



The Mill Academy
SMSC /Understanding Britain
Overview and Evidence

↓Pupils may display the following↓	↓Schools may do the following↓	Evidence found in
Spiritual		
<ul style="list-style-type: none"> • A set of values, principles and beliefs which may or may not be religious, which inform their perspective on life and their patterns of behaviour. • An awareness and understanding of own and others' beliefs • A sense of enjoyment and fascination in learning about themselves, others and the world around them. • A respect for themselves and for others • A sense of empathy with others, concern and compassion. • Use of imagination and creativity in their learning • An ability to show courage in defence of their beliefs • A readiness to challenge all that would constrain the human spirit (for example: poverty of aspiration, lack of self-confidence and belief, moral neutrality or indifference, aggression, greed, injustice, narrowness of vision, self-interest, sexism, racism and other forms of discrimination) • A respect for insight as well as knowledge and reason • A willingness to reflect on their experiences. • An ability to think in terms of the 'whole' (for example: concepts such as harmony, interdependence, scale, perspective, and on understanding of feelings and emotions and their likely impact) 	<ul style="list-style-type: none"> • Giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they affect peoples' lives • Where pupils already have religious beliefs, supporting and developing these beliefs in ways which are personal and relevant to them • Encouraging pupils to explore and develop what animates themselves and others • Encouraging pupils to reflect and learn from reflection • Giving pupils the opportunity to understand human feeling and emotions, the way they affect people and how and understanding of them can be helpful • Developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected, • Accommodating difference and respecting the integrity of individuals • Promoting teaching styles which <ul style="list-style-type: none"> ○ <i>Value pupils' questions and give them space for their own thoughts, ideas and concerns</i> ○ <i>Enable pupils to make connections between aspects of their learning</i> ○ <i>Encouraging pupils to relate their learning to a wider frame of reference – for example, asking 'why?', 'how?' and 'where?' as well as 'what?'</i> 	<ul style="list-style-type: none"> • Diversity week September 15 • Visitors in FS for Diwali Nov 15 • Displays around school • Assemblies autumn 1 and 2 Diversity • Thrive areas in each classroom • Thrive rooms and CPD training for all staff • Audit of PHSCE and British values • Celebration assembly including all qualities and skills • P4C established in Foundation stage as morning task- see planning • T and L – children involved in the creation and assessment of their own personal success criteria • FGM training for all staff-Trust • Radicalisation training -LP • Homophobia training – stone wall – see CPD • Prevent training HT and PSA June 16 • LP to organise Stonewall Champion Subscription and training for the Trust-June 16 • Thrive family training now in place June 16 for parents to develop understanding of Thrive approach and ways to support children emotionally at home • Olympic athlete visit to the school – Spring 2016 through Sports for all • Pearsons guided reading includes opportunities to discuss prejudice and differences

↓Pupils may display the following↓	↓Schools may do the following↓	Evidence found in
<ul style="list-style-type: none"> • An ability to distinguish right from wrong, based on a knowledge of the moral codes of their own and other cultures; recognise legal boundaries and, in so doing, respect the civil and criminal law of England. • A confidence to act consistently in accordance with their own principles • An ability to think through the consequences of their own and others' actions • A willingness to investigate and offer reasoned views on moral, ethical issues and personal values • An ability to make responsible and reasoned judgements on moral dilemmas • A commitment to personal values in areas which are considered right by some and wrong by others • A considerate style of life • A respect for others' needs, interests and feelings as well as their own • A desire to explore their own and others' views • An understanding of the need to review and reassess their values, codes and principles in light of experience 	<p style="text-align: center;">Moral</p> <ul style="list-style-type: none"> • Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school • Promoting measure to prevent discrimination on the basis of race, religion, gender, sexual orientation, age and other criteria • Giving pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong • Developing an open and safe learning environment in which pupils can express their views and practise moral decision-making • Rewarding expression of moral insights and good behaviour • Making an issues of breaches of agreed moral codes where they arise – for examples, in the press, on television and the internet as well as in school • Modelling, through the quality of relationships and interactions, the principles which they wish to promote – for example, fairness, integrity, respect for people, pupils' welfare, respect for minority interests, resolution of conflict, keeping promises and contracts • Recognising and respecting the codes and morals of the different cultures represented in the school and wider community • Encouraging pupils to take responsibility for their actions; for example, respect for property, care of the environment, and developing codes of behaviour • Providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship • Reinforcing the school's values through images, posters, classroom displays, screensavers, exhibitions 	<p style="text-align: center;">Evidence found in</p> <ul style="list-style-type: none"> • Rewards for consistently good behaviour • Displays of always children • Pupil questionnaires Nov 15 • Displays WOW walls around school and FS • Diversity week across school- discussion and work on prejudice and stereotypes • World wide news assemblies Tuesday autumn 15 • Consistent behaviour systems and rewards • Website information Oct 15 • School council work with local community-anti littering work • SC involvement in playground developments – Spring term 16 • Y6 completing their Princes Trust Awards June – July 2016 to develop their team work, understanding of community and providing them with strong role models through Help the Heroes • Work with Imagination Gaming for 2 terms ,all classes to develop teamwork, cooperation and break down any barriers between groups • Thrive practise evident in all classrooms and Thrive plans now in place to support most vulnerable families • Website used effectively to promote positivity in school • Evidence of ethos and attitude of all staff and pupils evidenced in parent comments and visitors book • Arch Bishop of York –Y5 work • FS use of traditional tales for moral dilemmas and hot seating .use of P4C

