

OABJ SMSC and British Values Curriculum Map

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English	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Year 6 Express Yourself – A Monster Calls <i>This challenging novel allows the ch'n to discuss themes surrounding bereavement, faith and belief in all its forms. This unit also allows the opportunity to discuss bullying, adolescence and relationships in a range of forms.</i></p> <p>BV. 1, BV.2, BV.5, BV.6 SMSC: 1a, 1b, 1c, 1d 2a, 2b, 2c 3a, 3b, 3c 4a, 4b, 4c, 4d, 4e</p>	<p>Year 6 Fit for Life Sports and Fitness Journalistic Writing Non – fiction <i>Discussion around moral issues and rule of law of news reporting. Also references our culture and the British Democratic Value of a free press with a focus on sports events.</i></p> <p>BV.2, BV.5, BV.6 SMSC: 1a, 1b, 1c, 1d 2a, 2b, 2c 3a, 3b, 3c 4a, 4b, 4c, 4d, 4e</p>	<p>Year 6 Fit for Life Sports and Fitness Persuasive Non – fiction Texts <i>This unit highlights the moral responsibility for caring for our bodies in a number of ways. It also enables discourse around the notion of social responsibility and what makes a good role-model.</i></p> <p>BV.1, BV.2, BV.5, BV.6 SMSC: 1a, 1b, 1c, 1d 2a, 2b, 2c 3a, 3b, 3c 4a, 4b, 4c, 4d, 4e</p>	<p>Year 6 Prepare to Perform – Boy In The Girls' Bathroom <i>Learn about the social and moral issues around bullying/characters' change of behaviour. This unit also allows the opportunity to discuss the rule of law surrounding bullying in all forms.</i></p> <p>BV.1, BV.2, BV.5, BV.6 SMSC: 1a, 1b, 1c, 1d 2a, 2b, 2c 3a, 3b, 3c 4a, 4b, 4c, 4d, 4e</p>	<p>Year 6 The Greatest Show – Wonder <i>Discussion around the prejudices faced by those with physical and mental disabilities within society. Also exploration that we are all unique individuals.</i></p> <p>BV.1, BV.2, BV.5, BV.6 SMSC: 1a, 1b, 1c, 1d 2a, 2b, 2c 3a, 3b, 3c 4a, 4b, 4c, 4d, 4e</p>	<p>Year 6 The Greatest Show <i>Explores the historical development of entertainment including the social and moral issues around disability and the humane treatment of animals in both the UK and other countries.</i></p> <p>BV.1, BV.2, BV.3, BV.4, BV5, BV.6 SMSC: 1a, 1b, 1c, 1d 2a, 2b, 2c 3a, 3b, 3c 4a, 4b, 4c, 4d, 4e</p>
	<p>Year 5 Goodnight Mister Tom <i>A novel about WW2 – exploring the country's past – and abusive relationships as a child, including neglect. Promotes an 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.</i></p> <p>SMSC: 2b, 2c, 4b BV</p>	<p>Year 5 Non- fiction – Birmingham and Victorians <i>Looking at pride of home town, multi-cultural understanding and appreciation of the wide range of cultural influences that have shaped our own heritage and those of others. Encourages a willingness to participate in – and respond positively to – artistic, musical, sporting and cultural opportunities.</i></p> <p>BV.4, BV.5 SMSC: 3a, 4a, 4d</p>	<p>Year 5 The London Eye Mystery <i>Looking at how others treat people differently, e.g. as a result of disability or unique ability (in this case Asperger's), which promotes mutual respect and tolerance. Deals with feelings and family relationships.</i></p> <p>BV.2 SMSC: 3a, 3b & 4e</p>	<p>Year 5 Beowulf <i>Family tale of betrayal and determination. Learning about morals, making decisions and the consequences – unintended and otherwise - as a result of following the Rule of Law.</i></p> <p>BV.2 SMSC: 1c, 2c, 3a & 4a</p>	<p>Year 5 The Fastest Boy in the World <i>Children explore the idea of materialism, having a strong value system and the importance of having aspirations and goals. Helps to promote a willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.</i></p> <p>SMSC: 4d</p>	<p>Year 5 Journey to Jo'burg <i>A story of Apartheid, allowing the children to explore race and moral issues taken to extremes. The topic explores social injustice, segregation and lack of democracy through the eyes of young people. Emphasises the importance of mutual respect between people.</i></p> <p>BV.6 SMSC: 4a, 4e</p>

