



SMSC and FBV Links to the National Curriculum

		Democracy	Rule of law	Individual liberty	Tolerance and respect
Spiritual	SMSC Sp 1 - Reflect on their 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 Sp 2 - Sense enjoyment and fascination when learning about themselves, others and the world around them.			✓	✓
	SMSC Sp 3 - Use imagination and creativity in their learning.			✓	
	SMSC Sp 4 - Reflect willingly on their experiences.	✓		✓	
Moral	SMSC M 1 - Recognise the difference between right and wrong and readily apply this understanding in their lives.	✓	✓	✓	✓
	SMSC M 2 - Understand legal boundaries and, in so doing, respect the civil and criminal law of England.		✓		

	SMSC M 3- Understand the consequences of behaviour and actions.		✓	✓	✓
	SMSC M 4- Investigate and offer reasoned views about moral and ethical issues and understand and appreciate the viewpoints of others.	✓		✓	✓
	SMSC M 5- Know about and respect the public institutions and services in England.	✓	✓		
	SMSC M 6- Develop an acceptance of other people, understanding the importance of identifying and combating discrimination.		✓	✓	✓
Social	SMSC So 1- Use a range of social skills in different contexts.	✓		✓	✓
	SMSC So 2- Participate in different contexts.				✓
	SMSC So 3- Co-operate well with others and be able to resolve conflicts effectively.	✓	✓		✓
	SMSC So 4- Know that the rule of law protects the rights of individual citizens and is essential for their well-being and safety.		✓		
Cultural	SMSC C 1- Understand and appreciate the wide range of cultural influences that have shaped their heritage and those of others.		✓		✓
	SMSC C 2- Understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life in Modern Day Britain.			✓	✓
	SMSC C 3- Know about Britain's democratic parliamentary system and its central role in shaping our history and values, and continuing to develop Britain.	✓	✓		

	SMSC C 4- Participate in and respond positively to artistic, musical, sporting and cultural opportunities.			✓	✓
	SMSC C 5- Explore and show respect for different faiths, religious, ethnic and socio-economic groups, national and global communities.			✓	✓

Promoting SMSC and FBV through Art and Design

SMSC and FBV	Statements
Spirituality <ul style="list-style-type: none"> - Explore beliefs, experiences and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences. 	<ul style="list-style-type: none"> ✓ Explore the environment; ✓ Make transient art using natural materials; ✓ Explore emotions expressed in works of art; ✓ Create images and artefacts that reflect a personal interpretation of the world around them; ✓ Use sketchbooks to record their ideas and feelings; ✓ Express feelings, ideas and beliefs through their artwork.
Moral <ul style="list-style-type: none"> - Recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views. 	<ul style="list-style-type: none"> ✓ Explore art that challenges moral and ethical beliefs.
Social <ul style="list-style-type: none"> - Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict. 	<ul style="list-style-type: none"> ✓ Contribute to shared pieces of artwork; ✓ Work with artists from different communities; ✓ Create art in and for the community; ✓ Exhibit artwork in community settings; ✓ Explore how art has changed perceptions.
Cultural <ul style="list-style-type: none"> - Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity. 	<ul style="list-style-type: none"> ✓ Study artists from a range of genres; ✓ Explore art from a range of cultures; ✓ Participate in cultural events.
Democracy <ul style="list-style-type: none"> - A system where everyone plays an equal part. 	<ul style="list-style-type: none"> ✓ Create group pieces that involve conversations and discussions.

Rule of law - The principle that all people and institutions are subject to and accountable for their actions and behaviour.	✓ Explore laws of copyright and intellectual property.
Individual liberty - Being free to express views or ideas.	✓ Express an opinion about work of art or genre; ✓ Express thoughts and feelings through a piece of art; ✓ Use a range of materials to express their ideas and make art; ✓ Talk about their work and how they might improve or develop it.
Tolerance and respect - The ability or willingness to respect and tolerate the opinions or behaviour of others.	✓ Learn about other cultures through traditional art; ✓ Respond to the work of others; ✓ Evaluate their own and other's work; ✓ Accept constructive feedback about their art from others.

