



Promoting SMSC and FBV through English

SMSC and British Values	In English Lessons Pupils:
<p>Spirituality Explore beliefs, experience and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences.</p>	<ul style="list-style-type: none"> - create writing that is inspired by nature and the world around them - express their beliefs, feelings, ideas and emotions through talk and writing - read and write in unusual settings - write in response to first-hand experiences - read poetry and great works of fiction including traditional tales, myths and legends - use and express their imaginations in reading, writing and speaking
<p>Moral Recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views.</p>	<ul style="list-style-type: none"> - discuss and explore a point of view through stories, poems and plays - explore stories and other texts that present moral issues - explore moral issues through reading, discussion, drama and role play - present an argument through talk or writing - use persuasion in their writing
<p>Social Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict.</p>	<ul style="list-style-type: none"> - debate and write about social issues - use non-fiction texts such as newspaper reports as a stimulus for writing or debate - read a range of fiction set in a range of social settings - create blogs and other social media posts to present school-based issues - create content aimed at a variety of audiences
<p>Cultural Appreciate cultural influences; appreciate the role of Britain’s parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity.</p>	<ul style="list-style-type: none"> - explore the origins of words and language - listen to, read and discuss resources such as stories that challenge stereotypes - take part in productions and performances - watch performances including plays and films - read and listen to texts from a variety of cultures - read traditional and cultural tales, myths and legends
<p>Democracy A system where everyone plays an equal part</p>	<ul style="list-style-type: none"> - work collaboratively - choose favourite texts through discussion or vote - take part in class or school debates
<p>Rule of law The principle that all people and institutions are subject to and accountable for their actions and behaviour</p>	<ul style="list-style-type: none"> - follow ‘rules’ for writing - read and discuss texts that deal with laws, and rules both past and present
<p>Individual liberty Being free to express views or ideas.</p>	<ul style="list-style-type: none"> - express an idea in discussion or debate - choose a subject matter or purpose for writing - choose a book to read according to personal preference - write imaginatively
<p>Tolerance and respect The ability or willingness to respect and tolerate the opinions or behaviour of others.</p>	<ul style="list-style-type: none"> - read stories that challenge stereotypes and preconceptions - listen to others’ views in debate or discussion

Promoting SMSC and FBV through **Mathematics**

SMSC and British Values	In Maths Lessons Pupils:
<p>Spirituality Explore beliefs, experience and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences.</p>	<ul style="list-style-type: none"> - explore pattern, number, shape, space and measures in the world around them, for example, Fibonacci or angles in everyday life - use role play, concrete objects, structured apparatus and real life situations - talk creatively using mathematical language - develop mathematical reasoning by talking about their learning and listening to others' viewpoints
<p>Moral Recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views.</p>	<ul style="list-style-type: none"> - calculate and prove whether an answer is right or wrong - test and explain mathematical statements, problems or investigations - use probability to help them understand risk and real life economics - look at moral issues raised in mathematics, for example, lessons linked to global charities such as Children in Need
<p>Social Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict.</p>	<ul style="list-style-type: none"> - explore mathematics in the real world, for example, money, shopping, cooking, travel - collaborate with others to solve mathematical problems, investigations and challenges - use group work as an opportunity to learn from others and notice that different people solve problems in different ways - work together to discuss, compare, evaluate and improve their work
<p>Cultural Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity.</p>	<ul style="list-style-type: none"> - investigate patterns from a range of cultures, for example, Islamic tiling or Rangoli patterns - explore other number systems from the past and around the world, for example, Roman numerals and Egyptian hieroglyphs - recognise that mathematics from many cultures have contributed to modern day mathematics - have opportunities to explore mathematical methods and strategies used in other countries, for example, lattice multiplication and Shanghai maths
<p>Democracy A system where everyone plays an equal part</p>	<ul style="list-style-type: none"> - Work collaboratively on mathematics tasks, investigations and challenges. comparing answers and methods - make mistakes and learn from them - discuss their work and explain their reasoning - question information and data, challenging mathematical assumptions
<p>Rule of law The principle that all people and institutions are subject to and accountable for their actions and behaviour</p>	<ul style="list-style-type: none"> - use simple formulae and equations - follow rules related to maths, for example, BODMAS
<p>Individual liberty Being free to express views or ideas.</p>	<ul style="list-style-type: none"> - persevere, take risks and try different methods and strategies - explain their reasoning, choices and strategies used when solving problems - have opportunities to use self and peer-assessment to identify where they are and what they need to do to improve
<p>Tolerance and respect The ability or willingness to respect and tolerate the opinions or behaviour of others.</p>	<ul style="list-style-type: none"> - use a range of strategies that are inclusive, irrespective of stages of attainment or gender - talk with others about a problem, challenge, investigation with an adult or peers - solve problems with others

