



# SMSC and British Values Across the Curriculum



| <b>SPIRITUAL</b>   | <b>MORAL</b>   | <b>SOCIAL</b>   | <b>CULTURAL</b>  |
|--|--|---|--|
| <p>Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values</p> <p>Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible</p> <p>Use of imagination and creativity in their learning Willingness to reflect on their experiences.</p> | <p>Ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives</p> <p>Understanding of the consequences of their actions</p> <p>Interest in investigating, and offering reasoned views about, moral and ethical issues.</p> | <p>Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds</p> <p>Willingness to participate in a variety of social settings, co-operating well with others and being able to resolve conflicts effectively</p> <p>Interest in, and understanding of, the way communities and societies function at a variety of levels.</p> | <p>Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage</p> <p>Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities</p> <p>Interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities.</p> |

| <b>DEMOCRACY</b>  | <b>THE RULE OF LAW</b>   | <b>INDIVIDUAL LIBERTY</b>   | <b>RESPECT</b>  | <b>TOLERANCE OF DIFFERENT FAITHS</b>   |
|---|--|---|---|--|
| <p>Having a say in decisions</p> <p>Having a choice</p> <p>Everybody having equal rights</p> <p>Elections</p> | <p>All people in England are expected to follow the laws of England</p> <p>Following rules</p> | <p>Freedom of speech</p> <p>The right to say what you think</p> <p>Making choices</p> | <p>Treating others with respect</p> <p>Valuing others' thoughts and opinions</p> <p>Treat others as we would like to be treated</p> | <p>Learning about different faiths and religions and understanding that not everyone will believe the same thing</p> |

## **OPPORTUNITIES IN ENGLISH**

| <b>SPIRITUAL</b>   | <b>MORAL</b>  | <b>SOCIAL</b>  | <b>CULTURAL</b>   |
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| <p>Awe and Wonder – continuing to plan exciting hook and outcome opportunities to give children the chance to discuss, celebrate and share work with others.</p> <p>Self and Peer-Assessment.</p> <p>Pupil Choice – freedom to choose how they want to present published work, planning and drafting in ways they chose and that they feel works best for them.</p> <p>Cross Curricular writing – Science/Geography/etc led topics.</p> <p>Stimulating learning environments.</p> <p>Current Affairs – many classes watch Newsround in the afternoon and then use this to spark debates.</p> | <p>Use of drama/role play when discussing different scenarios – this can be used across the curriculum.</p> <p>Using stories to discuss and debate moral issues.</p> <p>Value of the Week assemblies.</p> | <p>Inviting other year groups to Topic Outcomes.</p> <p>Debating and writing about different social, religious and economic backgrounds using non-fiction texts.</p> <p>Year 5 Short Novel awards.</p> | <p>Word Study/Weekly Spelling Lessons: exploring and investigating origins of words, grammar.</p> <p>Texts are chosen are carefully selected so as not to reinforce stereotypes and to actively challenge preconceptions.</p> |

### **BRITISH VALUES OPPORTUNITIES IN ENGLISH**

| <b>DEMOCRACY</b>  | <b>THE RULE OF LAW</b>   | <b>INDIVIDUAL LIBERTY</b>   |
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| <p>Teaching about rules, laws, models of decision making, power and democracy – links to the School Values/Golden Rules.</p> <p>Group work with mixed groupings, encouraging children to work actively and fairly, supporting their peers.</p> <p>Debates, class votes (will link nicely to Year 5 Short Novel Awards).</p> | <p>Consistently referring to School Values and Golden Rules when teaching.</p> <p>Steps to Success for group and partner work to encourage listening well to others.</p> <p>Selecting stories and texts to share with the children that promote these values – assemblies, story time.</p> | <p>Freedom to make their own choices with their learning – choosing how to draft and publish their writing to help them take ownership.</p> <p>Empowering children to take chances and risks with their learning.</p> <p>Children to work with the teacher when choosing writing targets.</p> |

| <b>RESPECT</b>  | <b>TOLERANCE OF THOSE WITH DIFFERENT FAITHS</b>   |  |
|---|---|--|
| <p>Support for each other in lessons when working – whether independently, group or partner work.</p> <p>Listen to others as we would like to be listening to and value all opinions.</p> | <p>Stories and settings chosen to support lessons which challenge stereotypes and preconceptions.</p> |  |

## **OPPORTUNITIES IN READING**

| <b>SPIRITUAL</b>   | <b>MORAL</b>   | <b>SOCIAL</b>   | <b>CULTURAL</b>  |
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| <p>Wide range of characters and scenarios in books encourage children to reflect on different beliefs, viewpoints and experiences.</p> <p>LOs across the year groups encouraging children to think about how characters feel – allows children to reflect on their own experiences.</p> <p>Discussion of class book.</p> | <p>Discussions about cause and effect in fictional scenarios.</p> <p>Discussions about what characters <u>could</u> do and what they <u>should</u> do, allowing children to draw on real-life experiences.</p> <p>Discussion LOs in each year group, encouraging children to investigate and explore their view on moral and ethical issues in the book.</p> | <p>Group work through carousel activities most weeks in Guided Reading.</p> <p>Discussion about conflicts arising in fiction books.</p> | <p>LOs for each year group for texts from other cultures.</p> <p>Creative tasks in GR and Reading Records.</p> |