Promoting SMSC and FBV through Computing

SMSC and FBV	Statements
Spirituality - Explore beliefs, experiences and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences.	✓ Explore how technology makes the world a smaller place by connecting people and places; ✓ Investigate the potential of virtual reality and how this can create 'new' worlds; ✓ Find out how technology can connect us to the natural world and space and help develop a sense of 'awe' and 'wonder'; ✓ Use photography to capture images of nature and natural phenomenon.
Moral - Recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views.	✓ Explore sensitive issues linked to e-safety; ✓ Explore issues including copyright and plagiarism; ✓ Discern between content found online and understand that sourced information can be incorrect and biased.
Social - Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict.	✓ Make connections with other social groups and communities using communication technology; ✓ Explore social media networks and how to use them safely; ✓ Use collaborative tools to work together and learn from others.

<p>Cultural</p> <ul style="list-style-type: none"> - Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity. 	<ul style="list-style-type: none"> ✓ Explore the digital divide in different cultures and parts of the world; ✓ Use technology to engage with cultural events such as dramatic performance or a national eisteddfod; ✓ Use technology to learn about the lives and beliefs of other cultures.
<p>Democracy</p> <ul style="list-style-type: none"> - A system where everyone plays an equal part. 	<ul style="list-style-type: none"> ✓ Take part in group work and collective enquiry; ✓ Allocate equipment and responsibilities fairly; ✓ Use apps and other social media platforms to vote or respond to a survey.
<p>Rule of law</p> <ul style="list-style-type: none"> - The principle that all people and institutions are subject to and accountable for their actions and behaviour. 	<ul style="list-style-type: none"> ✓ Use technology safely and responsibly, according to e-safety guidelines; ✓ Report when they see or experience something online that concerns them or breaks a rule.
<p>Individual liberty</p> <ul style="list-style-type: none"> - Being free to express views or ideas. 	<ul style="list-style-type: none"> ✓ Use social platforms to share a view or opinion for example a school blog or post on school website; ✓ Select and use software to present information, viewpoints or creative work.
<p>Tolerance and respect</p> <ul style="list-style-type: none"> - The ability or willingness to respect and tolerate the opinions or behaviour of others. 	<ul style="list-style-type: none"> ✓ Know how to, and when to, respond to others' views on social networking sites and platforms; ✓ Know how to use technology respectfully; ✓ Explore ways to minimise the impact of digital equipment and waste on the environment, for example, ink and paper wastage; ✓ Respect others' opinions and ideas when creating digital content.

Promoting SMSC and FBV through Design Technology

SMSC and FBV	Statements
<p>Spirituality</p> <ul style="list-style-type: none"> - Explore beliefs, experiences and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences. 	<ul style="list-style-type: none"> ✓ Reflect on ways in which products and inventions can improve the quality of their lives and the lives of others; ✓ Develop a sense of curiosity through disassembling/deconstruction of products.
<p>Moral</p> <ul style="list-style-type: none"> - Recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views. 	<ul style="list-style-type: none"> ✓ Explore moral dilemmas created by technological advances; ✓ Develop an awareness of how sustainable materials can positively impact lives; ✓ Explore issues surrounding Fairtrade; ✓ Understand why we have rules for using equipment.
<p>Social</p> <ul style="list-style-type: none"> - Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict. 	<ul style="list-style-type: none"> ✓ Work as a team, recognising others' strengths and sharing equipment; ✓ Make healthy choices when designing menus; ✓ Share and choose appropriate ideas.
<p>Cultural</p> <ul style="list-style-type: none"> - Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity. 	<ul style="list-style-type: none"> ✓ Explore how different cultures have contributed to technological advances; ✓ Create a range of dishes from a variety of cultures and historical periods; ✓ Exploring products and artefacts from a range of times, countries and cultures and religions.
<p>Democracy</p> <ul style="list-style-type: none"> - A system where everyone plays an equal part. 	<ul style="list-style-type: none"> ✓ Work collaboratively on a task; ✓ Have opportunity to allocate roles in group work, take turns and use equipment safely.
<p>Rule of law</p> <ul style="list-style-type: none"> - The principle that all people and institutions are subject to and accountable for their actions and behaviour. 	<ul style="list-style-type: none"> ✓ Listen to the views of others when evaluating work or products; ✓ Have opportunities to offer 'constructive criticism'.
<p>Individual liberty</p> <ul style="list-style-type: none"> - Being free to express views or ideas. 	<ul style="list-style-type: none"> ✓ Develop their own ideas and interests in design work; ✓ Select the tools and methods they feel are suitable and say why.

