

Evidence and Examples of SMSC & British Values within the Understanding the World 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.

- Opportunities to experience national and international locations e.g. Erasmus
- Exploring the local environment, encouraging students to explore natural artefacts, places and buildings.
- Forest schools give students the opportunity to be curious about the world around us.
- Annual events such as celebrations across many religions and special celebrations such as the Queen’s Birthday, and sporting events.
- Sharing and displaying students work in class and around school.
- Celebrating hard work and achievements with star of the week and other praise.
- Use stories, plays, ICT and themed times to relate different religions and cultures.
- Encourage thought sharing, debates and discussions.

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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.

- Pets as therapy visits give students the opportunity to learn how to care for living things.
- Forest schools give students the opportunity to be curious about the world around us.
- Annual events such as celebrations across many religions and special celebrations such as the Queen’s Birthday, and sporting events.
- Encourage thought sharing, debates and

	<p>discussions.</p> <ul style="list-style-type: none"> • Follow the rules within lessons and across all areas. • Teaching, discussing and modelling how to value & respecting the world around us
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Social

<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Pupils have the opportunity to experience and take part in recycling activities. • Opportunities to meet many different people both national and international e.g. Educational visits , Erasmus and visiting places of worship • Encourage thought sharing, debates and discussions. • Forest schools give students the opportunity to develop team work. • Annual events such as celebrations across many religions and special celebrations such as the Queen’s Birthday, and sporting events. • Opportunities to work with others in all lessons sessions, turn taking, sharing and listening to others. • Sharing assemblies.
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Cultural

<ul style="list-style-type: none"> • Helps develop an understanding of one’s own cultural heritage. • Helps to develop a sense of aesthetic worth. • Helps to develop an 	<ul style="list-style-type: none"> • Pupils will have the opportunity to develop their understanding of cultural differences and global diversity within lessons. • Opportunities to visit many different
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<p>understanding and respect for cultural diversity within their local community, nationally and globally.</p>	<p>places both national and international e.g. Educational visits , Erasmus and visiting places of worship</p> <ul style="list-style-type: none"> • Students will take part in multi-cultural theme lessons/ days / weeks. • Embrace and encourage opportunities to participate in events such as, Tour de Yorkshire and religious festivals. • Encourage thought sharing, debates and discussions.
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Evidence and Examples of SMSC & British Values within the Knowledge of the World Curriculum

British Values

<ul style="list-style-type: none"> • Democracy • The rule of law • Individual liberty • Mutual respect and tolerance of those with different faiths and beliefs 	<p>Democracy- Opportunities for decision making using a range of alternative communication for making choices and communicating likes/dislikes, wants/needs.</p> <p>Pupils are aware that their opinions are listened to and valued.</p> <p>The rule of law- Ensure children and students are aware of expected behaviour within lessons and how these may vary according to location and building.</p> <p>Use of behaviour charts, team points, merits, certificates, rewards to encourage and support positive behaviour.</p> <p>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.</p> <p>Children and students given freedom to make choices in accordance to each lesson or area of work.</p> <p>Mutual respect and tolerance of those with different faiths and beliefs- Inclusion of multi-cultural and local events/celebrations into lessons and assemblies.</p>
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	<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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