



Streetsbrook Infant & Early Years Academy



*Spiritual, Moral, Social and
Cultural Policy*

Streetsbrook Infant & Early Years Academy

At Streetsbrook, we strive to provide an equal chance for all to become responsible citizens who lead happy and fulfilled lives, and are equipped with the skills and abilities to shape the world they live in.

‘Learning for Life’

Our values are:

Desire to Learn

To enjoy the lifelong process and challenge of learning; alone and with others.

Love and Respect

To have respect for ourselves, others and the environment, recognising and celebrating individual lifestyles, cultures and faiths.

Happiness

Developing successful relationships where individuals can build and follow their dreams.

Confidence

Having the self-belief to embrace and follow your own choices.

Being a Good Citizen

Making a positive contribution to communities on a local and global scale.

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Appendices

Appendix (i) Audit of SMSC & British Values in the Curriculum

The model policy from the National College/School Bus has ben used to support the review of this policy.

INTRODUCTION

At Streetsbrook Infant & Early Years Academy, the children and their learning are at the very heart of every decision we make. This policy reflects our diverse mix of children and does not discriminate against any protected characteristics.

The school prides itself on providing a consistently safe, caring and happy environment where each child is valued as an individual. This policy reflects the ways in which the school helps children to develop their individuality and inner discipline.

This whole school policy has been approved by all staff and governors and has been endorsed as a working document, which reflects both our philosophy and practice regarding the spiritual, moral, social and cultural development of all our children.

Whilst each of these elements are discussed separately, and considered in detail, it is acknowledged that they are intrinsically linked and, therefore, overlap.

All four dimensions of this policy - spiritual, moral, social and cultural development (SMSC) - are promoted through the ethos of Streetsbrook Infant & Early Years Academy and through its curriculum, which includes Religious Education and Collective Worship.

This policy follows advice from the Department for Education document 'Promoting Fundamental British Values as Part of SMSC in Schools', November 2014 and OfSTED's 'School Inspection Handbook' September 2024.

... all maintained schools must promote... the spiritual, moral, social and cultural development of their pupils. Through ensuring pupils' SMSC development, schools can demonstrate they are actively promoting fundamental British values.

Meeting requirements for collective worship, establishing a strong school ethos supported by effective relationships throughout the school, and providing relevant activities beyond the classroom are all ways of ensuring pupils SMSC development.

Pupils must be encouraged to regard people of all faiths, races and cultures with respect and tolerance.

It is expected that pupils should understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The school's ethos and teaching, which schools should make parents aware of, should support the rule of English civil and criminal law and schools should not teach anything that undermines it. If schools teach about religious law, particular care should be taken to explore the relationship between state and religious law. Pupils should be made aware of the difference between the law of the land and religious law.

'Promoting fundamental British values as part of SMSC in schools'
DFE, November 2014

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 2002
- DfE (2014) 'Promoting fundamental British values as part of SMSC in schools'
- DfE (2014) 'National curriculum in England framework for key stages 1 to 4'
- Ofsted (2024) 'School inspection handbook'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Online Safety Policy
- Behaviour Policy
- Health and Safety Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Supporting Pupils with Medical Conditions Policy

SCHOOL AIMS

The Education Reform Act, 2002, states that all maintained schools must promote the spiritual, moral, social and cultural (SMSC) development of their pupils.

To this end, Streetsbrook Infant & Early Years Academy staff work to develop each of our pupils to their fullest potential and address particularly their spiritual, moral, social and cultural development through whole curriculum learning activities and experiences. We aim to provide a stimulating, safe, caring and happy environment in which each child is valued as an individual, developing self-confidence and the ability to interact effectively with others. Great value is placed on every child's contribution and work, through praise for efforts as well as achievements.

