St. Michael Catholic Primary and Nursery School

Teaching & Promoting SMSC & British Values Throughout the Curriculum

Spiritual	Moral	Social	Cultural
• **Beliefs, religious or otherwise which inform their perspective on life and their interest in and respect for different people's feelings or values** • **A sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.** • **The use of imagination and creativity in their learning.** • **Willingness to reflect upon and learn from their own experiences**	• **The ability to recognise the difference between right and wrong and their readiness to apply this understanding to their own lives.** • **Understanding the consequences of their actions.** • **An interest in investigating and offering reasoned views about moral and ethical issues**	• **The use of a range of social skills in different contexts including working and socialising with children form different religious, ethnic and socio-economic backgrounds.** • **A willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively.** • **An interest in and an understanding of the way societies and communities' function at a variety of levels.**	• **An understanding and an appreciation of the wide range of cultural influences that have shaped their own heritage. A willingness to participate in and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities. An interest in exploring, understanding and respecting cultural diversity.**
Opportunities in English			
• Opportunities for awe and wonder in stories inspire learners to write their own. • Active learning, collaborative learning, peer and self-assessment involve pupils in the learning process • The chance to reflect on stories, opinions, films, poetry etc.	• When considering different scenarios and points of view through drama, role play, stories and pictures and in their own writing, we encourage them to consider the consequences of different actions and explain why choices may be right or wrong. • Using stories to discuss and debate moral issues.	• Learners are given opportunities to work collaboratively both within their own and across year groups. • Working with stakeholders – Govs, parent participation etc. • Working with visitors to school.	• Choice of stimulus/hook to promote opportunities to explore different religious, ethnic and socio-economic issues. Exploring origins of words and grammatical conventions. Texts are chosen to promote understanding of different cultures and to challenge stereotypes and to enhance

• Learners bring their own spiritual experiences to the classroom. • Purpose for writing – explore current affairs to approach new issues and raise questions	• Debating/writing about ethical issues i.e., • The Boy in the Back of the Classroom, • Eric, Dinosaurs and All that Rubbish	• Working with different teachers/TAs Writing to different agencies to express opinions/concerns i.e., writing to MPs (Here • We Are) • Correspondence with British School • Council Partner School	understanding of our world. • Correspondence with British School • Council Partner School
Opportunities in Maths			
• Encouraging deep thinking and questioning skills promotes the spiritual growth of our learners. • Being sensitive to the needs and experiences of all. • An aim to expose learners to the richness and power of maths. • Promoting a sense of wonder - Maths in nature is embedded in sequences, patterns and symmetry/ an exploration of shape and real-world examples... • We encourage learners to appreciate the enormity of the world of Maths as it has developed through time.	• Within the classroom we encourage respect at all times i.e. When listening to the explanations of others. We promote discussion about mathematical understanding and challenge assumptions. • We encourage learners to see how logical reasoning can be used to make decisions and choices that help them to learn in Maths. • We explore and evaluate the effectiveness and accuracy of graphs and statistics. • We organise project work such as	• The use of mini-whiteboards to share learning to develop self-esteem and self-awareness. • The use of collaborative learning and talk-partners – demonstrating the power of the group in problem solving and testing their own understanding. • The use of working walls/displays to share • good practise and celebrate achievement. • Through the use of puzzles and investigations we encourage the development of a growth-mindset.	• We appreciate the maths contributes to our culture and technological developments. • We explore the Maths of different time periods and cultures – May/Chinese etc. We investigate and research cross-cultural patters – tessellation / tiling etc. We incorporate Maths into cross curricular topics.

