# SMSC and British Values in the Loscoe C of E Primary School Curriculum

	Spirituality
	Moral
SMSC	Social
S	Cultural
	Democracy
	Rule of Law
FBV	Individual Liberty
Ë	Tolerance and Respect

Unit of work	Family and relationships	Health and Wellbeing	Safety and the changing body	Citizenship	Economic Wellbeing
Spirituality					
Ability to be reflective about their own beliefs and perspectives on life.	/				
Knowledge of, and respect different people's faiths, feelings and values.	/		1	/	
Sense of enjoyment and fascination in learning about themselves, others and the world around them.	/	/	/	1	/
Use of imagination and creativity in their learning.	/	/	1		/
Willingness to reflect on their experiences.	/	/	1	/	1
Moral				1	
Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in doing so, respect the civil and criminal Law of England.	/		1	/	/
Understanding the consequences of their behaviour and actions.		/	/	/	
Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.				/	/
Social					•
Use a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds.	/	1	/	/	1

Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.		/	/	/	
Acceptance and engagement with the <b>FBVs</b> , they develop and demonstrate skills and attitudes that will allow them to	Democracy Rule of Law			/	
participate fully in and contribute positively to life in Britain.	Individual Liberty		/		/
	Tolerance and Respect	1	/	/	
Cultural					
Understanding and appreciation of that have shaped their own heritag	the wide range of cultural influences e and that of others.				
	the range of different cultures in the ntial element of their preparation for				
Ability to recognise and value, the t cultural, religious, ethnic and socio-			/		
	parliamentary system and its central		/		
Willingness to participate in and res sporting and cultural opportunities.					
Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic					
groups in the local, nation al and glo					

	Unit of work	Family and relationships	Health and Wellbeing	Safety and the changing body	Citizenship	Economic Wellbeing
	Spirituality					
	Ability to be reflective about their own beliefs and perspectives on life.					
	Knowledge of, and respect different people's faiths, feelings and values.			1	/	
	Sense of enjoyment and fascination in learning about themselves, others and the world around them.			/	1	/
	Use of imagination and creativity in their learning.			/		/
MSC	Willingness to reflect on their experiences.			1	/	/
S	Moral					•

Ability to recognize the difference b	potwoon right and wrong and to				1	1
	Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal			/	/	/
	boundaries and, in doing so, respect the civil and criminal Law of					
England.						
Understanding the consequences o	f their behaviour and actions					
Interest in investigating and offerin			/		/	
0 0	and and appreciate the viewpoints of				/	/
others on these issues.	and and appreciate the viewpoints of					
Social						
	ent contexts, for example working and	1	/	/	/	/
socialising with other pupils, includ		(	· /	· · · · · · · · · · · · · · · · · · ·	· · · · · · · · · · · · · · · · · · ·	· /
ethnic and socio-economic backgro						
	ty of communities and social settings,	1		/	1	
	ting well with others and being able to	· ·		· · · · · · · · · · · · · · · · · · ·	· · · · · · · · · · · · · · · · · · ·	
resolve conflicts effectively.						
Acceptance and engagement	Democracy				/	
with the <b>FBVs</b> , they develop and	,				,	
demonstrate skills and attitudes	Rule of Law				/	
that will allow them to					l í	
participate fully in and contribute	Individual			/	/	/
positively to life in Britain.	Liberty				l i i i i i i i i i i i i i i i i i i i	,
	Tolerance and Respect	1			1	
	rolerance and Respect	/		/	/	
Cultural						
	the wide range of cultural influences					
that have shaped their own heritag						
	the range of different cultures in the				/	
	ntial element of their preparation for				,	
life in Modern Britain.						
Ability to recognise and value, the t	hings we share in common across			/	/	
Ability to recognise and value, the t	hings we share in common across			/	/	
				/	/	
cultural, religious, ethnic and socio-					/	
cultural, religious, ethnic and socio-	economic communities. parliamentary system and its central			/	/	
cultural, religious, ethnic and socio- Knowledge of Britain's democratic	economic communities. parliamentary system and its central			/	/	
cultural, religious, ethnic and socio- Knowledge of Britain's democratic role in shaping our history and valu Britain.	economic communities. parliamentary system and its central					
cultural, religious, ethnic and socio- Knowledge of Britain's democratic role in shaping our history and valu Britain.	economic communities. parliamentary system and its central es, and in continuing to develop spond positively to artistic, musical,				/ / /	
cultural, religious, ethnic and socio- Knowledge of Britain's democratic role in shaping our history and valu Britain. Willingness to participate in and res	economic communities. parliamentary system and its central es, and in continuing to develop spond positively to artistic, musical,					
cultural, religious, ethnic and socio- Knowledge of Britain's democratic role in shaping our history and valu Britain. Willingness to participate in and res sporting and cultural opportunities.	economic communities. parliamentary system and its central es, and in continuing to develop spond positively to artistic, musical, derstanding of and showing respect				/ / /	
cultural, religious, ethnic and socio- Knowledge of Britain's democratic role in shaping our history and valu Britain. Willingness to participate in and res sporting and cultural opportunities. Interest in exploring, improving und for different faiths and cultural dive	economic communities. parliamentary system and its central es, and in continuing to develop spond positively to artistic, musical, derstanding of and showing respect				       	
cultural, religious, ethnic and socio- Knowledge of Britain's democratic role in shaping our history and valu Britain. Willingness to participate in and res sporting and cultural opportunities. Interest in exploring, improving und for different faiths and cultural dive	economic communities. parliamentary system and its central es, and in continuing to develop spond positively to artistic, musical, derstanding of and showing respect ersity and the extent to which they ersity. This is shown by their respect				       	