<p>Tolerance and respect</p> <ul style="list-style-type: none"> - The ability or willingness to respect and tolerate the opinions or behaviour of others. 	<ul style="list-style-type: none"> ✓ Respond to the work of others to evaluate their own and other's work; ✓ Listen to other people's ideas and respect their point of view.
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Promoting SMC and FBV through English

SMSC and FBV	Statements
<p>Spirituality</p> <ul style="list-style-type: none"> - Explore beliefs, experiences and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences. 	<ul style="list-style-type: none"> ✓ Create writing that is inspired by nature and the world around them; ✓ Express their beliefs, feelings, ideas and emotions through talk and writing; ✓ Read and write in unusual settings; ✓ Write in response to first-hand experiences; ✓ Read poetry and great works of fiction including traditional tales, myths and legends; ✓ Use and express their imaginations in reading, writing and speaking.
<p>Moral</p> <ul style="list-style-type: none"> - Recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views. 	<ul style="list-style-type: none"> ✓ Discuss and explore a point of view through stories, poems and plays; ✓ Explore stories and other texts that present moral issues; ✓ Explore moral issues through reading, discussion, drama and role play; ✓ Present an argument through talk or writing; ✓ Use persuasion in their writing.
<p>Social</p> <ul style="list-style-type: none"> - Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict. 	<ul style="list-style-type: none"> ✓ Debate and write about social issues; ✓ Use non-fiction texts such as newspaper reports as a stimulus for writing or debate; ✓ Read a range of fiction set in social settings; ✓ Create blogs and other social media posts to present school-based issues;

Cultural - Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity.	<ul style="list-style-type: none"> ✓ Create content aimed at a variety of audiences. ✓ Explore the origins of words and language; ✓ Listen to, read and discuss resources such as stories that challenge stereotype; ✓ Take part in productions and performances; ✓ Watch performances including plays and films; ✓ Read and listen to texts from a variety of cultures; ✓ Read traditional and cultural tales, myths and legends.
Democracy - A system where everyone plays an equal part.	<ul style="list-style-type: none"> ✓ Work collaboratively; ✓ Choose favourite texts through discussion or vote; ✓ Take part in class or school debates.
Rule of law - The principle that all people and institutions are subject to and accountable for their actions and behaviour.	<ul style="list-style-type: none"> ✓ Follow 'rules' for writing; ✓ Read and discuss texts that deal with laws, and rules both past and present.
Individual liberty - Being free to express views or ideas.	<ul style="list-style-type: none"> ✓ Express an idea in discussion or debate; ✓ Choose a subject matter or purpose for writing; ✓ Choose a book to read according to personal preference; ✓ Write imaginatively.
Tolerance and respect - The ability or willingness to respect and tolerate the opinions or behaviour of others.	<ul style="list-style-type: none"> ✓ Read stories that challenge stereotypes and preconceptions; ✓ Listen to others' views in debate or discussion.