## **BRITISH VALUES OPPORTUNITIES IN**

| <b>DEMOCRACY</b>  | <b>THE RULE OF LAW</b>   | <b>INDIVIDUAL LIBERTY</b>  |
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| <p>Taking turns during discussion and debate lessons.</p> <p>Ensuring everyone’s view is heard in discussion lessons.</p> | <p>Discussing and debating whether a character has done the right thing in a book.</p> | <p>Choice over book to read in Read for Pleasure sessions in Guided Reading.</p> |

| <b>RESPECT</b>   | <b>TOLERANCE OF THOSE WITH DIFFERENT FAITHS</b>  |  |
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| <p>Respect for each other in discussions.<br/> Respect for the views of others in the class.<br/> Discussing characters' opinions and actions.</p> | <p>LO in each year group for texts from other cultures.<br/> Discussion of any issues of intolerance in fiction books.</p> |  |

## **OPPORTUNITIES IN MATHS**

| <b>SPIRITUAL</b>   | <b>MORAL</b>  | <b>SOCIAL</b>   | <b>CULTURAL</b>   |
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| <p>Developing deep thinking and questioning through maths about the way in which the world works promotes spiritual growth.</p> <p>We aim to give all students an appreciation of the richness and power of maths.</p> <p>Maths in Nature is embedded in Sequences, Patterns and Symmetry</p> <p>We promote a sense of wonder in the exactness of mathematics in the exploration of shapes, number patterns and real world examples.</p> | <p>Within the classroom, we encourage respect and reward good behaviour. We value listening to others' views and opinions on problem solving.</p> <p>We promote discussion about mathematical understanding and challenge assumptions, supporting students to question information and data that they are presented with.</p> <p>We recognise how logical reasoning can be used to make decisions and choices that help them to learn in mathematics.</p> | <p>In classrooms, we look for opportunities for pupils to use mini-whiteboards to promote self-esteem and build self-confidence.</p> <p>We encourage collaborative learning in the classroom – in the form of listening and learning from each other and paired discussion / working partners in order to show that the result is often better than they could achieve alone.</p> <p>We help pupils develop their mathematical voice and powers of logic, reasoning and explanation by offering explanations to each other. We exhibit pupils work in classrooms on working walls and displays to share their good practice and celebrate achievement. We participate annually in Team Maths Challenges e.g. Maths Plus and Mathletics.</p> | <p>We incorporate mathematics into cross-curricular topics.</p> |

## BRITISH VALUES OPPORTUNITIES IN MATHS

| <b>DEMOCRACY</b>   | <b>THE RULE OF LAW</b>  | <b>INDIVIDUAL LIBERTY</b>  |
|--|---|--|
| <p>Ethical issues e.g. business and economics.</p> <p>How data can be manipulated through its presentation to convey different messages</p> <p>This could be linked to elections</p> | <p>Through maths we can encourage an understanding of rules and patterns. Maths is driven by rules, children are encouraged to have an understanding of these.</p> <p>Through mathematical investigations children are encouraged to develop their own rules and to give examples that follow the rule and exceptions to the rule</p> | <p>Opportunities to discuss different ways and approaches to problem solving</p> <p>To become lifelong learners and develop their own methods and strategies</p> |
| <b>RESPECT</b>   | <b>TOLERANCE OF THOSE WITH DIFFERENT FAITHS</b>   |  |
| <p>Respect or the way other people are working</p> <p>Encouragement of collaborative learning in all subjects</p>  | <p>Acceptance of positive criticism</p> <p>Allowing mistakes and building on these<br/>Trying different methods and showing resilience</p> <p>Using mathematics to compete with people across the world</p>   |  |

## OPPORTUNITIES IN SCIENCE

| <b>SPIRITUAL</b>  | <b>MORAL</b>  | <b>SOCIAL</b>  | <b>CULTURAL</b>  |
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| <p>Child initiated learning.</p> <p>WOW science topics to inspire awe and wonder.</p> <p>Offsite visits to inspire children (E.G. Paultons Park)</p> <p>Residential trips to ensure that children can draw upon a range of knowledge.</p> | <p>Risk management and safety</p> <p>Respecting living things and their environments</p> <p>Importance of exercise and looking after our bodies including looking after teeth and healthy living.</p> | <p>To look at how the structure and expectations of society have been challenge throughout history when major scientific discoveries have been made.</p> <p>Working with others.</p> <p>Presenting work to others across the school.</p> | <p>The ability to learn about different scientists from across the world and how their discoveries may have been seen as controversial.</p> <p>Taking part in open-ended enquiries where they may not always be an answer.</p> <p>Showing respect to people's beliefs when discussing areas of science</p> |

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| Use of the local environment, including the school grounds, to explore nature and the seasons.<br><br>Discussions and assemblies with local religious leaders to discuss varying views with scientifically discoveries. | The importance of morale and ethical decisions to be made in science - circle time discussions. | Collaborating with others schools on projects.<br><br>Taking part in activities and experience days across the wider community.<br><br>Posing and answering questions through scientific enquiry work. | that are considered to be challenging. |
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### **BRITISH VALUES OPPORTUNITIES IN SCIENCE**

| <b>DEMOCRACY</b>  | <b>THE RULE OF LAW</b>  | <b>INDIVIDUAL LIBERTY</b>   |
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| Listening to all.<br><br>Established group work - voting and turn taking.                                     | Safety in science<br><br>Hypothesising and making predictions   | Open-ended investigations.<br><br>Discussions of opinions and findings.<br>Hypothesising. |
| <b>RESPECT</b>  | <b>TOLERANCE OF THOSE WITH DIFFERENT FAITHS</b>   |   |
| Group work.<br><br>Class projects.<br><br>Discussing others' findings.<br>Support each other through enquiry. | Discussions to ensure that pupils understand how people's beliefs may clash with scientific findings and theories and the importance of showing respect in these situations.<br>Teaching of evolution- respect for others viewpoints and cultural beliefs |   |