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Social		Evidence found in
<ul style="list-style-type: none"> • Adjust to a range of social contexts by appropriate and sensible behaviour • Relate well to other people’s social skills and personal qualities by working with children from different religious, ethnic and socio-economic backgrounds. • Work, successfully, as a member of a group or team • Share views and opinions with others, and work towards consensus • Resolve conflicts and counter forces which militate against inclusion and unity • Reflect on their own contribution to society and to the world of work • Show respect for people, living things, property and the environment • Benefit from advice offered by those in authority or counselling roles • Exercise responsibility • Appreciate the rights and responsibilities of individuals within the wider social setting • Understand how societies function and are organised in structures such as the family, the school and local and wider communities • Participate in activities relevant to the community • Show willingness to participate in a variety of communities and social settings, including volunteering, cooperating well with others and being able to resolve conflicts effectively. • Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. • Understand the notion of interdependence 	<ul style="list-style-type: none"> • Identifying key values and principles on which school and community life is based. • Fostering a sense of community, with common, inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish. • Encouraging pupils to work co-operatively. • Encouraging pupils to recognise and respect social differences and similarities. • Providing positive corporate experiences – for example, through assemblies, team activities, residential experience, school productions • Helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect • Helping pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community • Helping pupils resolve tension between their own aspirations and those of the group or wider society • Providing a conceptual and linguistic framework within which to understand and debate social issues • Providing opportunities for engaging in the democratic process and participating in community life • Providing opportunities for pupils to exercise leadership and responsibility • Providing positive and effective links with the world of work and the wider community • Monitoring, in simple, pragmatic ways, the success of what is provided 	<ul style="list-style-type: none"> • Links to World share-Cookie challenge • Work with local councillors • Anti littering poster competition Oct 15 • NHS be Well family workshops Jan 16 • Giving Tuesday Dec 15 • MacMillan Coffee morning 25.9.15 • Y3 links with community through local enterprise with chemist • Visitors from World share • School council work including pupil voice and voting/elections • Work with Imagination Gaming for 2 terms Spring and summer 16, all classes to develop teamwork, cooperation and break down any barriers between groups • Olympic athlete visit to the school – Spring 2016 through Sports for all • Parental engagement through development of outdoor foundation stage has led to improvements in community involvement • Parent coffee mornings monthly in school • Fire service 22.10.15 • Little Millers playgroup established every Thursday since April 16 • Performance poet all day visit 14.3.16 • Thrive practise evident in all classrooms and Thrive plans now in place to support most vulnerable families • Website used effectively to promote positivity in school • World Book day 3.3.16 • Twitter account set up for school • Evidence of ethos and attitude of all staff and pupils evidenced in parent comments and visitors book • Playground leaders trained Spring 16 • School disco organised by parent group 11.3.16 • Parent maths workshop 11.4.16 • Parental engagement through development of outdoor foundation stage has led to improvements in community involvement • Parent group established • Summer and Christmas Fair

