

Farnborough Road Infant School – Spiritual, Moral, Social and Cultural, including the promotion of British Values

Personal, Social and Emotional Development is a priority in our school of young children. In order to optimise learning our children need to feel confident, happy and loved. This defines the ethos of our school, along with the emphasis we place on SMSC. We want our children to become responsible, active citizens who participate in democracy and public life. We will teach them to understand the difference between right and wrong and the importance of respecting & tolerating differences in a very diverse and modern Britain through the promotion of British Values.

As a leading SEAL school (social and emotional aspect of learning) in Sefton we worked with networks of schools to develop their use of the programme. SEAL strategies are embedded throughout the school to help our pupils understand more about themselves, relationships, and challenges they may face. Parents are informed of the half termly topics and involved in homework activities.

All pupils work on the following SEAL topics: New beginnings; Getting on and Falling out; Going for goals; Good to be me; Relationships; Changes.

As a community school we are broadly Christian with festivals from other cultures celebrated throughout the year. Each week there are Key Stage and Year Group assemblies, along with in-class assemblies. Whole school assemblies take place at key points in the year. Assemblies follow the SEAL themes, Bible stories, moral and social issues.

We aim to introduce the children to a range of cultural experiences. The PTA donates £2000 each year to fund cultural activities, such as visits to Liverpool Philharmonic, The Rose Theatre at Edge Hill University, National Film Week. Theatre groups come into school regularly to support the curriculum, eg Samuel Pepys, Florence Nightingale, and Traditional Tales. During the annual Arts week we employ a range of professional artistes to bring expertise and excitement to the experience, eg drama coach, dance teacher, drummer. Year 2 pupils study other cultures in the Around the World topic and we benefit from visits from parents and grandparents telling us about China, India and Australia.

We support several charities each year, fully involving the pupils in the moral aspect of supporting others less fortunate than ourselves –eg Children in Need, NSPCC, Comic Relief, Click Sargeant, Smile, RSPCA. The work of the school is recognised in the annual “Service Above Self” award from a local Rotary Club, in conjunction with other local schools.

Examples of SMSC observed in lesson observations

- “Positive attitudes were seen from all the children, even in response to challenging aspects of the lesson.”

- “Talking Partners” activity was a very good example of co-operative learning and good social skills. The children even held their joined hands up.”
- “Excellent co-operation was observed outside on the ordering number buckets activity, a real team work approach.”
- “Very good example of taking turns in the “wipe-out” number bonds activity, even with the element of competition”
- “Pupils showed a positive attitude to learning”
- “Pupils showed an appreciation of others achievements – praising each other- one pupil gave another a hug when she was asked to give herself a pat on the shoulder.”
- “Pupils showed an appreciation of others achievements – praising each other- for using words not on the board.”
- “Children worked and played very well together creating a lovely calm climate for learning to take place.”
- “Pupils were reflective about the differences between life then and now and were asked to reflect on what they liked/ didn’t like about the Victorian times.”

British Values	Understanding and Knowledge	Examples of how these are developed in the school and wider curriculum
Democracy	<p>To understand and respect the democratic process</p> <p>To understand how they can influence decision making through a democratic process</p> <p>To understand how to argue and defend a point of view</p> <p>To understand the importance of team work</p>	<p>School council</p> <p>Annual surveys for pupils, staff, parents and governors</p> <p>At the beginning of a topic, children are asked ‘What do I know already and what do I want to learn?’</p> <p>Voicing opinions – eg reviewing a book, being a “critic”</p> <p>Voting – eg data collection</p> <p>Children in KS1 contribute as a whole class to form a Class Charter, in addition to the school’s Golden Rules.</p> <p>Thinking Club in Year 2 – development of debating skills</p> <p>Golden Time – choices</p> <p>Outdoor Adventurous Activities – teamwork</p>