	• Enterprise Week to help learners use their maths in understanding risk and real-life economics.		
Opportunities in Science			
• Awe and wonder of the world around us and nature. • The growth of plants, humans and animals. • The use of enriching trips and experiments. • Caring for our environment • Use of imagination and curiosity to discover the world and draw comparisons – child-initiated learning. • Open-ended enquiries – there is not always an answer.	• Risk management and safety. • Respecting living things and their environments. • The importance of exercise and looking after our bodies.	• Advances in medicine and scientific discovery for the benefit of all. • Acting in a responsible way. • Science theme days and collaborative learning. • Developing the ability to ask and answer questions. • Opportunities for evaluative and enquiry work.	• Discovering and respecting different scientific beliefs. • Valuing the contributions to science of other cultures. • Respecting beliefs of others with regards to sensitive aspects of science – evolution. • Appreciating the variance in all living things
Opportunities in History			
• Through looking at a variety of sources, learners will reflect on their own experiences and understanding to make informed decisions about the past. Children will be encouraged to ask questions to deepen their understanding. Learners	• Learners will have the chance to discuss and learn about issues where the right and wrong can be blurred. • They will develop the confidence to change their opinions and know that this is a part of learning.	• Learners will understand to respect the views of others and that they may be different to their own. • Leaners will understand how society was • structured in different times and that this may have changed from today i.e.,	• Through curriculum enrichment days learners will appreciate the cultural diversity of different historical periods from religion to arts and crafts. Learners will become involved in community initiatives which has an historical link.

will listen to the ideas of others and use these to inform their own opinions. Curriculum enrichment days will stimulate the learner's curiosity and give them first-hand experiences on which to base their judgements.		Anglo-Saxons, Romans, Tang Dynasty • Through local history and current affairs, learners share an historical with and within the community. • Cooperative learning encourages collaboration and collective decision making.	• Events on a world scale to also be explored e.g. Olympic Games when studying Greece.
Opportunities in Geography			
• Curriculum enrichment/trips to other localities to inspire awe and wonder of the world around us. • A chance to reflect on natural phenomena – fire, hurricanes, the water system etc. Opportunities to explore and reflect upon the local area that learners may not be • aware of – Mote Park etc	• Opportunities to learn about the life opportunities and distributions of resources in different locations. • Opportunities to work on conservation projects in the local area and globally – recycling, green issues and protecting the environment. Link with Ghana. • Considering Global Warming and an ethical use of resources.	• A chance to reflect upon the effects and causes of world events – drought, forest fires, floods etc. and how this impacts societies. • Develop an understanding of different communities and social systems. • Be given opportunities to discuss their own social systems and compare them with others. • Develop an awareness of the distribution of wealth and resources and how this affects societies	• Opportunities to plan investigations about different geographical locations and how the culture of that country has been shaped. • Investigate stories and resources from different localities to actively challenge preconceptions about different cultural stereotypes
Opportunities in Computing			

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• Explore creativity and imagination is the design and construction of digital products Promote self-esteem through the presentation of own work to others. Explore how ideas in computing have inspired others over time.	• Encourage good etiquette when using technology, paying due regard to E safety. Encourage respect for the equipment and how this may affect others. • Encourage the respect of the use of technology and its impact on the environment i.e. in good paper wastage. Explore moral issues in the use of digital technology e.g.: copyright and plagiarism. Explore the use of moralist use through the use of technology i.e. Blogging, podcasts, vlogs	• Learners are encouraged to assist each other in problem solving. • Encourage social behaviours in the classroom including listening and generally interacting in a caring community. • Encourage good practise and respect of technology e.g.: social networking.	• Encourage an awareness and • appreciation of the digital divide and be aware of differing cultural, spiritual and religious views on the use Empower learners to apply their computing skills and knowledge to the wider curriculum and acknowledge links to other subjects.
Opportunities in RHE			
• The opportunity to reflect upon a variety of media to develop understanding i.e., friendship, safety, relationships, one's own place in the world, bully, goals, consequences of decisions etc. • Learning about ourselves leads to learning about others – developing empathy and tolerance.	• Opportunities to consider the consequences of different actions and understand why others make the choices they do. • Consider and develop and understanding of experiences and moral values beyond their own. • Collective worship and RHE lessons actively	• Listen to and respect the opinions of others. • Learning about ourselves leads to learning about others – developing empathy and tolerance. • Self-awareness is one of the composites of emotional intelligence. • Lessons to encourage action and a voice.	• Listen to and respect the opinions of others. • The opportunity to reflect upon a variety of media allows learners to consider a variety of cultural influences – developing empathy for and awareness of others. Develop an understanding of the tenets of other cultures and