### <u>PSHE RSE Year 3</u>

Unit of work		Family and relationships	Health and Wellbeing	Safety and the changing body	Citizenship	Economic Wellbeing
Spirituality						
Ability to be reflective about their o	wn beliefs and perspectives on life.	/	/		/	/
Knowledge of, and respect different	people's faiths, feelings and values.	/		/	/	
Sense of enjoyment and fascination and the world around them.	in learning about themselves, others	1	/	/	/	/
Use of imagination and creativity in	their learning.	/		/		
Willingness to reflect on their exper	iences.	1		/	/	/
Moral						
Ability to recognise the difference b readily apply this understanding in t boundaries and, in doing so, respec England.	heir own lives, recognise legal	/		/	/	/
Understanding the consequences or	f their behaviour and actions.	/	/	/	/	/
others on these issues.	g reasoned views about moral and and and appreciate the viewpoints of				/	/
Social					1.	1.
Use a range of social skills in differe socialising with other pupils, includi ethnic and socio-economic backgro		/			/	/
	y of communities and social settings, ing well with others and being able to	1		1	/	
Acceptance and engagement with the <b>FBVs</b> , they develop and	Democracy				/	
demonstrate skills and attitudes that will allow them to	Rule of Law				/	
participate fully in and contribute positively to life in Britain.	Individual Liberty			1	/	/
	Tolerance and Respect	/		/		/
Cultural						
	the wide range of cultural influences e and that of others.				/	
Understanding and appreciation of	the range of different cultures in the national element of their preparation for	/			/	

Ability to recognise and value, the things we share in common across	/		/	
cultural, religious, ethnic and socio-economic communities.				
Knowledge of Britain's democratic parliamentary system and its central			/	
role in shaping our history and values, and in continuing to develop				
Britain.				
Willingness to participate in and respond positively to artistic, musical,				
sporting and cultural opportunities.				
Interest in exploring, improving understanding of and showing respect	/			
for different faiths and cultural diversity and the extent to which they				
understand, accept and respect diversity. This is shown by their respect				
and attitudes towards different religious, ethnic and socio-economic				
groups in the local, nation al and global communities.				

Unit of work	Family and relationships	Health and Wellbeing	Safety and the changing body	Citizenship	Economic Wellbeing
Spirituality					
Ability to be reflective about their own beliefs and perspectives on life.	/	/			
Knowledge of, and respect different people's faiths, feelings and values.	/		1		
Sense of enjoyment and fascination in learning about themselves, others and the world around them.	/	/	/	1	/
Use of imagination and creativity in their learning.			/		/
Willingness to reflect on their experiences.	/	/	/	/	/
Moral					
Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in doing so, respect the civil and criminal Law of England.	/		/		
Understanding the consequences of their behaviour and actions.	/	/	/		
Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.	/		/	/	
Social					
Use a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds.	1	/	1	/	/
Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.	/			/	
Democracy				/	

Acceptance and engagement with the <b>FBVs</b> , they develop and demonstrate skills and attitudes that will allow them to	Rule of Law	1		/		
participate fully in and contribute positively to life in Britain.	Liberty	1	1		1	7
	Tolerance and Respect	/			/	
Cultural						
Understanding and appreciation of that have shaped their own heritag	the wide range of cultural influences e and that of others.	/			/	
	the range of different cultures in the ntial element of their preparation for	/			/	
Ability to recognise and value, the t cultural, religious, ethnic and socio-		/			/	
Knowledge of Britain's democratic p role in shaping our history and valu Britain.	parliamentary system and its central es, and in continuing to develop				/	
Willingness to participate in and res sporting and cultural opportunities.						
Interest in exploring, improving und for different faiths and cultural dive understand, accept and respect div and attitudes towards different reli groups in the local, nation al and glo	ersity and the extent to which they ersity. This is shown by their respect gious, ethnic and socio-economic	/			/	