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English	<p>Year 4 Stone Age Boy <i>Discussions and writing on the cultural and moral differences between the Stone Age and modern people. Looking at the differences in individual liberty between the characters.</i></p> <p>SMSC: 4a, 4e</p>	<p>Year 4 Song of the Dolphin Boy <i>Discussions around bereavement and relationships within families. Looking at bullying and how it affects others. Writing about respecting the environment and sea pollution.</i></p> <p>SMSC: 1b, 2b</p>	<p>Year 4 Butterfly Lion <i>Discussions about feeling and making decisions that have an impact on the future. Exploring differences in cultures around the world and respecting those who live different lives.</i></p> <p>SMSC: 1a, 1b, 1d, 4a</p>	<p>Year 4 I am a Warrior <i>Exploring the life of Vikings and how it shaped Britain. Writing a story and using their imagination to imagine how life was like. Understanding how and why it changed Britain.</i></p> <p>SMSC: 1b, 1c, 4a</p>	<p>Year 4 Hetty Feather <i>Examination of poverty and the development of Britain from Victorian times to now. Discuss why misleading people is morally repugnant. Discuss the rule of law regarding advertising.</i></p> <p>SMSC: 2a, 2b, 2c</p>	<p>Year 4 Hetty Feather <i>Examination of poverty and the development of Britain from Victorian times to now. Discuss why misleading people is morally repugnant. Discuss the rule of law regarding advertising.</i></p> <p>SMSC: 2a, 2b, 2c</p>
	<p>Year 3 Ancient Egypt – Theft of Tutankhamun’s Death Mask. The Prince of Egypt <i>Children discuss the Rule of Law in England in terms of theft. They investigate and offer their views on the moral implications of the theft. Participating with the wider community and resolving conflict. Children watch and engage with <i>The Prince of Egypt</i>, which follows the story of Exodus. Children have the opportunity to discuss the treatment of a community.</i></p> <p>BV SMSC: 2a, 2c, 3b</p>	<p>Year 3 Dinosaurs – ‘The Good Dinosaur’ <i>Children watch ‘The Good Dinosaur’ in parts, with each part forming a piece of writing. They will look at the main character to see whether he is treated fairly by other characters, look at how the character is able to develop as he grows up and use his social strengths to find his way home. Children will also look at several characters and dissect what makes them in terms of appearance and personality.</i></p> <p>BV SMSC: 1b, 1c, 2c, 3b</p>	<p>Year 3 <i>A range of writing including non-chronological reports, persuasive letters encouraging people to care for their environment</i></p> <p>BV 2 SMSC: 1b, 1c, 2b, 3a, 4a, 4b,</p>	<p>Year 3 Young Entrepreneurs Persuasive writing <i>This unit highlights the moral responsibility for caring and promoting healthy eating. It also enables discourse around the British Values in keeping fit and healthy.</i></p> <p>BV SMSC: 1d, 2c</p>	<p>Year 3 The Human Body Non-Chronological Report <i>Children to discuss and discover some of the things that make us different to animals and build a piece of writing about different parts of the human body.</i></p> <p>BV SMSC: 1b, 1d</p>	<p>Year 3 <i>Children will write a story involving heroes and a moral dilemma involving Rule of law.</i></p> <p>BV SMSC:1b</p>

