Brookfield Community Primary School

British Values and SMSC

English
British Values
Democracy • English incorporates wide ranging discussion around different text types and children are encouraged to take the views and opinions of others into account. Rule of Law • Understand the importance of following rules within the lesson through looking after books. • Know that there are consequences if rules are not followed. Individual Liberty • Make choices when planning a story, non-fiction text or poem. • Use own ideas. • Recognise that others may have different points of view as to where to start. Mutual Respect • Our reading curriculum incorporates a broad reading diet including texts from different cultures which help children to recognise and explore equity, diversity and justice. Respect of those of different faiths and beliefs • Work as a team. • Help others. • Share ideas as a group.

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SMSC
Spiritual • Extract meaning from a variety of texts. • Look for hidden meanings. • Explore the emotions the characters may feel. • Look at the word choices of the author to create meaning. • How to use language in imaginative ways. Moral • Explore and analyse a range of texts both historical and modern. • Question and reason the actions of characters and motives for these. • Develop an awareness of right and wrong. • Discuss why they think this taking inspiration from their lives or the characters. Social • Participate in class discussions about events, motives and choices in stories. • Share ideas and predictions. • Read texts that portray issues and events relating to contemporary life. • Opportunities to work and use social skills in different contexts. Cultural • Read a variety of texts and authors from literary heritage in the UK Look at historical and cultural contexts.

Maths
British Values
Democracy In Mathematics, we encourage learning and behaviour strategies that allow all pupils a fair chance to answer and to explain their methods. Opportunities to discuss viewpoints are encouraged in Mathematics lessons and the use of data has a significant role in the democratic decision making and influencing change. Mathematics ensures students are respectful to others, and through various forms of mathematical issues, freedom of speech is discussed. Rule of Law We have high expectations of all pupils which are made clear in the routines that have been established in Mathematics with regards to acceptable behaviour and the level of work required. We consistently follow the school policy for rewards and pupils are aware that their actions carry a consequence. In Mathematics, children also explore the 'rules' for different mathematical operations and the ways in which failing to follow these can lead to miscalculations. Individual Liberty Pupils are encouraged to develop their reasoning skills when analysing mathematical questions which will enable them to think through ideas critically. Pupils discuss choices in terms of future education choices and careers. Mutual Respect Pupils are encouraged to believe in their own ability in order to reach their potential in Mathematics. Pupils are taught to recognise their own strengths and areas for development in Mathematics and through collaborative learning they support others whilst developing their own knowledge, skills and understanding. Respect of those of different faiths and beliefs At various points in the Mathematics curriculum, pupils in all year groups will study Mathematics from different cultures including tessellating patterns and symmetry. Good working relationships in the classroom and around the school are instrumental in promoting

SMSC
Spiritual Through deep thinking and questioning the way which the world works promotes the spiritual growth of students. In Mathematics lessons pupils are always encouraged to delve deeper into their understanding of Mathematics and how it relates to the world around them. Moral Pupils will work on various challenges using Mathematics in real life contexts, applying and exploring the skills required to solve various problems. Moral development is achieved by giving pupils the opportunity to be aware of the use and misuse of data in all issues including those supporting moral argument. Social Pupils are always encouraged to develop their mathematical reasoning skills, communicating with others and explaining concepts to each other. Experimental and investigative work provides an ideal opportunity for pupils to work collaboratively in lessons. Cultural Mathematics is a universal language with a myriad of cultural inputs throughout the ages. It is important to encourage the teaching of various approaches to Mathematics. We also explore the Mathematics applied in different cultures such as Rangoli patterns, symmetry.

Art
British Values
Democracy Children consider the views and values of others Children listen to the instructions and feedback of their peers. Children take turns using the school equipment. Rule of Law Children have a sound understanding of the importance of school and classroom rules for Art. Children will know that there are consequences if the rules are not adhered to. Individual Liberty Children are allowed to make their own decisions for their own project ideas, whilst considering and respecting the boundaries. Children independently decide on which materials and resources they will use to complete their final art pieces. Mutual Respect Children will create final pieces of art work as a team, and offer support and constructive criticism to their peers. Children will demonstrate respect for other children's ideas, and actively listen to feedback. Respect of those of different faiths and beliefs Children will observe artwork that has been developed from many different artists and cultures. Children will celebrated the artwork that has been developed from many different artists and cultures.