Promoting SMSC and FBV through Geography

SMSC and FBV	Statements
Spirituality - Explore beliefs, experiences and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences.	<ul style="list-style-type: none"> ✓ Have opportunities to visit a diverse range of geographical features and locations; ✓ Develop a sense of 'awe' and 'wonder' about the world around them; ✓ Reflect on world events such as hurricanes, earthquakes and other natural disasters;

	<ul style="list-style-type: none"> ✓ Understand some of the differences in the way of life of other people and countries.
Moral <ul style="list-style-type: none"> - Recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views. 	<ul style="list-style-type: none"> ✓ Find out about poverty and wealth of different countries; ✓ Explore issues such as Fairtrade and why this is important; ✓ Understand issues affecting their own locality, for example, the amount of litter near the local park, the amount of cars parked outside of school; ✓ Investigate conservation including recycling, saving energy and protecting the environment; ✓ Explore issues and facts relating to global warming and the moral use of resources.
Social <ul style="list-style-type: none"> - Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict. 	<ul style="list-style-type: none"> ✓ Explore cause and effect on people and communities of world events and natural disasters; ✓ Learn about the human geography of different communities and societies; ✓ Explore a range of social backgrounds and compare them with their own social background; ✓ Explore maps to discover how people live and what resources they have.
Cultural <ul style="list-style-type: none"> - Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity. 	<ul style="list-style-type: none"> ✓ Investigate a range of geographical locations and how they have been shaped by the cultural background of the country; ✓ Develop a deeper understanding of different cultures and communities.
Democracy <ul style="list-style-type: none"> - A system where everyone plays an equal part. 	<ul style="list-style-type: none"> ✓ Explore how global organisations such as the United Nations work and how they impact on the lives of others; ✓ Investigate how the leaders of a country are chosen.
Rule of law <ul style="list-style-type: none"> - The principle that all people and institutions are subject to and accountable for their actions and behaviour. 	<ul style="list-style-type: none"> ✓ Investigate the laws of different geographical locations and how they differ; ✓ Explore the impact that laws have on people living in different geographical locations.
Individual liberty <ul style="list-style-type: none"> - Being free to express views or ideas. 	<ul style="list-style-type: none"> ✓ Express their views on local issues, for example, the construction of a new road, the building of a wind turbine.

<p>Tolerance and respect</p> <ul style="list-style-type: none"> - The ability or willingness to respect and tolerate the opinions or behaviour of others. 	<ul style="list-style-type: none"> ✓ Discuss different cultures or beliefs and backgrounds and question misconceptions they may have about them.
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Promoting SMSC and FBV through History

SMSC and FBV	Statements
<p>Spirituality</p> <ul style="list-style-type: none"> - Explore beliefs, experiences and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences. 	<ul style="list-style-type: none"> ✓ Explore chronology and their place in history; ✓ Discover how past and present s interconnected; ✓ Explore how beliefs and perspectives have changed over time; ✓ Understand how people's beliefs have shaped their actions.
<p>Moral</p> <ul style="list-style-type: none"> - Recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views. 	<ul style="list-style-type: none"> ✓ Explore choices and consequences that affect social change; ✓ Use drama, role play, stories and pictures, to develop a better understanding of how moral issues and decisions affected history; ✓ Explain why they think the choices people made were right or wrong; ✓ Understand how people have been unfairly treated in the past.
<p>Social</p> <ul style="list-style-type: none"> - Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict. 	<ul style="list-style-type: none"> ✓ Take an active part in historical visits and workshops; ✓ Collaborate with others; ✓ Express opinions based on historical evidence and respect the opinions of others; ✓ Understand how laws and rules have changed over time to protect and improve life for different groups; ✓ Investigate aspects of local history.
<p>Cultural</p> <ul style="list-style-type: none"> - Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity. 	<ul style="list-style-type: none"> ✓ Visit and find out about historical and heritage sites; ✓ Visit museums and explore historical artefacts; ✓ Find out ancient civilisations from around the world; ✓ Research conflict within different societies and the attempts that have been made to resolve them.

