

### SMSC and British Values in RE (EYFS)

<b>Spiritual</b>	<b>Moral</b>
<p>Pupils' spiritual development is shown by their</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Sense of enjoyment and fascination in learning about themselves, others and the world around them</li> <li>• Use of imagination and creativity in their learning</li> <li>• Willingness to reflect on their experiences</li> </ul> <p>S1 – Set of values principles and beliefs            S2 – Respect for themselves and others            S3 – Increasing ability to reflect            S7 - Sense of empathy with others            S8 - Awareness and understanding of their own and others beliefs            S10 - Understanding of feelings and emotions and their impact</p>	<p>Pupils' moral development is shown by their</p> <ul style="list-style-type: none"> <li>• Ability to recognise the difference between right and wrong, and readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England</li> <li>• Understanding of the consequences of their behaviour and actions</li> <li>• 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</li> </ul> <p>M3 - Respect for others' needs, interests and feelings            M4 - Desire to explore their own and others views            M5 – Commitment to personal values in areas which are considered right by some and wrong by others</p>
<b>Social</b>	<b>Cultural</b>
<p>Pupils' social development is shown by their</p> <ul style="list-style-type: none"> <li>• Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socioeconomic backgrounds</li> <li>• Willingness to participate in a variety of communities and social settings, cooperating well with others and being able to resolve conflicts effectively</li> <li>• Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain</li> </ul> <p>SO1 - Appreciates the rights and responsibilities of individuals            SO4 – Reflects on their own contribution to society            SO5 – Shares views and opinions with others            S8 - Awareness and understanding of their own and others beliefs            SO9 – Adjusts to a range of social contexts by sensitive behaviour            SO10 – Relates well to others' social skills and personal</p>	<p>Pupils' cultural development is shown by their</p> <ul style="list-style-type: none"> <li>• Understanding and appreciation of the range of cultural influences that have shaped their own heritage and that of others</li> <li>• 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</li> <li>• Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</li> <li>• Willingness to participate in and respond positively to artistic, sporting and cultural opportunities</li> <li>• 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</li> </ul> <p>C1 – Appreciation of the diversity and interdependence of cultures</p>

SO11 – Works successfully as a member of a group	<p>C3 – Willingness to participate in, and respond to, artistic and cultural enterprises</p> <p>C7 – Ability to appreciate cultural diversity and accord dignity and respect to other people’s values and beliefs, thereby challenging racism and valuing race equality</p> <p>C8 – Ability to recognise and understand their own cultural assumptions and values</p> <p>C9 – Understanding of the influences which have shaped their own cultural heritage</p> <p>C10 – Understanding of the dynamic, evolutionary nature of cultures</p>
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**SMSC and British Values in RE (Key Stage 1)**

<b>Spiritual</b>	<b>Moral</b>
<p>S1 – A set of values, principles and beliefs, which may or may not be religious</p> <p>S2 – A respect for themselves and others</p> <p>S3 – An increasing ability to reflect</p> <p>S4 – An expressive and/or creative impulse</p> <p>S5 – An ability to show courage and persistence in defence of their aims, values, principles and beliefs</p> <p>S6 – A respect for insight as well as for knowledge and reason</p> <p>S7 – A sense of empathy with others, concern and compassion</p> <p>S8 -An awareness and understanding of their own and others beliefs</p> <p>S9 – An ability to think in terms of the ‘whole’</p> <p>S10 – An understanding of feelings and emotions, and their likely impact</p> <p>S11 – An appreciation of the intangible</p> <p>S12 – A readiness to challenge all that would constrain the human spirit</p> <p>There are many Opportunities for spiritual development in KS1 as the children will begin to learn simply about and reflecting on important concepts and beliefs that are at the heart of religious traditions, and by</p>	<p>M1 – An ability to distinguish right from wrong</p> <p>M2 - Confidence to act consistently in accordance with their own principles</p> <p>M3 – Respect for others’ needs, interests and feelings, as well as their own</p> <p>M4 – A desire to explore their own and others views</p> <p>M5 – A commitment to personal values in areas which are considered right by some and wrong by others</p> <p>M6 – An ability to think through the consequences of their own and others actions</p> <p>M7 – An ability to make responsible and reasoned judgements on moral dilemma</p> <p>M8 – A considerate style of life</p> <p>M9 – An understanding of the need to review and reassess their values, codes and principles in the light of experience</p> <p>Opportunities for moral development are made from discussing responsibilities for the world at present and simple ideas about ‘green’ living. This has a cross-curricular link to PSHE and science in the context of looking after the local environment. Children will develop morally through</p>

