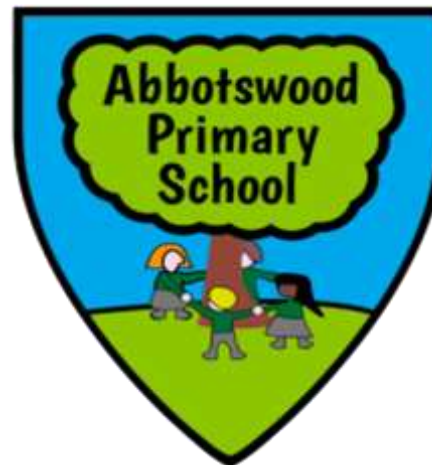


Abbotswood Primary School

Curriculum Overviews

RE, PSHE/RSE, British Values, SMSC

Protective Characteristics



Curriculum Rationale

Intent:

To ensure that pupils develop knowledge and understanding of how to manage their lives now and as they grow. To build on pupil's confidence, self-esteem, resilience that will enable them to live a healthy, safe and balanced lifestyles. Furthermore, pupils will gain the skills to manage risk, transition and conflicting values and attitudes, to enable them to be active citizens in society.

Implementation:

Long term thematic maps of opportunities, skills, knowledge and opportunities for understanding relevant differentiated curriculum pathways which demonstrate the development and progress for living in the wider world, their relationships and health and well-being. The use of various schemes including Jigsaw, SACRE, Primary News and other relevant documentation.

Impact:

All pupils are taught a wide range of skills and breadth of study including:

- Pupil progress and outcomes in PSHE/RSE can be tracked over time, through programmes of study and teacher assessment
- Pupils develop attitudes and respect which contribute to their social, moral, spiritual and cultural learning
- Pupils develop their thinking skills and enquiry.
- Pupils apply their functional skills through communication, language, literacy and problem solving

RE Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	F1 Which stories are special and why?	F2 Which people are special and why?	F3. What places are special and why?	F4. What times are special and why?	F5. Being special: where do we belong?	F6. What is special about our world?
Year 1	1.7 What does it mean to belong to a faith community?	1.1 Who is a Christian and what do they believe? Visitor → Christian		1.6 How and why do we celebrate special and sacred times? Visitor → Jewish visitor	1.5 What makes some places sacred? Visit church or Muslim temple	
Year 2	1.8 How should we care for others and the world and why does it matter?	1.2 Who is a Muslim and what do they believe? Muslim visitor	1.6 How and why do we celebrate special and sacred times? (different festival focus)	1.3 Who is Jewish and what do they believe? Jewish visitor	1.4 How can we learn from sacred books? Christian visitor	
Year 3	L2.5 Why are festivals important to religious communities?	L2.5a How do people from religious and non-religious communities celebrate key festivals? Humanists visitor	L2.7 What does it mean to be a Christian in Britain today? Christian - Easter visitor		L2.1 What do different people believe about God? Muslim visitor	L2.4 Why do people pray?
Year 4	L2.8 What does it mean to be a Hindu in Britain today? Hindu visitor		L2.9 What can we learn from religions about deciding what is right and wrong? Jewish visitor	L2.2 Why is the Bible so important for Christians today? Christian visitor	L2.3 Why is Jesus inspiring to some people?	L2.6 Why do some people think that life is a like a journey and what significant experiences mark this?
Year 5	U2.1 Why do some people think God exists? Christian visitor	U2.4 If God is everywhere, why go to a place of worship? Muslim visitor	U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?) Christian visitor		U2.6 What does it mean to be a Muslim in Britain today? Muslim visitor	
Year 6	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? Christian visitor	U2.8 What difference does it make to believe in ahimsa, grace and/or Ummah? Muslim visitor	U2.7 What matters most to Christians and Humanists? Christian and humanist visitor			U2.3 What do religions say to us when life gets hard?

Year 5/6 Additional Questions:

Believing

Expressing

Living

U2.9 What can be done to reduce racism? Can religions help?

