

# Spiritual, Moral, Social, Cultural Development and the Promotion of British Fundamental Values



Kingsfield First School  
Part of the Learning First Federation  
January 2018

### *Our Vision*

At Kingsfield First School we value the importance of the spiritual, moral, social and cultural development and the creation of future citizens who respect the fundamental British values of : the rule of law, individual liberty and the mutual respect and tolerance of those with different faiths and beliefs.

### *Our Challenge*

We recognise that our local community is a predominantly white British population and we have therefore worked hard to overcome barriers which may develop between our young learners and the world beyond Biddulph.

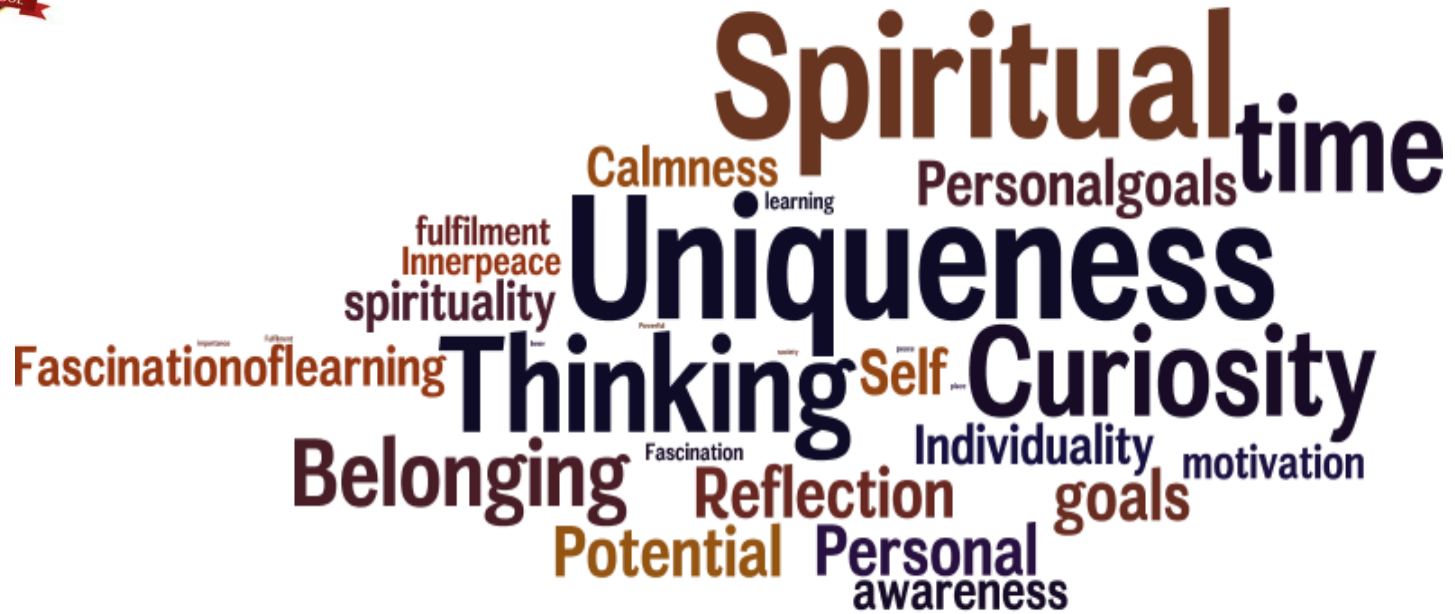
### *Our Aims*

Our aim is that pupils leave our school pupils demonstrating the skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

### *Our Provision*

We have done this by firstly providing high quality training for all our staff to gain a clear vision of what SMSC means to us and our learners and how we can promote Fundamental British Values. As a result of our training we have now re written our PHSRE curriculum, ensured that our Staffordshire RE Syllabus is well taught and well resourced and actively sought out opportunities within our new curriculum and school calendar to entwine SMSC and the promotion of Fundamental British Values.

# What do we think Spiritual Development is?



# What do we think Moral Development is ?



# What do we think Social Development is?



# What do we think Cultural Development is?



**Appreciation**  
**Language**  
**differences** Difference **Traditions** Knowledge  
**Values** **Faith**  
**heritage** **Contrast**  
**Commonality**  
**Respect** Celebrate  
**Citizenship** Awareness  
**difference** Share **Sharing** Pride **Diversity**  
**Lifestyles** cultural  
**Openmindedness** **Tolerance** **Compare**  
**Cultural**  
**Celebratediversity**

# Our Planned Whole School Provision

SMSC/ British Fundamental Values Audit		
Kingsfield First School February 2015		
SPIRITUAL DEVELOPMENT		
Definition	How do we promote this area?	Impact on Pupils
ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values	<ul style="list-style-type: none"> <li>• PSHE- Circle time</li> <li>• Celebration of Christian Festivals- Chinese New Year, Diwali</li> <li>• Guided Reading</li> </ul>	<ul style="list-style-type: none"> <li>• Tolerance and respect of other faiths and viewpoints</li> <li>• Sense of belonging</li> <li>• Asking them to be reflective and giving their own opinion</li> <li>• Respect others faith and values</li> </ul>
sense of enjoyment and fascination in learning about themselves, others and the world around them	<ul style="list-style-type: none"> <li>• Faith in focus week</li> <li>• RE</li> <li>• Circle Time</li> <li>• Child friendly topics</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge and understanding of other faiths</li> <li>• Engagement and relate it to their own lives</li> </ul>
use of imagination and creativity in their learning	<ul style="list-style-type: none"> <li>• EYFS- role play</li> <li>• Writing opportunities</li> <li>• Art work</li> <li>• RE- through the medium, of art</li> <li>• Displays</li> </ul>	<ul style="list-style-type: none"> <li>• Self-confidence and awareness</li> <li>• Reflection</li> </ul>
willingness to reflect on their experiences.	<ul style="list-style-type: none"> <li>• Big talk in EYFS</li> <li>• Circle time</li> <li>• Writing - recount/diaries</li> <li>• English - hot seating/debates</li> <li>• Interactive reflection wall (outside the office)</li> </ul>	<ul style="list-style-type: none"> <li>• Hearing and sharing viewpoints</li> <li>• Listening to one another</li> <li>• Sharing of learning ideas</li> <li>• Understanding of faiths and beliefs and appreciate we are all different.</li> </ul>
<b>Next steps/Future Considerations:</b> <ul style="list-style-type: none"> <li>• One of the 3 parent engagement days to be a faith celebration e.g. Diwali. Impact= enjoyment of other cultural celebrations</li> <li>• Assembly- one out of five could be around the world news.</li> <li>• More structured assemblies</li> <li>• World News</li> <li>• Homework - once every half term- watch the news what has happened?</li> </ul>		