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Spiritual Children learn about a variety of artists, from a range of cultures and religions. Children experiment with a range of styles and materials. Creativity is nurtured through independent thinking, experimenting and risk taking with new ideas. Moral Children acquire a moral compass by developing an open mind when observing art work. Children will appreciate other's beliefs including those that challenge their own viewpoints. Children are encouraged to give constructive feedback to their peers, justifying their beliefs. Social Children are encouraged to communicate with their peers, exploring their range of backgrounds. Children consider the impact of art on society. Cultural Children are encouraged to appreciate different cultures beliefs and religions. Children will communicate their ideas and thoughts and how to reflect on the cultural context in which the work has been produced.

Computing
British Values
Democracy We encourage our children to be creative with their own ideas. Children are given the opportunity to discuss viewpoint surrounding technology and online use. Children's work is valued and appropriated through online collaboration tools. Teaching promotes the correct use of technical vocabulary and models how to use technology respectfully. Rule of Law Understand the importance of following rules when using and handling technology. Online rules are taught across all year groups promoting online safety. Our children are taught to understand the consequences of their actions when using technology. Children learn about a range of laws relating to technology and online such, copy right and data protection and the implications of not following the rules. Individual Liberty Computing helps pupils recognise their own creativity and ideas. It allows children access to learning in different always, using their own imagination. We encourage our children to become creators of technology rather than just consumers. Children are taught about how to use the internet positively including social media. How to leave a positive digital footprint and the impact this has on their lives including in the years to come. The history of computing and the influence of key historical figures from the UK.

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SMSC
Spiritual Discuss scenarios surrounding issues online. Explore feeling about online experiences. Safer Internet Day Reflecting on their own lives and other lives online. Reflection of awe and wonder about achievement in computing and the possibility for our children's future. Endless possibilities, children to become Creator rather than consumers. Moral Online safety rules are promoted from an early age. Develop an awareness of right and wrong. Discuss why they think this. Question and reason the actions of others online. Consequences of cyberbully, misuse and copyright laws. Social Create work that reflect the needs of diverse audiences. Respect the ideas and opinions of other in their team. Participate in class discussions. Share ideas Opportunities to work and use social skills in different contexts. Communicate near and far. Cultural Think and produce work that reflect diverse audiences. Computational thinking encourage children to develop problem solving skills. Computing encourages cross curricular links. Computing involves the breaking through of linguistic and cultural barriers.

Design Technology
British Values
Democracy Children take into account other opinions, whilst forming their own opinion. Children to take turn in speech and in practical lessons. Children reflect the value of teamwork when working with peers. Rule of Law. Children understand the importance of following rules when using a variety of different tools. Children understand that rules should be followed and there are consequences if not. Individual Liberty Children will understand and listen to different opinions to help with their designing. Children will design and make their own product Mutual Respect Children to respect and consider a variety of different opinions. Children to offer supportive comments to peers. Respect of those of different faiths and beliefs Children will understand different ideas and beliefs and accept these with no judgement.

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SMSC
Spiritual Children will think creatively and solve problems relevant to their unit. Children will develop their own self confidence in sharing ideas and listen to people's opinions of their designs. Moral Children will consider moral and ethical dilemmas and how it is best to overcome these. Social Children have a collective responsibility to create a safe learning environment when using different tools. Children have the opportunity to work in groups which require social interaction. Cultural Children will develop a deeper cultural awareness and explore past products and the importance these have had in impacting future products.