U2.10 Green religion? How and why should religious communities do more to care for the Earth?

PSHE (Jigsaw) Overview

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

Fundamental British Values

Fundamental British values are embedded throughout all aspects of the PSHE/RSE, SACRE curriculum, cultural capital experiences and the day to day life at Abbotswood Primary School. Pupils are given a voice and the freedom to share their opinions, views, and make choices. Pupils are taught to respect not only themselves, but others in school, at home and in the community. Furthermore, pupils learn to be responsible for all aspects of their own and others' lives.

British Value	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Democracy - Understand and promote public institutions and services - Understand how people can influence decision making through democratic processes - Taking part in decision making - Understand how elections work - Expressing views clearly	- Expresses and justifies opinions. - Understands that own and others' views count. - Understands the importance of teamwork.	- Begins to understand that the term democracy means to have your say. - Can explore ways to express own opinions and campaign for a democratic change (school council, pupil voice). - Can take part in delivering their desires powerfully through argument, persuasion, fact and opinion.	- Understands the term democracy and why it matters to have your say. - Can take part in delivering their desires powerfully through argument, persuasion, fact and opinion. - Can take part in a fair vote.
	- Holding elections for school council, sports council, Eco council - Term 1 assembly unit covering democracy - Using school council to contribute to school improvement - Visits/visitors linked to our local councils - Understanding the role of governors - Children encouraged to explain their thinking and justify decisions - Democracy taught as part of topics such as Ancient Greeks and Romans - Visit from our Local MP		
Rule of Law - Understand rules and why they are needed - Distinguishing right from wrong - How laws are made - The concept of justice	- Can understand that everyone in school and in the community has rights and responsibilities. - Knows who helps me in school and in the wider community. - Is aware of what is right/wrong and can apply this in school and society. - Understands the need for rules.	- Understands that we follow rules that are made in parliament. - Can follow and value rules made in school. - Can think thoughtfully about why rules are needed and can explain this to someone else. - Can explore and make rules, learning their value and purpose (school council, pupil voice).	- Think about why we have the rule of law. - Can follow and value rules made in school. - Can think thoughtfully about why rules are needed and can explain this to someone else. - Can explore rules, learning their value and purpose.(school council, pupil voice).
	- Clear school rules displayed around the school - Term 2 assembly unit covering rule of law - Clear behaviour policy consistently implemented - Supporting the social and emotional development of children on a daily basis through mediation and review of behaviour, misunderstandings - New beginnings - Houses of Parliament - Elections/Local Government - How laws are made		

Individual Liberty • Self-knowledge, self-esteem and self-belief • Responsibility for behaviour • Freedom of speech	- Understands that we have the freedom to make our own choices. - Beginning to develop an awareness of own needs, views and feelings. - Expresses how they feel. - Can be sensitive to and respect the feelings of others. - Able to make decisions for self.	- Understand we have the freedom to make our own choices. - Can explore ways that you are free to be yourself. - Understand ways to help others to be free to be themselves. - Can value and respect everyone's individual name.	- Can explore the right to live in freedom and individual liberty. - Explore ways to support other people's right to live in freedom and individual liberty. - Explore the idea that we need to allow other people other people to have liberty. - Understand that individual liberty needs to be within the rules. - Can explore the UN Children's Rights. - Can explore own individual liberty to be who I want to be (within the rules).
• Anti-bullying processes and policy • Anti-Bullying Week • On-line Safety Week • Safer Internet Day • Term 3 assembly unit covering individual liberty • Challenge stereotypes through the review of resources, practices and policy • Personalised target setting and feedback • Life Skills @ Create Centre • Ready, Respectful, Safe approach			
Mutual Respect and Tolerance • Respect differences • Understand and respect other cultures • Challenge prejudicial and discriminatory behaviour • Awareness of differences in aspects such as faith, gender, sexuality, families	- Has an awareness that there are similarities and differences between people: likes, gender, appearance, abilities, families, cultural backgrounds - Recognises that people have things in common but everyone is unique. - Identifies and respects the similarities and differences between people.	- Understands that we respect people who are different than us. - Can think about what different people in Britain are like. - Can describe how to welcome people and practice being welcoming.	- Can understand how all people are equal and different. - Can describe how to welcome people and practice being welcoming.
• Visits to places of worship • Visits from people of other faiths and worldviews • Term 4/5 assembly units covering mutual respect and tolerance • Policies that reflect our understanding of social, moral and spiritual development • RE curriculum that encompasses all major faiths as well as Christianity • Inclusive practice for all, reflected in SEN and Equalities Policies • Displays showing a range of religious and diversities • Reflection areas • Advent adventure at St Nicholas Church • St Mary's Church to support RE lessons • Jewish and Christian visitors			