	<ul style="list-style-type: none"> - respect others' methods used to reach an answer and use in their own work, where appropriate - decide upon the best way to represent their conclusions, drawing upon others' recording methods or ideas
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Promoting SMSC and FBV through Science

SMSC and British Values	In Science Lessons Pupils:
Spirituality Explore beliefs, experience and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences.	<ul style="list-style-type: none"> - explore aspects of nature including seasons and other natural phenomenon - find out about Earth, space, and the universe and their place in it - question and explore why things happen and how things work - debate and question 'big' ideas such as evolution - develop a sense of 'awe' and 'wonder' about the world around them
Moral Recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views.	<ul style="list-style-type: none"> - explore sensitive issues such as genetic modification, selective breeding, sex and relationships or animal testing
Social Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict.	<ul style="list-style-type: none"> - find out how medical research has changed and saved lives, for example, heart transplants - find out how science-based charities promote and support health and well-being, for example, the British Heart Foundation or Cancer Research UK - explore inventions that have changed lives, such as flight, electricity and steam power
Cultural Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity.	<ul style="list-style-type: none"> - find out about different scientists from around the world - explore differing beliefs about aspects of science, especially evolution and life and death - investigate variation between all living things
Democracy A system where everyone plays an equal part	<ul style="list-style-type: none"> - work collaboratively - listen to other's opinions and ideas about scientific stories, theories or hypotheses
Rule of law The principle that all people and institutions are subject to and accountable for their actions and behaviour	<ul style="list-style-type: none"> - follow safety rules in science – see guidance from CLEAPSS - consider the ethics and legality of certain scientific approaches, for example, dissection - explore changes in the law that benefit society, for example, organ donation
Individual liberty Being free to express views or ideas.	<ul style="list-style-type: none"> - express hypotheses and ideas make predictions - express a view on a sensitive or controversial issue - try out an idea or approach including investigating areas of personal interest
Tolerance and respect The ability or willingness to respect and tolerate the opinions or behaviour of others.	<ul style="list-style-type: none"> - work together to plan shared enquiries - listen to feedback and share conclusions - decide on roles during shared investigations - learn from others, including experts - listen to and evaluate the ideas of others

Promoting SMSC and FBV through Art

SMSC and British Values	In Art Lessons Pupils:
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<p>Spirituality Explore beliefs, experience and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences.</p>	<ul style="list-style-type: none"> - explore art in the environment - make transient art using natural materials - explore emotions expressed in works of art - create images and artefacts that reflect a personal interpretation of the world around them - use sketchbooks to record their ideas and feelings - express feelings, ideas and beliefs through their artwork
<p>Moral Recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views.</p>	<ul style="list-style-type: none"> - explore art that challenges moral and ethical beliefs, for example Damien Hirst's The Physical Impossibility of Death in the Mind of Someone Living
<p>Social Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict.</p>	<ul style="list-style-type: none"> - contribute to shared pieces of artwork - work with artists from different communities - create art in and for the community - exhibit artwork in community settings - explore how art has changed perceptions
<p>Cultural Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity.</p>	<ul style="list-style-type: none"> - study artists from a range of genres - explore art from a range of cultures - participate in cultural events
<p>Democracy A system where everyone plays an equal part</p>	<ul style="list-style-type: none"> - create group pieces that involve conversations and discussion
<p>Rule of law The principle that all people and institutions are subject to and accountable for their actions and behaviour</p>	<ul style="list-style-type: none"> - explore laws of copyright and intellectual property
<p>Individual liberty Being free to express views or ideas.</p>	<ul style="list-style-type: none"> - express an opinion about a work of art or genre - express thoughts and feelings through a piece of art - use a range of materials to express their ideas and make art - talk about their work and how they might improve or develop it
<p>Tolerance and respect The ability or willingness to respect and tolerate the opinions or behaviour of others.</p>	<ul style="list-style-type: none"> - learn about other cultures through traditional art - respond to the work of others - evaluate their own and other's work - accept constructive feedback about their art from others