<p>Democracy</p> <ul style="list-style-type: none"> - A system where everyone plays an equal part. 	<ul style="list-style-type: none"> ✓ Investigate how democracy and democratic decisions have influenced history; ✓ Understand how and why democracy has failed or has been misused; ✓ Make decisions and come to conclusions using historical evidence; ✓ Explore the consequences of the decisions made by individuals or groups of people.
<p>Rule of law</p> <ul style="list-style-type: none"> - The principle that all people and institutions are subject to and accountable for their actions and behaviour. 	<ul style="list-style-type: none"> ✓ Find out how rules and laws have influences or caused historical change.
<p>Individual liberty</p> <ul style="list-style-type: none"> - Being free to express views or ideas. 	<ul style="list-style-type: none"> ✓ Explore how historical figures expressed their views and beliefs and how their beliefs influenced history; ✓ Explore where individual liberty has been oppressed and the effect that it had on the different groups of people.
<p>Tolerance and respect</p> <ul style="list-style-type: none"> - The ability or willingness to respect and tolerate the opinions or behaviour of others. 	<ul style="list-style-type: none"> ✓ Listen to and respect the views of others, and understand that a different view is equally valid; ✓ Explore how prejudice and discrimination had influenced history and affected groups of people.

Promoting SMSC and FBV through Languages

SMSC and FBV	Statements
<p>Spirituality</p> <ul style="list-style-type: none"> - Explore beliefs, experiences and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences. 	<ul style="list-style-type: none"> ✓ Find out more about the beliefs of people in other countries; ✓ Use creative role play to bring languages to life.
<p>Moral</p> <ul style="list-style-type: none"> - Recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views. 	<ul style="list-style-type: none"> ✓ Explore current affairs in different countries; ✓ Debate and consider moral and ethical issues from around the world.

Social - Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict.	<ul style="list-style-type: none"> ✓ Find out about the languages spoken in their local community; ✓ Use a new language to communicate with others; ✓ Question and develop an understanding of similarities and differences in communities where a specific language is spoken.
Cultural - Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity.	<ul style="list-style-type: none"> ✓ Study artists, authors and musicians from around the world; ✓ Take part in themed cultural days to experience and reflect on the similarities and differences between their culture and that of others.
Democracy - A system where everyone plays an equal part.	<ul style="list-style-type: none"> ✓ Work collaboratively; ✓ Find out about different models of democracy from around the world.
Rule of law - The principle that all people and institutions are subject to and accountable for their actions and behaviour.	<ul style="list-style-type: none"> ✓ Explore the rule of law in a different country.
Individual liberty - Being free to express views or ideas.	<ul style="list-style-type: none"> ✓ Express views and ideas in another language.
Tolerance and respect - The ability or willingness to respect and tolerate the opinions or behaviour of others.	<ul style="list-style-type: none"> ✓ Show an understanding and respect for the opinions and behaviour of those in other countries; ✓ Learn about other cultures to develop mutual respect, tolerance and empathy for others,

Promoting SMSC and FBV through Maths

SMSC and FBV	Statements
Spirituality - Explore beliefs, experiences and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences.	<ul style="list-style-type: none"> ✓ Explore pattern, number, shape, space and measures in the world around them; ✓ Use role play, concrete objects, structured apparatus and real life situations; ✓ Talk creatively using mathematical language; ✓ Develop mathematical reasoning by talking about their learning and listening to others' viewpoints.

<p>Moral</p> <ul style="list-style-type: none"> - Recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views. 	<ul style="list-style-type: none"> ✓ Calculate and prove whether an answer is wrong or right; ✓ Test and explain mathematical statements, problems or investigations; ✓ Use probability to help them understand risk and real life economics; ✓ Look at moral issues raised on mathematics.
<p>Social</p> <ul style="list-style-type: none"> - Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict. 	<ul style="list-style-type: none"> ✓ Explore mathematics in the real world; ✓ Collaborate with others to solve mathematical problems, investigations and challenges; ✓ Use group work as an opportunity to learn from others and notice that different people solve problems in different ways; ✓ Work together to discuss, compare, evaluate and improve work.
<p>Cultural</p> <ul style="list-style-type: none"> - Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity. 	<ul style="list-style-type: none"> ✓ Investigate patterns from a range of cultures; ✓ Explore other number systems from the past and around the world; ✓ Recognise that mathematics from many cultures have contributed to modern day mathematics; ✓ Have opportunities to explore mathematical methods and strategies used in other countries.
<p>Democracy</p> <ul style="list-style-type: none"> - A system where everyone plays an equal part. 	<ul style="list-style-type: none"> ✓ Work collaboratively on mathematics tasks, investigations and challenges, comparing answers and methods; ✓ Make mistakes and learn from them; ✓ Discuss their work and explain their reasoning; ✓ Question information and data, challenging mathematical assumptions.
<p>Rule of law</p> <ul style="list-style-type: none"> - The principle that all people and institutions are subject to and accountable for their actions and behaviour. 	<ul style="list-style-type: none"> ✓ Use simple formulae and equations; ✓ Follow rules related to maths.
<p>Individual liberty</p> <ul style="list-style-type: none"> - Being free to express views or ideas. 	<ul style="list-style-type: none"> ✓ Persevere, take risks and try different methods and strategies; ✓ Explain their reasoning, choices and strategies when solving problems;