# Our Planned Whole School Provision

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Kingsfield First School February 2015		
MORAL DEVELOPMENT		
Definition	How do we promote this area?	Impact on Pupils
ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England	<ul style="list-style-type: none"> <li>Traffic lights</li> <li>School rules / behaviour outside school</li> <li>Class rules</li> <li>Consequences of actions - Lots of talk in EYFS 'why did you....' Teachers modelling - understanding right/wrong</li> <li>Rewards- House points</li> </ul>	<ul style="list-style-type: none"> <li>Understanding why are rules are needed, boundaries/rules</li> <li>Attitude and Respect</li> <li>Making the right/wrong decisions</li> <li>Reflection</li> </ul>
understanding of the consequences of their behaviour and actions	<ul style="list-style-type: none"> <li>Traffic light</li> <li>Rewards- Golden ticket</li> <li>Sin bin? needs more structure</li> </ul>	<ul style="list-style-type: none"> <li>Confidence &amp; Self belief</li> <li>Reflection/respect/understanding</li> </ul>
interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.	<ul style="list-style-type: none"> <li>Circle time</li> <li>Plenarys (reflect)</li> <li>Faith &amp; Focus week</li> </ul>	<ul style="list-style-type: none"> <li>Tolerance</li> <li>Acceptance</li> <li>Reflection</li> </ul>
ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England		
<b>Next steps/Future Considerations</b> <ul style="list-style-type: none"> <li>More visitors ( people from community) e.g. Army, Police.</li> <li>Chill out zone- for children to calm down and reflect upon actions (maybe a reflection sheet for children in yr2 onwards to fill in)</li> <li>Debating</li> <li>Nurture room-reflect on actions, reflect on their own life</li> </ul>		



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SOCIAL DEVELOPMENT		
Definition	How do we promote this area?	Impact on Pupils
use of a range of social skills in different contexts	<ul style="list-style-type: none"> <li>• Circle time</li> <li>• Class assemblies</li> <li>• Day to day opportunities</li> <li>• Free choice activities</li> <li>• Reading buddies</li> <li>• Talk Partners</li> <li>• Play time</li> <li>• Peer Mentor ( consistency of - children at the moment have an attitude to give up)</li> <li>• Partner/ Group work</li> </ul>	<ul style="list-style-type: none"> <li>• Boost self esteem</li> <li>• Understanding of their own actions</li> <li>• Develops inter personal skills</li> <li>• Problem solving and reasoning</li> <li>• Confidence</li> </ul>
willingness to participate in a variety of communities and social settings	<ul style="list-style-type: none"> <li>• Remembrance day- displaying art work in Sainsburys</li> <li>• Visitors in assembly</li> <li>• Trips</li> <li>• Christmas carols - Tall Oaks</li> </ul>	<ul style="list-style-type: none"> <li>• Wider understanding of the world around them</li> <li>• Knowledge</li> <li>• Interaction</li> </ul>
acceptance and engagement with the fundamental British values <sup>1</sup> of democracy	<ul style="list-style-type: none"> <li>• School Council</li> <li>• Child made decisions</li> <li>• Respect for a difference in opinion</li> </ul>	<ul style="list-style-type: none"> <li>• Gives children a voice</li> <li>• Promotes democracy and inclusion</li> </ul>
<b>Next steps/Future Considerations</b> <ul style="list-style-type: none"> <li>• Understanding of democracy through School Council</li> <li>• Looking at inter-school/ Key stage opportunities</li> <li>• Community Events</li> <li>• Pen Pals</li> <li>• Buddy Groups set up - reading buddies??</li> <li>• Worry box in KS2</li> <li>• Raise the profile of the job monitor</li> </ul>		

# Our Planned Whole School Provision

SMSC/ British Fundamental Values Audit		
Kingsfield First School February 2015		
CULTURAL DEVELOPMENT		
Definition	How do we promote this area?	Impact on Pupils
understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others	<ul style="list-style-type: none"> <li>Teaching of stories from different cultures</li> <li>History teaching e.g. Romans, The Potteries</li> <li>Y2 London topic &amp; Y1 topic on castles</li> <li>Faith in focus</li> <li>Assembly visitors</li> <li>Remembrance Walk</li> <li>Visits</li> </ul>	<ul style="list-style-type: none"> <li>Awareness of stories from different cultures</li> <li>Learnt the heritage of the Royals</li> </ul>
understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain	<ul style="list-style-type: none"> <li>Faith in Focus Week</li> <li>French Breakfast</li> <li>Parent Engagement Day</li> <li>Assemblies/ News</li> </ul>	<ul style="list-style-type: none"> <li>Awareness of others lives e.g. food eaten</li> <li>Respect of other faiths</li> <li>Ability to be reflective</li> <li>Knowledge/ understanding</li> </ul>
knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain	<ul style="list-style-type: none"> <li>Guy Fawkes</li> <li>Class voice/votes</li> <li>School Council</li> </ul>	<ul style="list-style-type: none"> <li>Learnt about Parliament, differences of opinion</li> <li>Appreciation of fairness</li> </ul>
willingness to participate in and respond positively to artistic, sporting and cultural opportunities	<ul style="list-style-type: none"> <li>Study of artists around the world</li> <li>Celebration of sport, sports club provision</li> <li>Inspire Art</li> <li>Art club</li> <li>Indian Dancing ( Faith in Focus week)</li> </ul>	<ul style="list-style-type: none"> <li>Awareness of other artists</li> <li>Opportunities to participate in artistic, sporting and cultural activities</li> </ul>