Promoting SMSC and FBV through Design & Technology

SMSC and British Values	In Design & Technology Lessons Pupils:
<p>Spirituality Explore beliefs, experience and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences.</p>	<ul style="list-style-type: none"> - reflect on ways in which products and inventions can improve the quality of their lives and the lives of others – this is in its infancy in the initial part of the new DT sequencing - develop a sense of curiosity through disassembly/deconstruction of products
<p>Moral</p>	<ul style="list-style-type: none"> - explore moral dilemmas created by technological advances - develop an awareness of how sustainable materials can positively impact lives

Recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views.	- explore issues surrounding Fairtrade understand why we have rules for using equipment
Social Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict.	- work as a team, recognising others' strengths and sharing equipment - make healthy choices when designing menus - share and choose appropriate ideas
Cultural Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity.	- explore how different cultures have contributed to technological advances - create a range of dishes from a variety of cultures and historical periods - explore products and artefacts from a range of times, countries and cultures and religions, for example, puppets, buildings, clothing, bags and purses
Democracy A system where everyone plays an equal part	- work collaboratively on a task - have the opportunity to allocate roles in group work, take turns and use equipment safely
Rule of law The principle that all people and institutions are subject to and accountable for their actions and behaviour	- listen to the views of others when evaluating work or products - have opportunities to offer 'constructive criticism'
Individual liberty Being free to express views or ideas.	- develop their own ideas and interests in design work - select the tools and methods they feel are suitable and say wh
Tolerance and respect The ability or willingness to respect and tolerate the opinions or behaviour of others.	- respond to the work of others to evaluate their own and other's work - listen to other people's ideas and respect their point of view

Promoting SMSC and FBV through Computing

SMSC and British Values	In Computing Lessons Pupils:
Spirituality Explore beliefs, experience and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences.	- explore how technology makes the world a smaller place by connecting people and places - investigate the potential of virtual reality and how this can create 'new' worlds - find out how technology can connect us to the natural world and space and help develop a sense of 'awe' and 'wonder' - use photography to capture images of nature and natural phenomenon
Moral Recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views.	- explore sensitive issues linked to e-safety - explore issues including copyright and plagiarism - discern between content found online and understand that sourced information can be incorrect or biased
Social Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict.	- make connections with other social groups and communities using communication technology - explore social media networks and how to use them safely - use collaborative tools to work together and learn from others
Cultural Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity.	- explore the digital divide in different cultures and parts of the world - use technology to engage with cultural events such as a dramatic performance or a national eisteddfod - use technology to learn about the lives and beliefs of other cultures
Democracy A system where everyone plays an equal part	- take part in group work and collective enquiry #allocate equipment and responsibilities fairly - use apps and other social media platforms to vote or respond to a survey

Rule of law The principle that all people and institutions are subject to and accountable for their actions and behaviour	<ul style="list-style-type: none"> - use technology safely and responsibly, according to e-safety guidelines - report when they see or experience something online that concerns them or breaks a rule
Individual liberty Being free to express views or ideas.	<ul style="list-style-type: none"> - use social platforms to share a view or opinion for example a school blog or post on school website - select and use software to present information, viewpoints or creative work
Tolerance and respect The ability or willingness to respect and tolerate the opinions or behaviour of others.	<ul style="list-style-type: none"> - know how to, and when to, respond to others' views on social networking sites and platforms - know how to use technology respectfully - explore ways to minimise the impact of digital equipment and waste on the environment, for example, ink and paper wastage - respect others' opinions and ideas when creating digital content

