

SMSC CURRICULUM

SMSC – British Values

| EYFS | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
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| <p>Tolerance of different beliefs and cultures</p> <p><u>Intent-</u> Know that there are similarities and differences between people.</p> | <p>Tolerance of different beliefs and cultures</p> <p>Builds on- Know that there are similarities and differences between people.</p> <p><u>Intent-</u> Identify and respect the similarities and differences between people.</p> | <p>Tolerance of different beliefs and cultures</p> <p>Builds on- Know, identify and respect the similarities and differences between people.</p> <p><u>Intent-</u> Understand some cultural ways of life in Great Britain e.g. school age, celebrating birthdays and that some people do not follow these.</p> | <p>Tolerance of different beliefs and cultures</p> <p>Builds on- Know, identify respect the similarities and differences between people. Understand some cultural ways of life in Great Britain.</p> <p><u>Intent-</u> Describe how to welcome people and practice being welcoming.</p> | <p>Tolerance of different beliefs and cultures</p> <p>Builds on- Identify and respect the similarities and differences between people. Understand some cultural ways of life in Great Britain and how to welcome others.</p> <p><u>Intent-</u> Recognise my own strengths and appreciate strengths in others.</p> | <p>Tolerance of different beliefs and cultures</p> <p>Builds on- Respect the similarities and differences between people. Understand some cultural ways of life in Great Britain and how to welcome others. Recognise my own strengths and appreciate strengths in others.</p> <p><u>Intent-</u> Explore the meaning of equality. Do all people have to be treated the same to be treated fairly.</p> | <p>Tolerance of different beliefs and cultures</p> <p>Builds on- Respect the similarities and differences between people. Understand some cultural ways of life in Great Britain and how to welcome others. Recognise my own strengths and appreciate strengths in others. Explore the meaning of equality.</p> <p><u>Intent-</u> Discuss in depth the differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations.</p> |
| <p>Mutual Respect</p> <p><u>Intent-</u> Respect things in our school and community.</p> | <p>Mutual Respect</p> <p>Builds on- Respect things in our school and community.</p> <p><u>Intent-</u> Understand why we should respect things in our school, community and world.</p> | <p>Mutual Respect</p> <p>Builds on- Respect and understand why we should respect things in our school, community and world.</p> <p><u>Intent-</u> Show how to respect things in our school, community and world.</p> | <p>Mutual Respect</p> <p>Builds on- Respect and show why/how we should respect things in our school, community and world.</p> <p><u>Intent-</u> Know what mutual respect is and how to show it. Show respect for other people's differences.</p> | <p>Mutual Respect</p> <p>Builds on- Respect and show why/how we should respect things in our school, community and world. Show respect for other people's differences.</p> <p><u>Intent-</u> Know what diversity is.</p> | <p>Mutual Respect</p> <p>Builds on- Show why/how we should respect other people's differences and the world. Know what diversity is. Know what prejudicial or discriminatory behaviour is.</p> <p><u>Intent-</u> Know what prejudicial or discriminatory behaviour is.</p> | <p>Mutual Respect</p> <p>Builds on- Show why/how we should respect other people's differences and the world. Know what diversity is. Know what prejudicial or discriminatory behaviour is. Challenge prejudicial or discriminatory behaviour. Debate.</p> <p><u>Intent-</u> Challenge prejudicial or discriminatory behaviour. Debate.</p> |