in an increasingly complex society		<ul style="list-style-type: none"> • Halloween Disco • FS termly parent meetings • Use of new FS tracking system-learning Book • Celebrations around faiths and parent engagement –FS • Range of multi cultural books
Cultural		Evidence found in
<ul style="list-style-type: none"> • An ability to recognise and understand their own cultural assumptions and values. • An understanding of the influences which have shaped their own cultural heritage. • An understanding of the dynamic, evolutionary nature of local, national and global cultures. • An ability to appreciate cultural diversity and accord dignity and respect to other people’s values and beliefs in preparation for life in modern Britain. • An openness to new ideas and a willingness to modify cultural values in the light of experience • An ability to use language and understand images/icons – for example, in music, art, literature – which have significance and meaning in a culture. • Knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain. • A willingness to participate in, and respond to, artistic, musical, sporting and cultural enterprises • A sense of personal enrichment through encounter with cultural media and traditions from a range of cultures • A regard for the heights of human achievement in all cultures and societies • An appreciation of the diversity and interdependence of cultures 	<ul style="list-style-type: none"> • Providing opportunities for pupils to explore their own cultural assumptions and values • Presenting authentic accounts of the attitudes, values and traditions of diverse cultures • Addressing discrimination on the grounds of race, religion, gender, sexual orientation, age and other criteria and promoting racial and other forms of equality • Recognising and nurturing particular gifts and talents • Providing opportunities for pupils to participate in literature, drama, music, sport, art, crafts and other cultural events and encouraging pupils to reflect on their significance • Developing partnerships with outside agencies and individuals to extend pupils’ cultural awareness, for example, theatre, museum, sport competitions, concert and gallery visits, resident artists, foreign exchanges • Reinforcing the school’s cultural values through displays, posters, exhibitions etc. 	<ul style="list-style-type: none"> • R.E syllabus overview • P4C • Diversity planning Sept. 15 • Visitors in foundation stage Diwali –Nov 15 • World share visitors May 16 • Church links • Assembly overview for Worship Wednesday • Non core subject overview • Work with Worldshare looking at other cultures and their needs • After school clubs - • Displays and photos • Performance Poet • Barnsley Music Service Brass and recorders • Music festival –Elsecar • Music concert Dec 15 in school • Young Voices • Christmas fair and summer fair enterprise projects • Sport curriculum. • English Institute for Sport on Sports Day • Team Activ sport competitions/ inter-Trust competitions. • Books from a range of different cultures. • People who help us in FS- firemen,police,Lollipop lady, caretaker, nurse

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<p>Understanding Britain today</p> <p><u>Democracy</u> 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><u>Law</u> To enable pupils to distinguish right from wrong and to know and respect the civil and criminal laws of England.</p> <p>To develop an appreciation of how living under the rule of law protects individual citizens and is essential for their well-being and safety.</p> <p>To understand why law making on the basis of representation in Parliament is seen as better than alternatives.</p> <p>To develop an understanding of how the law works in Britain compared with other countries.</p> <p>To develop an understanding of the difference</p>	<ul style="list-style-type: none"> • School council elections, pupil questionnaires and pupil voice Information to be shared with Governors and evaluated impact of changes proposed. • Governor meetings to include school council. • Representatives so that governors are hearing directly from pupils. • Introduce P4C to develop an understanding of freedom of speech and to develop confidence to disagree and feel safe to share their opinions • Revise SMSC policy to include individual liberty opportunities. • Provide opportunities for choice and individuality through topics and themes enterprise projects, after school clubs and children’s university • Develop children’s understanding of the Rules of law through circle time and P4C • Consistently reinforce rules throughout whole class approach to school rules, expectations and assembly focus. • Have an understanding of National Health Service, Education System, Churches / Temples, Emergency Services through class assemblies. • Provide opportunities through assembly and visitors to understand the diversity of cultures and beliefs. • Organise visits to the church and other places of worship • Plan for children to explore and share their own roots and where they fit in society • Weekly circle time to widen understanding of different beliefs within the school and wider community • Worldwide news assemblies weekly 	<p><u>Democracy</u> P4c embedded in FS Nov 15 School council elections Audit of SMSC September 15 Dec enterprise project School council working with playground workers –replay Sept 15 Links to NHS through parent workshop Be Well Jan 16 School nurse and paramedic visits Oct 15 FS and Y3 Harvest Festival @ Church Visits from Rev Keightley monthly Consistent school rules and rewards Assembly focus rights and responsibilities see assembly plans (world wide news and RE focus) School rules and class charters Home school agreements Oct 15 FS children agreeing on design of their own hobbit den</p> <p><u>Law</u> School rules School Ethos (Website) School rules and ethos statement Class charters and home school agreements Visits from PSCO and fire service –Nov 15 P4C in foundation stage now secure daily.P4C across the other classes and circle time developing Visits from fire service and paramedics to link with times of year and themes in school 22.10.15</p>