		<p>PSHE /PSED curriculum: Begin to contribute to the life of the class & school; e.g. classroom & library monitors, Star of the Week responsibilities</p> <p>Develop circle times through key worker groups in Nursery Making the classroom safe and fair place to work Begin to exercise choice and the right to decide Begin to discuss and debate topical issues in both small and larger groups Become aware of and respect the different opinions of others Offer simple ideas or opinions about real school issues. Be confident to try new activities, initiate ideas and speak in a familiar group. Consider the consequences of their words and actions for others.</p> <p>P.E and school sport: Team games and working with others</p>
<p>The rule of law</p>	<p>Ability to recognise the difference between right & wrong and apply this to their own lives</p> <p>Ability to accept responsibility for their behaviour</p> <p>To understand the consequences of their behaviour and actions</p> <p>Ability to resolve conflicts effectively Understand how they can contribute positively to the lives of those living and working in the locality and society more widely</p>	<p>Assemblies that focus upon the School's Golden Rules Sun/cloud system used in EYFS to manage learning behaviours Golden ladder system used in KS1 Yearly police talks / emergency services visits Star of the week Classroom rules / Class Charters Circle time discussions Individual behaviour management plans Restorative Justice</p> <p>PSHE / PSED curriculum: Begin to manage their feelings in a positive way Understand how rules help them; e.g. School's Golden Rules, classroom learning rules Agree and follow the Golden Rules Begin to respect property- personal and public Recognise what they like and dislike, what is fair, and unfair, and what is right and wrong</p>

	<p>To understand that living under the rule of law protects them and is essential for their well-being and safety</p>	<p>Begin to understand behaviours which are helpful and unhelpful to make all children feel safe and happy Resolving conflict Working together /Co-operation Controlling feelings of anger Citizenship- people who help us- including family networks.</p> <p>Begin to set personal goals Begin to understand the roles of others in society e.g. people in our local community/people who help us.</p>
<p>Individual liberty</p>	<p>To understand rights & responsibilities</p>	<p>School's Golden Rules Sun/cloud system used in EYFS to manage learning behaviours Golden ladder system used in KS1 Circle time discussions Assertive Mentoring – Going for Green Making choices in EYFS continuous provision School Council – pupil voice</p> <p>PSHE / PSED Curriculum Going for Goals – SEAL topic - setting realistic goals, planning to achieve a goal, persistence, evaluation of success Personal safety, e – safety - rules for keeping physically and emotionally safe.</p> <p>Begin to know about different groups they belong to and the important people and roles within them. Begin to develop a sense of responsibility and set a personal target. Offer simple ideas or opinions about real school issues. Begin to understand the rights and responsibilities of children. Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others. Consider the consequences of their words and actions for others – Behaviour Policy</p>

<p>Mutual respect and tolerance of those with different faiths and beliefs</p>	<p>To reflect on their own beliefs, religious or otherwise that inform their interest in and respect for different people's faiths, feelings and values</p> <p>To reflect on their own experiences</p> <p>To understand that the freedom to choose and hold other faiths and beliefs is protected in law</p> <p>To investigate and offer reasoned views about moral and ethical issues and be able to understand and appreciate the viewpoints of others</p> <p>To use a range of social skills in different contexts, including working and socialising with pupils from different religions, ethnic and socio-economic backgrounds</p> <p>To participate in a variety of communities and social settings, cooperating well with others</p> <p>To understand and appreciate the different cultures within school and further afield as an essential element of their preparation for life in modern Britain</p> <p>To understand, accept, respect and celebrate diversity as shown by their tolerance and attitudes</p>	<p>A range of different resources are used to support the entire curriculum to help pupils understand and welcome diversity</p> <p>School's Golden Rules</p> <p>Equality action plan-updated regularly</p> <p>Children working in curriculum areas in different groupings</p> <p>Monitoring of bullying and prejudiced based incidents</p> <p>Participation of community based activities; i.e. Southport Learning Partnership activities – School Council groups; Arts Festival. Sefton activities - Dance Festival</p> <p>Books to represent children from all ethnicities and family groupings</p> <p>Buddies in school</p> <p>PSHE / PSED curriculum:</p> <p>New Beginnings Making new friends feel welcome</p> <p>Can tell you similarities and differences between myself and my friends?</p> <p>Caring for others – charity work - NSPCC</p> <p>Identify and respect the differences and similarities between people including cultural, ethnic, racial and religious diversity, gender and Disability.</p> <p>Myself – developing respect, tolerance for difference</p> <p>Good to be Me – SEAL topic - Have a positive self-image and show that they are comfortable with themselves, managing anxiety and standing up for my views. Recognising the attributes of others, tolerating and celebrating difference.</p> <p>Getting on and Falling out –SEAL topic - Friendship week activities. What a good friend means to me</p> <p>Begin to know what bullying is, that there are different types of teasing and bullying and that bullying is hurtful and wrong</p> <p>Learn how to respond appropriately to bullying</p>
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