Being Me in My World								
Opportunities to promote the British Values in the puzzle: Being Me in My World		Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Democracy	Learning about our rights and responsibilities (UNCRC)	5, 6	2, 3, 6	2	3	3, 6	2, 3	2
	Making a choice or decision					6		3
	Learning about rewards, choices and consequences		5	3, 4	4	4	5	4
	Expressing my viewpoints						6	6
	Listening to, valuing and respecting the views of others	3, 4			6		6	6
Rule of Law	Creating a safe, happy environment to learn	5, 6		3		1, 4	3	5, 6
	Understanding rules and why they are important				3		4	2, 3
	Making positive behavioural choices		5, 6	6	4, 5	1, 4	4	2, 3
	Learning about our responsibilities	6	2, 3	2	5		2	
	Safeguarding and keeping safe	5						
Individual Liberty	Making informed choices			5			4	
	Expressing individual views respectfully		4, 5					
	Welcoming others and creating a positive learning environment			1, 5	1	1, 2		1
	Children's rights (UNCRC)		2, 3, 6	2	3, 5		2, 3	2, 3, 4
	Personal development (SMSC)			1	1		1	1

Mutual Respect	Developing positive relationships with others (peers and adults)		1, 2	2	1, 2	1		1
	Making and maintaining friendships		2			1		
	Welcoming others and treating others fairly	1	1, 4	1, 2		1, 4	3	2
	Treating others with kindness and respect		4		5	4		1
	Socialising and including others		5		5	2	5	5
	Teamwork and collaborating		5					

Tolerance of those of different faiths and beliefs	Anti-bullying and prejudice							
	Belonging and feeling valued		2, 3	1, 2	1, 3	1	1	1
	Learning about different faiths, cultures and people who are different to me							2
	Listening to and showing respect towards other viewpoints		4		6		1	
	Learning about diversity							2, 3
	Being respectful towards others		3	3, 4	5	1	4, 5	4, 5

Celebrating Difference								
Opportunities to promote the British Values in the puzzle: Celebrating Difference		F	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Democracy	Learning about our rights and responsibilities (UNCRC)			4				
	Making a choice or decision							
	Learning about rewards, choices and consequences	3						3
	Expressing my viewpoints			4			1, 6	
	Listening to, valuing and respecting the views of others						1, 2, 4	3, 6
Rule of Law	Creating a safe, happy environment to learn	6		4	3, 5	3, 4	4	3
	Understanding rules and why they are important				5			
	Making positive behavioural choices				3, 5		3, 4	3
	Learning about our responsibilities					3		
	Safeguarding and keeping safe			4			4	3, 4
Individual Liberty	Making informed choices	6						2
	Expressing individual views respectfully			1		2	5	2
	Welcoming others and creating a positive learning environment		3, 4, 5	1, 2	3, 4, 5		2, 3	2, 3, 5
	Children's rights (UNCRC)			4			2, 3	2
	Personal development (SMSC)	1				5		