We aim to provide the children with opportunities to make a positive contribution to the school and its community, as well as develop their understanding of economic well-being which will prepare children for their life as an adult. We value the development of the whole-child and acknowledge this is central to the education process

SCHOOL ETHOS

At Streetsbrook our fundamental aim is to provide an environment in which our children feel secure, happy and valued as individuals. We actively seek to promote an ethos which fosters the growth of self esteem by acknowledging and valuing the diversity of cultures, beliefs, values and talents and the individuality of each of our children. At the time of writing our values are being reviewed. Currently, they are as follows:

Desire to Learn

To enjoy the lifelong process and challenge of learning; alone and with others

Love and Respect

To have respect for ourselves, others and the environment, recognising and celebrating individual lifestyles, cultures and faiths

Happiness

Developing successful relationships where individuals can build and follow their dreams

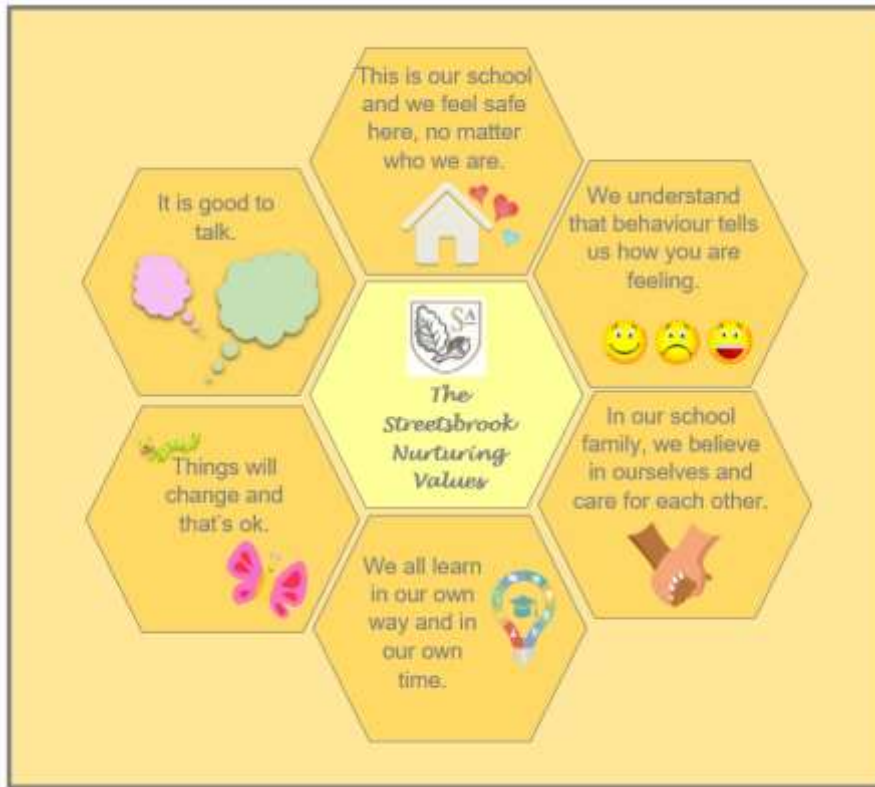
Confidence

Having the self-belief to embrace and follow your own choices

Being a Good Citizen

Making a positive contribution to communities on a local and global scale

The school is also working towards becoming a NurtureUK school and to that end, the following principles are currently being introduced with a view to them becoming embedded into our daily practice.



We are totally committed to providing an inclusive education, in which all children are able to access and participate in the curriculum and social life of the school.

SMSC is promoted through all aspects of Streetsbrook school life and all areas of the curriculum. Appendix (i) details our evidence of SMSC provision. In addition, both our scheme of work for RE and Collective Worship programme make a definitive and positive contribution to the spiritual, moral, social and cultural development of all our pupils (see individual RE and Collective Worship Policies and Programme/Scheme).

SPIRITUAL DEVELOPMENT

Spiritual development focuses on an individual's own personal beliefs, values and feelings and how these enable him to react in, and deal with, different situations.

Spiritual development may be regarded as an umbrella term in that it encompasses the whole development of the human spirit. It is not, therefore, solely considered as, nor confined to, a religious ethic since it deals with the individual's sense of identity, their creative thought, their intuition and their responses in a range of situations. It is about the entire range of human emotions and responses and is often referred to as the 'essence of being human'.