<p>sharing amazement and wonder. Noticing that a mystery can be answered by a belief. The children will develop Spiritually by considering how sacred stories and texts give guidance to some people, and beliefs lead to actions and reflect on Christian / Jewish stories and ideas or beliefs about creation. The children will think about how people express their beliefs and responses to God. Children will gain the opportunity for a class visit to a Church and a Mosque. In such buildings there is a sense of awe which will allow children to explore their spiritual development. Children will be thinking about what makes a human being so special / important / sacred and recognising the humanity of others. The children will have time to discuss and reflect on key questions of meaning that are at the heart of religious traditions and practices. Children will consider how sacred texts give guidance to some people, and beliefs lead to actions. The SACRE scheme of work allows pupils to develop further by learning about and reflecting on the importance of the mosque as a place of worship for Muslims.</p>	<p>exploring simply how society is influenced by teachings and stories found in sacred texts. They will ask questions such as ‘Why people do bad things and what good things we choose?’ Opportunities for moral development come from recognising that we should treat everybody with respect even though we are all different. Activities such as role play and story boards will engage children to discuss what the right choice is? How do they know? They will also explore how society is influenced by teachings found in sacred texts and develop a sense of the importance of ‘special’ places. The children will be offered a trip to the central Mosque to enable them to notice and value diversity.</p>
<p><b>Social</b></p>	<p><b>Cultural</b></p>
<p>SO1 – Appreciates the rights and responsibilities of individuals within the wider social setting  SO2 – Understand the notion of interdependence in an increasingly complex society  SO3 – Takes advice offered by those in authority or counselling roles  SO4 – Reflects on their own contribution to society  SO5 – Shares views and opinions with others, and work towards consensus  SO6 – Participates in activities relevant to the community  So7 – Exercises responsibility  SO8 – Shows respect for people, living things, property and the environment  SO9 – Adjusts to a range of social contexts by appropriate and sensitive behaviour  SO10- Relates well to other people’s social skills and personal qualities  SO11 – Works successfully as a member of a group or a team  SO12 – Challenges, when necessary and in appropriate ways, the values of a group or wider community  SO13 – Resolves conflict</p>	<p>C1 – An appreciation of the diversity and interdependence of cultures  C2 – Regard for the heights and achievement in all cultures and societies  C3 – Willingness to participate in, and respond to, artistic and cultural enterprises  C4 – openness to new ideas and a willingness to modify cultural values in the light of experience  C5 A sense of personal enrichment through encounter with cultural media and traditions from a range of cultures  C6 – Use language and understand images/icons – for example, in music, art, literature – which have significance and meaning in a culture  C7 – An ability to appreciate cultural diversity and accord dignity and respect to other people’s values and beliefs, thereby challenging racism and valuing race equality  C8 – An ability to recognise and understand their own cultural assumptions and values  C9 – An understanding of the influences which have shaped their own cultural heritage  C10 – An understanding of the dynamic, evolutionary nature of cultures</p>

SO14 – Understands how societies function and are organised in structures such as the family, the school and the local and wider communities

Whole school assemblies take place Monday, Wednesday, and Friday which allows for a social gathering. Class based worship allows for extra learning socially through listening to each other's ideas and opinions, morally through stories and questioning and culturally learning about what other cultures think. Visitors are co-operated well with, including those from different Religions whose rules it is important to follow in order to preserve the artefacts shared. Additionally, religious education provides opportunities for social action such charity participation. As a whole school we have supported a range of charities for example Comic Relief. Through its contribution to social and emotional aspects of learning religious education at Moat Farm Infants can be seen to enhance the positive involvement of pupils within the school as a community by their sharing of ideas and values, taking part in decision making and ensuring that 'pupil voice' is heard and valued. This extends to working towards 'fairs, making and selling things within their classes and parents consultations.

Cultural development is focused on understanding one's own culture and those of others represented locally, nationally, in Europe and globally. Pupils will learn to be aware of the values and assumptions of their own culture and how cultures are diverse and different in these respects. Cultural Development can also be shown by visits made into school by Religious leaders and involvement of the school in the wider community for example inviting parents in for sports days and coffee mornings. It is also seen with the visits that we do such as a trip to the Gurdwara.