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Science	<p>Year 6 Evolution and Inheritance <i>Looking at Charles Darwin and his Theory of Evolution, in contrast to - but mutually respectful of - world religions, cultural impact of the theory etc.</i></p> <p>BV.1, BV.2, BV.3, BV.5, BV.6 SMSC: 1a, 1b, 1c, 1d 2a, 2b, 2c 3a, 3b, 3c 4a, 4b, 4c, 4d, 4e</p>	<p>Year 6 The Human Body: benefits of exercise & healthy diet. <i>The theme supports 'independence' and 'interdependence'. Explores diet, hygiene and physical fitness.</i></p> <p><i>The international aspect of the work can be found in the range of physical types and skills; varying cultural views of body image; and the values different societies place on the young, the elderly and the disabled.</i></p> <p>BV.1, BV.2, BV.5, BV.6 SMSC: 1a, 1b, 1c, 1d 2a, 2b, 2c 3a, 3b, 3c 4a, 4b, 4c, 4d, 4e</p>		<p>Year 6 Animals, including Humans <i>Moral issues around respecting other species and other humans, environmental issues & social responsibility. Promotes tolerance and mutual respect by addressing weaknesses and differences in how many countries, including Britain, care for the environment.</i></p> <p>BV.1, BV.2, BV.3, BV.4, BV.5, BV.6</p>	<p>Year 6 Electricity <i>Explores how electricity is generated and the environmental impact this has. Also looks at its application and safe usage of electricity. Looks at how the rule of law protects people and how each of us have a moral duty to be responsible with it.</i></p> <p>BV.1, BV.2, BV.3, BV.5, BV.6 SMSC: 1a, 1b, 1c, d 2a, 2b, 2c 3a, 3b, 3c 4a, 4b, 4c, 4d, 4e</p>	<p>Year 6 Living things and Habitats <i>Understanding other species' habitats, the impact of humanity on our eco-systems and endangered species. Explores environmental impacts & social responsibility. Promotes tolerance and mutual respect by addressing a range of different topics and our moral responsibility to protect the environment.</i></p> <p>BV.1, BV.2, BV.3, BV.4, BV.5, BV.6</p>
	<p>Year 5 Materials and their properties <i>Exploration of the scientific properties of a range of materials, reversible & irreversible changes and the classification of materials based on their properties. Encourages discussion of secular vs non-secular belief systems and people's freedom to choose.</i></p> <p>BV.4, BV.5 SMSC: 1a, 1b, 1c, 1d, 4a</p>	<p>Year 5 Animals including humans <i>Learning about human reproduction, life cycles and how the human animal changes over time. Promotes spiritual and moral aspects in the need for caring for those no longer able to do so themselves.</i></p> <p>SMSC: 1a, 1b, 1c, 1d</p>	<p>Year 5 Life cycles <i>Learning how plants grow & the basic requirements of life through food & light. Explores how a lack of basic needs (food, shelter) negatively impacts on development and growth – for animals and plants.</i></p> <p>SMSC: 1a, 1c BV SMSC:</p>	<p>Year 5 Forces <i>Exploration of different forces and how those forces act upon objects. Pupils learn about key scientists – e.g. Newton – and their discoveries. Encourages discussion of secular vs non-secular belief systems and people's freedom to choose.</i></p> <p>BV.4, BV.5 SMSC: 1a, 1b, 1c, 2c, 4a</p>	<p>Year 5 Earth and Space <i>Pupils learn about the world around us, our place in the wider universe and how advances in science shaped how we see the world. Topic explores scientific achievements and how we use science to explore the farthest reaches of the universe.</i></p> <p>BV.4, BV.5 SMSC: 1a, 1c, 1d</p>	

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Science	<p>Year 4 Teeth, eating and digestion <i>Pupils learn about key systems in their bodies and how they work. Promotes discussion regarding animal rights, the ethical treatment of animals and the morality of eating them.</i></p> <p>BV.2 SMSC: 2a, 2b, 2c</p>	<p>Year 4 Living things and Habitats <i>Understanding other species' habitats, the impact of humanity on our eco-systems and endangered species. Explores environmental impacts & social responsibility. Promotes tolerance and mutual respect by addressing a range of different topics and our moral responsibility to protect the environment.</i></p> <p>SMSC: 2c, 4e</p>		<p>Year 4 Sound <i>Learn about different cultural traditions regarding music. Talk about the rights of the citizen, under the rule of law e.g. to celebrate their culture freely, to enjoy a quiet environment.</i></p> <p>SMSC: 1b, 1c, 3b, 4d, 4e</p>	<p>Year 4 States of Matter <i>Learning about different states of matter, leading to discussion of the ethics and dilemmas surrounding clean water supply. Does everyone have a right under the rule of law to have clean water? What are the social implications of having polluted water?</i></p> <p>SMSC: 1b, 2a, 2c</p>	<p>Year 4 Electricity <i>Children are encouraged to discuss the real-life application and safety of electricity – circuits, plugs etc. Looks at how the rule of law protects the people and how each of us has a moral duty to ensure safety.</i></p> <p>BV.2 SMSC: 1b, 2a, 2c</p>
	<p>Year 3 <i>Children will demonstrate tolerance by working in groups to investigate something. Children will work democratically to plan investigations.</i></p> <p>BV SMSC:</p>	<p>Year 3 Rocks <i>Children will demonstrate tolerance by working in groups to investigate scientific questions. Children will learn about their surroundings and their past through fossils. They will pull on social skills and must work democratically to plan investigations.</i></p> <p>SMSC: 1a, 1b, 2c, 4e</p>	<p>Year 3 Plants <i>Children will learn how plants grow, the different conditions in which they grow and the requirements they need for of life. They will pull on social skills and must work democratically to carry out long-term investigations.</i></p> <p>BV SMSC: 1b, 1c</p>	<p>Year 3 Animals including humans <i>Children will learn about themselves in this topic and how their bodies are made up of muscles and bones. They will also learn the similarities between themselves and other species and be accepting and tolerant of the theory of evolution.</i></p> <p>BV SMSC: 1b</p>	<p>Year 3 Light – Children will use social skills to investigate the properties of light and how it travels. They will need to work democratically to carry out short investigations and build conclusions.</p> <p>BV SMSC: 1b, 1c, 1d,</p>	