At Streetsbrook we provide opportunities for spiritual development through a curriculum which enables our children to:

- develop and express personal values, principles and beliefs, some of which may be religious

- develop a respect for themselves and others, and an awareness and understanding of their own and other people's faiths, feelings and values
- be reflective about their own beliefs, religious or otherwise
- reflect on their own experiences
- use their imagination and creativity in their learning
- understand their feelings and emotions, and how they impact on people
- develop self-belief and a positive self-esteem
- develop a sense of empathy with others, showing concern and compassion
- develop self expression in a creative and reflective way
- think about individuality and differences and forms of discrimination, for example
- develop their curiosity, a sense of discovery and be inspired by those things they experience and see around them, developing a sense of awe and wonder

Implicit in these facets of spiritual development is the necessity to provide time for our children to reflect upon those activities and learning experiences provided and to recognise the effect of these upon themselves as individuals. Too often, in the primary situation, there is insufficient time to simply think.

Children live cut off from the world. They do not know where the sun rises in their own environment. They are not shown the changing beauty of the seasons; they never watch, simply watch, say, a beehive or an ant's nest without having to count, measure or weigh something.

'A Natural Touch'; McCarthy, K. T.E.S. June 1995.

MORAL DEVELOPMENT

Moral development is concerned with knowing the difference between 'right and wrong' and with developing self-discipline.

At Streetsbrook we aim to equip our children with a moral code which will enable them to understand what is, and is not, acceptable in respect of the intentions, attitudes and behaviours of themselves and others both in school and within the wider community.

Through the positive role models of all school staff, and through an enabling curriculum, our children are encouraged to:

- recognise the difference between right and wrong and apply this understanding in their own lives, and in doing so, respect the civil and criminal law of England
- accept responsibility for their own actions and appreciate and acknowledge the consequences of their own and others' behaviour

- respect the views, values and beliefs of others which may differ from their own
- develop trust in themselves and others within the school community
- show a respect for themselves and others within the school and the wider community
- develop and use self-discipline in a range of situations
- explore their own and others views
- behave in a truthful, honest and fair manner towards others
- make responsible and reasoned choices in a variety of school and life situations
- acknowledge and act in accordance with the school rules to help to maintain a moral, fair and secure school ethos and learning environment
- show respect for the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs

Appendix (i) provides evidence of our curriculum links to the promotion of these British values

SOCIAL DEVELOPMENT

At Streetsbrook we aim to equip our children with the necessary social skills that will enable them to live and work together effectively, both in school and the wider community, now and in later life. We firmly believe that what is experienced at this early stage of the children's social learning and development lays important foundations for their future experiences, both in and beyond school and within life in modern Britain.

To enable our children to develop into socially confident and competent individuals we provide opportunities in which they are encouraged to:

- work and play co-operatively, in different situations, throughout the school day, and be able to resolve conflicts effectively
- develop appropriate relationships and attitudes with their peers and other members of the wider school community
- use a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- participate in a variety of communities and social settings
- share with each other, doing so willingly and politely
- think and behave independently and appropriately, accepting responsibility for the consequences of their behaviours
- develop self-confidence
- develop and use their own initiative

- develop self-discipline, learning from and building upon previous experiences
- develop and demonstrate mutual respect, positively acknowledging individual differences whether by gender, faith, race, culture or disability
- behave in a friendly manner towards each other, welcoming visitors and newcomers to the school community
- accept the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs

CULTURAL DEVELOPMENT

At Streetsbrook we aim to promote our children's understanding of their own culture and of the richness and diversity of other cultures both within school and the wider community.