# Our Planned Whole School Provision

<p>interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.</p>		
<p><b>Next steps/Future Considerations</b></p> <ul style="list-style-type: none"><li>• Raise awareness of this year's election</li><li>• Watch Newsround and Newsbites (global and National issues)</li><li>• School council voting</li><li>• Children- report on visits</li><li>• Space on the Newsletter for children to report</li><li>• More artistic, sporting and cultural opportunities in KS1</li><li>• Focus on everyday news</li><li>• Debate</li><li>• Circle time</li><li>• Penpals- build a link with the faith of the year group e.g. Reception - Christianity<ul style="list-style-type: none"><li>Y1 - Buddhism</li><li>Y2 - Judaism</li><li>Y3 - Islamic</li><li>Y4 - Hindi / Sikhism</li></ul></li></ul>		

# Our Planned Whole School Provision

SMSC/ British Fundamental Values Audit		
Kingsfield First School February 2015		
BRITISH FUNDAMENTAL VALUES		
Definition	How do we promote this area?	Impact on Pupils
Democracy	<ul style="list-style-type: none"> <li>• School Council</li> <li>• PSHE</li> </ul>	<ul style="list-style-type: none"> <li>• Gives children a voice</li> <li>• Promotes democracy</li> <li>• Understanding of what a Democracy is.</li> </ul>
Rule of Law	<ul style="list-style-type: none"> <li>• Traffic Light- behaviour</li> <li>• Classroom rules and expectations</li> <li>• School rules</li> </ul>	<ul style="list-style-type: none"> <li>• Good behaviour, harmony in the classroom</li> </ul>
Individual Liberty	<ul style="list-style-type: none"> <li>• EYFS area choice</li> <li>• Freedom of opinion</li> </ul>	<ul style="list-style-type: none"> <li>• Giving children the opportunity to speak</li> </ul>
Mutual Respect	<ul style="list-style-type: none"> <li>• Speaking and listening</li> <li>• Respecting the opinions of others</li> <li>• Taking turns to speak</li> <li>• Treating others with good manners</li> </ul>	<ul style="list-style-type: none"> <li>• Knowing that others have the right to speak and listen (equality)</li> <li>• It is ok to have different opinions</li> </ul>
Tolerance of different Faiths	<ul style="list-style-type: none"> <li>• Faith and Focus week</li> <li>• Topic - cultures</li> <li>• RE</li> <li>• Prayers</li> <li>• Celebration of different stories</li> <li>• Religious stories</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge/understanding of different cultures</li> <li>• New experiences</li> <li>• Tolerance</li> </ul>
<b>Next steps/Future Considerations</b> <ul style="list-style-type: none"> <li>• Understanding of democracy through school council</li> <li>• Topic debate 1 every half term</li> <li>• Eco school group set up</li> <li>• Children to choose theme of the week</li> <li>• Make theme of the week class boards bigger so that 'what we think.....' can go on for children to write underneath their opinions of the theme.</li> </ul>		

# Our Planned Whole School Provision

<p>Mutual Respect</p>	<p>Team games/activities Talking partners Faith in Focus week PSHE lessons Debates Relationship between each other Group work</p>	<p>They listen to each other They are more accepting of other views</p>
<p>Tolerance of different Faiths</p>	<p>Faith in Focus week RE lessons Assemblies News (current)</p>	<p>More aware of different beliefs Socially accepting</p>
<p>Next steps/Future Considerations</p> <p>Have a vote for school council, charity donations</p> <p>Give children more choice</p> <p>Further work needed on tolerance of different faiths, eg visitors from different cultures/countries - so that this becomes the norm</p> <p>Bible stories - morals</p> <p>More first hand experience of different cultures - visit other schools and experience their day</p> <p>Knowing how to behave in different situations</p>		



## Early Years, Nursery SMSC and the Promotion of Fundamental British Values Provision Map 2017/18

	Magical Me	When I grow up...	Once upon a time	We're going on a Bear Hunt	On the Farm	Commotion in the Ocean
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Spiritual</b>		<ul style="list-style-type: none"> <li>The Christmas Story</li> </ul>	<ul style="list-style-type: none"> <li>Pancake day- made pancakes</li> <li>Faith in Focus week- Noah's Ark</li> </ul>	<ul style="list-style-type: none"> <li>The Easter Story</li> <li>Mother Day- cards, flowers and crafts</li> </ul>		<ul style="list-style-type: none"> <li>Father's Day- cards and crafts</li> <li>Sports Day- celebrating different sports</li> </ul>
	<ul style="list-style-type: none"> <li>Child friendly topics- enjoyment and engagement</li> <li>Big Talk</li> <li>Circle time</li> <li>Proud Cloud- home achievements display</li> </ul>					
<b>Moral</b>	<ul style="list-style-type: none"> <li>Class rules- role play and circle time</li> <li>Turn taking games</li> </ul>	<ul style="list-style-type: none"> <li>Stickers introduced and start to attend the awards assembly</li> <li>Assembly-adapting behaviour</li> <li>Police, teachers- consequences</li> </ul>	<ul style="list-style-type: none"> <li>Baking-waiting their turn</li> <li>Change of class routine and how they adapt to this- more literacy and numeracy based</li> </ul>	<ul style="list-style-type: none"> <li>Parent bear hunt- coping with parents coming into school and leaving</li> </ul>	<ul style="list-style-type: none"> <li>Trip to the farm- behaving outside of school</li> </ul>	<ul style="list-style-type: none"> <li>Change of routine/ timetable- preparation for Reception</li> <li>Rainbow room access- behaving appropriately and taking responsibility</li> <li>Transition Days</li> </ul>
	<ul style="list-style-type: none"> <li>Class rules &amp; red spot</li> <li>Adults modelling turn taking, waiting their turn, talking and asking questions appropriately</li> <li>Adults explaining consequences of actions to children- lots of talk</li> <li>Mini plenaries during lessons to reflect</li> </ul>					
<b>Social</b>	<ul style="list-style-type: none"> <li>Name games and family albums</li> <li>Group activities</li> <li>Listening to each other 1-1 and in groups</li> <li>Making friends- getting to know you games</li> <li>Similarities and difference between each other</li> </ul>	<ul style="list-style-type: none"> <li>Introduction of big talk- respecting a different opinion, listening to others</li> <li>Role play occupations</li> <li>Visitors- talk to them and ask questions</li> <li>Christmas play</li> </ul>	<ul style="list-style-type: none"> <li>Making castles as a group</li> <li>Read each other the key story from the story telling wall.</li> <li>Listening station - sharing stories</li> <li>Role play stories- dress up and act out stories</li> </ul>	<ul style="list-style-type: none"> <li>Teddy bears picnic- class picnic</li> <li>Perform storytelling to parents</li> <li>Learning the bear hunt story to retell orally with a friend</li> <li>Whole class storytelling</li> </ul>	<ul style="list-style-type: none"> <li>Farm trip- confidence in asking questions to adult.</li> <li>Kind and careful with animals</li> <li>Asking questions to new adult when on the trip</li> <li>Making flapjacks for the trip- taking turns and helping each other.</li> </ul>	<ul style="list-style-type: none"> <li>Confident to meet new teacher.</li> <li>Rainbow room access.</li> <li>Retaining information and explaining it back</li> <li>Wondering off and the danger of it- Dora from finding Nemo</li> <li>Sports Day</li> <li>Transition Days</li> </ul>
	<ul style="list-style-type: none"> <li>Circle time</li> <li>Day to day opportunities</li> <li>Free choice activities</li> <li>Talk Partners</li> <li>Play time</li> <li>Partner/ Group work</li> </ul>					