### **OPPORTUNITIES IN RE**

| <b>SPIRITUAL</b>   | <b>MORAL</b>  | <b>SOCIAL</b>   | <b>CULTURAL</b>  |
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| Discuss and reflect upon key questions of meaning.<br><br>The Enquiry cycle gives opportunities to reflect on concepts and how these are relevant to the children's lives (e.g. power, ritual, symbol, belonging, leadership, community, prophecy, angels) | Value diversity and engage in issues of truth, justice and trust.<br><br>Explore the influence on moral choices of family, friends and the media and how society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders. | Consider how religious beliefs lead to particular actions and concerns.<br><br>Investigate social issues from religious perspectives, recognising diversity of viewpoint within and between religions | Promote cultural understanding from a religious perspective through encounters with people, literature, the creative and expressive arts and resources from differing cultures.<br><br>Consider the relationship between religion and cultures and how |

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| <p>Learn and reflect upon important concepts, experiences and beliefs which are at the heart of religious traditions and practices in lessons and as part of collective worship.</p> <p>Consider how beliefs and concepts in religion may be expressed through the creative and expressive arts.</p> <p>Consider how religions perceive the values of human beings and their relationships with one another, with the natural world and with God.</p> | <p>Consider what is of ultimate value to pupils through studying the key beliefs and teachings from religion on values and ethical codes of practice.</p> <p>Study a range of moral issues, including those that focus on justice, to promote racial and religious respect.</p> <p>Collective worship</p> | <p>Events in the community – Christmas carol service</p> | <p>religious beliefs contribute to cultural identity and practices</p> <p>Promote racial harmony and respect for all, combating prejudice and discrimination.</p> <p>Visitors to school</p> <p>Handling artefacts</p> |
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| <b>BRITISH VALUES OPPORTUNITIES IN RE</b>   |   |   |
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| <b>DEMOCRACY</b>  | <b>THE RULE OF LAW</b>  | <b>INDIVIDUAL LIBERTY</b>   |
| <p>Group work and enquiry- peer group interaction</p> <p>Teaching about rules, laws, models of decision making, power and democracy.</p> <p>Actively modelling democratic processes including debates and the freedom of speech.</p>  | <p>Techniques for lessons promote respect, listening as well as making contributions and responding constructively to others.</p> <p>Stories used in RE actively promote respect and fairness.</p> <p>School values promote fairness and value the contribution of all class members equally.</p> | <p>Consideration of freedom and responsibility.</p> <p>Understanding of choices and the impact that choices can have on others and the consequences of making individual choices.</p> <p>Exploration of how religious beliefs can guide choices for some people</p> |
| <b>RESPECT</b>  | <b>TOLERANCE OF THOSE WITH DIFFERENT FAITHS</b>   |   |
| <p>Through learning about religions, children are encouraged to develop respect for the beliefs of others.</p> <p>Discussions are undertaken in such a way that respect is shown for all opinions.</p> <p>Children are encouraged to understand that it is alright to have different beliefs and opinions but that everyone is entitled to their opinion.</p> | <p>Understand what makes for good relationships with others.</p> <p>Self awareness leading onto awareness of others and tolerance of others/difference.</p> <p>Emotional intelligence developed through self awareness and empathy.</p>   |   |

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| Collective worship | <p>Stories and settings chosen to support lessons which challenge negative and positive stereotypes and preconceptions. Do we all share the same values?.</p> <p>Recognise different identities and experiences and that each person's identity is unique.</p> |  |
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## **OPPORTUNITIES IN GEOGRAPHY**

| <b>SPIRITUAL</b>   | <b>MORAL</b>  | <b>SOCIAL</b>   | <b>CULTURAL</b>  |
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| <p>Opportunity to learn about how different countries might have different religions and this would influence the culture in these countries.</p> <p>Learning about volcanoes, earthquakes and extreme landscapes promotes awe and wonder about the world around us. A chance to reflect on world events such as natural disasters. Children are able to imagine being in these situations</p> | <p>Discussions about the moral implications of how we treat the environment and the impacts of climate change.</p> <p>Conservation of the local area, recycling, saving energy and protecting the environment.</p> <p>Children learn about the responsible use of natural resources.</p> <p>Opportunities for learning about fair trade and why this is important</p> | <p>Increasing social awareness by taking part in charity fundraising activities to help people from home and different countries in need.</p> <p>Reflecting on world events.</p> <p>Developing an understanding that people come from different socio-economic and ethnic backgrounds and how this varies greatly around the world.</p> <p>Addressing misconceptions and stereotypes.</p> | <p>Develop a deeper understanding of different cultures, celebrating differences and learning about diversity.</p> |

