

## Westover Primary and Pre-School: SMSC & British Values

### Curriculum Subject: English

|  | Spiritual  | Moral  | Social   | Cultural  |
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|  | <p>Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values.</p> <p>Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.</p> <p>Use of imagination and creativity in their learning Willingness to reflect on their experiences.</p> | <p>Ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives.</p> <p>Understanding of the consequences of their actions.</p> <p>Interest in investigating, and offering reasoned views about, moral and ethical issues.</p>   | <p>Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socioeconomic backgrounds.</p> <p>Willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively.</p> <p>Interest in, and understanding of, the way communities and societies function at a variety of levels.</p>  | <p>Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage.</p> <p>Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.</p> <p>Interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities</p> |
|  | <ul style="list-style-type: none"> <li>Pupil choice – choices about writing.</li> <li>The chance to reflect on events, opinions, stories, drama scenarios and pictures/film clips is an important part of English lessons.</li> <li>Opportunities to plan and write collaboratively – including cross curricular writing.</li> <li>Visits to productions/visitors.</li> </ul>                            | <ul style="list-style-type: none"> <li>When considering different scenarios and points of view through drama, role play, stories and pictures, we encourage children to consider the consequences of different actions and explain why they think choices may be right or wrong. (Conscience alley activity or researching an issue to argue about).</li> <li>Using carefully chosen texts to discuss and debate moral issues (Wonder, Holes, Rosie Revere, Goodnight Mr Tom, The Iron Man, The London Eye Mystery, Edward Tulane.</li> <li>Debating ethical issues through drama and class assemblies to voice opinions.</li> </ul> | <ul style="list-style-type: none"> <li>Using carefully chosen texts to discuss and debate moral issues (There's a rang tan in my bedroom, Stormbreaker, Wonder, Holes, Rosie Revere, Goodnight Mr Tom, Edward Tulane) we encourage children to consider the consequences of different actions and explain why they think choices may be right or wrong.</li> <li>Using stories to discuss and debate moral issues.</li> <li>Debating ethical issues through drama and class assemblies to voice opinions.</li> <li>Children are given opportunities to work</li> </ul> | <ul style="list-style-type: none"> <li>Exploring origins of words (etymology in spelling).</li> <li>Stories and resources are chosen are carefully selected so as not to challenge stereotypes and to actively challenge preconceptions.</li> <li>Year 6 production allows children to have the experience to perform and share the cultural experience together</li> <li>Carefully chosen texts from other cultures to enhance understanding of our world.</li> </ul>  |

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|  |  |  | <p>collaboratively across year groups.</p> <ul style="list-style-type: none"> <li>Choice of stimulus promotes opportunities for exploring religious, ethnic and socio-economic backgrounds.</li> <li>Debating and writing about current social using non-fiction texts as a stimulus – The Week Junior.</li> <li>Class blogging - developing a ‘sharing’ community between the collaboration</li> </ul> |  |
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|  | Democracy  | The rule of law   | Individual liberty   | Respect  | Tolerance of different faiths  |
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|  | <p>Having a say in decisions.</p> <p>Having a choice.</p> <p>Everybody having equal rights</p> <p>Elections</p>  | <p>All people in England are expected to follow the laws of England.</p> <p>Following rules</p>   | <p>Freedom of speech.</p> <p>The right to say what you think.</p> <p>Making choices</p>  | <p>Treating others with respect.</p> <p>Valuing others’ thoughts and opinions.</p> <p>Treat others as we would like to be treated</p>  | <p>Learning about different faiths and religions and understanding that not everyone will believe the same thing.</p>  |
|  | <ul style="list-style-type: none"> <li>Discursive writing outcomes in KS1 and KS2.</li> <li>Writing of persuasive letters discussing issues such as deforestation, stealing and discrimination in KS2</li> <li></li> </ul> | <ul style="list-style-type: none"> <li>Instruction writing outcomes in KS1 and KS2 focus on rules and use of imperative verbs as well as more nuanced modal verbs.</li> </ul> | <ul style="list-style-type: none"> <li>The use of the text The London Eye Mystery In Year 5 deals with the issues of freedom of speech and disability. Pupils engage actively in discussions about key characters’ actions.</li> </ul> | <ul style="list-style-type: none"> <li>The use of the text Wonder in Year 6 deals with the issues of respect and discrimination. Pupils engage actively in discussions about key characters’ actions.</li> </ul> | <ul style="list-style-type: none"> <li>The key texts: ‘Letters from the Lighthouse, The Prince of Egypt, Coming to England and Goodnight Mr Tom deal with learning about different faiths and other peoples perception of them.</li> </ul> |