<b>Cultural</b>	<ul style="list-style-type: none"> <li>• Similarities and difference between each other in school and outside (skin colours)</li> </ul>	<ul style="list-style-type: none"> <li>• Diwali- parent engagement day - tasting food and crafts</li> </ul>	<ul style="list-style-type: none"> <li>• Faith in Focus week- Noah's Ark and Indian dancing</li> <li>• Chinese New Year- parent engagement day - tasting food and crafts</li> </ul>	<ul style="list-style-type: none"> <li>• Easter crafts</li> </ul>	<ul style="list-style-type: none"> <li>• Tasting different foods from around the world (farms around the world)</li> </ul>	<ul style="list-style-type: none"> <li>• Stories from other cultures</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Fundamental British Values</b></li> </ul>						
<b>Democracy</b>	<ul style="list-style-type: none"> <li>• Circle Time- discussing feelings, how to be a well behaved person, how to be a good friends etc</li> </ul>					
<b>Rule of Law</b>	<ul style="list-style-type: none"> <li>• Classroom rules &amp; expectations</li> <li>• Red spot- consequence for breaking the classroom rules</li> <li>• Rewards- stickers &amp; certificates for doing the right thing</li> </ul>					
<b>Individual Liberty</b>	<ul style="list-style-type: none"> <li>• Nursery ethos of free choice- children independently choosing activities that are out</li> </ul>					
<b>Mutual Respect</b>	<ul style="list-style-type: none"> <li>• Big Talk- speaking and listening to each other in an appropriate manner</li> <li>• Respecting the opinion of each other</li> <li>• Taking turns to speak</li> <li>• Treating each other nicely and always using manners</li> </ul>					
<b>Tolerance of different Faiths</b>	<ul style="list-style-type: none"> <li>• Circle Time - similarities and difference between each other in school and outside (skin colours)</li> </ul>					<ul style="list-style-type: none"> <li>• Stories from other cultures</li> </ul>

Red - RE

Blue - PHSRE

Green - Whole School Events/Clubs

Orange - Topic related activities



## Early Years, Reception SMSC and the Promotion of Fundamental British Values Provision Map 2017/18

	Me, Myself and I Transport	Let's celebrate	Blast off	Amazing animals	Giants and fairies	A bug's life
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Spiritual</b>	Birthday's and own experiences What is a Religious Festival? Celebrate a Christian Wedding	Bonfire night Christmas New Year	Faith in focus week - Noah's ark. Medals for independent choices.	Easter - hot cross buns, as a special artefact, Story of Jesus's death and resurrection Reflections on learning and activities completed (children take ownership). Mother's day		Reflect on growth and learning in Reception. Father's day
<ul style="list-style-type: none"> <li>• Big talk, news and discussion on own experiences.</li> <li>• Reach for the stars wall for home achievements.</li> </ul>						
<b>Moral</b>	Learning about the traffic light behaviour system Class rules. Golden ticket.		Consequences of actions. Understanding right and wrong. Medals for independent choices.	Mini plenaries to reflect on learning.	Sponsor event Confident in their own choices. Proud of their work and achievements.	New rules and differences in transition to Year 1.
<ul style="list-style-type: none"> <li>• Praise and rewards - Stickers, certificates,</li> <li>• Reach for the stars wall for home achievements.</li> </ul>						
<b>Social</b>	Trip to Manchester airport. First responder visit. Transport field hunt.	Autumn walk. Outdoor races. Play practise - change in routine.	Alien field hunt.	Trip to Chester Zoo. Caring for animals and pets.	Sponsor event Making potions. Feelings of others.	Bug field hunt. Sports day
<ul style="list-style-type: none"> <li>• Circle time</li> <li>• Day to day playing opportunities               <ul style="list-style-type: none"> <li>• Talk partners</li> <li>• Playtime</li> <li>• Group work</li> </ul> </li> </ul>						
<b>Cultural</b>	School council - voting. Harvest Festival	Celebrate the Hindu Festival of Diwali Traditions at Christmas Remembrance day Children in Need Keystrings & Pantomime	Chinese New Year - Parent engagement. Faith in focus week - Noah's ark. Pancakes	Artist from around the world.	Stories from around the world.	Foods from around the world.



	Fundamental British Values					
<b>Democracy</b>			Debate - Do aliens exist?	Debate - Is it fair to keep animals in the zoo?	Debate - Is it fair to not like someone because of how they look?	Debate - Is it wrong to kill an insect if you see one?
<b>Rule of Law</b>	<ul style="list-style-type: none"> <li>• Learning about the traffic light behaviour system</li> <li>• Class rules.</li> <li>• Consequences of actions.</li> <li>• Understanding right and wrong.</li> <li>• New rules and differences in transition to Year 1.</li> <li>• School council - voting. (Autumn 1).</li> </ul>					
<b>Individual Liberty</b>	<ul style="list-style-type: none"> <li>• EYFS area choices.</li> <li>• Independence with tasks, resources, choices of areas to work in.</li> </ul>					
<b>Mutual Respect</b>	<ul style="list-style-type: none"> <li>• Speaking and listening activities.</li> <li>• Talking partners.</li> <li>• Big talk - links with home.</li> <li>• Manners - snack time.</li> <li>• Listening to opinions of others.</li> <li>• Healthy Sports Week</li> </ul>					
<b>Tolerance of different Faiths</b>	Awards assembly.	Celebrate the Hindu Festival of Diwali Traditions at Christmas Remembrance day	Chinese New Year - Parent engagement. Faith in focus week - Noah's ark. Pancakes	Artist from around the world.	Stories from around the world.	Foods from around the world.