	<ul style="list-style-type: none"> ✓ Have opportunities to use self and peer-assessment to identify where they are and what they need to do to improve.
Tolerance and respect <ul style="list-style-type: none"> - The ability or willingness to respect and tolerate the opinions or behaviour of others. 	<ul style="list-style-type: none"> ✓ Use a range of strategies that are inclusive, irrespective of stages of attainment or gender; ✓ Talk with others about a problem, challenge, investigation with an adult or peers; ✓ Solve problems with others; ✓ Respect others' methods used to reach an answer and use their own work, where appropriate; ✓ Decide upon the best way to represent their conclusions, drawing upon others' recording methods or ideas.

Promoting SMSC and FBV through Music

SMSC and FBV	Statements
Spirituality <ul style="list-style-type: none"> - Explore beliefs, experiences and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences. 	<ul style="list-style-type: none"> ✓ Explore how different genres and pieces of music makes them feel; ✓ Use imagination and creativity to compose music; ✓ Sing and play with feeling, giving meaning to lyrics and musical phrases; ✓ Listen to songs and music with a spiritual theme or message.
Moral <ul style="list-style-type: none"> - Recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views. 	<ul style="list-style-type: none"> ✓ Listen to music that addresses moral issues; ✓ Form views on music with a moral message; ✓ Understand and follow rules and symbols in music; ✓ Follow the leadership of a conductor.
Social <ul style="list-style-type: none"> - Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict. 	<ul style="list-style-type: none"> ✓ Participate in community events and performances; ✓ Learn how to play a musical instrument regardless of background; ✓ Work together to create group performances; ✓ Understand the importance of co-operation in group performances;

<p>Cultural</p> <ul style="list-style-type: none"> - Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity. 	<ul style="list-style-type: none"> ✓ Perform for different audiences in different settings. ✓ Explore and perform music from a range of different historical periods; ✓ Listen to music from a range of cultures; ✓ Learn about music from a range of genres; ✓ Work with musicians from a variety of cultures and musical backgrounds.
<p>Democracy</p> <ul style="list-style-type: none"> - A system where everyone plays an equal part. 	<ul style="list-style-type: none"> ✓ Create music together, making decisions and choices collectively; ✓ Take turns and share equipment; ✓ Evaluate and make changes, taking everyone's opinions into account.
<p>Rule of law</p> <ul style="list-style-type: none"> - The principle that all people and institutions are subject to and accountable for their actions and behaviour. 	<ul style="list-style-type: none"> ✓ Explore the rules and laws of copyright; ✓ Understand if and when digital music can be shared.
<p>Individual liberty</p> <ul style="list-style-type: none"> - Being free to express views or ideas. 	<ul style="list-style-type: none"> ✓ Express preferences about a song, piece of music or performance; ✓ Create music on a chosen theme or interest; ✓ Express themselves in a musical performance; ✓ Build on individual musical talents and interests.
<p>Tolerance and respect</p> <ul style="list-style-type: none"> - The ability or willingness to respect and tolerate the opinions or behaviour of others. 	<ul style="list-style-type: none"> ✓ Listen to others' views on music and performance; ✓ Respond to the work of others, taking into account the impact of their words; ✓ Explore and respect the social, cultural or religious ideas that have influenced the development of music.

