

SMSC and FBV	Do Children....	Evidence and Examples
<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"> <input type="checkbox"/> explore how different genres and pieces of music makes them feel <input type="checkbox"/> use imagination and creativity to compose music <input type="checkbox"/> sing and play with feeling, giving meaning to lyrics and musical phrases <input type="checkbox"/> listen to songs and music with a spiritual theme or message 	<ul style="list-style-type: none"> ● Year 4 – Lean on Me unit ● Hymns – Collective Worship ● Year 5 & 6 – Classroom Jazz
<p>Moral 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"> <input type="checkbox"/> listen to music that addresses moral issues <input type="checkbox"/> form views on music with a moral message <input type="checkbox"/> understand and follow rules and symbols in music <input type="checkbox"/> follow the leadership of a conductor 	<ul style="list-style-type: none"> ● Year 4 – Stop! (Bullying focus) ● Year 3 – Bringing Us Together (Friendship, peace, hope and unity focus) ● Year 2 – Friendship song
<p>Social 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"> <input type="checkbox"/> participate in community events and performances <input type="checkbox"/> learn how to play a musical instrument regardless of background <input type="checkbox"/> work together to create group performances <input type="checkbox"/> understand the importance of co-operation in group performances <input type="checkbox"/> perform for different audiences in different settings 	<ul style="list-style-type: none"> ● Year 3&4 – Glockenspiels ● Reception – Nursery Rhymes within each unit ● Nativity

<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"> <input type="checkbox"/> explore and perform music from a range of different historical periods <input type="checkbox"/> listen to music from a range of cultures <input type="checkbox"/> learn about music from a range of genres <input type="checkbox"/> work with musicians from a variety of cultures and musical backgrounds 	<ul style="list-style-type: none"> ● Christmas Units across all year groups term 2. ● Year 3 – Bringing Us Together (Friendship, peace, hope and unity focus). ● Year 6 – Music and Me (gender equality) ● Year 5 – Fresh Prince of Bel Air – Old school hip hop ● Year 3 – The Dragon Song (kindness, respect, friendship, acceptance & happiness) ● Year 3 – Three little birds – Reggae Song ● Year 2 – ZooTime – Reggae Song ● Year 2 – I wanna play in a band – Rock Song ● Year 2 – Hands Feet Heart – South African Music ● Year 1 – In the Groove – Blues, Baroque, Latin, Bhangra, Folk, Funk ● Year 1 – Rhythm in the way we walk (Reggae) & Banana Rap (Hip Hop Style) ● Reception – Big Bear Funk – Funk Music#
<p>Democracy A system where everyone plays an equal part</p>	<ul style="list-style-type: none"> <input type="checkbox"/> create music together, making decisions and choices collectively <input type="checkbox"/> take turns and share equipment <input type="checkbox"/> evaluate and make changes, taking everyone's opinion into account 	<ul style="list-style-type: none"> ● Option for Glockenspiels to be used within every unit
<p>Rule of Law The principle that all people and institutions are subject to and accountable for their actions and behaviours</p>	<ul style="list-style-type: none"> <input type="checkbox"/> explore the rules and laws of copyright <input type="checkbox"/> 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"> <input type="checkbox"/> express preferences about a song, piece of music or performance <input type="checkbox"/> create music on a chosen theme or interest <input type="checkbox"/> express themselves in a musical performance <input type="checkbox"/> build on individual musical talents and interests 	<ul style="list-style-type: none"> ● Nativity ● KS2 end of year performance ● Carol Service
<p>Tolerance and Respect The ability or willingness to respect and tolerate the opinions or behavior of others</p>	<ul style="list-style-type: none"> <input type="checkbox"/> listen to others' views on music and performance <input type="checkbox"/> respond to the work of others, taking into account the impact of their words <input type="checkbox"/> explore and respect the social, cultural or religious ideas that have influenced the development of music <hr/>	<ul style="list-style-type: none"> ● Christmas hymns/songs ● Listen & Appraise – First part of each lesson