Red - RE

Blue - PHSRE

Green - Whole School Events/Clubs

Orange - Topic related activities



Year 1 SMSC and the Promotion of British Fundamental Values Provision Map 2017/18

	Swings, Slides and Roundabouts	I don't care what the weatherman says	Jurassic Park	Castle Life	Treasure Island	Under the sea/At the seaside
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Spiritual	Role play- Café/Picnic Tent Create a piece of playground equipment	Judaism - why do Jews celebrate Hannukah? Christianity Christmas - gifts and giving. Role play- Toy shop/ Christmas Grotto Christmas productions	Christianity - what makes Jesus a good leader? Role play - Dinosaur Museum/ Dinosaur Dig Create a dinosaur world box	Christianity - What do Christians do to celebrate Easter? Role play - Castle Create stained glass windows	Role play - Pirate Ship  Create a 3d treasure island map	Role play - Aquarium  Create Punch and Judy puppets
Moral	Circle time: rules and expectations, behaviour and the traffic lights. Reward Systems	SEAL stories- unkind/kind. Debate- Is the big bad wolf really bad or just misunderstood? Reward Systems	Reward Systems	Debate - Should Sir Charlie Stinky Socks enter the castle?  Reward Systems	Assembly- good/ bad pirates. Debate - Are pirates good or bad? (Consequences of behaviour and actions) Reward Systems	Reward Systems
Social	Visit from the school nurse to promote personal hygiene. Identify and name emotions.	Autumn walk. Library Visit Remembrance Day Christmas Artwork displayed in the town hal Visitor - Toy Workshop	Mother's Day- special person. Invite a visitor in from the community. Library visit. Caring for members of the family. Library Visit Visit to Manchester Museum Label the parts of the body.	Show and tell- hobbies/ clubs/ outside school.  Library Visit	Developing personal goals for when on the playground.  Discuss strengths (sports day) Set goal to achieve before year 2. Library Visit	Library borrowing and returning books. Creative activity to encourage resolution. Library Visit  Visit to Blue Planet
Cultural		Parent Engagement Day  Guy Fawkes	Faith in Focus Week Stories from different cultures Craft Club	Transitioning from a Prince to a King and Princess to Queen. Parent Engagement Day History of the monarchy		Parent Engagement Day  Sports Day

## Fundamental British Values

Democracy	Puppet role-play - situations to be resolved in small groups. Picking Class representative for school council Voting for the school monitors.	Casting for Christmas Play	Picking Class representative for school council Voting for the school monitors.	Voted for our favourite writing crowns.	Picking Class representative for school council Voting for the school monitors.	Voting for class rewards- end of year treat
Rule of Law	Development of the class rules. Debate - Looking after the environment - littering/graffiti etc.	Development of the class rules.	Development of the class rules.	Development of the class rules.	Development of the class rules.	Creating water safety posters in teams. How to be safe at the seaside. Development of the class rules.
Individual Liberty	E-safety. Freedom of choice for provisional learning activities	Debate- Should Little Red Riding Hood have gone into the woods alone? Freedom of choice for provisional learning activities	E-safety. Freedom of choice for provisional learning activities	Freedom of choice for provisional learning activities	E-safety. Freedom of choice for provisional learning activities	Debate - Pollution and resources Freedom of choice for provisional learning activities
Mutual Respect	Turn taking/ sharing at the park.	Circle Time - tolerance of others	Debate - Why do you think dinosaurs became extinct? (Tolerance of others opinion)	Anti-bullying.	Circle Time - Listening to others	The Rainbow Fish
Tolerance of different Faiths			Faith in Focus Week Stories from different cultures	Buddism - The Life of the Buddha	Judaism The Torah and Tradition.	Judaism Use the story of Moses and the Burning Bush to explore puzzling questions

Red - RE

Blue - PHSRE

Green - Whole School Events/Clubs

Orange - Topic related activities



### Year 2 SMSC and the Promotion of Fundamental British Values Provision Map 2017/18

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Spiritual</b>	<p>Hinduism and Christianity - Research and explore the lives of Mohandas Ghandi and Sister Francis Dominica.</p> <p>Circle Time - How am I? What is special about me? Difference and similarities.</p> <p>Christmas Productions / assemblies.</p>	<p>Faith in Focus - Judaism (Hanukah)</p> <p>Craft to make Jewish artefacts.</p> <p><b>The Art of Islam</b></p> <p>Circle Time - What does it mean to be positive? What am I good at?</p>	<p>Learn about Easter and the Christian Faith.</p> <p>Easter celebrations / assemblies and artwork.</p> <p>Circle Time - Setting targets (aims and goals).</p>	<p>Sikhism - learn about Seva.</p> <p>Christianity - learn about sorrow and joy, who is Jesus.</p> <p>Circle Time - What do I want to achieve next? (in Year 3). What have I learnt in Year 2? Reflection.</p>		
<b>Moral</b>	<p>Handprint canvas to show teamwork.</p> <p>House Points - Chn decide on teams and receive awards as part of a team.</p> <p><b>Wrote a class set of rules.</b></p>	<p>What makes someone a superhero?</p>	<p><b>Easter - To think about forgiveness and why it is important?</b></p>	<p>To think about how positive behaviour impacts on learning.</p>		
<b>Social</b>	<p>Christmas Parent Engagement Day.</p> <p>Reading Buddies,</p>	<p>Intersports Day with other schools in Biddulph.</p> <p>Circle Time - What part do I play in the world? How can I contribute to the planet?</p>	<p>Reading Parent Engagement Day.</p> <p>Reading Buddies,</p>	<p>Parent Engagement Day.</p> <p>Sports challenges with Knypersley First School.</p> <p>Reading Buddies,</p>		
<b>Cultural</b>	<p>Celebrating history through Remembrance Day and Guy Fawkes.</p> <p>Learning about our basic needs and those of other animals.</p> <p>Learn British heritage - The Royal Family.</p>	<p>Research local heroes and the impact they have had.</p> <p>Celebrating Andy Warhol's work.</p>	<p>Global Farming and how this differs from UK farming.</p> <p>Circle Time - What does it mean to be British?</p>	<p>Sharing and comparing cultural differences (Stoke on Trent to an Africa country). Learn about African art.</p> <p>Looking at significant people from the past.</p>		