Geography
British Values
Democracy Pupils are aware that within Geography, children may have different views and answers in relation to a range of Geographical issues (For example, deforestation). The children are encouraged to orally explain their thoughts and answers whilst remaining respectful and considerate of other's. Rule of Law In our Geography lessons, our children learn about different places and localities in the world and may compare how different values and rules affect these communities. The children may have discussions regarding current environmental issues and what laws and rules are in place to prevent or solve these. Individual Liberty All children know that their views, beliefs and opinions are respected and that they should do the same to others. In Geography lessons, the children have the chance to develop their knowledge, self-esteem and confidence. In geographical enquiry activities, both in and out of the classroom, children are encouraged to ask questions, discuss different opinions and show respect to others. Mutual Respect Within the Geography curriculum, the children all work together to support each other's learning and build mutual respect for each other. They behave appropriately, take turns and share resources sensibly. Children share with their peers and work well in any group projects and show teamwork through peer assessment and feedback. Respect of those of different faiths and beliefs Our Geography curriculum is designed to teach our children how different nations and cultures are similar, different and even interconnected. They are encouraged to consider changes in physical and social

SMSC
Spiritual Geography is about studying people, where they live and our relationships with the environment. This involves providing opportunities to explore their feelings about people, culture, places and environments that they are learning about. Example – what would it be like for a victim of an Earthquake Eruption? They also recognise the beauty and diversity of the world around them and this awareness helps children understand their place in the world. Moral In Geography, we have discussions about how our environment and other around the world can be affected by decisions made by people. Doing this means that children develop an understanding that their actions can have consequences so they can make informed choices in the future. The children learn to appreciate the moral dilemmas of changes to the environment (For example – deforestation) and how this can affect the surrounding area and the Earth. Social Geography allows children to develop their personal qualities and social skills. Having the opportunity for working in pairs and groups means that children can consider the viewpoints of others when discussing locality, settlements and the environment. Additionally, the opportunity for fieldwork encourages children to work collaboratively and make the most of the different strengths and weaknesses in a team. Cultural Children are able to explore a wide range of different cultures and localities around the world and consider how they are similar or different to their own. The children gain knowledge about learning tolerance and understanding diversity in the world. They can also understand to take into account other people's views and understanding how to express their own opinions.

History
British Values
Democracy Pupils are aware that within History the answers that are given are different and each response to a historical enquiry question is an open. Therefore, we ensure all children are given the opportunity to share their views and all children are treated equally. Rule of Law Pupils know that within History the views that they share within school are respected allowing the children to know that they will be happy and safe to openly discuss topics of history. Individual Liberty All children know that their views, beliefs and opinions are respected and that they should do the same to others. History lessons are a safe and open subject for everyone to express themselves. Mutual Respect All children know that, within History, all views and beliefs will differ through the classroom and year groups. All children know that these are respected and understand that they shouldn't try and change these views and beliefs if they believe them to be incorrect. Respect of those of different faiths and beliefs Our History curriculum is designed to ensure that we give an unbiased account of Historical events and that we include education which explores equity, diversity and justice throughout History.

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SMSC
Spiritual Children will study a wide range of beliefs from Gods in Ancient Egypt and different cultures of different civilisations. They use these to then reflect on the world we live in today and know how the past has changed and developed of time. Moral Children learn about the rights and wrongs of History. They will study the consequences of the decisions made and explore their own views and beliefs with the evidence collated within lessons (example - crime and punishment Y4). Social Children use a mixture of vocal and written communication to express their views within History. They have opportunity to explore the local community through local visits and get an understanding of History close to home. Cultural Children will explore a wide range of Cultural differences throughout History within different civilisations. They also explore the roles of armies, governments and significant individuals and how they created History.