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.

Public Institutions and Services in England

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.

To develop an understanding of

- how public services operate
- how they evolved and their historical context/background
- how they affect and relate to their daily lives and the lives of others.

To develop a respect and understanding of the importance of such public services in a modern, civilised society.

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)

Respect for Self and Others:

To regard people of all **faiths, races and cultures** with respect and tolerance.

To understand that people have the freedom to hold other faiths and beliefs protected by law.

To identify and combat prejudicial behaviour, discrimination and religious intolerance.

To understand the problems of identifying and combatting discrimination.

- Links with World Share

Public Institutions and Services in England

Links with school nurse

Links with PCSO for assemblies and workshops

Links with fire service

Links with EWO

P4C established in FS Oct 15

Circle time

Y1 visit to emergency services museum

Themes and topics- history and geography

Links with local councillors – anti littering Oct 15

Improving locality Jan 16

London trip may 16 for Y6 .Significant places and visit to the theatre

Y6 May 16 work with Skillsforce ,Help the Heroes, community links, First aid training

Y5 September 16 working with Archbishop of York scheme

Y3 work with Health Care professionals and links with local chemist and doctors

Y6 trip to London Theatre

Whole school visits to Barnsley Lamproom

Respect for Self and Others

Participation in Trust, local and national cultural events (e.g. Young Voices, Cross-Trust School trips and visits between schools)

School Ethos (Website)

Assembly timetables and calendars

Displays

Harvest festival at St Thomas' Church Nov 15

Remembrance service

Monthly assemblies by Rev Keightley

Enterprise projects Christmas fair

Class circle time to discuss British institutes

Participation in Trust, locality and national

To grow, develop and ensure mutual respect and tolerance of those with different faiths or beliefs.

To show respect for other people, even if they choose to follow a lifestyle that one would not choose to follow oneself.

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.

To develop tolerance for communities different to their own.

To be aware of and appreciate the rich diversity of life in modern Britain.

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To prepare pupils to interact easily with people of different cultures and faiths.

Positive Contributions to Society

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.

To ensure that pupil interaction with the world outside the school has a wider focus beyond the school itself or a particular faith community.

To develop pupils' ability to accept responsibility for their own behaviour.

To develop pupils' ability to use their own initiative.

To develop skills of teamwork and cooperation.

To prepare pupils for life in Modern Britain.

sporting events (e.g. Swimming, Athletics, Cricket, Multi-Skills)

Links with local councillors – anti littering Oct 15

Improving locality Jan 16

Positive Contribution to Society

Residential activities- Condover Hall, Y4 and Y6

Harvest festival donations Links with St Thomas's Church and Rev Keightley

Sporting events and fixtures – Trust level and authority level

Sponsored charity events- Red Nose Day

, Children in Need , World share

School Council meetings and minutes

Monitors/Buddies- Homework club, school council working with local businesses

TASC days- planned throughout school for topics where appropriate

School Ethos (Website- displayed in school Newsletters and photo evidence on website

Work with the local council on gardening within the community, anti littering poster, Get well(NHS workshop)

Parent workshops and groups

Established parent group

Reading partner system with adults in the community

Links with Children Centre to deliver adult

training on first aid and parenting Summer 16 onwards

Little Millers playgroup established March 16

Links with children centre and local library

NS- carols around the Christmas tree and links with community