## **BRITISH VALUES OPPORTUNITIES IN GEOGRAPHY**

| <b>DEMOCRACY</b>   | <b>THE RULE OF LAW</b>   | <b>INDIVIDUAL LIBERTY</b> |
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| <p>Discussion about climate change and how policy is influenced by those elected into power.</p> <p>Looking at how different countries are governed differently and the benefits that come from living in a democracy.</p> | <p>As with democracy, we have discussions on how different countries are governed differently and this can have an impact on the rules that are enforced and the consequences of this.</p> |                           |
| <b>RESPECT</b>   | <b>TOLERANCE OF THOSE WITH DIFFERENT FAITHS</b>  |                           |



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| <p>Children learn to respect different countries and their cultures.</p> <p>Respect for the environment is discussed and encouraged.</p> <p>Consideration of the similarities in different places encourages respect.</p> | <p>Children learn about how different countries might have different religions and this would influence the culture in these countries.</p> <p>Discussions about different countries come from learning about these religions in RE lessons too.</p> |  |
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## **OPPORTUNITIES IN HISTORY**

| <b>SPIRITUAL</b>  | <b>MORAL</b>  | <b>SOCIAL</b>  | <b>CULTURAL</b>  |
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| <p>Through looking at a range of sources the children will develop their opinion and understanding on a range of topics.</p> <p>Children are encouraged to ask questions about the past. They will listen to each other's opinion and use it to influence their own decision.</p> <p>Use of visits, visitors and artefacts stimulates curiosity and interest.</p> | <p>Children will debate issues where right and wrong can be blurred.</p> <p>They will listen to others and construct their own opinion knowing they are able to change their opinion as they go.</p> <p>When considering different scenarios and points of view through drama, role play, stories and pictures.</p> | <p>Children are encouraged to listen to others opinions and respect them, even if they are different.</p> <p>Throughout the school children will have the opportunity to work collaboratively by making decisions as a team as well as making compromises.</p> <p>By comparing different aspects of history e.g. Saxons, Romans they will have the opportunity to analyse different social structures.</p> | <p>Through visits, crafts and themed days children can appreciate the cultural diversity of different societies.</p> <p>They will be encouraged to celebrate historical events on world level.</p> |

## **BRITISH VALUES OPPORTUNITIES IN HISTORY**

| <b>DEMOCRACY</b>  | <b>THE RULE OF LAW</b>   | <b>INDIVIDUAL LIBERTY</b>  |
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| <p>Through debating issues relevant to the period of history e.g. democracy in Ancient Greece.</p> <p>Class decisions made through debates</p> <p>Making informed decisions based on the sources of evidence.</p> | <p>Rights and responsibilities of citizens and leaders through history.</p> <p>The consequences of the decision made by individuals or groups of people.</p> <p>Analysing of sources for any evidence of bias.</p> | <p>Use sources to analyse the liberty of those in society at the time.</p> |

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| <b>RESPECT</b>  | <b>TOLERANCE OF THOSE WITH DIFFERENT FAITHS</b>                                      |  |
| Children are encouraged to respect the view of others and understand that every view is equal | Through an understanding of the history of different faiths, tolerance is developed. |  |

## **OPPORTUNITIES IN FRENCH**

| <b>SPIRITUAL</b>   | <b>MORAL</b>  | <b>SOCIAL</b>   | <b>CULTURAL</b>   |
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| <p>Pupils get a sense of fascination about linking their own language to another language and exploring the new words and phrases.</p> <p>Pupils get excited about learning a new language. All pupils are at the same starting point and it allows them to build a foundation for their next step in MFL.</p> | <p>Pupils recognise the importance of learning a MFL from another country to enable them to respect how difficult it is when people visit Britain and try to speak a new language. Pupils learning to take the risk of making mistakes and appreciating that other pupils are attempting to speak another language.</p> | <p>Explore ways of inviting guest speakers into French lessons after clearance from SLT, e.g. French speaking pupils from local universities.</p> | <p>In learning a MFL from another culture pupils begin to appreciate the similarities and differences between France and Britain. Pupils explore famous landmarks and the history and heritage linked to these landmarks in Britain and France.</p> |

## BRITISH VALUES OPPORTUNITIES IN FRENCH

| <b>DEMOCRACY</b>  | <b>THE RULE OF LAW</b>   | <b>INDIVIDUAL LIBERTY</b>   |
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| The process of facilitating classroom debates in French can be used to link to democracy as they should allow all opinions to be heard in a respectful way. Both texts, audio or video chosen, written tasks and discussions which take place all present opportunities to compare political systems and improve the level of understanding of the British system while exploring the political systems in French speaking countries. | In French topics can be chosen which enable discussion of the legal system and which in discussion in French or English allow a discussion of the difference between the British political system and that found in any of various French speaking countries   | Group and one to one discussions and the use of materials may give the opportunity to discuss the extent of individual liberty in the UK and any of various French speaking countries. Pupils will also explore choices in terms of future education choices and careers. |
| <b>RESPECT</b>  | <b>TOLERANCE OF THOSE WITH DIFFERENT FAITHS</b>  |   |
| In French classes, there will be opportunities to discuss tolerance and mutual respect through class discussions and the choice of materials which are studied. In addition, the pupil code of conduct is the basis for pupil behaviour. Good working relationships in the classroom promote effective learning. These are based on mutual respect and tolerance.   | British values are defined as including: "democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs". This includes having MLF lessons which complies with the Equality Act 2010 and preventing discrimination against those with protected characteristics, such as race, religion or belief. |   |