Music
British Values
Democracy Everyone has the opportunity to have their voices heard and express their own ideas about the music they hear and play. Children are encouraged to talk about their likes and dislikes in music. Children are encouraged to listen to the ideas of others and understand that people have different interests and opinions about music. Rule of Law Children follow instructions to ensure they use instruments safely. Children understand the need to follow school rules and listen to those around them. Children take turns to play, perform and listen. Individual Liberty Children make choices and form their own opinions about what they like or do not like about different pieces of music and musical genres. Children are given freedom to formulate their own opinions and feel confident to share these. Mutual Respect Children listen respectfully to others perform in music Children acknowledge and respect the opinions of others even if they do not align with their own. Respect of those of different faiths and beliefs Children listen to and explore a range of music genres from diverse cultures. Children understand the importance of demonstrating respect towards music from other cultures and religions.

SMSC
Spiritual Children listen to a variety of music and are able to explore and reflect upon the music they listen to. Children explore the music used during different celebrations including those of different faiths. Music also helps to promote a sense of wonder for the children and help them think about the magnificent world around them. We recognise music as a universal language which encourages children to demonstrate their creativity. Moral In Music, children explore different opinions towards music and respect the opinions of others. We discuss elements we like or dislike and understand that different opinions need to be respected and valued. Social Music supports social development by exposing children to the importance of collaborative working. When undertaking musical performances children work collaboratively and learn about the importance of unity alongside solo performances. We encourage children to develop a curiosity for music whilst understanding the value it holds in a range of different contexts and in the wider community. Music helps children to access new social experiences through listening to musical performances and a love of music is promoted by valuing the talents of the staff within our school and different instruments they can play. Cultural Music from a range of cultures is explored and we examine how music impacts people globally. A range of music from other faiths and cultures is explored within music sessions and across the wider curriculum.

Physical Education
British Values
Democracy In PE, everyone must have their voices heard and are able to share their experiences. They are encouraged to express themselves within these lessons and share different ways of doing things but pupils also know what is expected from them. Rule of Law Following class rules is very important in every class but it is extremely important in PE with health and safety at the forefront of every lesson. These rules are in place to ensure a safe, happy environment and not for forcing anyone into doing anything that makes them uncomfortable. Individual Liberty Pupils make their own choices and decisions within their PE lessons and able to use the skills they have learnt in their own way. This encourages individualism and lets them be themselves. Mutual Respect We encourage children to demonstrate our school values at all times so that no one feels that they are not able to achieve what they like. We challenge any misconception and encourage all children to take part in everything. We listen to the views of others and encourage effective teamwork based on mutual respect. Respect of those of different faiths and beliefs In our school, we have different faiths and these needs to be taken into account within PE lessons. Different faiths have different views and this is taken into account with physical contact, which may take place within a lesson.

SMSC
Spiritual Encourage individualism and expressions with lessons. Moral PE should emphasise the school's behaviour policy to encourage pupils to take personal responsibility for their own behaviour and understand the consequence of behavioural choices. Within PE lessons, pupils must know what is safe to ensure all children are in safe environment. Pupils should know how to self-regulate their behaviour both inside and outside of school. Social Pupils are encouraged to work in different types of team game and activates. They may have the option to work with friends or work with other members of their class. This teaches pupils to work with people with different backgrounds and personalities. Cultural We offer a variety of extra-curricular opportunities sports clubs and educational visits. These focus on the different skills pupils learn in their class as well as discussing different sporting events such as World Cup, Olympics or dance competition. Curricular focus to learn about different cultures and address assumptions about stereotypes (e.g. race/religion/gender) with sports. Dance sessions include a variety of music and dancing based on other cultures.

PSHE
British Values
Democracy Encouraging discussion. Children giving their opinions in a safe environment Learning to be respectful listeners. Rule of Law. Knowing our rights and responsibilities. Teaching the children that the law is there to keep us safe and how this works in different situations that could affect them. Clear expectations are set at the start of each PSHE session to ensure that children feel in a safe space to learn and share their thoughts and feelings. Individual Liberty Make choices in everyday life. E.g. being kind to friends. Children are encouraged to see that others may make different choices about how they live their lives. Mutual Respect We define respect and see how it practically works out in the children's lives. Knowing that all in our community should be respected whatever their career. Respect of those of different faiths and beliefs Learning to respect all. Being respectful listeners. Having support and advice from peers and professionals.