• Encourage learners to develop self-awareness - one of the composites of emotional intelligence. • Develop a sense of self-worth is a mutually • supportive environment •	encourage learners to verbalise their views in a structured and democratic environment	• The use of inclusive approaches and the right to be heard – Circle Time – give learners the confidence to articulate their views in a variety of settings.	develop a respect for what has influenced other societies and cultures.
Opportunities in PE/Sport			
• The chance to reflect on performance is • key in PE/ sport i.e. team work, participation and role. • The setting of person and whole class goals and the evaluation of whether we have reached them through the unit. • We learn to respect the rules and enjoy the activity. • Learners challenge themselves. This could be through increasing the difficulty or creating a new activity which progresses the learning. • In PE/sport, reflection via self-assessment, peer assessment and teacher assessment in a non-	• In a range of different activities, the learners will be faced with choices as to what is right and wrong i.e. do I dive for a penalty. • Learners will be taught the roles of a sport or activity and w=right choices will be discussed and how this is for the benefit of all parties- do you win if you don't win fairly? • Discussions around the consequences of making right choices.	• It is key that learned have the opportunity to work with a range of different abilities throughout lessons. We need to develop the skills of cooperation. • Children will be taught to resolve issues independently. • They will learn that teams don't always get on and will develop the skills of cooperation and tolerance. •	• We will learn that our role models in sport come from a range of ethnicities and all are to be valued equally. • We will learn about the Paralympics and • that disability is not a barrier to attainment. • We will discuss where sports have originated from, where it is popular and which countries excel.

judgemental way is crucial so that learners can challenge themselves and progress to next steps.			
Opportunities in Art & Design / Design & Technology			
• In looking at creative work, learners have time to reflect upon themes and emotions that are communicated. • In learning about different artists and what inspired them, they develop an appreciation of the world around them and its place in history. • The use of a sketch book encourages reflection on their own ideas. • Reflecting on inventions, products, range of materials etc. and how they can change and improve our lives and those of others. • Developing a sense of curiosity • Evaluation of products to encourage reflection. • Understanding seasonality and the part that this plays in our lives.	• In exploring work of different artists from different periods and cultures, learners are able to discuss different moral and ethical issues.ie, Paul Klee • The discussions around controversial artists and artworks. • Awareness of the moral dilemmas caused by technological advances. Use of sustainable materials i.e., Reduce, Reuse Recycle – Make do and Mend. Consider the carbon footprint of products. • Fair Trade products and associated issues	• Learners are encouraged to reflect on each other's work to promote respect and tolerance. • Collaborative work on larger pieces. Working as part of a team / sharing equipment and negotiation.	• The study of a range of artists allows learners to understand and appreciate the similarities and differences across different disciplines and cultures. Opportunities to participate in cultural events – Elmer Project • Learners are encouraged to reflect on each other's work to promote respect and tolerance. • Understanding how different cultures have contributed to technology. Understanding of the food of different cultures and the socio-economic issues around this. • Exploring products and construction form a range of cultures and time periods.

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Opportunities in Music			
• The chance to reflect upon events, opinions, composers, music, songs, instruments in collective worship, assemblies and music lessons. • The chance for learners of all abilities to participate in personal and collaborative activities, encouraging reflection in a positive, non-judgemental way. All learners are encouraged to make contributions and take part in performances and listen to those of others with respect. • The use of imagination and creativity through composition and improvisation. Learners enhance their sense of enjoyment through playing as part of a group and feeling part of a team- choir, class performances etc.	• When considering different viewpoints on various pieces of music and the impact they have, we encourage learners to respect and consider the viewpoints of others with regard to personal preference. • Opportunities to learn about historical attitudes to different types of music e.g.: gospel, slave songs, jazz, rap.	• The structure of techniques in music lessons gives learners the skills and supportive setting to participate fully. This helps increase participation and learning. • Active music lessons help learners to develop and form relationships and give them the skills to working different social contexts. • Learners of all abilities have access to the • curriculum, encouraging active participation for all. • Develop an understanding that music is a way to celebrate achievement i.e. Collective worship, visiting guests, commemorations etc.	• Music from topical events e.g.: last post, Olympic ceremony, pop music, adverts, religious occasions encourage learners to consider a range of cultural influences. Music lessons which build a sense of self-worth through developing self-awareness, discursive skills and strengths and goals • help to develop empathy and awareness of others particularly in relation to performing. • Learners understand to accept, respect and celebrate diversity and cultural differences in musical traditions.
Opportunities in MFL			