Mutual Respect	Developing positive relationships with others (peers and adults)	5	4	5	1		1	2
	Making and maintaining friendships	5	4	5				
	Welcoming others and treating others fairly	5	1, 2, 3, 4	2, 3, 5	3, 4, 5	2, 3, 4	6	2, 5
	Treating others with kindness and respect	3	2	1, 3, 6		2	1, 6	1, 5, 6
	Socialising and including others							
	Teamwork and collaborating							

Tolerance of those of different faiths and beliefs	Anti-bullying and prejudice		1, 3, 4	3	2, 3, 4	1, 2, 3, 4	2, 3, 4	3, 4
	Belonging and feeling valued	2, 5	5		6		1	1, 2, 5
	Learning about different faiths, cultures and people who are different to me		2	6	1	1	1, 6	1
	Listening to and showing respect towards other viewpoints						5	
	Learning about diversity	3. 4	1, 6	1, 2	1	1	2	1, 2, 5
	Being respectful towards others					1, 2		1, 2, 5, 6

Dreams and Goals								
Opportunities to promote the British Values in the puzzle: Celebrating Difference		F	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Democracy	Learning about our rights and responsibilities (UNCRC)							
	Making a choice or decision	5						4, 5
	Learning about rewards, choices and consequences		3	6			2	4, 5
	Expressing my viewpoints			5		6	1	
	Listening to, valuing and respecting the views of others		3	3, 4			5	4, 5, 6
Rule of Law	Creating a safe, happy environment to learn			4		3		
	Understanding rules and why they are important							
	Making positive behavioural choices			5		4		
	Learning about our responsibilities						1	
	Safeguarding and keeping safe							
Individual Liberty	Making informed choices		4	1, 2	3		1	1, 2
	Expressing individual views respectfully				5	4		
	Welcoming others and creating a positive learning environment					1, 3		
	Children's rights (UNCRC)						6	
	Personal development (SMSC)	3	5, 6	1, 2	1, 4		1, 3	1, 2
Mutual Respect	Developing positive relationships with others (peers and adults)	4	3	3				3, 4
	Making and maintaining friendships							
	Welcoming others and treating others fairly	4			1	2, 4		4, 6
	Treating others with kindness and respect	4		6		2	4	
	Socialising and including others		3	3		6	5, 6	

	Teamwork and collaborating	1, 2	3	4, 5	5		6	3, 4, 5
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Tolerance of those of different faiths and beliefs	Anti-bullying and prejudice							
	Belonging and feeling valued	2	2, 3		2			3, 4, 6
	Learning about different faiths, cultures and people who are different to me						4, 5	3
	Listening to and showing respect towards other viewpoints						6	
	Learning about diversity				1			4
	Being respectful towards others	2	2, 3	3, 4, 6	1		2	3

Healthy Me								
Opportunities to promote the British Values in the puzzle: Celebrating Difference		F	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Democracy	Learning about our rights and responsibilities (UNCRC)					1		
	Making a choice or decision					1, 5		
	Learning about rewards, choices and consequences					5		
	Expressing my viewpoints					6		
	Listening to, valuing and respecting the views of others							

Rule of Law	Creating a safe, happy environment to learn							
	Understanding rules and why they are important		4, 5			6		
	Making positive behavioural choices				5	6		
	Learning about our responsibilities				4			2
	Safeguarding and keeping safe	6	4, 5	6			2	2, 3, 4

Individual Liberty	Making informed choices	2	1, 2	4	4	1, 5	4, 6	1, 4
	Expressing individual views respectfully			2		3		
	Welcoming others and creating a positive learning environment				1	6		
	Children's rights (UNCRC)					2		1, 2
	Personal development (SMSC)	4	6	3, 6	2, 3, 5	3, 4	1, 2, 3	2, 3

Mutual Respect	Developing positive relationships with others (peers and adults)	3, 4		5		1		3, 5
	Making and maintaining friendships			5		1		
	Welcoming others and treating others fairly				1	5		
	Treating others with kindness and respect				1	5	4, 5	
	Socialising and including others	3				2, 5	4, 5	
	Teamwork and collaborating				3	2		3