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Topic	<p>Year 6 Express Yourself <i>Discusses feelings, promoting emotional awareness within a range of relationships and situations and artistic responses e.g. Banksy use of graffiti and whether is an art form or illegal vandalism, emotional links with music.</i></p> <p>BV.2, BV. 6 SMSC: 1a, 1b, 1c, 1d 2a, 2b, 2c 3a, 3b, 3c 4a, 4d, 4e</p>	<p>Year 6 Fit for Life <i>The topic supports 'independence' and 'interdependence' in making decisions on fitness, health and exercise while exploring diet, hygiene and physical fitness.</i></p> <p><i>The international aspect of the work can be found in the range of physical types and skills; varying cultural views of body image; and the values different societies place on the young, the elderly and the disabled.</i></p> <p>BV.2, BV.6 SMSC: 1a, 1b, 1c, 1d 2a, 2b, 2c 3a, 3b, 3c 4a, 4d, 4e</p>		<p>Year 6 Prepare to Perform <i>This topic is designed to help pupils develop strategies across a range of key-areas to cope with the Key Stage 2 tests so they are fully prepared to perform at their best.</i> This year also discusses how Great Britain prepared to perform on the global stage during the industrial revolution. BV.2, BV.6 SMSC: 1a, 1b, 1c, 1d 2a, 2b, 2c 3a, 3b</p>	<p>Year 6 The Greatest Show <i>Using the central themes of the circus, this topic investigates historical and contemporary views of what constitutes entertainment and the acceptable treatment of other people, particularly those with disabilities Topic also promotes discussion about animals' welfare.</i></p> <p>BV.2, BV.6 SMSC: 1a, 1b, 1c, 1d 2a, 2b, 2c 3a, 3b 4a, 4d, 4e</p>	
	<p>Year 5 World War 2 <i>Through an exploration of prejudice, suffering and violation of human rights, children develop their understanding of the consequences of their behaviour and actions. The topic promotes an interest in investigating and offering reasoned views about moral and ethical issues and an ability to understand and appreciate the viewpoints of others on a range of issues.</i></p> <p>SMSC: 2b, 2c</p>	<p>Year 5 Birmingham and West Midlands <i>A local history topic, exploring the industry of Birmingham through time. Promotes an 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 through an exploration of how culturally diverse Birmingham has been through the ages.</i></p> <p>SMSC: 4b</p>	<p>Year 5 Human Body <i>Exploring heart rate, vision and skeletons, promoting a sense of enjoyment and fascination in learning about themselves, others and the world around them. Children have to use imagination and creativity in their learning to visualise the different systems within the body.</i></p> <p>SMSC: 1b, 1c</p>	<p>Year 5 The Great, the Bold and the Brave <i>The topic explores Myths vs Legends. Pupils learn about ancient Rome & Greece, their lifestyles and culture. Acknowledges Roman and Greek democracy and how these systems relate to our democracy.</i></p> <p>BV.2, BV.3 SMSC: 1b, 3c, 4a</p>	<p>Year 5 The Olympics <i>An opportunity to consider some of the many cultures and countries around the world, and how they can come together for one event. Promotes a sense of enjoyment and fascination in learning about themselves, others and the world around them. Children also develop an understanding of the consequences of their behaviour and actions: Learning how apartheid affected Olympic athletes. The topic encourages children to develop an interest in investigating and offering reasoned views about moral and ethical issues and the ability to understand and appreciate the viewpoints of others affected by these issues.</i></p> <p>SMSC: 1b 2b, 2c</p>	

