

# The Mill Academy

## Coverage of SMSC and Fundamental British Values through the Curriculum



- **Respect and tolerance** for all faiths, races and cultures, identifying and combatting discrimination and religious intolerance.
- Understand civil and criminal **laws** of England; the difference between the law of land and religious law and individual liberty; and the difference between right and wrong.
- How **democracy** works in Britain in contrast to other forms of government in other countries.
- Develop **self-knowledge, self-esteem** and **self-confidence**; be able to articulate and justify their feelings; and hold positions of responsibility and trust
- Accept **responsibility** for our own behaviour
- **Contribute** positively to school life and society more widely
- Develop a knowledge and respect for **public institutions and services** in England
- Understand and respect their own and others' **cultural traditions**
- Develop an understanding of the separation of power between the executive and judiciary

**These aspects are explicitly taught and embedded throughout the curriculum and all aspects of school life in a number of ways:**

Aspect of SMSC / Fundamental British Values	Curriculum 2014 – Literacy, Maths, Science and Theme
<p><b>Democracy</b> To understand the strengths, advantages and disadvantages of democracy, including understanding why democracy is perceived within England as the fairest form of political organisation.</p> <p>To know and understand why taking part in democracy is a good thing.</p> <p>To understand how democracy works in Britain compared with other forms of government in other countries.</p> <p>To understand how citizens can influence decision-making through participation in the democratic process.</p> <p>To understand that those opposing democracy should be allowed by law to participate in elections but that the success of such candidates is undesirable for the well-being of society.</p> <p>To encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.</p>	<p><b>Time Travellers</b> – Y3. Adventures of Howard Carter-Debates and balanced arguments around mummification</p> <p><b>Town Planners</b> – Y4. Understanding of local government and Council through presentation of their town planning proposal. Links to local MP/Town Hall.</p> <p><b>The Olympic Games</b> – Y5. Ancient Greek civilisation and the birth of democracy.</p> <p><b>Mining For Minors</b> – Y5. The political history of mining with a focus on the 1980s mining strikes. Constructing and conducting political debate / balanced arguments.</p> <p><b>A Taste of Britain</b> – Y6. British democracy and the political system and a comparison to other countries. Balanced arguments and speeches.</p> <p><b>The War Room</b> – Y6. Churchill and the British government during times of War. Causes of war including contrasting political systems.</p> <p><b>FS stage</b> – Establishing of rules , classrooms ,P4C rules</p>

**Law**

To enable pupils to distinguish right from wrong and to know and respect the civil and criminal laws of England.

To develop an appreciation of how living under the rule of law protects individual citizens and is essential for their well-being and safety.

To understand why law making on the basis of representation in Parliament is seen as better than alternatives.

To develop an understanding of how the law works in Britain compared with other countries.

To develop an understanding of the difference between the law of the land and religious law and individual liberty.

To respect Religious law (if the school ethos is faith based) and explore the reasons for any differences between Religious and civil/criminal law.

To understand the impact of their actions upon others.

**File-Sharing and Viruses (E-safety) – Y3.** Illegal downloading and the consequences of this.

<p><b><u>Public Institutions and Services in England</u></b></p> <p>To develop a knowledge of and respect for the public institutions and services in England, including Parliament, the Police Force, Post Office, Health Care, Welfare Services and Education.</p> <p>To develop an understanding of</p> <ul style="list-style-type: none"> <li>• how public services operate</li> <li>• how they evolved and their historical context/background</li> <li>• how they affect and relate to their daily lives and the lives of others.</li> </ul> <p>To develop a respect and understanding of the importance of such public services in a modern, civilised society.</p> <p>To develop an understanding of the separation of power between the executive and judiciary (e.g. that the courts are independent of Parliament but others such as the police and army are held to account by Parliament)</p>	<p><b>The Complete Athlete (Science):</b>  Y1 – Basic hygiene and health care. Visits from dentist/school nurse.  Y2 – Basic human needs. Visit from school nurse.  Y3-Muscles and Bones-Paramedic visits and importance of emergency services  Y4 – Nutrition and dental hygiene. Visit to dental practice or dentist in.  Y5 – Health into old age. Pupils produce a public health campaign. Visit in from doctor.  Y6 – Drug/substance abuse. Mental health services. Crucial Crew visit</p> <p><b>Recycling Machine (Science):</b> Local council services with focus on recycling. Y3 recycling around the world and slums in America /Brazil</p> <p><b>London’s Burning</b> – Y1. Learn about the history, organisation and importance of fire brigade. Establish own ‘fire service’.</p> <p><b>Town Planners</b> – Y4. Surveying current local needs of the community including services (e.g. Post Office, Police, Health Care).</p> <p><b>Survival</b> – Y5. Use of, role and importance of emergency services during crisis. Basic First Aid training.</p> <p><b>FS stage – People who Help us in our community- Visits from fire service , caretaker, dental nurse</b></p>
<p><b><u>Respect for Self and Others:</u></b></p> <p>To regard people of all <b>faiths, races and cultures</b> with respect and tolerance.</p> <p>To understand that people have the freedom to hold other faiths and beliefs protected by law.</p> <p>To identify and combat prejudicial behaviour, discrimination and religious intolerance.</p> <p>To understand the problems of identifying and combatting discrimination.</p>	<p><b>Stories from a different culture</b> – Y1 / Y4.  <b>Classical texts and poetry</b> – Y5/ Y6.</p> <p><b>This is Yorkshire</b> – Y2. Local history and culture/heritage including British Council link to another country. Podcasting/emailing information sharing with school in India.</p> <p><b>Eurovision Song Contest</b> – Y3. Culture of different European countries (traditional dress, music, clothing, art, food).  Science Y3-<b>Animal antics</b>- look at continents and different faiths and cultures  <b>RE</b>-Y3 Does everyone in the world celebrate Christmas?</p> <p><b>Amazon Explorer</b> – Y4. Mayan life, civilisation, culture and traditions. Changes in Mayan society. Use of drama and balanced arguments.</p>