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| <p>Rule of Law</p> <p><u>Intent-</u> Know how to follow simple rules. Class/school rules.</p> | <p>Rule of Law</p> <p>Builds on- Know how to follow simple rules. Class/school rules.</p> <p><u>Intent-</u> What rules are important? Express and justify my opinion.</p> | <p>Rule of Law</p> <p>Builds on- Know what rules are important and how to follow them. Express and justify my opinion.</p> <p><u>Intent-</u> Know the difference between rules and laws.</p> | <p>Rule of Law</p> <p>Builds on- Know what rules are important and how to follow them. Express and justify my opinion. Know the difference between rules and laws.</p> <p><u>Intent-</u> Criminality - how old can you be arrested? What are laws? What is Antisocial behaviour?</p> | <p>Rule of Law</p> <p>Builds on- Know what rules are important and how to follow them. Express and justify my opinion. Know the difference between rules and laws. Criminality - how old can you be arrested? What are laws? What is Antisocial behaviour?</p> <p><u>Intent-</u> What is an ASBO? Why would you get one?</p> | <p>Rule of Law</p> <p>Builds on- Know what rules are important and how to follow them. Express and justify my opinion. Know the difference between rules and laws. Criminality - how old can you be arrested? What are laws? Know what an ASBO is and why would you get one.</p> <p><u>Intent-</u> What happens if you're arrested? Does it affect your future?</p> | <p>Rule of Law</p> <p>Builds on- Know what rules are important and how to follow them. Express and justify my opinion. Know the difference between rules and laws. Criminality - how old can you be arrested? What are laws? Know what an ASBO is and why would you get one. Know what happens if you're arrested and how it could affect your future.</p> <p><u>Intent-</u> Debating Why is it important to follow the rules and law? Debate.</p> |
| <p><u>Tolerance of different faiths</u></p> <p><u>Intent-</u> Know there are different faiths and some people do not have a religion.</p> | <p><u>Tolerance of different faiths</u></p> <p>Builds on- Know there are different faiths and some people do not have a religion.</p> <p><u>Intent-</u> Recall some facts about religions previously taught.</p> | <p><u>Tolerance of different faiths</u></p> <p>Builds on- Know there are different faiths and some people do not have a religion. Recall some facts about religions previously taught.</p> <p><u>Intent-</u> Understand some similarities and differences in two religions.</p> | <p><u>Tolerance of different faiths</u></p> <p>Builds on- Know there are different faiths and some people do not have a religion. Understand some similarities and differences in two religions.</p> <p><u>Intent-</u> Talk about their own beliefs and discuss if these are similar or different to others. Understand other people's religions and choices.</p> | <p><u>Tolerance of different faiths</u></p> <p>Builds on- Understand some similarities and differences in two religions. Talk about their own beliefs and discuss if these are similar or different to others. Understand other people's religions and choices.</p> <p><u>Intent-</u> Compare similarities and differences between three religions previously taught.</p> | <p><u>Tolerance of different faiths</u></p> <p>Builds on- Talk about their own beliefs and discuss if these are similar or different to others. Understand other people's religions and choices. Compare similarities and differences between three religions previously taught.</p> <p><u>Intent-</u> Discuss why there are similarities and differences between the religions previously taught.</p> | <p><u>Tolerance of different faiths</u></p> <p>Builds on- Talk about their own beliefs and discuss if these are similar or different to others. Understand other people's religions and choices. Discuss why there are similarities and differences between the religions previously taught.</p> <p><u>Intent-</u> Debate - for and against - Should everyone follow the same religion?</p> |

