

St Andrew's 2014 Curriculum Framework – SMSC (Social, Moral, Spiritual, Cultural) including the promotion of 'British Values' and what it means to be British.

A high-quality SMSC education will help pupils gain social skills, fitting them for life in a democratic, multicultural modern Britain. It should help ensure pupils understand the values which are important part of life in Great Britain. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. SMSC helps pupils to understand the complexity of people's lives, how points of view can change, how issues can be 'grey' and not simply black and white, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of modern times time. This should be further supported by the promotion of British vales and an understanding of what it means to be British.

These values include:

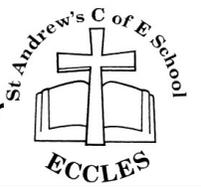
Democracy-the respect for democracy and support for participation in the democratic progress.

The Rule of Law-the respect for the basis on which the law is made and applies in England. The support for equal opportunities for all.

Individual Liberty-the support and respect for the liberties of all within the law

Mutual Respect and Tolerance of those with Different Faiths and Beliefs-respect for and tolerance of different faiths and religions and other people's beliefs.

	Autumn	Spring	Summer
Key Stage 1			
<p>Pupils should develop their own opinions, take part in discussions courteously and begin to have an awareness of different points of view. They should begin to form their own ideas about what is right and wrong, fair and unfair, how things change, what could be safe and unsafe, work co-operatively, learn to care for others and take their feelings into consideration and begin to understand how their own actions impact on those around.</p>			
<p>At the start of the year the following objectives should be focussed up in order to quickly establish an effective learning; these objectives will be constantly embedded throughout the year</p>			
<ul style="list-style-type: none"> To agree to follow rules and understand how rules help. To learn to contribute to classroom life, including working and playing co-operatively with others To identify and respect differences and similarities To know families and friends care for each other To learn how to set a simple goal/target. To learn how their behaviour impacts upon others To recognise what they like and dislike, what is fair and unfair and what is right and wrong To learn there are different types of teasing and bullying, that bullying is wrong and who to go to for help with dealing with bullying To learn to share their opinions and explain their views. To learn to recognise their own feelings and name them. To begin to take responsibility for their own learning To be positive about self-own achievements To feel confident when talking to less familiar/unfamiliar adults in school To share equipment etc 			



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<p>Year 1/2</p>	<p>Places People Go-A Holidays in the past Explorers Clothes in the past</p> <p>To learn to think about themselves, learn from their own experiences and recognise what they are good at.</p> <p>To learn names of body parts</p> <p>To learn rules for road safety and who can help you to stay safe.</p> <p>To make real choices between healthy options as regards keeping/staying health</p> <p>To consider social and moral dilemmas</p>	<p>Build It Up-A Homes in the past</p> <p>To learn to take part in discussions with one another and the whole class.</p> <p>To learn to take part in simple debates about topical issues</p> <p>To recognise that they can make different choices and recognise the difference between right and wrong.</p> <p>To know that they belong to various groups and communities such as family and school.</p> <p>To know what improves and harms their local environment (natural and man built) and to know how people can help look after it</p> <p>To know that household products including medicines can be harmful if not used properly</p> <p>To know families and friends care for each other</p> <p>To consider social and moral dilemmas</p>	<p>Animal Kingdom-A</p> <p>To realise that people and living things have needs and they have responsibilities to ensure these are met</p> <p>To know how simple choices can improve health and well being.</p> <p>To begin to understand the progress of growing old and how (people's) needs change.</p> <p>To learn names of body parts</p> <p>To know families and friends care for each other</p> <p>To make real choices between healthy options as regards keeping/staying health</p> <p>To consider social and moral dilemmas</p>
<p>Year 1/2</p>	<p>How are You?-B Great Plague Florence Nightingale/Mary Seacole</p> <p>To learn how some diseases can be spread and controlled (the importance of personal hygiene and hand washing)</p> <p>To maintain personal hygiene</p> <p>To learn names of body parts</p> <p>To know that household products including medicines can be harmful if not used properly</p> <p>To consider social and moral dilemmas</p>	<p>Let's Play! (Toys)-B Toys in the past</p> <p>To begin to understand the progress of growing old and how (people's) needs change.</p> <p>To learn to play and work co-operatively with others</p> <p>To consider social and moral dilemmas</p>	<p>Flowers and Insects-B</p> <p>To know what improves and harms their local environment (natural and man built) and to know how people can help look after it.</p> <p>To make real choices between healthy options as regards keeping/staying health</p> <p>To consider social and moral dilemmas</p>

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Key Stage 2

Pupils should further develop their own opinions, take part in discussions courteously and begin to have an awareness of different points of view and an understanding of why these views differ. They should be able to form their own ideas about what is right and wrong, fair and unfair, how things change, what is safe and unsafe, work co-operatively, care for others, take other people's feelings into consideration and understand how their own actions impact on those around.