This enables our children to:

- understand that the school, and the wider community, is made up of many different cultural groups and to appreciate this diversity
- recognise and develop a greater understanding of their own cultures and beliefs
- recognise, and develop a respect for, different faiths and cultural diversity, and to develop tolerance and positive attitudes towards different groups in local, national and global communities
- begin to develop knowledge of Britain's democratic system and its role in shaping our history and values, and in continuing to develop Britain
- participate in and explore a range of literature, music, drama, crafts, art and dance from a variety of different cultures

Promoting Fundamental British Values

The school will use SMSC education to promote fundamental British values by:

- including, in suitable parts of the curriculum, age-appropriate material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain compared to other countries
- teaching children a broad and balanced international history
- representing the cultures of all our pupils within the curriculum
- teaching a wide range of English and non-English literature
- listening to the voices of all children and promoting active participation in democratic processes, e.g. through our school council

- using democratic opportunities in the wider community, e.g. general and local elections, to provide pupils with the opportunity to learn how to argue and defend points of view
- using teaching resources from a wide variety of sources to help children learn about and understand a range of faiths
- using extra-curricular activities to promote fundamental British values

By promoting fundamental British values through SMSC education, we will provide children with:

- an understanding of how they can influence decision making through the democratic process
- an appreciation that living under the rule of law protects them and is essential for their wellbeing and safety
- an understanding that there is a separation of power between the executive and the judiciary, and while some public bodies, for example the police, can be held to account by parliament, others maintain independence, for example, the court system
- an understanding that their freedom to choose and hold faiths and beliefs is protected by law
- an acceptance that people of different faiths and beliefs to themselves (and those with no faiths or beliefs) should be accepted and tolerated, and should not be subject to prejudicial or discriminatory behaviour
- An understanding of the importance of identifying and combatting discrimination.

COMMUNITY COHESION

At Streetsbrook we aim to promote the spiritual, moral, social and cultural development of all our children, and prepare our children for the opportunities, responsibilities and experiences of later life.

We aim for children and staff to recognise the contribution made by individuals within any community and that naturally people will hold different ambitions, aspirations, beliefs and life experiences; placing a strong emphasis on how they will also share important characteristics and experiences with those from their own and different communities.

In order to promote Community Cohesion at Streetsbrook, it is important to define the term 'Community'.

For schools, the term 'community' has a number of dimensions, our terms include:

- the school community - the children and young people we serve, their parents, carers and families, as well as our school staff, governing body and trustees, and community users of the school's facilities and services;
- the Shirley community - the people who live and work in this area, as well as the local authority area
- the West Midlands Community - the people who work and live in this area, the broader geographical community
- the UK community - all schools are by definition part of this community; and
- the global community - formed by EU and international links

Community Cohesion within school is promoted through:

- **Teaching, learning and curriculum** - helping children to learn to understand others, to value diversity as well as promoting shared values, promoting awareness of human rights, and to develop the skills of participation, for example through visiting places of worship, and meetings with members of different communities
- **Equality and Excellence** - ensuring equal opportunities for all to succeed at the highest level possible, working to eliminate variations in outcomes for different groups, by providing them with a broad and rich curriculum and allowing access to all areas of the curriculum, regardless of age, ethnic background, social-economic status, interests, ability or gender
- **Engagement and extended services** - providing reasonable means for children, their friends and families to interact with people from different backgrounds and build positive relations, for example, by making links with different schools and communities, and allowing visitors to come into school and discuss their faith. As well as welcoming parents and other family members into the school, taking part in meaningful intercultural activities (for example school trips) and receiving services which build on positive interaction and achievement for all groups.

We believe that all schools can benefit from partnership arrangements, both to share their good practice and to offer pupils the opportunity to meet and learn from people from different backgrounds. At Streetsbrook, we are part of a collaborative of 16 schools which works together extremely closely to work on joint improvement priorities as well as developing a range of opportunities for children to work together.

We also have local employees, members of the police force as well as the fire service, health service and other schools come into the school. We take an active role in joining in with local dance and music competitions outside of school.