	Fundamental British Values			
<b>Democracy</b>	<p>Choose class representatives and jobs.</p> <p>House Points - Chn decide on teams and receive awards as part of a team.</p>	<p>Vote - Who is the best superhero and why?</p>	<p>Debate - Should farm animals be used for food?</p>	<p>Debate - Should all animals be kept in the wild?</p>
<b>Rule of Law</b>	<p>Traffic Light Behaviour System.</p> <p>Class Rules</p> <p>Guy Fawkes.</p>	<p>Traffic Light Behaviour System.</p> <p>Class Rules</p>	<p>Traffic Light Behaviour System.</p> <p>Class Rules</p>	<p>Traffic Light Behaviour System.</p> <p>Class Rules</p>
<b>Individual Liberty</b>	<p>Children choose roles for a Christmas production / they take turns to speak, listen and act.</p> <p>Recognise what we like and dislike and our choices.</p> <p>E-safety.</p>		<p>Circle Time - It ok to have different opinions?</p>	<p>Conscience Alley - children to decide for/against and the opportunity to change their mind.</p> <p>Healthy choices.</p>
<b>Mutual Respect</b>	<p>Circle time - Knowing that others have the right to speak.</p>	<p>Circle time - thinking of others.</p> <p>Anti-bullying.</p>	<p>What does it mean to be kind? (The Rainbow Fish)</p>	
<b>Tolerance of different Faiths</b>	<p>Hinduism and Christianity - Research and explore the lives of Mohandas Ghandi and Sister Francis Dominica.</p>	<p>Faith in Focus - Judaism (Hannukah)</p>	<p>Learn about Easter and the Christian Faith.</p>	<p>Sikhism - learn about Seva.</p> <p>Christianity - learn about sorrow and joy, who is Jesus.</p> <p>African culture</p>

Red - RE

Blue - PHSRE

Green - Whole School Events/Clubs

Orange - Topic related activities



## Year 3 SMSC and the Promotion of Fundamental British Values Provision Map 2017/18

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Spiritual</b>	Celebration of Festivals appropriate in the Autumn term - Diwali etc	Celebration of Christingle Christmas/Christmas production. Harvest assembly.	Symbols of Worship Compare and contrast the symbols, actions and gestures used in worship by different communities.	Chinese new year Easter Red nose day Comic relief Sports relief Sharing food and Religious festivals. Investigate some features of key religious festivals and celebrations and identify similarities and differences.	Explore and reflect on the stories of creation in Judaism and Christianity.	Judaism and Christianity religious leaders. To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range of intensity of their feelings to others. Circle time - emotions and how we deal with them.
<b>Moral</b>	Traffic lights Reward system house points. Circle time.	Behaviour outside school. That there are different kinds of responsibilities, rights and duties at home, school and in the community.	Enjoy new experiences. Gathering and using data. Self-reflection including how we influenced by our perception of peers behaviour.	Debate - Should children have worked in factories?	To recognise what constitutes a positive, healthy relationship and develop the skills to form positive and healthy relationship. *to recognise ways in which a relationship can be unhealthy and who to talk to if they need support.	The concept of 'keeping something confidential or secret' when we should or should not agree to this and when it is right to break a confidence' or 'share a secret'. When is a secret not a secret?
<b>Social</b>	Listen to others, showing attention. Communication including being able to present and communicate ideas, arguments and thoughts. Circle time. Partner/Group work Before and After School Clubs	To begin to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see and respect their point of view. Empathy - what does it mean and how can I show it towards others? Children in need Visitors in assemblies School council Child made decisions- theme of the week Reflection wall Remembrance day- take part at the ceremony at the cenotaph Before and After School Clubs	<b>Faith in focus week.</b> Trip to Gladstone Class assemblies Talk partners Working as a team and in groups Before and After School Clubs Young Voices	What being part of a community means. And about the varied institutions that support communities locally and nationally. What was it like to work in factories/a coal mine as a child? Class assemblies Talk partners Working as a team and in groups  Before and After School Clubs Inspire Dance Easter performance	To recognise the consequences of anti-social behaviour i.e. bullying. Watch Newsround Trip to Trentham Before and After School Clubs	Before and After School Clubs
<b>Cultural</b>	To think about the lives of people living in other places, and people with different values and customs.		Key questions - Do some people from France live in the UK?			

Fundamental British Values						
<b>Democracy</b>	<p>Debate - Is it right that women didn't hunt? Class votes Mentor jobs in the classroom</p>	<p>Guy Fawkes Remembrance day Debate - should animals be part of a circus act?</p>	<p>Debate - Should children be banned from eating chocolate?</p>	<p>St Georges day St Patrick's day To begin to develop strategies to resolve disputes and conflict through negotiation and compromise. How to solve an argument with my friends.</p>	<p>Debate - Should the Native Americans have been moved off their land?</p>	
<b>Rule of Law</b>	<p>Classroom/school rules</p>		<p>To judge what kind of physical contact is acceptable or unacceptable and how to respond. Playground/school rules about physical contact with others.</p>	<p>School rules about health and safety, basic emergency aid procedures, where and how to get help. Practise fire drill/emergency procedures and why we have them.</p>	<p>Class and school rules.</p>	<p>To being to understand why and how rules and laws protect themselves and others are made and enforced. Key question - who is the chief of the UK? What do they do? What rules do they have in place?</p>
<b>Individual Liberty</b>	<p>To think about the lives of people living in other places, and people with different values and customs.</p>	<p>School council Circle times</p>	<p>To recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet.</p>	<p>Show some enthusiasm for the ideas of others. Making decisions. Recalling and applying knowledge creatively and in novel situations.</p>	<p>To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong. Peer pressure and strategies to deal with it.</p>	<p>Seal - bullying</p>
<b>Mutual Respect</b>	<p>To work collaboratively towards shared goals. *to recognise and respond appropriately to a wider range of feelings in others. How can we work as a team? Celebrating success and loss in competitive sports.</p>	<p>Begin to take encouragement and advice from others. To show empathy for others. Resilience including self-motivation.</p>	<p>Faith in focus week.</p>			<p>Celebrating success and loss in competitive sports.</p>
<b>Tolerance of different Faiths</b>	<p>Compare and contrast Judaism and Islam - Look at religion in the home.</p>	<p>Celebrate the Festival of Divali - Compare and contrast both Sikh and Hindu celebrations. Christianity Christmas - Light Light as a symbol for Jesus; guiding star, tree lights, Christingle.</p>	<p>To identify and appreciate the range of national, regional, religious and ethnic identities in the UK. Symbols of Worship Compare and contrast the symbols, actions and gestures used in worship by different communities.</p>	<p>Sharing food and Religious festivals. Investigate some features of key religious festivals and celebrations and identify similarities and differences.</p>	<p>Explore and reflect on the stories of creation in Judaism and Christianity</p>	<p>Judaism and Christianity religious leaders.</p>