## OPPORTUNITIES IN SUPPORTING EAL LEARNERS

| <b>SPIRITUAL</b>  | <b>MORAL</b>  | <b>SOCIAL</b>  | <b>CULTURAL</b>   |
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| <p>Displaying different religious festivals on the board in the Lower School for each time of year as well as explaining British customs that are displayed throughout the year.</p> <p>Language of the half term- assembly to introduce the language to the school and related customs/cultures.</p> | Close communication with staff, parents and EMAS in order to address issues that arise with pupils' behaviours. | <p>Young Interpreter's Scheme to help support new arrivals and develop a safe community for EAL children.</p> <p>EAL Club to encourage children to mix with others and learn through play and social interactions.</p> | <p>Display board in the hall for British and other cultures.</p> <p>Language of the Half term<br/>EAL club- brings together children from varying backgrounds.</p> <p>EMAS provided materials to members of staff on the cultural</p> |

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|  |  | <p>Display boards in the hall showing customs from British and other cultures.</p> <p>Encouraging interest in learning other languages from children in the school through Language of the Half Term.</p> | differences to be expected from pupils. |
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### **BRITISH VALUES OPPORTUNITIES IN SUPPORTING EAL LEARNERS**

| <b>DEMOCRACY</b>   | <b>THE RULE OF LAW</b>   | <b>INDIVIDUAL LIBERTY</b>   |
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| Members of the school to be given the chance to train as a Young Interpreter.                          | Close communication with staff, parents and EMAS in order to address issues that arise with pupils' attendance.  | EAL Children given the choice to volunteer for the Young Interpreters Scheme. |
| <b>RESPECT</b>   | <b>TOLERANCE OF THOSE WITH DIFFERENT FAITHS</b>  |   |
| Young Interpreter's Scheme to help support new arrivals and develop a safe community for EAL children. | <p>Display boards in LS hall showing customs from British and other cultures.</p> <p>Language of the half term- assembly to introduce the language to the school and related customs/cultures.</p> <p>Close communication with staff, parents and EMAS in order to address issues that arise with pupils' behaviours.</p> <p>EMAS provided materials to members of staff on the cultural differences to be expected from pupils.</p> <p>EAL club- brings together children from varying backgrounds.</p> |   |

### **OPPORTUNITIES THROUGH THINKING SKILLS**

| <b>SPIRITUAL</b>  | <b>MORAL</b>  | <b>SOCIAL</b>   | <b>CULTURAL</b>   |
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| Use of habits of mind to develop children's dispositions for life - specific links to creating, imagining and innovating. | Use of behavioural multi-flow maps to get children to understand the cause and effect of a specific incident. | Collaborate on thinking and learning as a whole class and as part of a small group. | Use of 'Think' of the week to engage children in becoming critical and analytical thinkers with |

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| <p>Children to use a range of peer and self assessment techniques to develop their ability to see their own progress, therefore promoting a love of learning.</p> <p>Developing children's dispositions for life through the Habits of Mind to ensure that children are cognitively aware of the decisions that they make.</p> | <p>Use of a range of tools to discuss key moral and ethical issues across the curriculum.</p> <p>Ability to discuss and question each other on different issues that they may not always agree with, links to the Q-matrix.</p> <p>Use of 'Think' of the week to engage children in becoming critical and analytical thinkers with questions that may not have a direct answer.</p> <p>Use of thinkers keys and hats to engage in a specific event in detail, taking a single approach to a whole subject/curriculum topic to re-enforce children's understanding.</p> <p>Developing children's dispositions for life through the Habits of Mind to ensure that children are cognitively aware of the decisions that they make.</p> | <p>Discuss visual progress that can be seen through the use of visual mapping.</p> <p>Use of Q-matrix to explore a topic/picture/specific theme to generate and ask questions.</p> <p>Thinkers keys to develop children's ability to think critically.</p> <p>Self and peer assessment to develop children's own meta-cognitive ability.</p> <p>Use of Debono's thinking hats to develop critical and analytical awareness.</p> | <p>questions that may not have a direct answer.</p> <p>Opportunities to discuss key events in an analytical manner through the use of these skills.</p> <p>Developing children's dispositions for life through the Habits of Mind to ensure that children are cognitively aware of the decisions that they make.</p> |
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**BRITISH VALUES OPPORTUNITIES THROUGH THINKING SKILLS**

| <b>DEMOCRACY</b>  | <b>THE RULE OF LAW</b>  | <b>INDIVIDUAL LIBERTY</b>                                   |
|---|---|---|
| Promoted through use of all skills in all curriculum areas.                     | Promoted through use of all tools through all curriculum areas.<br>'Think' of the fortnight assembly. | Promoted through use of all skills in all curriculum areas. |
| <b>RESPECT</b>  | <b>TOLERANCE OF THOSE WITH DIFFERENT FAITHS</b>   |   |
| Whole classes discussions.<br>Higher order questioning.<br>Use of the Q-matrix. | Promoted through use of all skills in all curriculum areas.   |   |