Promoting SMSC and FBV through Physical Development

SMSC and FBV	Statements
<p>Spirituality</p> <ul style="list-style-type: none"> - Explore beliefs, experiences and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences. 	<ul style="list-style-type: none"> ✓ Take part in outdoor and adventurous activities; ✓ Express feelings, ideas and emotions through dance and movement; ✓ Explore the effects of exercise on their bodies.
<p>Moral</p> <ul style="list-style-type: none"> - Recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views. 	<ul style="list-style-type: none"> ✓ Explore what it means to be fair in competitive sport; ✓ Follow rules and play games; ✓ Explore the consequences of not playing fairly.
<p>Social</p> <ul style="list-style-type: none"> - Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict. 	<ul style="list-style-type: none"> ✓ Play in teams; ✓ Co-operate with others in games, dance and outdoor adventurous activities; ✓ Explore what makes a good team; ✓ Have the opportunity to work alongside sports professionals; ✓ Actively engage in extra-curricular sporting activities, inter-school competitions and clubs; ✓ Take turns; ✓ Enjoy communicating and collaborating with each other; ✓ Enjoy competition against each other and themselves.
<p>Cultural</p> <ul style="list-style-type: none"> - Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity. 	<ul style="list-style-type: none"> ✓ Explore sports and sporting heroes from a range of cultures; ✓ Take part in celebrating national and cultural events; ✓ Explore dance from a range of cultural and historical periods; ✓ Take part in and have the opportunity to watch dance and sporting performances in and out of school.
<p>Democracy</p> <ul style="list-style-type: none"> - A system where everyone plays an equal part. 	<ul style="list-style-type: none"> ✓ Learn rules for different games and sports; ✓ Co-operate with others as part of a team; ✓ Vote for the activities they want to learn about or participate in; ✓ Support other team members.

<p>Rule of law</p> <ul style="list-style-type: none"> - The principle that all people and institutions are subject to and accountable for their actions and behaviour. 	<ul style="list-style-type: none"> ✓ Learn about and follow health and safety rules when taking part in sporting activities; ✓ Where appropriate, learn about the rules regarding sport and substance abuse; ✓ Where appropriate, learn about legalisation relating to bribery.
<p>Individual liberty</p> <ul style="list-style-type: none"> - Being free to express views or ideas. 	<ul style="list-style-type: none"> ✓ Express their own ideas through art, music and play; ✓ Give an opinion or share an idea about something important to them; ✓ Have the opportunity to express a preference for a particular sport and to follow routes for developing this further; ✓ Set personal targets for sporting achievement; ✓ Create their own games with rules and scoring systems.
<p>Tolerance and respect</p> <ul style="list-style-type: none"> - The ability or willingness to respect and tolerate the opinions or behaviour of others. 	<ul style="list-style-type: none"> ✓ Play co-operatively; ✓ Work and play in different social groups; ✓ Listen to others in activities; ✓ Demonstrate tolerance and mutual respect when playing against other teams; ✓ Take part in peer evaluation of skill or performance; ✓ Explore the work of organisations.

Promoting SMSC and FBV through RE

SMSC and FBV	Statements
<p>Spirituality</p> <ul style="list-style-type: none"> - Explore beliefs, experiences and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences. 	<ul style="list-style-type: none"> ✓ Explore aspects of belief including worship, prayer and holy texts; ✓ Find out about the beliefs and practices of people in their community and wider world; ✓ Explore and develop their own beliefs and values; ✓ Debate 'big' questions; ✓ Develop a sense of 'awe' and 'wonder' about the world around them.