MONITORING

We seek to monitor the ongoing quality of this provision through:

- ensuring that we, as teachers, keep in mind the importance of children's Spiritual, Moral, Social and Cultural development and that this remains at the heart of our planning, teaching and practice
- ensuring that our values and ethos are clear and known to all
- reviewing our curriculum provision for all subjects to ensure they support SMSC development
- ensuring studying of principal world faiths practised in Great Britain, taking account of the wide diversity of religious backgrounds
- maintaining a programme of educational visits, after school clubs and curriculum enrichment programmes
- evaluating the effectiveness of our Pupil Voice Groups e.g School Council
- ongoing discussion about learning and teaching styles, and through staff CPD
- observing and evaluating the behaviour and relationships formed by our children with each other and with the adults in the school community

- ensuring weekly and medium term planning includes direct references to SMSC
- regularly evaluating the environment and displays around school
- reviewing and updating resources
- reporting on pupils' personal development in end of year reports

POLICY REVIEW

This policy reflects the current philosophy and practice concerning spiritual, moral, social and cultural development for all children at Streetsbrook Infant & Early Years Academy.

This policy is due for review in the Summer Term 2028. It was previously reviewed in the Spring Term 2019.

L Minter
Headteacher

This policy was ratified by the Local Governing Body on 15 May 2025.

Signed:  Chair of Local Governing Body

Signed:  Headteacher

Streetsbrook Infant & Early Years Academy

SMSC & British Values

Audit, Spring 2025 - Year 2, Year 1, Reception, Nursery, Childcare

SMSC	Provision	Impact	Areas for Development
Social Development	• PSHE scheme • Help yourself spaces • SOLAR techniques • SMILE Days • Social Stories • Whole class discussions	A great understanding of positive social characteristics	To continue to develop knowledge and understanding of the Nurture Principles in order to embed into daily practice
	• PSHE Scheme • Circle time • Jobs within the class • Reminding of expectations • School Council Voting • Story Votes	Teaches techniques to help develop relationships including conflict resolution. Develop confidence and independence. 'Please' and 'thank you's' more frequent	To continue to develop knowledge and understanding of the Nurture Principles in order to embed into daily practice
	• PSED-Jigsaw • Circle Time • Whole class discussions • Story books • Continuous Provision • Class Rules • Creative and outdoor learning • School Council • Evaluation and reflection during whole class teaching sessions • Gentle hands	Children: • like being part of 'class' team • openly discuss their feelings • are able to work co-operatively and develop good relationships (S) • are interested in others' play and starting to join in (S) • form relationships with other children (S) • can initiate play and offer cues to peers to join them (S) • develop their self-confidence and self-awareness (S) • are confident to talk to other children when playing and will communicate freely about home and community (S) (C) • are able to select and use resources with help (S) • are confident to try new activities	To continue to develop knowledge and understanding of the Nurture Principles in order to embed into daily practice
	• Children are encouraged and expected to volunteer and contribute - Teaching of mutual respect	Children feel valued and part of the community. Children have the tools to resolve conflict	To continue to develop knowledge and understanding of the Nurture Principles in order to embed into daily practice

	Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. Children are encouraged to interact with peers as part of groups and within the room. We talk about similarities and differences that we all have and celebrate this. Help out within the room e.g. getting a tissue for a friend, doing little jobs for the teachers.	They work as part of a group, and understand and follow rules. They adjust their behaviour to different situations, and takes changes of routine in their stride Children feel included within the setting, respectful of each other. They feel welcome and safe. Given responsibilities – helper of the day, Caterpillar Caretaker, Safety Soldier	To continue to develop knowledge and understanding of the Nurture Principles in order to embed into daily practice
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Moral Development	• Florence & Mary Seacole and the injustices of how they were initially treated • Jigsaw Charter • Nurture principles • School/Class rules • PSHE, RE Curriculum • Celebration Days • School Council Charity Votes • Role Play	A greater understanding of morality not just in own lives but other peoples	On-going opportunities to explore a range of situations
	• PSHE/RE Curriculum • Role-model of staff behaviours • Developing listening skills • Safety - fireworks, PANTS, E-Safety, Road Safety	Teaches understanding of right and wrong and consequences. Children are fully aware of the Zone board and consequences	On-going opportunities to explore a range of situations