Tolerance of those of different faiths & beliefs	Anti-bullying and prejudice					5		
	Belonging and feeling valued	6				2		5
	Learning about different faiths, cultures and people who are different to me							
	Listening to and showing respect towards other viewpoints	4			3, 6	6		6
	Learning about diversity					2		
	Being respectful towards others			4	3, 6		4, 5	5, 6

Relationships								
Opportunities to promote the British Values in the puzzle: Celebrating Difference		F	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Democracy	Learning about our rights and responsibilities (UNCRC)				1, 5		6	5
	Making a choice or decision			3				
	Learning about rewards, choices and consequences						5, 6	4, 5
	Expressing my viewpoints			1	2		1	
	Listening to, valuing and respecting the views of others	1	1	1	2, 4			
Rule of Law	Creating a safe, happy environment to learn	1	2, 4		2, 4			
	Understanding rules and why they are important				2		5, 6	5, 6
	Making positive behavioural choices	4	2		2, 4	4		
	Learning about our responsibilities						5, 6	
	Safeguarding and keeping safe	4	4	2, 4	3		5, 6	5, 6
Individual Liberty	Making informed choices	5	3				1	4, 5
	Expressing individual views respectfully	1	3	1	1, 5			
	Welcoming others and creating a positive learning environment	2, 4	2	3	2	4		4
	Children's rights (UNCRC)			2	5		3, 4	4, 6
	Personal development (SMSC)						5, 6	
Mutual Respect	Developing positive relationships with others (peers and adults)	2, 3	2	3, 4	2	1, 2	1, 2	2
	Making and maintaining friendships	2, 3, 6	2			1, 4	6	4
	Welcoming others and treating others fairly	1	2, 5		5, 6		3	1, 4
	Treating others with kindness and respect	4, 5	3, 6		1, 2, 5, 6	5, 6		1

	Socialising and including others	6		3	2		1	6
	Teamwork and collaborating	6			1, 2			

Tolerance of those of different faiths , beliefs	Anti-bullying and prejudice	4, 5					4, 6	4, 6
	Belonging and feeling valued	3	2	6	1, 6	1, 4		2
	Learning about different faiths, cultures and people who are different to me	3		1	4, 5			
	Listening to and showing respect towards other viewpoints							
	Learning about diversity		1	1	4, 5		1	
	Being respectful towards others	6	1	1, 3	5	6		4, 6

Changing Me								
Opportunities to promote the British Values in the puzzle: Celebrating Difference		Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Democracy	Learning about our rights and responsibilities (UNCRC)					5		
	Making a choice or decision							
	Learning about rewards, choices and consequences					5		
	Expressing my viewpoints			4, 5				
	Listening to, valuing and respecting the views of others			4, 5				

Rule of Law	Creating a safe, happy environment to learn							
	Understanding rules and why they are important							
	Making positive behavioural choices							
	Learning about our responsibilities							

	Safeguarding and keeping safe		4	5				
Individual Liberty	Making informed choices			2		4	1, 6	1
	Expressing individual views respectfully			5	2, 3, 6	4		1, 5
	Welcoming others and creating a positive learning environment		4					
	Children's rights (UNCRC)			5			1, 5	
	Personal development (SMSC)	2, 4	2, 3, 5	1, 4	3, 4, 6	1, 3	5	6
Mutual Respect	Developing positive relationships with others (peers and adults)	1, 3	5	6	5			4, 6
	Making and maintaining friendships					6	6	4
	Welcoming others and treating others fairly							
	Treating others with kindness and respect	4	1, 4		5		2, 3	3
	Socialising and including others		2				5, 6	
	Teamwork and collaborating							
Tolerance of those of different faiths and beliefs	Anti-bullying and prejudice							
	Belonging and feeling valued		1				6	2, 6
	Learning about different faiths, cultures and people who are different to me							
	Listening to and showing respect towards other viewpoints				2, 5			5, 6
	Learning about diversity		1					
	Being respectful towards others	4	4		2, 5	3	1, 6	2, 4