Red - RE

Blue - PHSRE

Green - Whole School Events/Clubs

Orange - Topic related activities



## Year 4 SMSC and the Promotion of Fundamental British Values Provision Map 2017/18

Topic	Habitats	Romans	Electricity - Narnia	Volcanoes	The Victorians	Water
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Spiritual</b>	<p>Reviewing progress against objectives. Identify a few areas for improvement. Attempt to make improvements. To reflect upon celebrate their achievements so far at school, identify their strengths, areas of improvement, set high aspirations and goals.</p> <p>*that differences and similarities between people arise from a number of factors i.e. family, ethnic, racial diversity, age, sex and disability.</p> <p>Circle time activities Guided Reading Improve mastery of techniques such as drawing and painting. Class News Reports on News Hot seating characters relating to their own experiences.</p>	<p>Resilience including constructively managing change. Recognising and utilising strategies for managing pressure, persuasion and coercion. Push past fears and reflect upon the emotions felt afterwards. 3D sculptures and collages. Christmas activities Learning about the lives of the Romans.</p>	<p>Talk about new experience with others. Pencil sketches of the Iron Giant. Use different pencils to show line, tone and texture. Sketch lightly and use shading to show light and shadow. Use hatching and cross hatching to show tone and texture.</p>	<p>Recognising some of the common ways our brain tricks us. Look at 'Turner' Volcano pictures and explore the art. How does it make them feel?</p>	<p>To show an ability to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and at times challenge their point of view. William Morris silk panel designs. Use precise repeating patterns to create their own design in the style of William Morris. Study William Morris and talk about his work using visual language. Use fabric paint or fabric pens to put designs onto material. Sculpture Modroc busts. Create and combine shapes to form a recognisable bust. Include texture that conveys feelings and expression. Add materials to provide interesting detail.</p>	<p>Responding to the need for positive affirmation for self and others.</p>
<b>Moral</b>	<p>*that differences and similarities between people arise from a number of factors i.e. family, ethnic, racial diversity, age, sex and disability. <b>Debate:</b> Should we look after plants? - Harvest festival Using the traffic lights for behaviour Following class rules and school rules. Rewards- Team points, Golden tickets, celebration awards. Reflection time Plenaries reflect on learning Living things and their habitats - taking care of animals as to not endanger them.</p>	<p>*to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help. *to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities. Christians were sent to the lions, is this right? <b>Debate:</b> Should you fight for what you want? - Romans and Celts Using the traffic lights for behaviour Following class rules and school rules. Rewards- Team points, Golden tickets, celebration awards. Reflection time Plenaries reflect on learning</p>	<p>* to recognise and respond appropriately to a wider range of feelings in others, *to resolve different by looking at alternatives, seeing and respecting others' point of view, making decisions and explain choices *to deepen their understanding of risk by recognising, predicting and assessing risk in different situations and deciding how to manage them responsibly <b>Debate:</b> Should people have no electricity? Using the traffic lights for behaviour Following class rules and school rules. Rewards- Team points, Golden tickets, celebration awards. Reflection time Plenaries reflect on learning</p>	<p>Think of the effect of behaviour on others before acting. *to recognise and manage 'dares'. <b>Debate:</b> Should help be available after an eruption? Using the traffic lights for behaviour Following class rules and school rules. Rewards- Team points, Golden tickets, celebration awards. Reflection time Plenaries reflect on learning</p>	<p>*to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing. Using the traffic lights for behaviour Following class rules and school rules. Rewards- Team points, Golden tickets, celebration awards. Reflection time Plenaries reflect on learning</p>	<p>to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise give rich and constructive feedback and support to benefit others as well as themselves. <b>Debate:</b> Should some children have no access to clean water? Using the traffic lights for behaviour Following class rules and school rules. Rewards- Team points, Golden tickets, celebration awards. Reflection time Plenaries reflect on learning</p>



