

SLADEFIELD INFANT SCHOOL

Spiritual, Moral, Social and Cultural Development & Promotion of British Values

Definition	Values (including British Values)	Examples of what we do	Curriculum including RE & PSHE	Impact	Continuing Development	
Spiritual	Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values	Mutual respect	RE and PSHE curriculum Development of Characteristics of Learning skills Religious and morality themed assemblies Visits to places of worship and religious figures visiting school Discussions about world events Behaviour Management - Emotional Well Being strategies	School rules and class rules School council RE Curriculum - Belonging and Community PSHE -Being a responsible citizen Share their views and opinions and set themselves simple goals Take part in discussions with one other person and the whole class, and take part in a simple debate about topical issues Identify and respect differences and similarities between people and explain different ways that family and friends should care for one another	Pupils develop sensitivity for and empathy with the beliefs, experiences and perspectives of others whilst beginning to evolve their own set of beliefs and values.	Review behaviour Policy
	Sense of enjoyment and fascination in learning about themselves, others and the world around them	Mutual respect	Enquiry based learning - development of characteristics of learning Development of research skills History themed events - Black History week/Significant People School garden including roof garden Forest school Allotment Extra-curricular clubs Visits and visitors Enrichment activities - drama based	RE - Caring for our world/ environment PSHE- Express some of their positive qualities, and identify, name and demonstrate that they can manage some feelings Identify and respect differences and similarities between people and explain different ways that family and friends should care for one another	Pupils are confident and inquisitive in exploring all aspects of the world and their lives and thrive on new experiences.	Development of Characteristics of Learning skills in KS 1 Evaluation of New Curriculum Topics - all stakeholders to evaluate
	Use of imagination and creativity in their learning	Individual Liberty	Educational visits Creative and integrated curriculum Valuing the arts - specialist/visits to art gallery Characteristics of Learning skills Specialist teaching in music and sports (after school sports clubs) School garden including roof garden Forest school Allotment Extra-curricular clubs Visits and visitors Enrichment activities - drama based	Topics RE Curriculum - Creativity PSHE- Express some of their positive qualities, and identify, name and demonstrate that they can manage some feelings	Pupils take responsibility for their own learning styles with confident expression	Development of Characteristics of Learning skills in KS 1 Evaluation of New Curriculum Topics - all stakeholders to evaluate
	Willingness to reflect on their experiences	Individual Liberty	Pupil voice in all aspects of school life School council Pupil questionnaire Behaviour Management - Emotional Well Being strategies Self and peer assessment strategies Personal or behaviour Targets	RE Curriculum -Commitment, Choice Contemplation PSHE - Take part in discussions with one other person and the whole class, and take part in a simple debate about topical issues Express some of their positive qualities, and identify, name and demonstrate that they can	Pupils are able to articulate and reflect on their experiences.	Continue to develop formative assessment strategies

				manage some feelings Describe ways of keeping safe in familiar situations		
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	Rule of law Democracy Equality Community Caring Trust Responsibility	National events-themed weeks and assemblies PSHE curriculum Weekly circle time sessions Characteristics of learning School council School and class rules Behaviour Management - Emotional Well Being strategies E-Safety Prevent Strategy Links with Local Community Police and Fire Services and Medical Services Personal or Behaviour Targets Learning Mentor Parental Involvement All stakeholders voices heard through questionnaires		RE Curriculum - Belonging and Community/ Commitment, Choice Contemplation PSHE - Agree and follow rules for their group and classroom, and understand how rules help them Recognise choices they can make and recognise the difference between right and wrong Describe ways of keeping safe in familiar situations Recognise that bullying is wrong and list some ways to get help in dealing with it	Behaviour throughout the school is excellent: pupils respect others and are supportive of each other academically and socially.	National events to be incorporated into curriculum map Review Behaviour Policy focusing on Emotional Well Being strategies
Understanding the consequences of their behaviour and actions	Rule of law Respect Caring Responsibility	Class and school rules with clear sanctions Circle time discussions Health workshops Behaviour Management - Emotional Well Being strategies Learning Mentor Personal or Behaviour Targets Parental Involvement All stakeholders voices heard through questionnaires		RE Curriculum - Belonging and Community Commitment Choice Contemplation PSHE - Agree and follow rules for their group and classroom, and understand how rules help them Recognise choices they can make and recognise the difference between right and wrong Recognise the effect of their behaviour on other people, and cooperate with others Understand what improves and what harms their local, natural and built environments and contribute to looking after them Recognise that bullying is wrong and list some ways to get help in dealing with it	Visitors comment on the independence and responsible nature of our pupils.	Review Behaviour Policy focusing on Emotional Well Being strategies
Interest in investigating, and offering reasoned views about, moral and ethical issues and be able to understand and appreciate the viewpoints of others on these issues	Individual Liberty Equality Respect Friendship Caring Community	PSHE curriculum Circle time discussions School council		RE Curriculum - Belonging and Community/Choice Contemplation PSHE - Take part in discussions with one other person and the whole class, and take part in a simple debate about topical issues Understand that they belong to various groups and communities, such as family and school, and begin to contribute to the life of the class and school	Pupils of all ages are interested in sharing opinions, backed up by reason and evidence.	New curriculum - evaluate Pupil progress meetings Learning walks

