

Evidence and Examples of SMSC & British Values within the Literacy and ICT Curriculum

***Spiritual***

- Helps to develop the students identity and self worth
- Helps to develop the students awareness of their own and others principles, values and beliefs, both religious and non-religious.
- Promotes opportunities to learn about themselves, others and the world around them.

Sharing their work and performances with others e.g. classmates, parents or in assemblies.

Display students work around school.

Nonfiction and Fiction Books and stories related to different religions and cultures.

Opportunities to write, retell and sequence stories or reports related to different religions and cultures.

Debates and Discussions to promote Speaking and Listening skills.

Research using nonfiction books and internet.

E-Safety sessions

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***Moral***

- Helps to develop a set of values for their own behaviour.
- Helps students recognise and understand right and wrong and apply it to their own lives.
- Helps students appreciate society's values and respect others' values.

Debates and Discussions to promote Speaking and Listening skills.

Follow the rules within CLL and ICT sessions.

Class rules displayed visually in class and around school.

Opportunities to work with others in CLL and ICT sessions, turn taking, sharing and listening to others.

Encouraging positive behaviour through reward systems in CLL and ICT sessions.

E-safety sessions.

Respecting the equipment used within Literacy/ICT sessions.

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**Social**

- Helps to develop the students ability to work with others in a variety of roles.
- Helps to develop the ability to contribute to the school and local community.
- Contributes to the development of inter-personal skills with different people from different religious, ethnic and social backgrounds.

Opportunities to work with others in CLL and ICT sessions, turn taking, sharing and listening to others.

Work with students of different abilities and ages.

Sharing their work and performances with others e.g. classmates, parents/ members of local community in assemblies.

Poetry/Drama/Story Telling workshops in school and outside of school during educational visits e.g., Godly Play.

Parents Sessions e.g. Let's Read, Let's Write where parents have opportunities to join CLL sessions.

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**Cultural**

- Helps develop an understanding of one's own cultural heritage.
- Helps to develop a sense of aesthetic worth.
- Helps to develop an understanding and respect for cultural diversity within their local community, nationally and globally.

Displaying children's work around school and praising pieces of quality work that children take time and pride in.

Use opportunities for literacy/communication and ICT sessions to incorporate cultural events e.g. Queen's Birthday, Diwali, Eid.

Show and tell sessions to talk/communicate about personal cultural or family events.

Embrace and encourage opportunities to participate in local events such as Middlesbrough Poetry Festival, Tour de Yorkshire and where possible link to literacy, communication, ICT.

Create cards, posters, invitations etc to celebrate cultural events.

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**British Values**

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs.

**Democracy-**

Opportunities for decision making/making choices which is differentiated for a range of abilities e.g. choosing partners for activities, choosing mark making activities.

Use of PECs/communication aids for choosing resources and activities and communicating likes, dislikes, stories etc.

Time to listen to others and peer assess/give praise to peers.

**The rule of law-**

Ensure children and students are aware of expected behaviour within lessons and how these may vary according to location e.g. if in ICT suite or visiting libraries.

Use of behaviour charts, team points, merits, certificates, rewards to encourage and support positive behaviour.

**Individual liberty-**

Use of appropriate communication devices and resources to ensure all children are able to communicate their likes, dislikes, wants and needs e.g. EyeGaze, PECS.

Using ICT as a means of communication and being able to express one's self should be encouraged throughout school across abilities e.g. mobile phones, email, EyeGaze.

Children and students given choices e.g through options or in individual sessions to take part in specific ICT activities or choose a certain book to read.

**Mutual respect and tolerance of those with different faiths and beliefs-**

Inclusion of multi-cultural and local events/celebrations into CLL and ICT lessons.

	<p>Create a climate where children and students feel they can express their own views in a supportive and encouraging environment.</p> <p>Topics and curriculums that cover aspects of other countries and cultures from around the world.</p>
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