Spiritual, Moral, Social and Cultural (SMSC) Development

Good/Outstanding Practice Guidance	Evidence
SPIRITUAL	
Giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives.	- Regular assemblies linked to our School Values and various topics - Assembly timetable recognises key festivals in all religions and special days. - RE curriculum using Agreed Syllabus - Support of a food bank charity - Christmas concert and Nativity performance (EYFS and KS1) - Links to school rules through the RE curriculum
Where pupils already have religious beliefs, supporting and developing these beliefs in ways which are personal and relevant to them.	- RE Curriculum discussions; use of the Big Questions. - Celebration Assembly where children's external activities are celebrated. - Encouraging pupils to share their beliefs with their classes and during assembly.
Encouraging pupils to explore and develop what animates themselves and others.	- RE Curriculum - PSHE curriculum - Global learning opportunities throughout our enquiry curriculum
Encouraging pupils to reflect and to learn from reflection.	- Positive Behaviour Policy (Ready, Respectful, Safe) - Hall display on School Values. - Charity and fundraising events – Macmillan cancer, Children in Need, Red Nose Day, Food Bank - Daily Assembly - Christian led assemblies led by Regenerate - RE planning and curriculum; knowledge and response
Giving pupils the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful.	- RE planning and curriculum; school is moving towards achieving the Wire Award - PSHE curriculum - Dedicated SMSC time in Global learning issues. - Global learning opportunities - Positive Behaviour Policy

Developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected.	- Explicit teaching of manners and politeness for pupils and staff - Positive Behaviour Policy rewarding mutual respect - Reinforcing concepts in whole school Worship - Class rules across EYFS and whole school and displayed in each room (Ready, Respectful, Safe) - School, Sport, Eco council regular meetings, display - Clear set of values across school and on display. Covered within the whole school SMSC overview
Promoting teaching styles which: - Value pupils' questions and give them space for their own thoughts ideas and concerns. - Enable pupils to make connections between aspects of their learning. - Encourage pupils to relate their learning to a wider frame of reference, for example asking 'why', 'how' and 'where' as well as 'what'.	- Teachers are encouraged to ask varied and differentiated questions during lessons. - Encouraging pupil thinking time when answering. - Training on 5 a day principles - Plan in opportunities for pupil questions and discussion through enquiry, RE and PSHE

MORAL

Providing a clear moral code as a basis for the behaviour which is promoted consistently through all aspects of the school.

- Positive Behaviour Policy with display in each class
- Positively worded whole school rules (Ready, Respectful, Safe)
- Regular updates and reinforcement in assembly
- Whole school house point system with House Captains and Class bonus for Attendance
- 7 School values promoted across the school on a yearly cycle

Promoting racial, religious and other forms of equality.

Giving pupils opportunities across the curriculum to explore and develop moral concepts and values, for example personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong.

- Trips/visitors organised with religion and worldview theme studying different faiths and beliefs.
- Debated encouraged to discuss right and wrong within science and history.
- RE planning
- Positive Behaviour Policy
- School and Eco Council
- Gardening Club/Allotment Club consider how local environment changed in a positive way or negative.

Developing an open and safe learning environment in which pupils can express their views and practice moral decision-making.

- Online Computing planning
- Bullying lessons, Worship and awareness in PSHE and during Anti Bullying Week/Online Safety Week
- Pupil voice
- Drug and alcohol teaching as part of the PSHE curriculum
- School Council making school decisions

Rewarding expressions of moral insights and good behaviour.