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• Develop an appreciation of a different sphere of learning and how this is contributed to their own language. • Appreciate how language is constantly evolving and that language from other cultures is absorbed into their own. Understand that their learning in other subjects will be developed by their appreciation and understanding of other languages.	• Learners understand the need to celebrate and respect the contribution of all in lessons.	• Active MFL lessons help learners to develop and form relationships and give them the skills to working different social contexts. • Learners of all abilities have access to the • curriculum, encouraging active participation for all. • Equip learners with the ability to communicate with others from different countries and cultures- life skills.	• Encourage acceptance of other cultures and traditions. • Understanding that even though they may be different to the learner's own, they are still valid. • Appreciate how language is constantly evolving and that language from other cultures is absorbed into their own.
Democracy	**The Rule of Law**	**Individual liberty**	**Mutual Respect & Acceptance of those of Different Faiths and Beliefs**
• **Being in a democratic country, our voice matters. Our votes guide the decisions made by the government for the best running of the country. Democracy makes the fair call of the majority the deciding factor in decision**	• **The laws in this country are in place to help us live in a happy, safe and secure environment. Abiding by the law is in our best interest if all are to remain safe.**	• **We have the freedom to express our individuality through speech, choice and individual presentation. Our individual liberty protects our rights and expressing our individuality demonstrates our value in British society.**	• **We don't all share the same beliefs, faiths or ideals but we should respect others, and feel respected and safe in our own.**

making, rather than the few.			
Opportunities in English			
• Vote characters/genre/format in writing given to the learners. • Writing and presenting balanced arguments. • Group work and enquiry • Actively modelling democratic processes such as forms of voting and freedom of speech	• In writing and speaking and listening, showing respect to others – agreed conventions within the class such as 'turn taking' etc. • Texts used actively promote respect and fairness	• Writing argument and debate • Speeches – I have a Dream • Learners encouraged to select own reading materials.	• Argument and debate • Speeches – I have a Dream • Texts chosen as a stimulus to explore different faiths and belief systems and which challenge stereotypes
Opportunities in Maths			
• An understanding of the role that Maths plays in the democratic processes. Models for teaching promote a methodology that is inclusive. • Having tolerance and respect for the learning stages of others. • Valuing the contribution of all.	• Following lesson protocols for the good of all.	• Self-awareness and the security to develop and demonstrate own opinions. Encouraging the independent selection of manipulatives to aid learning.	• Developing an understanding of what makes good relationships with others. Models for teaching promote a methodology that is inclusive. • Having tolerance and respect for the learning stages of others. • Valuing the contribution of all.
Opportunities in Science			

• The sharing of roles in group work. • Feedback and sharing conclusions. • Learning from others. • Understanding why results from scientific enquiry are shared with all and positive impacts are distributed equally.	• Following safety protocols and understanding and accepting the need for them. • Understanding the need for rules and • regulations around scientific enquiry on all levels	• The freedom to design own line of enquiry. • Having our work valued. • Understanding that we have the freedom to question the results of scientific enquiry and the possible consequences of this.	• Valuing the views of others even if they are not the same as your own. • Learning from others • Valuing the research from other countries and cultures. • Understanding that we have the freedom to question the results of scientific enquiry and the possible consequences of this.
Opportunities in History			
• Links to Democratic processes in other time periods – Ancient Greeks etc. and how this was not the same in other cultures. • Class decisions made through debate with regards to historical figures i.e. Wat Tyler and the Peasants Revolt	• Understanding the rights and responsibilities of leaders, citizens and subjects in different historical periods and how these have changed. Understanding the decisions that have been made and how these have affected society. • Understand source analysis and bias	• Exploring the freedoms, or lack of, of other • time periods and how these have affected individual liberty i.e. slavery, racism, feudal systems etc. • Understanding that the learner can have their own opinion and learning how to back this with historical evidence.	• Valuing and respecting the views of others and understanding that other views are equally valid. • Developing an understanding that values and beliefs may have changed over time and will continue to change
Opportunities in Geography			