At the start of the year the following objectives should be focussed up in order to quickly establish an effective learning; these objectives will be constantly embedded throughout the year

To recognise their own worth as an individual-identifying achievements' and mistakes and putting the latter 'right.' And developing achievement diaries/records of achievement etc

To be able to set personal goals/targets

To learn to face new challenges positively

To understand puberty can impact upon people emotionally.

To understand how the body changes during puberty

To learn the importance of doing well at school to maximise opportunities in the future

To understand how and why rules and laws are enforced

To understand the effects of ant-social behaviour such as bullying and racism on individuals and communities

To understand other people's view points

To resolve differences by looking at alternatives (compromises) making decisions and explaining choices

To understand how the media presents information (and the effect this can have)

To know which commonly available substances and drugs are legal and illegal, their effects and risks

To recognise risks and behave accordingly to minimise them

To understand how to refute pressure to conform and behave in unacceptable ways (how to resist peer pressure if you know it's wrong to join in)

To understand school rules in relation to health and safety, basic emergency aid procedures and where to get help

To recognise different types of relationships (eg marriage, friendship) and develop the skills to be in one and remain in one

To understand the consequences of racist and bullying behaviours, know how to respond and where to get help

To learn to recognise and challenge stereotypes

To understand differences and similarities spring from a number of factors including ethnicity, religion, gender, disability

To learn to take responsibility for looking after the school environment

To participate in votes and elections such as school council

To make real choices as regards things that impact upon their health

To be confident in meeting and talking with less familiar/unfamiliar adults to discuss real issues such as the environment/social issues and give opinions etc

To work and play co-operatively with others

To consider social and moral dilemmas

To understand where information and advice can come from by understanding the UK welfare system

To prepare for the change to High school

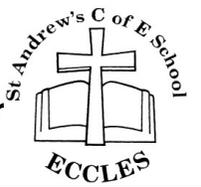
In my money week

To recognise that future wants can be achieved through saving up

To understand resources can be allocated in different ways and these economic choices effect individuals and communities

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<p>Year 3/4</p>	<p>Active Planet Volcanoes and earthquakes-A The Roman Empire</p> <p>To talk and write about their own opinions and explain their views on issues that effect themselves and society.</p> <p>To learn what democracy is and the institutions which support it</p>	<p>Saving the World Rainforests-A Mayans</p> <p>To talk and write about their own opinions and explain their views on issues that effect themselves and society.</p> <p>To discuss, research and debate topical issues</p> <p>To understand other people's view points</p>	<p>Do you Live Around Here?-A</p> <p>To discuss, research and debate topical issues To understand other people's view points To understand the UK is multi-cultural</p>
<p>Year 3/4</p>	<p>Airports-B Ancient Egypt</p> <p>To talk and write about their own opinions and explain their views on issues that effect themselves and society.</p> <p>How and why rules and laws are enforced</p> <p>To understand other people's view points</p>	<p>The Story of Chocolate-B</p> <p>To talk and write about their own opinions and explain their views on issues that effect themselves and society.</p> <p>To discuss, research and debate topical issues (fair trade chocolate v non-fair trade?)</p> <p>To understand other people's view points</p> <p>To reflect upon the lives led by others living in other places and times and the differences in their values and customs (compared to today in the UK)</p>	<p>Time and Place-B Anglo Saxons/Vikings</p> <p>To discuss, research and debate topical issues (migration and emigration?) To understand other people's view points</p> <p>To reflect upon the lives led by others living in other places and times and the differences in their values and customs (compared to today in the UK)</p>
<p>Year 5</p>	<p>Echoes of Eccles Local history – Victorians</p> <p>To talk and write about their own opinions and explain their views on issues that effect themselves and society.</p> <p>To understand other people's view points</p> <p>To learn to face new challenges positively</p> <p>To learn what democracy is and the institutions which support it</p> <p>To understand that following simple routines can limit the impact which bacteria and viruses can have on</p>	<p>All the Fun of the Fair</p> <p>How and why rules and laws are enforced To understand other people's view points To understand what makes a healthy life style-exercise, food etc and the benefits to mental as well as physical health</p>	<p>Mission to Mars</p> <p>To talk and write about their own opinions and explain their views on issues that effect themselves and society. To understand what makes a healthy life style-exercise, food etc and the benefits to mental as well as physical health</p> <p>To understand that following simple routines can limit the impact which bacteria and viruses can have on health</p>



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	<p>health</p> <p>To reflect upon the lives led by others living in other places and times and the differences in their values and customs (compared to today in the UK)</p>		
<p>Year 6</p>	<p>Time Travellers</p> <p>Stone Age to the Iron Age/The Greeks</p>	<p>Intrepid Explorers</p> <p>To talk and write about their own opinions and explain their views on issues that affect themselves and society.</p> <p>To learn to face new challenges positively</p>	<p>The Big Science Project</p> <p>Safety at Sea</p> <p>How and why rules and laws are enforced</p> <p>To understand the role of volunteers (RNIB)</p>