<p>Moral</p> <ul style="list-style-type: none"> - Recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views. 	<ul style="list-style-type: none"> ✓ Explore right and wrong, good and evil; ✓ Evaluate rules and codes of behaviour found in different religions and world views; ✓ Debate ethical issues about the caring for others and the environment.
<p>Social</p> <ul style="list-style-type: none"> - Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict. 	<ul style="list-style-type: none"> ✓ Learn about the lives and beliefs of others from first-hand experiences; ✓ Visit places of worship and show respect for different beliefs and ways of life; ✓ Collaborate and learn from others.
<p>Cultural</p> <ul style="list-style-type: none"> - Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity. 	<ul style="list-style-type: none"> ✓ Find out about how religion has influenced culture in different societies; ✓ Show respect when meeting and learning about people of different faiths and cultures.
<p>Democracy</p> <ul style="list-style-type: none"> - A system where everyone plays an equal part. 	<ul style="list-style-type: none"> ✓ Explore the concept of equality in different societies; ✓ Show respect when meeting and learning about people of different faiths and cultures.
<p>Rule of law</p> <ul style="list-style-type: none"> - The principle that all people and institutions are subject to and accountable for their actions and behaviour. 	<ul style="list-style-type: none"> ✓ Compare rules and codes of conduct in holy texts to UK laws; ✓ Consider how different beliefs affect the behaviour of followers.
<p>Individual liberty</p> <ul style="list-style-type: none"> - Being free to express views or ideas. 	<ul style="list-style-type: none"> ✓ Express individual ideas and beliefs confidently in a supportive environment; ✓ Use evidence, ideas and opinions to draw conclusions; ✓ Express a view on a sensitive or controversial issue; ✓ Investigate ideas that interest them.
<p>Tolerance and respect</p> <ul style="list-style-type: none"> - The ability or willingness to respect and tolerate the opinions or behaviour of others. 	<ul style="list-style-type: none"> ✓ Work with others of different cultures, faiths and beliefs; ✓ Listen to feedback and share conclusions; ✓ Learn from others, including people from different faiths, communities and cultures; ✓ Listen to and respect ideas of others.

Promoting SMSC and FBV through Science

SMSC and FBV	Statements
<p>Spirituality</p> <ul style="list-style-type: none"> - Explore beliefs, experiences and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences. 	<ul style="list-style-type: none"> ✓ Explore aspects of nature including seasons and other natural phenomenon; ✓ Find out about Earth, space, and the universe and their place in it; ✓ Question and explore why things happen and how things work; ✓ Debate and question 'big' ideas such as evolution; ✓ Develop a sense of 'awe' and 'wonder' about the world around them.
<p>Moral</p> <ul style="list-style-type: none"> - Recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views. 	<ul style="list-style-type: none"> ✓ Explore sensitive issues.
<p>Social</p> <ul style="list-style-type: none"> - Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict. 	<ul style="list-style-type: none"> ✓ Find out how medical research has changed and saved lives; ✓ Find out how science-based charities promote and support health and well-being; ✓ Explore inventions that have changed lives.
<p>Cultural</p> <ul style="list-style-type: none"> - Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity. 	<ul style="list-style-type: none"> ✓ Find out about different scientists from around the world; ✓ Explore different beliefs about science, especially evolution and life and death; ✓ Investigate variation between all living things.
<p>Democracy</p> <ul style="list-style-type: none"> - A system where everyone plays an equal part. 	<ul style="list-style-type: none"> ✓ Work collaboratively; ✓ Listen to other's opinions and ideas about scientific stories, theories and hypotheses.
<p>Rule of law</p> <ul style="list-style-type: none"> - The principle that all people and institutions are subject to and accountable for their actions and behaviour. 	<ul style="list-style-type: none"> ✓ Follow safety rules on science; ✓ Consider the ethics and legality of certain scientific approaches; ✓ Explore changes in the law that benefit society.
<p>Individual liberty</p>	<ul style="list-style-type: none"> ✓ Express hypotheses and ideas;

<ul style="list-style-type: none"> - Being free to express views or ideas. 	<ul style="list-style-type: none"> ✓ Make predictions; ✓ Express a view on a sensitive or controversial issue; ✓ Try out an idea or approach including investigating areas of personal interest.
<p>Tolerance and respect</p> <ul style="list-style-type: none"> - The ability or willingness to respect and tolerate the opinions or behaviour of others. 	<ul style="list-style-type: none"> ✓ Work together to plan shared enquiries; ✓ Listen to feedback and shared conclusions; ✓ Decide on roles during shared investigations; ✓ Learn from others, including experts; ✓ Listen to and evaluate the ideas of others.