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Topic	<p>Year 4 Stone Age <i>The religious practises of Stone Age people are studied and their spiritual lives compared to current practises. Children investigate how the rule of law has developed since Stone Age times.</i></p> <p>BV.1, BV.2 SMSC: 1a, 3c, 4a</p>	<p>Year 4 Blue Abyss <i>Exploring the effects of sea pollution through discussion and reading 'Song of the Dolphin Boy' and looking at David Attenborough's Blue Planet.</i></p> <p>BV.2 SMSC: 1b, 2b, 2c, 4e</p>	<p>Year 4 Around the World <i>Exploring cultures of different countries around the world. Children experience another culture by exploring music and art. Discussion on finding ways to live together in mutual tolerance and respect.</i></p> <p>SMSC: 1a, 2a, 3c, 4a, 4e</p>	<p>Year 4 I am a Warrior <i>Examining the development of the Vikings and the rein of King Alfred and how he changed Britain. Look at the cultures, discussing the conflict between the monasteries and Vikings. Discussion on finding ways to live together in mutual tolerance and respect.</i></p> <p>B.V1 SMSC: 1b, 2a, 4a, 4c</p>	<p>Year 4 Victorians <i>Examines the development of Victorian Britain, promoting discussion of the moral issues surrounding the use of child workers in mines, factories etc. Promotes discussion around how the Child Labour Laws were introduced to protect children's rights. Children explore famous Victorian Britons, developing an appreciation of British culture.</i></p> <p>BV.1, BV.2 SMSC: 2a, 2c, 3a</p>	
	<p>Year 3 Egyptians <i>Learning about the history of another culture. Children will learn about the difference in Rule of Law and spiritual beliefs. Children also have the opportunity to learn about modern Egypt and its heritage</i></p> <p>BV SMSC: 4a</p>	<p>Year 3 Dinosaurs <i>Children learn about the world that came before them, building a sense of enjoyment and fascination with the world. Children will need to use their imagination to visualise a world millions of years ago and creatures that are now extinct. They will also research and debate the theories about the extinction of the dinosaurs and will be required to listen to, be respectful and be tolerant of other viewpoints.</i></p> <p>SMSC: 1b, 1c, 2c</p>	<p>Year 3 Saving the World <i>Children will look at the state of the Earth's rainforest and discuss the positives and negatives of how they are treated. Children will use their creativity and imagination to create awareness of the dangers of interfering with rainforests, debate what can be done to prevent these actions and look at the moral and ethical decisions that have been decided by those in power.</i></p> <p>BV SMSC: 1c, 2a, 3b</p>	<p>Year 3 Young Entrepreneurs <i>Children to work in teams requiring tolerance of those with other beliefs and mutual respect as it is likely that there will be disagreement. Voting forms a crucial part of this topic, promoting democracy and mutual respect. Inventing a product requires imagination and creativity. Must acknowledge and listen to the views of others. Team must socialise and work cooperatively with other members from other backgrounds and cultures. It is essential that children show respect for their teammates.</i></p> <p>BV SMSC: 1c, 2c, 3a, 4e</p>	<p>Year 3 Fit for life <i>Children will have opportunities to participate in sporting events and activities and will develop their self-confidence by doing so. They will also reflect on lifestyle choices and diet and learn about how to look after themselves to ensure they are healthy in body and mind.</i></p> <p>BV SMSC: 4d,:</p>	<p>Year 3 Kings and Queens <i>Children will investigate the Britain's past and how they ruled involving Rule of Law. Children will put themselves in the shoes of the great Kings and Queens of our past to make moral and ethical decisions, debate with others about their viewpoints and make a decision upon evaluating other people's views. They will also discuss Britain's democratic parliamentary system.</i></p> <p>BV SMSC: 2a, 3a, 4c</p>