Promoting SMSC and FBV through Geography

SMSC and British Values	In Geography Lessons Pupils:
Spirituality Explore beliefs, experience and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences.	<ul style="list-style-type: none"> - have opportunities to visit a diverse range of geographical features and locations - develop a sense of 'awe' and 'wonder' about the world around them - reflect on world events such as hurricanes, earthquakes and other natural disasters - understand some of the differences in the way of life of other people and countries
Moral Recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views.	<ul style="list-style-type: none"> - find out about poverty and wealth of different countries explore issues such as Fairtrade and why this is important - understand issues affecting their own locality, for example, the amount of litter near the local park, the amount of cars parked outside of school - investigate conservation including recycling, saving energy and protecting the environment - explore issues and facts relating to global warming and the moral use of resources
Social Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict.	<ul style="list-style-type: none"> - explore causes and effect on people and communities of world events and natural disasters - learn about the human geography of different communities and societies - explore a range of social backgrounds and compare them with their own social background - explore maps to discover how people live and what resources they have
Cultural Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity.	<ul style="list-style-type: none"> - investigate a range of geographical locations and how they have been shaped by the cultural background of the country – history? - develop a deeper understanding of different cultures and communities
Democracy A system where everyone plays an equal part	<ul style="list-style-type: none"> - explore how global organisations such as the United Nations work and how they impact on the lives of others - investigate how the leaders of a country are chosen
Rule of law The principle that all people and institutions are subject to and accountable for their actions and behaviour	<ul style="list-style-type: none"> - investigate the laws of different geographical locations and how they differ - explore the impact that laws have on the people living in different geographical locations
Individual liberty Being free to express views or ideas.	<ul style="list-style-type: none"> - express their views on local issues, for example, the construction of a new road, the building of a wind turbine

<p>Tolerance and respect The ability or willingness to respect and tolerate the opinions or behaviour of others.</p>	<ul style="list-style-type: none"> - discuss different cultures or beliefs and backgrounds and question misconceptions they may have about them
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Promoting SMSC and FBV through **History**

SMSC and British Values	In History Lessons Pupils:
<p>Spirituality Explore beliefs, experience and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences.</p>	<ul style="list-style-type: none"> - explore chronology and their place in history - discover how past and present is interconnected - explore how beliefs and perspectives have changed over time - understand how people's beliefs have shaped their actions, for example, Henry VIII creating the Church of England, Mayan blood sacrifices
<p>Moral Recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views.</p>	<ul style="list-style-type: none"> - explore moral dilemmas created by technological advances - use drama, role play, stories and pictures, to develop a better understanding of how moral issues and decisions affected history - explain why they think the choices people made were right or wrong - understand how people have been unfairly treated in the past, for example, Native Americans
<p>Social Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict.</p>	<ul style="list-style-type: none"> - take an active part in historical visits and workshops - collaborate with others express opinions based on historical evidence and respect the opinions of others - understand how laws and rules have changed over time to protect and improve life for different groups of people - investigate aspects of local history
<p>Cultural Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity.</p>	<ul style="list-style-type: none"> - visit and find out about historical and heritage sites - visit museums and explore historical artefacts - find out about ancient civilisations from around the world - research conflict within different societies and the attempts that have been made to resolve them, for example, William Wilberforce and the abolishment of slavery, Rosa Parks and human rights
<p>Democracy A system where everyone plays an equal part</p>	<ul style="list-style-type: none"> - investigate how democracy and democratic decisions have influenced history - understand how and why democracy has failed, for example, dictatorships (Hitler) or has been misused (Anne Boleyn's trial) - make decisions and come to conclusions using historical evidence - explore the consequences of the decisions made by individuals or groups of people
<p>Rule of law The principle that all people and institutions are subject to and accountable for their actions and behaviour</p>	<ul style="list-style-type: none"> - find out how rules and laws have influenced or caused historical change, for example, the Factory Act 1833 (which improved conditions for working children) or the 1918 Representation of the People Act (which granted the vote to women over the age of 30)
<p>Individual liberty Being free to express views or ideas.</p>	<ul style="list-style-type: none"> - explore how historical figures expressed their views and beliefs and how their beliefs influenced history (Hitler or Rosa Parks) - explore where individual liberty has been oppressed and the effect that it had on different groups of people

