

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

### Curriculum Subject: Science

	<b>Spiritual</b>	<b>Moral</b>	<b>Social</b>	<b>Cultural</b>
	<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>• Growth of plants and humans</li> <li>• Opportunities for outdoor learning Visits and Visitors</li> <li>• Residential trips Child-initiated learning Awe and wonder- trips and experiments,</li> <li>• Earth and Space.</li> <li>• Fossils</li> <li>• Awareness of seasons and changing time</li> <li>• Use of seasons to help understand and reflect on the world and the children's experiences</li> <li>• Animals' life cycles and caring for the environment</li> <li>• Use of imagination and curiosity to find out</li> </ul>	<ul style="list-style-type: none"> <li>• Child-initiated learning</li> <li>• Risk management and safety</li> <li>• Respecting living things and their environments</li> <li>• Importance of exercise and looking after our bodies including looking after teeth and healthy living.</li> <li>• Understanding of drugs and impact on the body</li> </ul>	<ul style="list-style-type: none"> <li>• Group work</li> <li>• Investigations and problem-solving</li> <li>• Feedback and review</li> <li>• Science Days</li> <li>• Working with feeder schools to develop relationships and new opportunities</li> <li>• Evaluating work and enquiry work</li> <li>• Asking and answering questions</li> </ul>	<ul style="list-style-type: none"> <li>• Finding out about different scientists from around the world</li> <li>• Respect of beliefs when discussing aspects of science especially evolution and life and death.</li> <li>• There is variation between all living things</li> <li>• Open ended enquiries, not always an answer</li> </ul>

	<p>information themselves using research and asking questions</p> <ul style="list-style-type: none"> <li>• Respect of beliefs when discussing aspects of science especially evolution and life and death.</li> </ul>			
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	<b>Democracy</b>	<b>The rule of law</b>	<b>Individual liberty</b>	<b>Respect</b>	<b>Tolerance of different faiths</b>
	<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>• Group work and enquiry</li> <li>• Feedback and sharing conclusions</li> <li>• Delegation of roles during experiments</li> <li>• Learning from others</li> <li>• Sharing, discussing and debating thoughts, ideas, predictions and conclusions.</li> <li>• Autonomy of task/experiment in UKS2</li> </ul>	<ul style="list-style-type: none"> <li>• Safety in science</li> <li>• Hypothesising and making predictions</li> <li>• Listening and valuing views of others even if these do not follow your own views</li> <li>• Respond, read and follow instructions of a task</li> </ul>	<ul style="list-style-type: none"> <li>• Life-style choices including exercise and diet</li> <li>• Understanding differences in beliefs</li> <li>• Make or propose changes when participating in experiments or investigations</li> </ul>	<ul style="list-style-type: none"> <li>• Listening and valuing others' opinions, points, ideas and conclusions</li> <li>• Responding, building and contesting others' opinions, ideas and conclusions</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching of evolution-respect for others' viewpoints and cultural beliefs</li> <li>• Working collaboratively</li> <li>• Learning from 'mistakes' and taking appropriate risks</li> </ul>