

SMSC and FBV	Do Children....	Evidence and Examples
<p><b>Spirituality</b> 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"> <li><input type="checkbox"/> create writing that is inspired by nature and the world around them</li> <li><input type="checkbox"/> express their beliefs, feelings, ideas and emotions through talk and writing</li> <li><input type="checkbox"/> read and write in unusual settings</li> <li><input type="checkbox"/> write in response to first-hand experiences</li> <li><input type="checkbox"/> read poetry and great works of fiction including traditional tales, myths and legends</li> <li><input type="checkbox"/> use and express their imaginations in reading, writing and speaking</li> </ul>	<ul style="list-style-type: none"> <li>● George and the Dragon (fable) – KS1 Term 6</li> <li>● Hansel and Gretel (traditional tale) – UKS2 Term 5</li> <li>● The True Story of the three little pigs (traditional tale/twist) – LKS2 Term 4</li> <li>● Aladdin and the enchanted lamp (traditional tale) – LKS2 Term 2</li> </ul>
<p><b>Moral</b> Recognise right and wrong and respect the rule of law; understand consequences; investigate moral and ethical issues and offer reasoned views</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> discuss and explore a point of view through stories, poems and plays</li> <li><input type="checkbox"/> explore stories and other texts that present moral issues</li> <li><input type="checkbox"/> explore moral issues through reading, discussion, drama and role play</li> <li><input type="checkbox"/> present an argument through talk or writing</li> <li><input type="checkbox"/> use persuasion in their writing</li> </ul>	<ul style="list-style-type: none"> <li>● Bold Women in Black History – KS1 Term 2</li> </ul>
<p><b>Social</b> Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and co-operate; resolve conflict</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> debate and write about social issues</li> <li><input type="checkbox"/> use non-fiction texts such as newspaper reports as a stimulus for writing or debate</li> <li><input type="checkbox"/> read a range of fiction set in a range of social settings</li> <li><input type="checkbox"/> create blogs and other social media posts to present school-based issues</li> <li><input type="checkbox"/> create content aimed at a variety of audiences</li> </ul>	<ul style="list-style-type: none"> <li>● Christmas Dessert Social Media Post – LKS2 Term 2</li> <li>● Letter to Scrooge – UKS2 Term 2</li> <li>● Wizard of Once – LKS2 Term 3</li> <li>● Goldilocks – UKS2 Term 4</li> <li>● The Day The Crayons Quite – KS1 Term 5</li> <li>● Screen Time – UKS2 Term 3</li> <li>● Oracy Competition</li> </ul>

<p><b>Cultural</b> 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"> <li><input type="checkbox"/> explore the origins of words and language</li> <li><input type="checkbox"/> listen to, read and discuss resources such as stories that challenge stereotypes</li> <li><input type="checkbox"/> take part in productions and performances</li> <li><input type="checkbox"/> watch performances including plays and films</li> <li><input type="checkbox"/> read and listen to texts from a variety of cultures</li> <li><input type="checkbox"/> read traditional and cultural tales, myths and legends</li> </ul>	<ul style="list-style-type: none"> <li>● Last Stop on Market Street – KS1 Term 2</li> <li>● Nativity</li> <li>● KS2 Summer Play</li> <li>● The Arrival – UKS2 Term 4</li> </ul>
<p><b>Democracy</b> A system where everyone plays an equal part</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> work collaboratively</li> <li><input type="checkbox"/> choose favourite texts through discussion or vote</li> <li><input type="checkbox"/> take part in class or school debates</li> </ul>	<ul style="list-style-type: none"> <li>● Screen time (balanced argument) – UKS2 Term 3</li> </ul>
<p><b>Rule of Law</b> The principle that all people and institutions are subject to and accountable for their actions and behaviours</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> follow 'rules' for writing</li> <li><input type="checkbox"/> read and discuss texts that deal with laws, and rules both past and present</li> </ul>	

<p><b>Individual Liberty</b> Being free to express views or ideas</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> express an idea in discussion or debate</li> <li><input type="checkbox"/> choose a subject matter or purpose for writing</li> <li><input type="checkbox"/> choose a book to read according to personal preference</li> <li><input type="checkbox"/> write imaginatively</li> </ul>	<ul style="list-style-type: none"> <li>● Screen Time – UKS2</li> <li>● School reading books – children select their own according to personal preference</li> <li>● Independent writes based on different genres</li> </ul>
<p><b>Tolerance and Respect</b> The ability or willingness to respect and tolerate the opinions or behavior of others</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> read stories that challenge stereotypes and preconceptions</li> <li><input type="checkbox"/> listen to others' views in debate or discussion</li> </ul>	<ul style="list-style-type: none"> <li>● I asked the boy who couldn't see – LKS2</li> <li>● Oracy Competition</li> </ul>