



Year 1: SMSC and Promotion of Fundamental British Values



	Grandparents Local Area		Famous People from Knypersley Recycling		Castles Seaside Study	
<b>Spiritual</b>	<p><u>Caring</u> How do people show they care? How do faith communities show they care? Why do believers care for others? Who do you care for? Class discussions. Mastery Curriculum. Assemblies (Please see Assembly schedule for links to curriculum areas/Objectives). CHILDREN values (links to PSHRE). Using success criteria/ Non-negotiables. Marking and Reading Sessions (links to PSHRE). Top Tips for Learning and following the 5Bs (Cross curricular) E-Safety (SMART rules) (Links to PSHRE) Exploring our local area.</p>	<p><u>Belonging</u> Why do people celebrate special moments in life? How do faith communities celebrate special moments in life? What do these ceremonies mean to believers? What does it mean to you to celebrate special moments? Class discussions. Mastery Curriculum. Assemblies (Please see Assembly schedule for links to curriculum areas/Objectives). CHILDREN values (links to PSHRE). Using success criteria/ Non-negotiables. Marking and Reading Sessions (links to PSHRE). Top Tips for Learning and following the 5Bs (Cross curricular) E-Safety (SMART rules) (Links to PSHRE) Children in Need. Christmas Jumper Day. Christmas Play.</p>	<p><u>Celebrations</u> How do people celebrate? How do faith communities celebrate? How do people express their beliefs through their celebrations? Class discussions. Mastery Curriculum. Assemblies (Please see Assembly schedule for links to curriculum areas/Objectives). Safer Internet Day CHILDREN values (links to PSHRE). Using success criteria/ Non-negotiables. Marking and Reading Sessions (links to PSHRE). Top Tips for Learning and following the 5Bs (Cross curricular) E-Safety (SMART rules) (Links to PSHRE)</p>	<p><u>Families</u> Who can you turn to? Who turned to God? What did they learn from God? Class discussions. Mastery Curriculum. Assemblies (Please see Assembly schedule for links to curriculum areas/Objectives). CHILDREN values (links to PSHRE). Using success criteria/ Non-negotiables. Marking and Reading Sessions (links to PSHRE). Top Tips for Learning and following the 5Bs (Cross curricular) E-Safety (SMART rules) (Links to PSHRE) Red Nose Day.</p>	<p><u>Answers</u> What can we learn from stories? What stories do members of faith communities tell which have meanings? What can believers learn from their stories and why is this important to them? What have you learned from stories? Class discussions. Mastery Curriculum. Assemblies (Please see Assembly schedule for links to curriculum areas/Objectives). CHILDREN values (links to PSHRE). Using success criteria/ Non-negotiables. Marking and Reading Sessions (links to PSHRE). Top Tips for Learning and following the 5Bs (Cross curricular) E-Safety (SMART rules) (Links to PSHRE)</p>	<p><u>Worship</u> How and when do people meet together? How and when do faith communities meet together for worship? Why is it important to members of faith communities to meet together for worship? How important is it for you to meet together with others? Class discussions. Mastery Curriculum. Assemblies (Please see Assembly schedule for links to curriculum areas/Objectives). CHILDREN values (links to PSHRE). Using success criteria/ Non-negotiables. Marking and Reading Sessions (links to PSHRE). Top Tips for Learning and following the 5Bs (Cross curricular) E-Safety (SMART rules) (Links to PSHRE)</p>

KEY:

Red – Religious Education (RE) Orange – Cross curricular links Green – Whole school focus Blue – Personal, Social, Health and Relationships Education (PSHRE) Purple – Community events and assemblies