Social	Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds	Mutual respect Tolerance Equality Respect Friendship Caring Community Responsibility	Inter-school activities - sports Educational visits and visitors	RE Curriculum - Choice Contemplation PSHE-Express some of their positive qualities, and identify, name and demonstrate that they can manage some feelings Identify and respect differences and similarities between people and explain different ways that family and friends should care for one another	Feedback from school visits is always highly positive with regard to our pupils' conduct and engagement; pupils are very welcoming to visitors	Review of Behaviour Policy Build links with other schools and communities
	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	Mutual respect Tolerance Individual Liberty Equality Respect Friendship Caring Commitment Responsibility	Supportive behaviour inside and outside class: buddies; sports leaders; groups-choir	RE Curriculum - Belonging and Community/Choice Contemplation PSHE- Understand what improves and what harms their local, natural and built environments and contribute to looking after them	Very little conflict needing adult intervention to resolve. Older pupils model good strategies for younger ones	Further development of charity events and links with charities and organisations such as Care homes, etc.
	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; pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain	Democracy Rule of Law Mutual respect Tolerance Individual Liberty Responsibility Respect Trust Equality	RE and PSHE curriculum Topic work School council Behaviour Management - Emotional Well Being strategies Prevent Strategy Links with Local Community Police and Fire Services and Medical Services Anti Bullying week All stakeholders voices heard through questionnaires	RE Curriculum - Belonging and Community/Choice Contemplation PSHE - Recognise choices they can make and recognise the difference between right and wrong Take part in discussions with one other person and the whole class, and take part in a simple debate about topical issues Understand what improves and what harms their local, natural and built environments and contribute to looking after them	Pupils respect and can discuss differences and similarities between cultures; School Council elections modelled on the real-life process	Continue to develop the New Curriculum
Cultural	Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others	Rule of Law Mutual respect Tolerance Equality Respect Caring Community Enjoyment	Our world topic - awareness of the historical and cultural significance of Birmingham through local studies topics Visits and visitors	RE Curriculum -Community and Choice PSHE-Identify and respect differences and similarities between people and explain different ways that family and friends should care for one another	Pupils increasingly understand their heritage but more importantly how this can shape their future as their aspirations and expectations of themselves are raised	Continue to create opportunities for visits to local landmarks
	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	Rule of Law Mutual respect Tolerance Equality Respect Caring Community Trust	Whole school events and themed weeks e.g. Black History Week, Business and Enterprise Week, Music Week etc. Displays around school Visits to different places of worship	RE Curriculum - Belonging and Community/Choice Contemplation PSHE- Identify and respect differences and similarities between people and explain different ways that family and friends should care for one another	Pupils enjoy and appreciate learning about other cultures; pupils show a growing understanding of their peers who come from minority ethnic groups	Continue to create opportunities for visits to local landmarks

	<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>Democracy Rule of Law Mutual respect Tolerance Individual Liberty Equality Respect Community Commitment</p>	<p>School and class rules School council Local MP visit Historical based topics Prevent Strategy Links with Local Community Police and Fire Services and Medical Services All stakeholders voices heard through questionnaires</p>	<p>RE Curriculum - Belonging and Community, Commitment, Choice Contemplation PSHE- Take part in discussions with one other person and the whole class, and take part in a simple debate about topical issues</p>	<p>Pupils understand how the parliamentary system works and are able to apply it to our own School Council process</p>	<p>Develop a higher profile for the School Council</p>
	<p>Willingness to participate in, and respond to, for example, artistic, sporting and cultural opportunities</p>	<p>Democracy Mutual respect Individual Liberty Respect Caring Community Excellence Achievement</p>	<p>After school sports clubs Extra-curricular activities - art and craft, music, ICT, etc. Music clubs</p>	<p>RE Curriculum - Belonging and Community/Choice Contemplation</p>	<p>Pupils' sense of pride in themselves and their school as a centre of excellence; celebration and appreciation of effort as well as competitive success; high level of engagement with a wide range of extra-curricular activities</p>	<p>Build links with local art galleries and continue to build on extra-curricular and after school clubs activities</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, 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</p>	<p>Democracy Rule of Law Mutual respect Tolerance Individual Liberty Equality Respect Friendship Caring Community</p>	<p>Dance workshops - Bhangra dancing, Maypole dancing Visits and visitors Resources reflects a cultural range</p>	<p>RE Curriculum - Belonging and Community/Choice Contemplation PSHE - Take part in discussions with one other person and the whole class, and take part in a simple debate about topical issues Identify and respect differences and similarities between people and explain different ways that family and friends should care for one another</p>	<p>Our predominantly Muslim British pupils are actively encouraged to understand and value a range of cultures. Pupils demonstrate increasing levels of maturity, tolerance and respect as they progress through the school</p>	<p>Continue to build links with different religious places of worship and visitors from a range of cultures and faiths</p>