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| <p>Democracy</p> <p><u>Intent-</u> Voting on events in class e.g. What book to read at the end of the day.</p> | <p>Democracy</p> <p>Builds on- Voting on events in class e.g. What book to read at the end of the day.</p> <p><u>Intent:</u> Express and begin to justify my opinion. Listen and begin to understand others' point of view.</p> | <p>Democracy</p> <p>Builds on- Express and begin to justify my opinion. Listen and begin to understand others point of view.</p> <p><u>Intent-</u> Know why is it important to have your say on rules and laws that affect you.</p> | <p>Democracy</p> <p>Builds on- Express and begin to justify my opinion. Listen and begin to understand others point of view. Know why is it important to have your say on rules and laws that affect you.</p> <p><u>Intent:</u> Understand the terms democracy and why it is important. Know what makes a good leader.</p> | <p>Democracy</p> <p>Builds on- Express and begin to justify my opinion. Listen and begin to understand others point of view. Know why is it important to have your say on rules and laws that affect you. Understand the terms democracy and why it is important. Know what makes a good leader.</p> <p><u>Intent-</u> Write a short speech about my attributes to lead a democracy.</p> | <p>Democracy</p> <p>Builds on- Listen and understand others' point of view. Know why is it important to have your say on rules and laws that affect you. Understand the terms democracy and why it is important. Know what makes a good leader.</p> <p><u>Intent-</u> Articulate ways our school community is a democracy. Take part in a Q & A and a debate, representing different character and delivering their desires powerfully through argument, persuasion, fact and opinion.</p> | <p>Democracy</p> <p>Builds on- Debate different points of view. Know why is it important to have your say on rules and laws that affect you. Understand the terms democracy and why it is important. Know what makes a good leader. Articulate ways our school community is a democracy.</p> <p><u>Intent-</u> Debate - for and against - Should our school/country be a democracy?</p> |
| <p>Individual Liberty</p> <p><u>Intent-</u> Identifying when I do and don't need help. Developing an awareness of own needs, views and feelings.</p> | <p>Individual Liberty</p> <p>Builds on- Identifying when I do and don't need help. Developing an awareness of own needs, views and feelings.</p> <p><u>Intent-</u> Feelings - talk about how I feel. Begin to be sensitive to and respect the feelings of others.</p> | <p>Individual Liberty</p> <p>Builds on- Feelings - talk about how I feel. Begin to be sensitive to and respect the feelings of others.</p> <p><u>Intent-</u> Make decisions and begin to understand the repercussions of choices. Understand that I am responsible for my choices and behaviour.</p> | <p>Individual Liberty</p> <p>Builds on- Be sensitive to and respect the feelings of others. Make decisions and begin to understand the repercussions of choices. Understand that I am responsible for my choices and behaviour.</p> <p><u>Intent-</u> Know what freedom is. Explore ways I am free to be me.</p> | <p>Individual Liberty</p> <p>Builds on- Be sensitive to and respect the feelings of others. Make decisions and begin to understand the repercussions of choices. Understand that I am responsible for my choices and behaviour. Know what freedom is. Explore ways I am free to be me.</p> <p><u>Intent-</u> Choose words to describe my individual personality. Consider the hopes and dreams I have. Celebrate the uniqueness of each individual and the power of being different.</p> | <p>Individual Liberty</p> <p>Builds on- Be sensitive to and respect the feelings of others. Understand that I am responsible for my choices and behaviour. Know what freedom is. Choose words to describe my individual personality. Consider the hopes and dreams I have. Celebrate the uniqueness of each individual and the power of being different.</p> <p><u>Intent-</u> Understand that individual liberty has to be within the rules. Explore my own individual liberty to be who I want to be, within the rules.</p> | <p>Individual Liberty</p> <p>Builds on- Be sensitive to and respect the feelings of others. Understand that I am responsible for my choices and behaviour. Know what freedom is. Celebrate the uniqueness of each individual and the power of being different. Understand that individual liberty has to be within the rules. Explore my own individual liberty to be who I want to be, within the rules.</p> <p><u>Intent-</u> Explore the UN Children's Rights. Debate if everyone should have the same rights.</p> |

OVERARCHING VOCABULARY

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| EYFS | Similarity, difference, rule, respect, community, faith, religion, vote. |
| KS1 | Tolerance, culture, opinion, rule, law, decision, repercussion, responsible, choice. |
| LKS2 | Welcome, strength, criminality, antisocial, ASBO, diversity, attribute, leader, democracy, freedom, unique, individual liberty |
| UKS2 | Equality faith, ethnicity, disability, gender, sexuality, prejudicial, discriminatory, debate, argument, persuasion, fact, opinion, UN rights. |

USEFUL RESOURCES

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| SMSC/British Values/ School values | School Value songs on the server under school values | Twinkl PowerPoints and resources |
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