	Unit of work	Family and relationships	Health and Wellbeing	Safety and the changing body	Citizenship	Economic Wellbeing
	Spirituality					
	Ability to be reflective about their own beliefs and perspectives on life.	/	/		/	
	Knowledge of, and respect different people's faiths, feelings and values.	1			/	
	Sense of enjoyment and fascination in learning about themselves, others and the world around them.	/	1	/	1	/
	Use of imagination and creativity in their learning.					
	Willingness to reflect on their experiences.	/	/	1	1	/
U	Moral					
SMSC	Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal	/		/	/	/

boundaries and, in doing so, respec	t the civil and criminal Law of					
England.						
Understanding the consequences of		/	/	/	/	
	Interest in investigating and offering reasoned views about moral and				/	1
	ethical issues and ability to understand and appreciate the viewpoints of					
	others on these issues.					
Social						
0	ent contexts, for example working and	/	/	/	/	/
socialising with other pupils, includ						
ethnic and socio-economic backgro						
	ty of communities and social settings,	/			/	
	ting well with others and being able to					
resolve conflicts effectively.						
Acceptance and engagement	Democracy				/	
with the <b>FBVs</b> , they develop and		,				
demonstrate skills and attitudes that will allow them to	Rule of Law	/			/	
		· ·				
participate fully in and contribute	Individual	/	/		/	
positively to life in Britain.	Liberty					
	Tolerance and Respect	/			/	/
Cultural						
<b>a</b>	the wide range of cultural influences	/				
that have shaped their own heritag						
	the range of different cultures in the	/				
	ntial element of their preparation for					
life in Modern Britain.						
Ability to recognise and value, the t		/				
cultural, religious, ethnic and socio-						
	parliamentary system and its central	/			/	
role in shaping our history and valu Britain.	es, and in continuing to develop					
	spond positively to artistic, musical,					
	sporting and cultural opportunities. Interest in exploring, improving understanding of and showing respect					
for different faiths and cultural dive		/				
	ersity. This is shown by their respect					
and attitudes towards different reli						
groups in the local, nation al and gl						
Broups in the local, hation at and gr	obui communices.					

#### <u>SRE PSHE Year 6</u>

	Unit of work		Family and relationships	Health and Wellbeing	Safety and the changing body	Citizenship	Economic Wellbeing	Identity
	Spirituality		relationships	weilbeing	body		weilbeing	
		eir own beliefs and perspectives	/	/	/	/		
	on life.							
	Knowledge of, and respect diffe	erent people's faiths, feelings	/			/		
	and values.							
	Sense of enjoyment and fascina themselves, others and the wor		/	/	/	/	/	
	Use of imagination and creativit						/	
	Willingness to reflect on their e	xperiences.	/	/	/	/	/	
	Moral							
	Ability to recognise the differen		/		/	/		
	and to readily apply this unders							
	recognise legal boundaries and, and criminal Law of England.	, in doing so, respect the civil						
	Understanding the consequence	es of their behaviour and	1	/		/		
	actions.		,	,	,			
	Interest in investigating and off		1		/	/		/
	moral and ethical issues and ab							
	appreciate the viewpoints of ot Social	ners on these issues.						
	Use a range of social skills in dif	ferent contexts, for example	1	/	/	/	/	
	working and socialising with oth	ner pupils, including those from						
	different religious, ethnic and so							
	Willingness to participate in a v settings, including by volunteer	ariety of communities and social	/			/		
	others and being able to resolve							
	Acceptance and engagement	Democracy				/		
	with the <b>FBVs</b> , they develop							
	and demonstrate skills and attitudes that will allow them	Rule of Law						
	to participate fully in and	Individual		/		/		
	contribute positively to life in	Liberty						
υ	Britain.	Tolerance and Respect	/		/	/		/
SMSC								
<b>U</b> ,	Cultural Understanding and appreciation	n of the wide range of cultural						
	influences that have shaped the							/
	others.							

Understanding and appreciation of the range of different cultures in the school and further afield as an essential element			/	
of their preparation for life in Modern Britain.				
Ability to recognise and value, the things we share in common			/	
across cultural, religious, ethnic and socio-economic				
communities.				
Knowledge of Britain's democratic parliamentary system and its			/	
central role in shaping our history and values, and in continuing				
to develop Britain.				
Willingness to participate in and respond positively to artistic,				
musical, sporting and cultural opportunities.				
Interest in exploring, improving understanding of and showing	1		/	/
respect for different faiths and cultural diversity and the extent				
to which they understand, accept and respect diversity. This is				
shown by their respect and attitudes towards different				
religious, ethnic and socio-economic groups in the local, nation				
al and global communities.				