So, C, Rel I, H**

**Cc – Eng, PS, C, R, Ec**

I can engage in a conversation with another young person.  
I can be friendly and welcoming when another young person would like to join in with an activity that I am doing.  
I can show genuine concern and thoughtfulness to other people.  
I can be sympathetic to other people and offer help when I feel they need it.  
I can take part in a group activity and take different roles within the group.  
I can work alongside a peer without distracting or disturbing them

To discuss where money comes from  
To discuss reasons about why people, go to work  
To identify payment resources, we can use to spend money  
To consider why and how people might borrow money  
To discuss the choices, we have about how to spend our money  
To explain ways, we can keep track of what we spend  
To discuss some consequences financial I decisions can have on our emotional wellbeing  
To understand what the word tax means, about different ways that tax is collected in the UK and what taxes fund in the UK  
To discuss what is meant by ethical spending

**Key dates & events:**

National Careers Week 2<sup>nd</sup> - 7<sup>th</sup> March 2026  
Comic Relief 20<sup>th</sup> March 2025

**Citizenship Topic**

**Social Skills (Boxall)**

**Knowledge**

**Careers Focus: week 1- Aiming High**

**Rule of Law**

Follow and value rules  
Explore and make rules, learning their value and purpose  
Think about why we have the 'rule of law'  
Civil and criminal law

**SMSC – B, M, So, C, I, H**

**Cc – Eng, PS, C, G, R, Ec**

Listen with interest when an adult explains something  
I can take part in a group discussion  
I can listen and ask questions when a peer shares a story  
I can recall information about something I have read or heard about and make constructive links  
I can build positive relationships with my peers  
I can adapt to other people's ideas and suggestions when I am working with them.  
I can behave acceptably when my usual routine is disturbed

To recognise what is right and wrong  
To explore what rules are and why we need them  
To identify different types of rules in their home, school and wider community  
To consider what happens when rules are broken  
To explore what is meant by consequences and how to ensure they are fair  
To understand what the law is and how much it affects our lives

**Key dates & events:**

Mental Health Awareness Month May

**Citizenship Topic**

**Social Skills (Boxall)**

**Knowledge**

**Careers Focus: week 1- Creativity**

**Democracy**

Term democracy and why it matters  
Explore ways express opinions and campaign democratic change  
Public Institutions: NHS; Fire service; Police etc Emergency preparedness

**SMSC – B, M, So, C**

**Cc – Eng, PS, C, R, Ec**

I can listen to a story and I can relate to the characters in the story.  
I can take care of something I have made or a piece of work I have completed.  
I can stop doing an activity I am enjoying when an adult asks me to stop.  
I can ask an adult for help when I need it.  
I can adapt to other people's ideas and suggestions when I am working with them

To understand what democracy means  
To explain and understand what it means to vote  
To explore who runs the country and how they are elected  
To explore the role that MPs play in representing the people who live in their constituencies  
To consider why and how votes are held and how people might feel if their preference does not win  
To consider who can help them in different situations and how they can ask for help when they need it  
To know what services and facilities there are for their community  
To understand how to contact the emergency services

HT4

HT5

HT6