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| <p>Habits of mind.<br/>Use of thinking hats to develop and deepen understanding.</p> |  |  |
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## **OPPORTUNITIES IN MUSIC**

| <b>SPIRITUAL</b>  | <b>MORAL</b>  | <b>SOCIAL</b>   | <b>CULTURAL</b>  |
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| <p>The chance to reflect on events, opinions, composers, music, songs, instruments and different styles of music through music lessons.</p> <p>The chance for children of all abilities to partake in collaborative activities and encourage reflection in a positive, non judgemental way.</p> <p>Teachers encourage children to make contributions and take part in performances and to listen to those of others. This helps to ensure an ethos of mutual respect and tolerance.</p> <p>Use of imagination and creativity through composing and improvisation.</p> <p>Working as part of a team, listening to others and reflecting upon their own experiences enhance their sense of enjoyment through playing as part of group and feeling part of a team. (Choir, Taiko drumming, Ukele band, guitar group performance)</p> | <p>When considering different viewpoints about various pieces of music and the impact they have on individuals, we encourage children to consider and respect the viewpoints of others with regards to personal preferences.</p> <p>Opportunities to learn about historical attitudes to different types of music, for example Tabla drums, WWII songs, gamelan music</p> | <p>The structure of techniques in music give pupils the skills and setting to participate and co-operate. This helps increase participation as music lessons are generally practical. Music lessons which encourage action and help pupils develop and form relationships give pupils the skills to work in different social contexts. Children of all abilities have access to the music curriculum, and it is often an area where the less able achieve. This inclusive approach models active participation.</p> <p>Participation in music as part of a group develops social skills.</p> <p>Taiko drums as part of church fete.</p> | <p>Music and resources chosen are carefully selected so as to understand, accept, respect and celebrate diversity and cultural differences e.g. Gamelan, Taiko drumming, tabla drums.</p> <p>Participation in tabla drumming workshop with visiting expert<br/>Participation in Portsmouth cultural carnival with Taiko drums</p> <p>Taiko drums as part of church fete.</p> |

## **BRITISH VALUES OPPORTUNITIES IN MUSIC**

| <b>DEMOCRACY</b>   | <b>THE RULE OF LAW</b>  | <b>INDIVIDUAL LIBERTY</b>  |
|--|---|--|
| <p>Pieces of group work such as composition and performances allow children to ensure and explore the value of all contributions in a group.</p> <p>Participation by all, as in a democratic system, is encouraged and enabled through initiatives such as whole school/key-stage singing.</p> <p>Turn taking, sharing and the safe use of equipment are essential elements of music.</p>  | <p>Freedom of expression is promoted as children have the opportunity to compose and perform creative work.</p> <p>Working in a group context, either as a whole class or as part of a composition group or ensemble requires sets of clear rules and fairness/respect which are always communicated clearly by teachers.</p> <p>Elements of music are governed by rules and patterns, the children are encouraged to understand these and explore the effect when rules and patterns are not followed.</p> | <p>Music encourages freedom of expression and an exploration of emotions evoked by and shown in music.</p> |
| <b>RESPECT</b>   | <b>TOLERANCE OF THOSE WITH DIFFERENT FAITHS</b>   |  |
| <p>Respect is encouraged and developed through positive and considered reflection.</p> <p>Awareness and appreciation of other cultures through learning about musicians and different genres (gamelan, Taiko drums, Tabla drums)</p> <p>When composing and listening, pupils are taught how to respond to the work of others, taking into account the impact of their words on others, developing the art of respectful constructive criticism.</p> <p>Topic outcomes, performances to other classes and to parents and the wider community offer pupils the chance to experience performances, helping them to develop a sense of empathy which ties in with promoting tolerance. Pupils are also taught that different pupils may have different opinions about pieces of music.</p> <p>Teachers encourage children to make contributions and take part in performances and to listen to those of others. This helps to ensure an ethos of mutual respect and tolerance.</p> |   |  |

## **OPPORTUNITIES IN ART**

| <b>SPIRITUAL</b>   | <b>MORAL</b>   | <b>SOCIAL</b>   | <b>CULTURAL</b>  |
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| <p>In looking at creative works, pupils have time to reflect on the themes and emotions that are communicated.</p> | <p>In exploring work of different artists from different times and cultures, pupils are able to consider and discuss moral and ethical issues.</p> | <p>Collaborative work in lessons, in children's own sketch books and when contributing to larger shared pieces teaches children the value and the skills of working together.</p> | <p>The study of a range of artists allows pupils to describe similarities and differences across different disciplines and cultures.</p> |

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| <p>In learning about different artists and what has inspired them, they are able to learn more about the world around them.</p> <p>Through a unit of work, children are encouraged to reflect first of all on examples of art work from others including what they like, what they don't like and why. Through learning skills they reflect on what works well and what doesn't.</p> <p>Children produce creative pieces to express their own ideas and are encouraged to reflect on these at the end of a project.</p> |  |  |  |
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**BRITISH VALUES OPPORTUNITIES IN ART**