- Positive praise
- Team points system with House Captains; weekly, termly and yearly winners
- Children awarded star of recognition for behaviour/ learning attitudes that go above and beyond.
- Celebration assembly with certificates for displaying the school values and states of being.
- Termly Abbotswood Champion to recognise those modelling the school values all the time.
- Reading bands

Making an issue of breaches of agreed moral codes where they arise, for example, in the press, on television and the internet as well as in school.	- Reinforcement in assemblies – children very clear on expectations - Recognise events such as anti-bullying and online safety. Look at how feels to be wronged - Online Computing planning and policy - Respond to national events in assemblies - Better behaviours approach followed by member of staff. - In PE, sports selection policy has clear code of conduct on the pitch and within school.
Recognising and respecting the codes and morals of the different cultures represented in the school and wider community.	- RE planning and curriculum - PSHE curriculum - Global Learning planning in each enquiry
Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour.	- 3 rules consistent across school with one that reflects this. - Positive Behaviour Policy with consistent rules across the school; school rule relates to respect for property. - Class rules and expectations reinforced by Year 6 House Captains, Sport Ambassadors and Playground leaders. - Eco club, looking after the school's grounds
Providing models of moral virtue through literature, humanities, sciences, arts, Worship and acts of worship.	- Whole school assembly – see assembly timetables - By acknowledging the positive and negative benefits of the Internet. - See curriculum planning involving Global learning - Wider opportunities in music; teaching pupils self-discipline. - Clear expectations for fair play and respect in sport and other competitive events (e.g. Lego Club).
Reinforcing the school's values through images, posters, classroom displays, screensavers, exhibitions etc.	- Classroom and corridor displays all of a high standard, reflecting school's vision for the curriculum. - School values displayed and add pupil voice comments on the certain school or British values. - Consistent display within all classrooms.

SOCIAL

Identifying key values and principles on which the school community life is based.	- Positive behaviour Policy - Consistent 7 School values the school have agreed upon and promote.
Fostering a sense of community with common inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish.	- All policies have review statement for equality and inclusion. - Clear Equality policy which is considered in all policy renewal. - Competitive Sports Days in Houses - Community events; Church visits, Visitors from wider community, Christmas performances, Singing in local places, Coffee mornings, Fund raising events, Remembrance day - Family learning through parental talks
Encouraging pupils to work cooperatively.	- School Council - Eco School Club - Staff training on whole class participation techniques, group work and learning partners. - Regular competitive sporting events - Playground leaders - House Captains and encouraging others in Celebration Assembly.
Encouraging pupils to recognise and respect social differences and similarities.	- PSHE learning covers challenging stereotypes and understanding how they are formed. - In History, children learn about how different Civilizations are organised socially.
Providing positive corporate experiences, for example, through Worship, team activities, residential experiences, school productions.	- Christmas Productions EYFS/KS1 - Christmas Community Concert - Year 6 Production - Sports Day - Termly topic plans have enrichment and enhancement opportunities with visitors and trips - Enquiry curriculum makes room for sharing learning with wider community. - Enhancement days where dress up / thematic creative tasks - Creative high standard learning journeys - Residential experiences in 6

Helping pupils develop personal qualities which are valued in a civilised society, for example, through thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence and self-respect.	- RE planning and curriculum - PSHE curriculum - School involvement in community events such as Remembrance - Involved in community improvements with local MP. - Look at moral issues through Global learning curriculum. - Reflected in our school values: empathy/ teamwork /responsibility.
Helping pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community.	- Whole school assembly on aspirations, talents and targets. - PSHE curriculum on 'Being me in my world'
Providing a conceptual and linguistic framework within which to understand and debate social issues, providing opportunities for engaging in the democratic process and participating in community life.	- Pupil elections and democratic vote for School Council Children - Visit the Houses of Parliament. - Pupil training for Playground leaders
Providing opportunities for pupils to exercise leadership and responsibility.	- School Council choose how to raise money and fundraise for charities and involved in whole school change. - Children plan further ways to improve our school - Pupils have roles in school such as eco council /sports social and playground leaders. - Classes encouragement leadership roles with the classroom routines.
Providing positive and effective links with the world of work and the wider community.	- Promoting parents to volunteer to support pupil's learning, including regular reading - Student teachers - Regular visitors and visits linked to states of being and the enquiry curriculum.