<p>Tolerance and respect The ability or willingness to respect and tolerate the opinions or behaviour of others.</p>	<ul style="list-style-type: none"> - listen to and respect the views of others, and understand that a different view is equally valid - explore how prejudice and discrimination has influenced history and affected groups of people
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Promoting SMSC and FBV through Religious Education

SMSC and British Values	In RE Lessons Pupils:
<p>Spirituality Explore beliefs, experience and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences.</p>	<ul style="list-style-type: none"> - explore aspects of belief including worship, prayer and holy texts - find out about the beliefs and practices of people in their community and wider world - explore and develop their own beliefs and values - debate 'big' questions - develop a sense of 'awe' and 'wonder' about the world around them
<p>Moral Recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views.</p>	<ul style="list-style-type: none"> - explore right and wrong, good and evil - evaluate rules and codes of behaviour found in different religions and world views - debate ethical issues about the caring for others and the environment
<p>Social Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict.</p>	<ul style="list-style-type: none"> - Learn about the lives and beliefs of others from first-hand experiences - visit places of worship and show respect for different beliefs and ways of life - collaborate and learn from others
<p>Cultural Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity.</p>	<ul style="list-style-type: none"> - find out about how religion has influenced culture in different societies - show respect when meeting and learning about people of different faiths and cultures
<p>Democracy A system where everyone plays an equal part</p>	<ul style="list-style-type: none"> - explore the concept of equality in different religions - listen to and respect other people's opinions and beliefs
<p>Rule of law The principle that all people and institutions are subject to and accountable for their actions and behaviour</p>	<ul style="list-style-type: none"> - compare rules and codes of conduct in holy texts to UK laws - consider how different beliefs affect the behaviour of followers
<p>Individual liberty Being free to express views or ideas.</p>	<ul style="list-style-type: none"> - express individual ideas and beliefs confidently in a supportive environment - use evidence, ideas and opinions to draw conclusions - express a view on a sensitive or controversial issue - investigate ideas that interest them
<p>Tolerance and respect The ability or willingness to respect and tolerate the opinions or behaviour of others.</p>	<ul style="list-style-type: none"> - work with others of different cultures, faiths and beliefs - listen to feedback and share conclusions learn from others, including people from different faiths, communities and cultures - listen to and respect the ideas of others

Promoting SMSC and FBV through French

SMSC and British Values	In French Lessons Pupils:
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Spirituality Explore beliefs, experience and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences.	<ul style="list-style-type: none"> - find out more about the beliefs of people in other countries - use creative role play to bring language to life
Moral Recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views.	<ul style="list-style-type: none"> - explore current affairs in different countries - debate and consider moral and ethical issues from around the world
Social Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict.	<ul style="list-style-type: none"> - find out more about the languages spoken in their local community - use a new language to communicate with others question and develop an understanding of similarities and differences in communities where a specific language is spoken
Cultural Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity.	<ul style="list-style-type: none"> - study artists, authors and musicians from around the world - take part in themed culture days to experience and reflect on the similarities and differences between their culture and that of others
Democracy A system where everyone plays an equal part	<ul style="list-style-type: none"> - work collaboratively - find out about different models of democracy from around the world
Rule of law The principle that all people and institutions are subject to and accountable for their actions and behaviour	<ul style="list-style-type: none"> - explore the rule of law in a different country
Individual liberty Being free to express views or ideas.	<ul style="list-style-type: none"> - express views and ideas in another language
Tolerance and respect The ability or willingness to respect and tolerate the opinions or behaviour of others.	<ul style="list-style-type: none"> - show an understanding and respect for the opinions and behaviour of those in other countries learn about other cultures to develop mutual respect, tolerance and empathy for others

Promoting SMSC and FBV through Physical Education

SMSC and British Values	In PE Lessons Pupils:
Spirituality Explore beliefs, experience and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences.	<ul style="list-style-type: none"> - take part in outdoor and adventurous activities express feelings, ideas and emotions through dance and movement - explore the effects of exercise on their bodies
Moral Recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views.	<ul style="list-style-type: none"> - explore what it means to be fair in competitive sport, for example, 'Should you dive for a penalty?' or 'Should I hold my egg on the spoon?' - follow rules to play games - explore the consequences of not playing fairly
Social Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict.	<ul style="list-style-type: none"> - play in teams - co-operate with others in games, dance and outdoor and adventurous activities - explore what makes a good team - have the opportunity to work alongside sports professionals - actively engage in extra-curricular sporting activities, inter-school competition and clubs