| <b>DEMOCRACY</b>  | <b>THE RULE OF LAW</b>   | <b>INDIVIDUAL LIBERTY</b>  |
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| <p>At times, group pieces of art work are undertaken which require conversations and discussion about the equality of opportunity to participate, and how group decisions are made. Children learn how to debate issues and contribute ideas as part of a larger community.</p> | <p>Freedom of expression is promoted as children have the opportunity to produce creative work. Respect is encouraged and developed through positive and considered reflection.</p>  | <p>Children are encouraged to express themselves freely in art. They are encouraged to discuss their reasons for different choices and to have the confidence to follow their own ideas even if they are different to those around them.</p> <p>An atmosphere of accepting that everyone has their own ideas is created so that it is a safe atmosphere for children to experiment in the knowledge that if it doesn't work out that is OK, that we can learn from mistakes.</p> |
| <b>RESPECT</b>  | <b>TOLERANCE OF THOSE WITH DIFFERENT FAITHS</b>  |  |
| <p>Pupils are encouraged to reflect on artists work, their own work and each others' work which promotes respect and tolerance of different work and styles.</p>  | <p>Awareness and appreciation of other cultures through learning about artists, and using work from a range of artists as stimuli. Pupils are also taught that different pupils may have different opinions about works of art, or the issues which inspire them</p> |  |



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| Pupils are taught how to respond to the work of others, taking into account the impact of their words. |  |  |
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### **OPPORTUNITIES IN DT**

| <b>SPIRITUAL</b>   | <b>MORAL</b>  | <b>SOCIAL</b>  | <b>CULTURAL</b>  |
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| <p>Reflecting on products and inventions, the diversity of materials and ways in which design can improve the quality of our lives</p> <p>Evaluation of products – does it meet the criteria – self and peer review and reflection</p> | <p>Awareness of the moral dilemmas created by technological advances</p> <p>Use of sustainable materials – e.g. make do and mend focus in WWII, reduce, reuse, recycle</p> <p>Fair Trade products and associated issues during Brazil topic</p> | <p>Opportunities to work as a team recognising others’ strengths, sharing equipment.</p> <p>Make healthy choices in designing menus.</p> | <p>How different cultures have contributed to Technology</p> |

## BRITISH VALUES OPPORTUNITIES IN DT

| <b>DEMOCRACY</b>  | <b>THE RULE OF LAW</b>   | <b>INDIVIDUAL LIBERTY</b>   |
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| <p>Group work and enquiry</p> <p>Allocating roles in group work</p> <p>Turn taking and safe use of equipment</p> <p>Valuing the contribution of others</p>  | <p>Tolerance of other's work and their views about our products in evaluation</p> <p>Use of 'constructive criticism'</p> | <p>Children are taught that when working as a group people may hold different opinions about an idea.</p> <p>They are encouraged to learn skills in tolerance and compromise where necessary.</p> |
| <b>RESPECT</b>  | <b>TOLERANCE OF THOSE WITH DIFFERENT FAITHS</b>  |   |
| <p>Pupils are encouraged to reflect their own work and each others' work which promotes respect and tolerance of different work and styles.</p> <p>Pupils are taught how to respond to the work of others, taking into account the impact of their words.</p> | <p>Respect for products and practices from other countries and cultures</p>  |   |

## OPPORTUNITIES IN PE

| <b>SPIRITUAL</b>  | <b>MORAL</b>  | <b>SOCIAL</b>   | <b>CULTURAL</b>  |
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| <p>The chance to reflect on performance is key in PE and games lessons. The children will reflect on their teamwork, participation and role.</p> <p>It is crucial to abide by the rules for the activity children are participating in. We learn to respect the rules and enjoy our activity.</p> <p>It is critical that children challenge themselves – this could be through increasing the difficulty of their</p> | <p>In a range of different activities, the children will be faced with choices of what is right and wrong.</p> <p>Children will be taught the rules of a sport/activity and we will discuss our right choices. We will discuss how making the correct choice is beneficial for both parties/teams. When you win, you win fairly.</p> <p>If we are participating in a sport and a child makes the wrong choice we will discuss the consequences to</p> | <p>It is key that children have the opportunity to work with a range of children throughout lessons as well as outer school activities. Sports isn't about just playing with your mates.</p> <p>We will continuously mix children and ask children to resolve issues with an adult acting as a supervisory role . We will discuss how teams don't always get on but they need to adapt to work together and this is what creates a team</p> | <p>We have the opportunity to participate in a number of different sporting activities.</p> <p>In our Sports day all children participate in a range of different activities including some Paralympic activities.</p> |

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| <p>activity or creating a new activity which progresses their learning.</p> <p>In PE and games, we reflect, via self-assessment, peer assessment and teacher assessment, in a non-judgemental way so children can challenge themselves to their next steps.</p> | <p>their actions. For example, if someone is sent off their team will be without a player.</p> |  |  |
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**BRITISH VALUES OPPORTUNITIES IN PE**

| <b>DEMOCRACY</b>  | <b>THE RULE OF LAW</b>   | <b>INDIVIDUAL LIBERTY</b>  |
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| <p>We will teach about the rules of the sport, the power of decision making and playing fairly.</p> <p>Children will work in groups and we will model how they can fairly make decisions.</p> <p>When we evaluate a performance children will have the opportunity to agree and disagree with what was said. It is important that all children feel they have a voice however they will be taught to take positive criticism.</p> | <p>Children will be taught the rules of each activity they participate in. We will discuss the importance of the rules and why we should abide by them. Although children will be taught the skills to a sport, they will be encouraged to be creative and imaginative throughout.</p>   | <p>It is important as a sports person to express yourself freely</p> |
| <b>RESPECT</b>  | <b>TOLERANCE OF THOSE WITH DIFFERENT FAITHS</b>  |  |
| <p>We will identify the importance of respect for all in their activity and how this achieves a more enjoyable experience.</p>  | <p>Children will understand that tolerance is pivotal in teamwork. They will respect their team and also be tolerant of the different levels of skill and ability. The key to a good team is a respectful and happy team and the children will be taught to understand this.</p> <p>Not only will they be taught to be tolerant of their team but they will also be respectful and tolerant of the other team. All activities will be an enjoyable through respect of the rules and tolerance of others.</p> |  |