<p>To grow, develop and ensure mutual respect and tolerance of those with different faiths or beliefs.</p> <p>To show respect for other people, even if they choose to follow a lifestyle that one would not choose to follow oneself.</p> <p>To develop a knowledge, understanding and appreciation of their own and others' culture (both historical and contemporary), including their customs, traditions, dress, food and music.</p> <p>To develop tolerance for communities different to their own.</p> <p>To be aware of and appreciate the rich diversity of life in modern Britain.</p> <p>To prepare pupils to interact easily with people of different cultures and faiths.</p>	<p><b>A Taste of Britain</b> – Y6. Multiculturalism and sense of community. Other influences on Britain and how the outside world has shaped Britain today. The differences and similarities between Britain and other countries. Celebrating diversity within Britain, including regional diversity. Festival of culture.</p> <p><b>Artist Study and Topic Based Themes (Art)</b> – Y1-6. Study of range of artists from Britain and across globe. Visiting artists for sculpture Y2</p> <p><b>E-Safety (Computing)</b> – Y4 – Using mobile phones and the mobile internet. Chat rooms and instant messaging. See link with Y2 parents Y5 – Social networks and blogs. Cyberbullying.</p> <p><b>FS stage – Celebration theme</b> throughout the year- Chinese New Year, Diwali, Stories from other cultures – visitor in to school for Chinese New Year and Diwali</p> <p><b>Whole school- Diversity topic</b> – Displays in school</p>
<p><b>Positive Contributions to Society</b></p> <p>To contribute positively to the lives of those living and working in the locality of their school and to society more widely, on a local, national and global scale.</p> <p>To ensure that pupil interaction with the world outside the school has a wider focus beyond the school itself or a particular faith community.</p> <p>To develop pupils' ability to accept responsibility for their own behaviour.</p> <p>To develop pupils' ability to use their own initiative.</p>	<p><b>This Is Yorkshire</b> – Y2. Podcasting and emailing with school in India.</p> <p><b>No SAT NAV required</b> – Y3. Orienteering and outdoor pursuits. Initiative / team exercises. Find and rescue day. Comparison of local environment to contrasting locality</p> <p><b>Town Planners</b> – Y4. Economic and social development. Identifying and addressing current needs of the local community and town.</p> <p><b>Amazon Explorer</b> – Y4. Environmental responsibility, deforestation and impact including role of timber companies.</p> <p><b>Survival</b> – Y5. Working within teams forming charity to raise money for affected community. Understanding of organisations such as Red Cross.</p> <p><b>Grand Designs</b> – Y5. Designing eco friendly stadiums/buildings.</p> <p><b>The Complete Athlete</b>- Y6. Producing promotional material to encourage others to make the 'right choices' in life (drugs,</p>

<p>To develop skills of teamwork and cooperation.</p> <p>To prepare pupils for life in Modern Britain.</p>	<p>substance abuse, lifestyle, mental health)</p> <p><b>Dragons' Den</b> – All Years. Enterprise Project.</p> <p><b>Computing</b> – All years. Developing an understanding of how technology works to design, write and debug programs, explain how algorithms work and to detect and correct errors in algorithms and programs. To understand computer networks including the internet.</p> <p><b>E-Safety (Computing) –</b>  Y1 – Using technology at school and home. Stranger danger.  Y2 – Emailing and sharing information safely. Messages to Tim Peake etc in Explorers topic  Y3 – On-line gaming / file sharing and viruses.  Y4 – Using mobile phones and the mobile internet. Chat rooms and instant messaging.  Y5 – Social networks and blogs. Cyberbullying.  Y6 – Privacy and identity theft. Digital literacy.</p>
<p><b><u>Self-knowledge, Self-esteem and Self-Confidence</u></b></p> <p>To be able to articulate their feelings and justify them in informal and formal settings.</p> <p>To be able to take on responsibilities and positions of trust.</p> <p>To develop pupils' independence.</p> <p>To develop their own moral sense.</p>	<p><b>No SAT NAV required</b> – Y3. Orienteering and team building exercises. Find and rescue day.</p> <p><b>Survival</b> – Y5. Forming charity to support victims of natural disaster. Visits in from charities.</p> <p><b>The Olympic Games</b> – Y5. Group organisation of Olympic Games sporting event across Trust schools.</p> <p><b>Art Exhibition Week</b> – All Year Groups. Response to variety of stimulus to produce their own chosen piece of art work, including their personal responses and interpretations.</p> <p><b>Dragons' Den</b> – All Years. Enterprise Project.</p> <p><b>E-Safety (Computing) –</b>  Y5 – Social networks and blogs. Cyberbullying.</p>