	• PSED-Jigsaw • Following the rules during Circle Time • Teaching about British Values through the story books and other opportunities • Class Rules • Rewards and sanctions e.g. Zone Board, Star of the Week • Creative and outdoor learning • School Council • Making appropriate comments during peer assessment opportunities • Teaching children about what's right & wrong, making good choices, telling the truth, giving everybody a chance to speak	Children are: • expressing their own feelings (S) (Sp) • responding to the feelings and wishes of others (s, c, m) • learning to express and talk about my feelings (s ,m, sp) • able to use behaviour at different events, social situations and changes to routine (s, m) • confident to talk to others about own needs, wants, interests and opinions (s m sp c) • adjusting their behaviour to different situations, and take changes of routine in their stride (s sp) • able to understand and co-operate with some boundaries and routines (S M) • beginning to accept the needs of others and can take turns and share resources, sometimes with support from others (S M) • working as part of a group or class, and understand and follow the rules (S M) • enjoying responsibility of carrying out small tasks (S M) • welcoming and valuing praise for what they have done (S, C)	On-going opportunities to explore a range of situations
	• Children are very clear about what is 'right and wrong' behaviour	Children feel safe to learn and explore in an environment with clear boundaries	On-going investigation of moral and ethical issues
	• Kind hands, kind feet. Golden rules. • Talk about the feelings of others, how that child would feel about different actions. • Teachig what is right/wrong	Children have a good understanding of right and wrong. Children enjoy being praised for good work/behaviour. Children think a little bit more about how another person would feel in a situation.	Ensuring that this practice is used consistently each day.

Spiritual Development	- Focusing on different religions and celebrations in RE, collective worship assemblies - Mindfulness - Yoga Breaks	Children know each religion should be treated respectfully even if they don't believe in them	On-going opportunities for the mindfulness – calming techniques to be embedded
	- PSHE, RE curriculums - Collective Worship - Role-play - Year 1 Trip to St James'	Mindfulness approaches taught to children. Develop curiosity through questioning and respect for others	On-going opportunities to explore culture and community visits and visitors to enhance curriculum and understanding further
	RE lessons - The Hajj (Eid-ul-Adha 1st -5th Sept) - Rosh Hashanah (20th Sept) - Harvest - Diwali (Oct 19th) - Bonfire Night, Birthday of Guru Nanak (4th Nov) - Remembrance Day - Advent - St Andrews Day (30th Nov) - Hanukkah (12th December)	Children are: - Seeking out others to share experiences - Initiating conversations, attends to and takes account of what others say. (S, M) - Explaining own knowledge and understanding, and asking appropriate questions of others (S, M) - Playing co-operatively, showing sensitivity to others' needs and feelings, and forming positive relationships with adults and other children (S, M) - Expressing own preferences and interests - Welcoming and valuing praise for what they have done (s) - Speaking to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities. - Expressing their own feelings. Responds to the feelings and wishes of others - Begins to accept the needs of others - They work as part of a group or class	On-going specific show and tell opportunities that link to cultural celebrations e.g. Chinese new year/Diwali etc
	Children are encouraged to have a sense of enjoyment and fascination when learning	Children develop strong imaginations and a deep creativity	Give children time to reflect upon their own beliefs
	Celebrating a varied array of religious festivals, e.g. Chinese New Year, Easter, Eid, Diwali, Christmas etc. Talking about children's experiences, feelings, beliefs.	Children experience celebrations from a variety of cultures and religions. Celebrating festivals that they would not usually and learning more about them, being respectful of them. Children are willing to listen to each other and respect different opinions, beliefs, feelings etc.	To develop more opportunities to talk about beliefs To encourage parents to take part and share their experiences

