

Evidence and Examples of SMSC & British Values within the Scientific Learning Curriculum

***Spiritual***

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| <ul style="list-style-type: none"><li>• Helps to develop the students identity and self worth</li><li>• Helps to develop the students awareness of their own and others principles, values and beliefs, both religious and non-religious.</li><li>• Promotes opportunities to learn about themselves, others and the world around them.</li></ul> | <ul style="list-style-type: none"><li>• Sharing their work and performances with others e.g. classmates, parents or in assemblies.</li><li>• Display students work around school.</li></ul> |
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***Moral***

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| <ul style="list-style-type: none"><li>• Helps to develop a set of values for their own behaviour.</li><li>• Helps students recognise and understand right and wrong and apply it to their own lives.</li><li>• Helps students appreciate society's values and respect others' values.</li></ul> | <ul style="list-style-type: none"><li>• Follow class rules in all Mathematics, Science and D.T lessons.</li><li>• Encouraging positive behaviour by using the reward system of merits and team points in lessons.</li><li>• Respect each other, and properties during lessons.</li></ul> |
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**Social**

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| <ul style="list-style-type: none"><li>• Helps to develop the students ability to work with others in a variety of roles.</li><li>• Helps to develop the ability to contribute to the school and local community.</li><li>• Contributes to the development of inter-personal skills with different people from different religious, ethnic and social backgrounds.</li></ul> | <ul style="list-style-type: none"><li>• Encourage group and partner work within Mathematics, Science and D.T lessons. Encourage turn taking, sharing and working with different pupils and staff.</li><li>• Sharing their work with others, in assembly etc.</li><li>• Pupils who receive Entry level awards qualifications with share their achievements with their peers, staff and parents.</li><li>• Educational visits, and Maths and Science days.</li><li>• Pupils work together with peers of different ages, abilities, ethnic and social backgrounds.</li></ul> |
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**Cultural**

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| <ul style="list-style-type: none"><li>• Helps develop an understanding of one's own cultural heritage.</li><li>• Helps to develop a sense of aesthetic worth.</li><li>• Helps to develop an understanding and respect for cultural diversity within their local community, nationally and globally.</li></ul> | <ul style="list-style-type: none"><li>• Displaying children's work around school.</li><li>• Assembly to celebrate pupil's achievements, such as Entry Level qualifications.</li><li>• Use opportunities for Mathematics, Science and D.T to incorporate cultural events, e.g. Queen's Birthday, Diwali, Eid.</li><li>• Embrace and encourage opportunities to participate in local and national events. Links should be made to Mathematics, Science and D.T. For example in a national event such as the Olympics, pupils can predict and count scores in mathematics, and discuss the impact on the body in Science.</li></ul> |
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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 resources for activities.

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

KS4 pupils to take responsibility of some of their own learning and decide which areas they need to spend more time on to complete their entry level qualification.

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. outdoor lessons.

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 in lessons. For example if they complete their set work, then they can choose which areas they would like to work on more (where appropriate)

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

Inclusion of multi-cultural and local events/celebrations into Mathematics, Science

and D.T lessons.

Create a climate where children and students feel they can express their own views in a supportive and encouraging environment.

Topics and curriculums that cover aspects of other countries and cultures from around the world.

For pupils with EAL provide translation where appropriate, so they feel supported within the lesson.

Encourage pupils with EAL to use their 1<sup>st</sup> language within lessons. For example count to 10 in their first language, and then in English.