	<ul style="list-style-type: none"> - take turns - enjoy communicating and collaborating with each other - enjoy competition against each other and themselves
Cultural Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity.	<ul style="list-style-type: none"> - explore sports and sporting heroes from a range of cultures - take part in celebrating national and cultural events, for example, the Olympics or the World Cup - explore dance from a range of cultures and historical periods - take part in and have the opportunity to watch dance and sporting performances in and out of school
Democracy A system where everyone plays an equal part	<ul style="list-style-type: none"> - learn rules for different games and sports - co-operate with others as part of a team - vote for the activities they want to learn about or participate in - support other team members
Rule of law The principle that all people and institutions are subject to and accountable for their actions and behaviour	<ul style="list-style-type: none"> - learn about and follow health and safety rules when taking part in sporting activities - where appropriate, learn about the rules regarding sport and substance abuse - where appropriate, learn about legislation relating to bribery in sport, for example, cricket, football and tennis
Individual liberty Being free to express views or ideas.	<ul style="list-style-type: none"> - express their own ideas through art, music and play - give an opinion or share an idea about something important to them - have the opportunity to express a preference for a particular sport and to follow routes for developing this further, for example, through external clubs or sporting academies - set personal targets for sporting achievement, for example, running the 100 m in a faster time or being able to do 10 skips with a rope - create their own games with rules and scoring systems
Tolerance and respect The ability or willingness to respect and tolerate the opinions or behaviour of others.	<ul style="list-style-type: none"> - play co-operatively work and play in different social groups - listen to others in activities such as circle time or during shared play - demonstrate tolerance and mutual respect when playing against other teams - take part in peer evaluation of skill or performance - explore the work of organisations such as Kick it Out

Promoting SMSC and FBV through Music

SMSC and British Values	In Music Lessons Pupils:
Spirituality Explore beliefs, experience and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences.	<ul style="list-style-type: none"> - explore how different genres and pieces of music makes them feel - use imagination and creativity to compose music - sing and play with feeling, giving meaning to lyrics and musical phrases - listen to songs and music with a spiritual theme or message
Moral Recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views.	<ul style="list-style-type: none"> - listen to music that addresses moral issues - form views on music with a moral message - understand and follow rules and symbols in music - follow the leadership of a conductor
Social	<ul style="list-style-type: none"> - participate in community events and performances

<p>Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict.</p>	<ul style="list-style-type: none"> - learn how to play a musical instrument regardless of background - work together to create group performances - understand the importance of co-operation in group performances - perform for different audiences in different settings
<p>Cultural Appreciate cultural influences; appreciate the role of Britain’s parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity.</p>	<ul style="list-style-type: none"> - explore and perform music from a range of different historical periods - listen to music from a range of cultures - learn about music from a range of genres - work with musicians from a variety of cultures and musical backgrounds
<p>Democracy A system where everyone plays an equal part</p>	<ul style="list-style-type: none"> - create music together, making decisions and choices collectively - take turns and share equipment - evaluate and make changes, taking everyone’s opinion into account
<p>Rule of law The principle that all people and institutions are subject to and accountable for their actions and behaviour</p>	<ul style="list-style-type: none"> - explore the rules and laws of copyright - understand if and when digital music can be shared
<p>Individual liberty Being free to express views or ideas.</p>	<ul style="list-style-type: none"> - express preferences about a song, piece of music or performance - create music on a chosen theme or interest - express themselves in a musical performance build on individual musical talents and interests
<p>Tolerance and respect The ability or willingness to respect and tolerate the opinions or behaviour of others.</p>	<ul style="list-style-type: none"> - listen to others’ views on music and performance - respond to the work of others, taking into account the impact of their words - explore and respect the social, cultural or religious ideas that have influenced the development of music