Cultural Development	• Mary's herbal treatments in the war. • PSHE/RE/Collective Worship Curriculums • Show and tell for faiths • Celebration Days • Wide range of resources, e.g. books	Greater understanding of how different cultures embrace different elements in life	To develop knowledge and understanding of languages (those children speak at home) – traditional tales from other cultures
	• Visits within community – St James. Promote voting and fairness – school council. • PSHE, RE, Collective Worship Curriculums • Celebration Days	Exposure to the wider community. Broader curriculum. Discusses and teaches about music from different cultures	On-going opportunities to explore the cultures represented in school
	• PSHE-Jigsaw • CW programme (see above) • RE sessions (see above) • Giving children the opportunity to talk about their family and share their cultural background	Children are • responding to the feelings and wishes of others (s, c, m) • Expressing own preferences and interests (sp, s, c) • Speaking to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities. (s, c) • Welcoming and valuing praise for what they have done (S, C) • Confident to talk to other children when playing and will communicate freely about home and community (S) (C)	Specific show and tell opportunities that link to cultural celebrations e.g. Chinese new year/Diwali etc
	Children are exposed to a range of cultures, faiths and beliefs. Children understand and respect 'difference'	Having an understanding will breed tolerance and respect for others. By understanding difference the children understand diversity	On-going opportunities to explore the cultures represented in school
	• Ensuring a culture of inclusivity • Recognising and celebrating different faiths, beliefs, customs and celebrations • Celebrating differences and similarities • Disability/Faith dolls, food etc in role-play, dressing up clothes	They know about similarities and differences between themselves and others, and among families, communities and traditions	Engaging in a wider community where all views, faiths, cultures and races are valued

BRITISH VALUES	Provision	Impact	Areas for Development
Democracy	- School council – speeches, voting both in classes and as a whole school - Votes for books	Confidence, understanding everyone's right to vote and that each individual matters	Develop other opportunities for voting
	- Voting for class representatives and in class – jobs. - Group work/discussions. - Book Votes - Paired work in computing, listening and reflecting	Children develop an understanding and confidence with sharing their opinions and those of others	Look at opportunities to vote for important issues throughout Spring/Summer
	- Encourage children to share their ideas and build on their ideas for activities and topics. - Children can choose their own chilli challenges - Remind children about sharing, taking turns - School council elections - Encourage children to work together to find out answers - Provide opportunities for children to vote of class decisions - Children to take part in group activities that encourage turn taking, sharing and talking about ideas. - Promote mistake making and guide children to be able to solve problems independently	Children will - understand that they have rights - feel valued - feel like they have the opportunity to make their own decisions - vote for who they want and make their own decisions during school council elections	Continue with chilli challenges to allow all children to choose their learning pathway in both maths and PE Continue to promote mistake making
	Children encouraged to vote. Activities encourage turn-taking, sharing and collaboration	Children have their individual opinion, whilst decision making as a class. Children are taught the strategies to make things 'fair'	Giving the children more choice over whole class activities and events
	- Promoting turn taking, sharing and cooperation - Encouraging children to give opinions, share their views of others giving children a voice – their opinions matter and are important - Allowing collaborative thinking and joint decision making e.g. about activities in the setting and the physical environment, such as the role play area - Book Vote - Enhanced continuous provision - Safety Soldier - Children's planning ideas book	SPEAKING: Children express themselves effectively, showing awareness of listeners' needs SELF-CONFIDENCE AND SELF-AWARENESS: Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help	Remember children may need lots of listening time before they feel confident enough to speak.

The Rule of Law	• PSHE new scheme – wrong and right choices • Choices made of the traditional tale characters learnt • Class and School Rules • Jigsaw Charter • Social Stories	Reinforcing right and wrong. Learning of consequences	
	• Introduce school and classroom rules • Children on SNAG discuss rules and voice opinions of others • PSHE Curriculum	Children are aware of and have discussed school/class rules. Set peer leaders to reinforce rules	
	• Making class rules • Jigsaw • PSHE • Circle time • Show & Tell • Managing your own feelings and behaviour following the rules, • setting rules with the children and allowing them to input in rule making • Follow through with rewards and sanctions	All children will understand the importance of following the rules and understand that within Britain there are laws and rules that everybody, not just those at Streetsbrook, have to follow	
	Taught through historical lessons. E.g. Guy Fawkes. Children understand the difference between right and wrong and the consequences of each	Children are able to see examples from their history. Children understand their boundaries and that their behaviour is a choice.	Teaching children about their 'human rights'. Ensuring children understand why praise or a reprimand has been decided upon
	• Encouraging children to follow established routines • Helping children distinguish right from wrong.. • Helping children set appropriate behaviour boundaries and rules • Discussing consequences for actions	MAKING RELATIONSHIPS:- Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children Children have a good understanding of the rules and boundaries and even begin to remind each other of these.	Key Persons to support children in their individual stage of development and encourage playing co-operatively, taking turns with others.