CULTURAL	
Providing opportunities for pupils to explore their own cultural assumptions and values.	- PSHE and Enquiry curriculum: fairtrade / challenging stereotypes / war and peace through remembrance.
Extending pupils' knowledge and use of cultural imagery and language.	- Cultural elements in enquiries studied: South America /India / Africa / Greece / Egypt - Sharing stories from other cultures and countries in assemblies

Recognising and nurturing particular gifts and talents.	- Differentiation in planning to challenge pupil's learning. - PSHE curriculum look at personal gifts and talents. - Giving the pupils opportunities to showcase talents in various subjects including sport, drama and music.
Providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance.	- Children participate in Global learning opportunities each term. - Creative Thematic Curriculum: Links exploited and when studying other cultures make links to art / music / crafts. - In literacy, engage in texts from different cultures. - Fab Five books include texts from another culture (Windows and Mirrors) - Participation in sporting events with CSET and Bristol Sport - In RE and assembly, children will learn about different events in various religions' calendars. - Rocksteady Music - Year 4 learning a musical instrument - Making links with global events such as the Olympics, Winter Olympics or World Cup. - Looking at the local history and how different cultures have shaped it. - All year groups taking part in a selection of musical events
Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, concert and gallery visits, resident artists and cultural exchanges.	- Specialist Music teacher in some year groups - Specialist sports coaches - Opportunities for musicians and speech/drama pupils to perform to their parents. - Yearly theatre trips for Year 2 - Art week based around a whole school theme
Reinforcing the school's cultural values through displays, posters, exhibitions etc.	- Learning Environment Expectations which reflect the taught - Global learning display across the school and school's impact.
Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum.	- School's creative curriculum. Plan exciting thematic enquiries with cultural links and Global learning elements in each. - In history and science, look at how developments from around the world affect our daily life - HT carries out scrutiny each term looking at cultural opportunities and gives feedback on plans.

Protective Characteristics

The teaching of protected characteristics in school is important so that all children in our school have an understanding of the world they are growing up in, having learned how to live alongside, and show respect for, a diverse range of people. The design our curriculum and the use of the Jigsaw curriculum helps us to equip children to do this.

Protective Characteristics	What this refers to	Links to Jigsaw 3-11
Age	Where this is referred to, it refers to a person belonging to a particular age (for example, 32 years old) or range of ages (for example, 18-30 years old).	Celebrating Difference Ages 10-11 Piece 3: Power Struggles
Gender Reassignment	The process of transitioning from one gender to another	Celebrating Difference Ages 5-6 Piece 6: Celebrating Me. Ages 7-8 Piece 5: Gender diversity Ages 8-9 Piece 1: Judging by appearances Ages 10-11 Piece 2: Understanding difference
Being married or in a civil partnership	Marriage is no longer restricted to a union between a man and a woman but now includes a marriage between a same-sex couple. Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).	Celebrating Difference Ages 7-8 Piece 1: Families
Being pregnant or on maternity leave	Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.	Celebrating Difference Ages 3-4/4-5 Piece 3: Families Ages 7-8 Piece 1: Families
Disability	A person has a disability if she or he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities	Celebrating Difference Ages 10-11 Piece 5: Celebrating difference
Race including colour, nationality, ethnic or national origin	Refers to the protected characteristic of Race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins	Celebrating Difference Ages 9-10 Piece 2: Racism
Religion, belief or lack of religion/ belief	Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (such as Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.	Celebrating Difference Ages 9-10 Piece 1: Different Cultures
Sex	A man or woman	Celebrating Difference Ages 6-7 Pieces 1&2: Boys and Girls
Sexual orientation	Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes	Celebrating Difference Ages 10-11 Piece 4: Boyfriends and girlfriends