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PATHS	Year 6 <i>Unit 1: Getting back into PATHS</i> BV & SMSC: see Appendix 3	Year 6 <i>Unit 2: Study / organisation skills</i> BV & SMSC: see Appendix 3	Year 6 <i>Unit 3: Conflict resolution</i> BV & SMSC: see Appendix 3	Year 6 <i>Unit 4: Respect</i> BV & SMSC: see Appendix 3	Year 6 <i>In-house focus on pupil well-being during KS2 SATs</i> BV & SMSC: see Appendix 3	Year 6 <i>Unit 5: Endings and transitions</i> BV & SMSC: see Appendix 3
	Year 5 <i>Unit 1: Getting started and introduction to PATHS</i> BV & SMSC: see Appendix 3	Year 5 <i>Unit 2: Problem solving</i> BV & SMSC: see Appendix 3	Year 5 <i>Unit 3: Goals and identity</i> BV & SMSC: see Appendix 3	Year 5 <i>Unit 4: Making and keeping friends</i> NB: this unit will carry over into Su1. BV & SMSC: see Appendix 3	Year 5 <i>Unit 5: Being responsible and caring for others</i> NB: this unit will carry over into Su2. BV & SMSC: see Appendix 3	Year 5 <i>Unit 5: Being responsible and caring for others</i> BV & SMSC: see Appendix 3
	Year 4 <i>Unit 1: Getting started and introduction</i> BV & SMSC: see Appendix 3	Year 4 <i>Unit 2: Feelings and relationships</i> BV & SMSC: see Appendix 3	Year 4 <i>Unit 2: Feelings and relationships</i> BV & SMSC: see Appendix 3	Year 4 <i>Unit 3: Making good decisions</i> BV & SMSC: see Appendix 3	Year 4 <i>Unit 4: Being responsible and caring for others</i> BV & SMSC: see Appendix 3	Year 4 <i>Unit 5: Problem solving</i> BV & SMSC: see Appendix 3
	Year 3 <i>Unit 1: Establishing a positive classroom environment and enhancing self-esteem</i> <i>Unit 2: Basic emotions</i> BV & SMSC: see Appendix 3	Year 3 <i>Unit 3: Improving self-control, self-awareness and anger management</i> BV & SMSC: see Appendix 3	Year 3 <i>Unit 4: Using our thinking skills</i> <i>Unit 5: Friendship, getting along with others</i> BV & SMSC: see Appendix 3	Year 3 <i>Unit 6: Feelings in relationships 1</i> BV & SMSC: see Appendix 3	Year 3 <i>Unit 7: Getting along with other 2</i> <i>Unit 8: Feelings and expectations</i> BV & SMSC: see Appendix 3	Year 3 <i>Unit 9: Feelings about school</i> <i>Unit 11: Endings and transitions</i> BV & SMSC: see Appendix 3

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R.E.	Year 6 CHOICE 1.Living by rules 2.Being fair and just BV SMSC:	Year 6 COMMUNITY 1.Creating unity and harmony 2.Creating inclusion, identity and belonging BV SMSC:	Year 6 COMMITMENT 1.Remembering roots 2.Being courageous and confident BV SMSC:	Year 6 COMPASSION 1.Being regardful of suffering 2.Being merciful and forgiving BV SMSC:	Year 6 CREATIVITY 1.Expressing joy 2.Appreciating beauty BV SMSC:	Year 6 CONTEMPLATION 1.Being curious and valuing knowledge 2.Being reflective and self-critical BV SMSC:
	Year 5 COMPASSION 1.Caring for others, animals and the environment 2.Sharing and being generous BV SMSC:	Year 5 COMMITMENT 1.Being loyal and steadfast 2.Being hopeful and visionary BV SMSC:	Year 5 CONTEMPLATION 1.Being open, honest and truthful 2.Cultivating the sacred and transcendent BV SMSC:	Year 5 COMMUNITY 1 Participating and willing to lead 2.Being modest and listening to others BV SMSC:	Year 5 CHOICE 1.Being temperate, self-disciplined and cultivating contentment 2.Being accountable and living with integrity BV SMSC:	Year 5 CREATIVITY 1.Being thankful 2.Being imaginative and explorative BV SMSC:
	Year 4 CREATIVITY 1.Expressing joy 2.Being thankful BV SMSC:	Year 4 CONTEMPLATION 1.Being reflective and self-critical 2.Being curious and valuing knowledge BV SMSC:	Year 4 COMMUNITY 1.Being modest and listening to others 2.Cultivating inclusion, identity and belonging BV SMSC:	Year 4 COMPASSION 1.Being merciful and forgiving 2.Being regardful of suffering BV SMSC:	Year 4 CHOICE 1.Living by rules 2.Being temperate, self-disciplined and cultivating contentment BV SMSC:	Year 4 CREATIVITY 1.Being imaginative and explorative 2.Appreciating beauty BV SMSC:

<p>Year 3 <i>COMPASSION</i> 1. Sharing and being generous 2. Caring for others, animals and the environment BV SMSC:</p>	<p>Year 3 <i>COMMUNITY</i> 1. Creating harmony and unity 2. Participating and willing to lead BV SMSC:</p>	<p>Year 3 <i>CHOICE</i> 1. Being fair and just 2. Being accountable and living with integrity BV SMSC:</p>	<p>Year 3 <i>COMMITMENT</i> 1. Remembering roots 2. Being loyal and steadfast BV SMSC:</p>	<p>Year 3 <i>CONTEMPLATION</i> 1. Being open, honest and truthful 2. Cultivating the sacred and transcendent BV SMSC:</p>	<p>Year 3 <i>COMMITMENT</i> 1. Being courageous and visionary 2. Being hopeful and visionary BV SMSC:</p>
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Appendix 1 – Defining ‘spiritual, moral, social and cultural’ (SMSC) development:

1. The *spiritual* development of pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values (**SMSC 1a**);
- sense of enjoyment and fascination in learning about themselves, others and the world around them (**SMSC 1b**);
- use of imagination and creativity in their learning (**SMSC 1c**);
- willingness to reflect on their experiences (**SMSC 1d**).

2. The *moral* development of pupils is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England (**SMSC 2a**);
- understanding of the consequences of their behaviour and actions (**SMSC 2b**);
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues (**SMSC 2c**).

3. The *social* development of pupils is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds (**SMSC 3a**);
- 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 (**SMSC 3b**);
- 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; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain (**SMSC 3c**).

4. The *cultural* development of pupils is shown by their:

- a) understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others (**SMSC 4a**);
- b) 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 (**SMSC 4b**);
- c) knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain (**SMSC 4c**);
- d) willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities (**SMSC 4d**);
- e) 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 (**SMSC 4e**).

Appendix 2 – Defining 'British Values':

Pupils' understanding of British Values can be judged by:

- The development of their understanding of how citizens can influence decision-making through the democratic process (**BV.1**).
- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety (**BV.2**).
- Having an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence (**BV.3**).
- Nurturing an understanding that the freedom to choose and hold other faiths and beliefs is protected in law (**BV.4**).
- Promoting an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour (**BV.5**).
- Having an understanding of the importance of identifying and combatting discrimination (**BV.6**).

Appendix 3 – The PATHS Curriculum:

What is PATHS?

PATHS (Promoting Alternative Thinking Strategies) is a Primary-school programme designed to facilitate the development of self-control, emotional awareness, peer-relations and interpersonal problem solving skills. The purpose of the PATHS programme is to enhance the social competence and understanding of children, as well as to facilitate the educational processes in the classroom. PATHS has been prepared by practising primary school teachers.

The PATHS Programme Model

PATHS includes four conceptual units. These are:

- Emotional understanding;

- Self-control;
- Social problem solving;
- Peer relations and self-esteem.

First, children are taught to ‘Stop and Think’ – a response that facilitates the development and use of verbal thought. Second, children are provided with enriched linguistic experiences which help mediate understanding of self and others. Third, children are taught to integrate emotional understanding with cognitive and linguistic skills in order to analyse and solve problems. Fourth, and most critically, PATHS encourages the development of verbally mediated self-control over behaviours.

PATHS is designed to help children:

- Develop specific strategies that promote reflective responses and mature thinking skills;
- Become more self-motivated and enthusiastic about learning;
- Obtain information necessary for social understanding and social behaviour;
- Increase their ability to generate alternative solutions to problems;
- Learn to anticipate and evaluate situations, behaviours and consequences.

These skills, in turn, increase the child’s access to positive social interactions and provide opportunities for a greater variety of learning experiences. Increasing self-control and reflective thinking skills also contribute to the amelioration of significant underachievement and promotes skills which will be beneficial in preventing the genesis of other types of problem behaviours in the future (e.g. alcohol and drug abuse, succumbing to gang culture or radicalisation). By its very nature, the PATHS Programme supports the teaching of British Values and the SMSC Curriculum.

Appendix 4 – The RE Curriculum:

The RE Curriculum is based on the Birmingham Agreed Syllabus and follows a ‘spiral curriculum’ format. Twenty-four dispositions form the backbone of the curriculum and these are grouped into 6 clusters. As with the PATHS Curriculum, by its very nature, the RE Curriculum supports the teaching of British Values and the SMSC Curriculum.