• Discuss the distribution of global resources and how this may be unfair. • Developing a social conscience with regards to conservation and the use of resources.	• Understanding the socio-economic structures of different countries and the UK – discuss similarities and differences.	• Understand how your own choices affect others – i.e., recycling. • Self-awareness and the security to develop and demonstrate own opinions.	• Developing a social conscience with regards to conservation and the use of resources. • Valuing the views of others even if they are not the same as your own. Learning from others
Opportunities in Computing			
• Cooperative group work and enquiry that allow for a fair and democratic process. Opportunities to share work on wider platforms i.e. blogs, social networking.	• Share opinions on public platforms in a tolerant and respectful way, mindful of the beliefs of others. • 8nderstands and recognise the rule of law of expressing opinions. • Operate with due regard to online safety and safeguarding. • Look after technological equipment properly.	• Recognise the views of others and fact vs opinion when researching on the internet. Understand that others have a right to their opinion but it may not be representative of the facts.	• Learners develop the ability to show understanding and acceptance of different views and opinions.
Opportunities in RHE			
• Collective worship and RHE lessons actively encourage learners to verbalise their views in a structured and democratic environment. • Models for teaching promote a methodology	• Develop an understanding of how rules are decided and put in place to ensure safety for all and an equitable society. Understand why this needs	• Develop the ability to formulate and express own opinions and to understand that others are free to do the same.	• Develop an understanding of what makes a good relationship. • Awareness of the culture of others leading to enhanced self-awareness.

that is inclusive for all learners.	to be preserved for the benefit of all.		• Emotional intelligence developed through empathy. • Models for teaching promote a methodology that is inclusive for all learners. • Lesson content is used which challenges stereotypes and preconceptions.
Opportunities in PE/Sport			
• We will teach about the rules of the activity, the power of decision making and the need to play fairly.	• Children will be taught the rules of each activity. We will discuss the importance of this and why they should abide by them.	• They will understand that it is important to have the freedom to express yourself freely within the rules.	• We will identify the importance of respect in the activity and how this contributes to a more enjoyable experience.
Opportunities in Art & Design / Design & Technology			
• Group work which requires collaborative decision making. • Learners understand their place in a group and the collective decision-making process. • Taking turns and the safe use of equipment for the benefit of all. Respecting resources	• Freedom of expression is promoted in creative work. • Respect is encouraged and developed through positive and considered reflection and feedback • Respecting resources and understanding the rules around safe use	• Freedom of expression is promoted and encouraged in creative work. • Learners are encouraged to express their own opinions. • The delivery and acceptance of constructive criticism.	• Learners are encouraged to reflect on each other's work to promote respect and tolerance. • The work of all cultures is equally valued

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Opportunities in Music			
• Pieces of group work such as composition and performance allow learners to explore the value of all contributions in a group. Participation by all is encouraged and is enabled through group performance.	• Encourage turn taking, sharing and the save use of all equipment and understand the need for this. • Understand the confines of notation and composition to ensure that all can contribute equally.	• Music allows ample opportunities for freedom of expression- all are celebrated equally and are equally valid.	• Freedom of expression is promoted through composition and performance. Respect is encouraged and developed through positive and considered reflection.
Opportunities in MFL			
• Understand how the democratic may be different in different countries. •	• Understand through cultural analysis how laws may have developed differently in different countries. • Encourage a climate of respect and self-awareness for children to enhance their linguistic skills.	• Create a classroom climate where learners feel free to express their individuality in a foreign language.	• Develop an understanding and tolerance of different cultures by exploring their language and social mores. • Understand how these have developed over time and how they may be different to their own.