<p><b>Social</b></p>	<p>* to appreciate the range of national, regional, religious and ethnic identities in the UK. Identification of differences / similarities between people and how these can positively be built upon. <b>Debate:</b> Should we look after plants? - Harvest festival KS2 Monitors -elected through voting Talk partners Working as a team and in groups Peer Mentor Visit to Chester Zoo Visitors in assemblies School council Child made decisions- theme of the week Reflection wall Before and after school clubs</p>	<p>*to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities. <b>Roman DEWA experience.</b> Christmas Carols for the old age peoples home Tall Oaks Talk partners Working as a team and in groups Peer Mentor Carol Singing in Sainsbury's. Visitors in assemblies School council Child made decisions- theme of the week Reflection wall Remembrance day- take part at the ceremony at the cenotaph Before and after school clubs</p>	<p>*Self-regulation including managing strong emotions. Team work including facilitation, constructive feedback and taking on different roles. * to recognise and respond appropriately to a wider range of feelings in others, Class asseblyls Talk partners Working as a team and in groups Peer Mentor <b>Faith and Focus week</b> Visitors in assemblies School council Child made decisions- theme of the week Reflection wall Before and after school clubs Young voices</p>	<p>*strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online. * why different rules are needed in different situations and how to take part in making and changing rules. Evaluating social norms. Class asseblyls Talk partners Working as a team and in groups Peer Mentor Visitors in assemblies School council Child made decisions- theme of the week Reflection wall Before and after school clubs Inspire Dance Easter performance</p>	<p><b>*to show an ability to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and at times challenge their point of view.</b> Class asseblyls Talk partners Working as a team and in groups Peer Mentor Visit to Oldham Mill Visitors in assemblies School council Child made decisions- theme of the week Reflection wall Before and after school clubs</p>	<p>Describe the points of views of others. Begin to understand why some activities feel uncomfortable. Class asseblyls Talk partners Working as a team and in groups Peer Mentor Visitors in assemblies School council Child made decisions- theme of the week Reflection wall Before and after school clubs Leavers assembly</p>
<p><b>Cultural</b></p>	<p>Explore Religious stories and teachings about the environment and identify their impact on behaviour Children to explore jewish festival of Sukkoth. Children to create a diary entry of a Jewish believer about how it helped them to feel closer to God. Name and locate the countries of Europe and identify their main physical and human characteristics. Explain own views about locations, giving reasons. Comparing England to America (North and South). Where would your preferred place be to live? Why? Give opinions and reasons. Research. Use a range of resources to identify the key physical and human features of a location. Looking and different physical features of the habitats, have the human-made features made an impact? Is it a positive or negative impact? Why? Etc. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Children are to locate and describe Australia, America and England. Parent engagement day Assembly visitors Class vote for school council rep</p>	<p>Investigate the importance for believers of ceremonies in which special moment in the life cycle are marked. Children to look at Bar Mitzvah and compare and contrast to christenings. Children to explore how special events are held in different places they are held in Children to look at how schools and this school have changed over time. How not many Romans went to school, what were the schools like? Who went to school? Similarities and differences between then and now. Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. Children will place important dates from Roman History onto a timeline. Use dates and the terms chronological order. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Visit to a museum/ Chester to examine Roman artefacts. Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. Children will present facts about what they have learnt about Romans in a variety of ways- fact pages, posters, booklets, word processed articles, comic life, power point presentations to show what the children have learnt Suggest causes and consequences of some of the main events and changes in history. Discuss why the Roman's invaded other countries and the reasons for this. What impact did this have? What was the Roman's legacy? E.g. roads, buildings, democracy. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Christmas performance Assembly visitors</p>	<p><b>Faith and focus week</b> LENT : Engage with a variety of people about their beliefs and values and ask questions about the way commitment affects their lives. Sustainable energy. Children are to locate sustainable energy farms. Watch digital clips/observe photographic sources of a range of sustainable energy sources: tidal power, solar energy, wind energy. To ask and answer questions about the physical and human characteristics of sustainable energy. Parent engagement day Assembly visitors</p>	<p>Judaism - Research some key events in the development of religious tradition and explain the impact on believers. Assembly visitors</p>	<p>Christianity and Judaism- Identify some of the ways in which religions name and describe attributes of God and makes links with belief and practice.  Use evidence to ask questions and find answers to questions about the past. Victorian inventors- James Bateman, James Brindley.  Describe changes that have happened in the locality of the school throughout history. Children are to look at the local history, settlements, canals, silk and mining. Use dates and terms to describe events.  Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Children are to research Famous Victorians. Compare their attitudes, beliefs and way of life to ours today.  Understand the concept of change over time, representing this, along with evidence, on a time line.  Parent engagement day</p>	<p>Christianity and Judaism - Identify the main features and patterns of an act of worship and talk about the importance of worship for believers.  Place events, artefacts and historical figures on a time line using dates. Look at the development of water systems by the Romans e.g. Aquaducts.  Discuss the need for and development of sewage and water systems by the Victorians.</p>

Fundamental British Values						
<b>Democracy</b>	<p>Debate: Should we look after plants? - Harvest festival Class vote for school council rep Vote for KS2 jobs</p>	<p>Christians were sent to the lions, is this right? Debate: Should you fight for what you want? - Romans and Celts Child votes for choices of party food</p>	<p>Debate: Should people have no electricity? Opportunities for children to take ideas forward with school council</p>	<p>Debate: Should help be available after an eruption?</p>	<p>Debate: Was it right that children were sent to work?</p>	<p>Debate: Should some children have no access to clean water?</p>
<b>Rule of Law</b>	Following school and class rules	Following school and class rules	Following school and class rules	Following school and class rules why different rules are needed in different situations and how to take part in making and changing rules.	Following school and class rules Gathering and using data. Analysis ( including separating fact from opinion) Drawing and defending conclusions using evidence and not just assertion.	Following school and class rules
<b>Individual Liberty</b>	Identification of differences / similarities between people and how these can positively be built upon.	Allowing everyone to have an opinion in class discussion and debates.	*about the role money plays in their own and other's lives, including how to manage their money. Allowing everyone to have an opinion in class discussion and debates	Allowing everyone to have an opinion in class discussion and debates.	Allowing everyone to have an opinion in class discussion and debates. to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.	Allowing everyone to have an opinion in class discussion and debates. to begin to understand that everyone has human rights and that they are there to protect everyone
<b>Mutual Respect</b>	*that differences and similarities between people arise from a number of factors i.e. family, ethnic, racial diversity, age, sex and disability. Taking turns to speak Treating others with good manner Respecting others opinions	Taking turns to speak Treating others with good manner Respecting others opinions Celebrating success and loss in competitive sports.	* to recognise and respond appropriately to a wider range of feelings in others, *about the role money plays in their own and other's lives, including how to manage their money. *to resolve different by looking at alternatives, seeing and respecting others' point of view, making decisions and explain choices. Taking turns to speak Treating others with good manner Respecting others opinions	Taking turns to speak Treating others with good manner Respecting others opinions Celebrating success and loss in competitive sports.	To show an ability to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and at times challenge their point of view.	To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise give rich and constructive feedback and support to benefit others as well as themselves. Celebrating success and loss in competitive sports.
<b>Tolerance of different Faiths</b>	Explore Religious stories and teachings about the environment and identify their impact on behaviour Children to explore jewish festival of Sukkoth. Children to create a diary entry of a Jewish believer about how it helped them to feel closer to God.	Investigate the importance for believers of ceremonies in which special moment in the life cycle are marked. Children to look at Christenings and why they are important, creating an invitation. Children to look at Bar Mitzvah and compare and contrast to christenings. Children to explore how special events are held in different places they are held in	Faith and focus week LENT : Engage with a variety of people about their beliefs and values and ask questions about the way commitment affects their lives.	Judaism - Research some key events in the development of religious tradition and explain the impact on believers.	Christianity and Judaism- Identify some of the ways in which religions name and describe attributes of God and makes links with belief and practice.	Christianity and Judaism - Identify the main features and patterns of an act of worship and talk about the importance of worship for believers.

Red - RE

Blue - PHSRE

Green - Whole School Events/Clubs

Orange - Topic related activities