SMSC
Spiritual We give regular opportunities for pupils to listen to others thoughts and opinions, including those of faith where appropriate. We look at how we are affected by our culture and how we can respect others culture and faith. Moral The children learn how to give their viewpoints and listen to others to with respect. We teach the children to know what is right and what their responsibility is. In our healthy lifestyles topic we look at right and wrong choices we make every day to do with our bodies; beginning to cover substances that are illegal. Social In the PSHE topics of 'Me and My Relationships', 'Valuing Difference' and 'Rights and 'Respect' we encourage the children to become caring and respectful citizens in the world around them. Cultural The children look at how their culture and upbringing may differ from others and how they can be respectful to those who live differently from them.

Religious Education
British Values
Democracy A wide variety of discussion is encouraged in RE. This allows pupils to give their opinions in a safe environment whilst also listening to and valuing the opinions of others. Rule of Law Pupils learn about a variety of religions and the rules and laws they live by. Children in Year 3 study the unit "Is The 'Golden Rule' Agreed by Everyone?" during which they explore the values and purpose of rules and how they impact on our everyday lives. Individual Liberty RE helps pupils to recognise that individuals have choices about how they live their lives and the impact religion has on the choices of individuals. Pupils also explore how God's will influences the choices individuals make. Mutual Respect In RE, children develop skills of listening and a willingness to learn from others, even when others' views are different from their own. They are encouraged to be ready to value difference and diversity for the common good, appreciating that some beliefs are not inclusive and considering the issues that this raises for individuals and society. Children are supported to be prepared to recognise and acknowledge their own bias and to be sensitive to the feelings and ideas of others. Respect of those of different faiths and beliefs Learning about their own and others religions and beliefs encourages respect and tolerance. In each Year group pupils learn predominantly about Christianity and at least two other major World Faiths, with a range of coverage planned throughout their journey through school. Throughout every unit pupils are encouraged to make comparisons with their own religions and beliefs.

SMSC
Spiritual Regular opportunities provided for pupils to reflect on their beliefs and those of others and explore the impact this has on lives. We encourage a fascination in learning about themselves, others and the world around them. Moral In RE pupils explore the consequences of behaviour and actions and how this links to a range of values. They investigate moral and ethical issues and learn how to give their viewpoints and listen to, respect and challenge the viewpoints of others. Social In RE pupils are encouraged to become active citizens in the world around them. We encourage them to learn about and understand the beliefs of themselves and others in society. Cultural Pupils are given opportunities to explore different faiths and cultural diversity. Through RE lessons and special celebration days they are invited to learn about how other cultures live their lives and celebrate significant events.

Science
British Values
Democracy Take the views and opinions of others into account. Take turns and instructions from others. Rule of Law Understand the importance of safety rules when working scientifically. Know that there are consequences if rules are not followed. Eg using scientific equipment safely Individual Liberty Make choices when planning an investigation. Others may have different points of view as to where to start. Mutual Respect Work as a team. Discuss findings. Offer support and advice to others. Respect of those of different faiths and beliefs Scientific discoveries have come from other cultures. Religious beliefs often compete with scientific understanding.

SMSC
Spiritual
Looking for meaning and purpose in natural and physical phenomena
Wonder about what is special about life
An awareness of the scale of living things from the small micro-organism to the largest
The interdependence of all living things and materials of the Earth.
Emotional drive to know more and to wonder about the world
Wonder at the vastness of space and the beauty of natural objects
Moral
Pupils to become increasingly curious
Development of open mindedness to the suggestions of others
Scientific developments may give rise to moral dilemmas
Considering the environment
Social
Group practical work
Team working skills and to taking responsibility
Taking responsibility for their own and other people's safety
Understanding that science has a major effect on the quality of our lives
Consider the benefits of scientific developments and the social responsibility involved
Cultural
Scientific discoveries as a part of our culture
Scientific discoveries of other cultures
Scientific discoveries by a wide range of men and