## **OPPORTUNITIES IN PHSE**

PSHE education makes a significant contribution to students' personal development alongside the contribution of all other subjects and curriculum experiences. All National Curriculum subjects provide opportunities to promote students' spiritual, moral, social and cultural development. Explicit opportunities to promote students' development in these areas are provided in the non-statutory framework for personal, social and health education and citizenship.

| <b>SPIRITUAL</b>   | <b>MORAL</b>   | <b>SOCIAL</b>  | <b>CULTURAL</b>   |
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| <p>The chance to reflect on events, opinions, stories, drama scenarios and pictures/film clips is an important part of PSHE lessons, including friendships, safety, relationships, bullying, goals, exercise and the consequences of decision making.</p> <p>PSHE lessons and techniques such as Circle time, collaborative activities and discussion encourage reflection in a positive, non-judgemental way.</p> <p>Teachers encourage children to make contributions and to listen to those of others. This helps to ensure an ethos of mutual respect and tolerance.</p> <p>Learning about ourselves leads to being able to learn about others and develop a sense of empathy</p> <p>Our models for teaching PSHE and the progression through our programmes of study focus first on ourselves, the others before looking in abstract.</p> | <p>When considering different scenarios and points of view through drama, role play, stories and pictures, we encourage children to consider the consequences of different actions and explain why they think choices may be right or wrong, safe or dangerous. We encourage them to explore this in a safe environment before being able to apply these to their own lives. Scenarios include the uses of medicines/drugs, keeping safe around others, managing risks and decisions about relationships/friendships.</p> <p>Including the language of rights and responsibilities from early lessons on wants and needs, helps pupils see how their own moral values can relate to those of others beyond their own experience.</p> | <p>PHSE planning on areas such as wants/needs, rights/responsibilities and rules/laws helps us teach pupils about the way that societies function.</p> <p>Practical lessons in some year groups on how to operate without laws reinforce this. We teach pupils about different models of decision making and democracy/government/rule in British values lessons in year 6.</p> <p>The structure of techniques in PSHE lessons such as organised discussions with group/team roles give pupils the skills and setting to participate and co-operate.</p> <p>PSHE lessons which encourage action and help pupils develop and form relationships give pupils the skills to work in different social contexts. Lessons are also designed in a way to encourage conflicts to be resolved.</p> <p>We teach PSHE to pupils regardless of their ability. This inclusive</p> | <p>Stories, films and pictures from the news encourage pupils to consider a range of cultural influences. Visiting speakers such as health professionals, police, childline and fire safety workers talk about their roles in supporting a positive community beyond the immediate cultural setting of the school and its environment.</p> <p>PSHE lessons which build a sense of self-worth through developing self-awareness, discussing aims, strengths and goals, help to also develop empathy and awareness of others. This encourages tolerance and respect for cultural diversity in the immediate (class) setting before this is extended wider, beyond the pupils' own experience.</p> <p>Stories and resources chosen are carefully selected so as not to promote stereotypes and to actively challenge preconceptions.</p> |

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|  |  | approach models active participation. |  |
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| <b>BRITISH VALUES OPPORTUNITIES IN</b>  |  |  |
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| <b>DEMOCRACY</b>  | <b>THE RULE OF LAW</b>   | <b>INDIVIDUAL LIBERTY</b>  |
| <p>Teaching about rules, laws, models of decision making, power and democracy. Group work and enquiry. Actively modelling democratic processes including debates, different forms of voting and the freedom of speech.</p> <p>Through British Values lessons in the school we look at the impact of democracy in our own lives at different levels (school, Portsmouth, country) and also in year 6 at different models of government and how these operate in different countries.</p> | <p>PHSE lessons and British values lessons teach children about the necessity of rules in the context of keeping us safe. We explore the concept of rules at different scales through the school progressing from school and class rules to rules that govern Portsmouth and then rules and laws in England and aspects of the English legal system.</p> <p>At all levels we discuss the consequences associated with not following the rules.</p> | <p>Children are taught that freedom of speech is valued as is freedom of decision making. Through a range of teaching and activities as well as through daily conversations and methods of dealing with behaviour, they are helped to understand that with freedom comes responsibility. They learn that they are ultimately responsible for their decisions and choices and that therefore they need to deal with the consequences of them.</p> |
| <b>RESPECT</b>  | <b>TOLERANCE OF THOSE WITH DIFFERENT FAITHS</b>  |  |
| <p>Techniques for lessons promote respect, listening as well as making contributions and responding constructively to others.</p>   | <p>Understand what makes for good relationships with others. Self-awareness leading onto awareness of others and tolerance of others/difference. Emotional intelligence developed through self-awareness and empathy. Stories and settings chosen to support lessons which challenge stereotypes and preconceptions. Models for teaching promote a methodology which is inclusive, irrespective of levels of attainment, faiths or beliefs.</p>    |  |