Individual Liberty	Opinions on Florence and Mary Seacole	Self-confidence, courage of sticking to own choices	Focus on individual liberty specifically when learning about potential future careers (Autumn 1)
	- Element of choice in activities. - Personal writing. - Reading discussions	Children express free choice and understand about making appropriate choices. Children now stretch and challenge themselves	
	- Allowing children to have their own ideas - Allowing children to choose their learning pathways through the use of chilli challenges - Encourage children to talk about their ideas, e.g. what did you find tricky, how did you solve the problem, what did you use to help you. - provide a range of activities for children to try self-confidence self-awareness - Compliment chair	- Children will feel valued - Children will feel like they have the opportunity to make their own decisions - Children will vote for who they want and make their own decisions during school council elections	Continue to encourage children to discuss their learning during mini plenary and class evaluations
	Children explore the language of feelings. Children understand the rules and expectations required of them	Children have the means to express themselves. Children feel like a valued member of a community in which their contribution is valued.	Teaching children about their 'human rights'. Ensuring each child is aware of their personal safeguarding tactics and when/who to talk to.
	- Ensuring children have the space they need to be themselves, to express their individuality - Ensuring children have opportunities to develop their self-knowledge, self-esteem and increase their confidence - Ensuring children reflect on their differences and understand that everyone is free to have their own opinion - Recognising that children have a right to make decisions about and be involved in their own learning and development - Encouraging and motivating children, you can do it and you are able. - Fudge the Bear – take home and share	MANAGING FEELINGS AND BEHAVIOUR:- Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow rules. They adjust their behaviour to different situations, and takes changes of routine in their stride Children have a positive image of themselves.	Purchase props/resources to support areas of learning and development so children have the vocabulary to name their emotions and have empathy for others

Mutual Respect and Tolerance	• Respect for those who didn't win in school council • Mary Seacole's difficult challenges and prejudice • Group Reading – The Friendship Handbook • Social Stories • Modelling • RE/PSHE Curriculums	Knowing we should all be treated equally regardless of colour, race, gender, ethnicity, etc.	To expose children to learning about more languages (perhaps those some speak at home)
	• RE/PSHE Curriculums • Anti bullying activities • Victorians topic	Activities promote respect. Discussed similarities and difference. Respecting group/other child's choices. Developed understanding of how life is different and why	
	• Celebrating our similarities and differences and our achievements • Discussion of other religions and culture. • Sharing photos of children's experiences including pictures of their families. • Respecting resources and other children in the classroom	All children are shown respect All children understand the importance of showing respect for each other and adults alike	
	Diverse attitudes are promoted. Racial and gender stereotypes challenged. Difference is celebrated. Other faiths and cultures are studied.	Children are exposed to a wide range of learning to extend their thinking and ideas. Children understand that everyone is to be treated equally.	Provide more opportunities for children to interact with the wider community.
	Teaching children to think of others; • to be thoughtful and empathetic • Helping children to manage frustration and resolve conflict • Encouraging kindness • Challenging negative attitudes and stereotypes • Celebrating our similarities and differences. • Listening to others • Sharing ideas for planning; respecting everyone's thoughts and decisions	PEOPLE AND COMMUNITIES:- Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this.	Actively using resources that reflect a multi-faith and multi-cultural Britain Engaging in a wider community where all views, faiths, cultures and races are valued