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<b>Moral</b>	<p><b>CHILDREN values.</b> (Links with PSHRE) Discussion and setting of classroom rules Follow school rules. Behaviour Ladder House point Responsibility of our own actions (honesty). Discussions of right and wrong. Understanding good and back choices. Looking after our school and local environment. Take turns and share. Develop positive relationships. <b>Mastery Curriculum.</b> Setting goals – Spelling Shed, TTRockstars Developing sportsmanship in PE. Talking partners/Group work (collaboration). Using success criteria/ Non-negotiables. Marking and Reading Sessions (reflect on next steps). <b>Dougie Mac Coffee Morning – Assembly and event.</b></p>	<p><b>CHILDREN values.</b> (Links with PSHRE) Classroom/School rules Behaviour Ladder House point Responsibility of our own actions (honesty). Recognise different types of behaviours and how this impact others. Recognise, name and manage different feelings, How own behaviour can affect others. Identify own strengths and weaknesses and how to improve. Develop positive relationships. <b>Mastery Curriculum.</b> Setting goals – Spelling Shed, TTRockstars Developing sportsmanship in PE. Talking partners/Group work (collaboration). Using success criteria/ Non-negotiables. Marking and Reading Sessions (reflect on next steps). <b>Children in Need.</b></p>	<p><b>CHILDREN values.</b> (Links with PSHRE) Classroom/School rules Behaviour Ladder House point Responsibility of our own actions (honesty). Make simple choices that improve health and well-being. Reflect on the similarities and differences between people. To recognise right and wrong, what is fair and unfair and explain why <b>Mastery Curriculum.</b> Setting goals – Spelling Shed, TTRockstars Developing sportsmanship in PE. Talking partners/Group work (collaboration). Using success criteria/ Non-negotiables. Marking and Reading Sessions (reflect on next steps).</p>	<p><b>CHILDREN values.</b> (Links with PSHRE) Classroom/School rules Behaviour Ladder House point Responsibility of our own actions (honesty). That there is a difference between impulsive and considered behaviour. How to recognise how their behaviour affects other people. That there are different types of teasing and bullying, understand that bullying is wrong and know how to get help to deal with bullying. How attitude and behaviour, including bullying, may affect others. How attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying. <b>Mastery Curriculum.</b> Setting goals – Spelling Shed, TTRockstars Developing sportsmanship in PE.</p>	<p><b>CHILDREN values.</b> (Links with PSHRE) To understand that family and friends should care for each other. To know that families are important for children growing up because they can give love, security and stability. To understand that people and other living things have needs and that we have responsibilities to meet them. To understand about responsibility to others. To understand the concept of 'borrowing'. To show responsibility to others. To understand the importance of sharing. To know that everyone has a responsibility to consider the needs of others. <b>Mastery Curriculum.</b> Setting goals – Spelling Shed, TTRockstars Developing sportsmanship in PE.</p>	<p><b>CHILDREN values.</b> (Links with PSHRE) To know rules for, and ways of, keeping safe, including basic road safety and about people who can help us to stay safe. To understand where money comes from To recognise notes and coins. To understand the role of money in our society. To understand why it is important to keep money safe <b>Mastery Curriculum.</b> Setting goals – Spelling Shed, TTRockstars Developing sportsmanship in PE. Talking partners/Group work (collaboration). Using success criteria/ Non-negotiables. Marking and Reading Sessions (reflect on next steps).</p>
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**Red** – Religious Education (RE)   **Orange** – Cross curricular links   **Green** – Whole school focus   **Blue** – Personal, Social, Health and Relationships Education (PSHRE)   **Purple** – Community events and assemblies



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		Christmas Jumper Day. Christmas Play.		Talking partners/Group work (collaboration). Using success criteria/ Non-negotiables. Marking and Reading Sessions (reflect on next steps). Red Nose Day.	Talking partners/Group work (collaboration). Using success criteria/ Non-negotiables. Marking and Reading Sessions (reflect on next steps).	
<b>Social</b>	CHILDREN values. Emotions Board How their behaviour affects other people. How to listen to, reflect on and respect other people's views and feelings. How to identify the importance of rules and be able to say why rules applying to them are necessary. How to express views and take part in decision-making activities to improve their immediate environment or community. How to take turns and share as appropriate. Tolerance of each other in our group work (across the curriculum). <u>Career Focus:</u> Toy Designer Vet/Doctor	CHILDREN values. Emotions Board How to listen to, reflect on and respect other people's views and feelings. How to work and play independently and in groups, showing sensitivity to others. How to recognise how behaviour affects other people. That my behaviour and that of others may influence people both positively and negatively. Tolerance of each other in our group work (across the curriculum). <u>Career Focus:</u> Toy Designer Vet/Doctor Farmer Expectations at playtimes and lunchtimes.	CHILDREN values. Emotions Board Make positive real-life choices. How to reflect on the similarities and differences between people. How to recognise right and wrong, what is fair and unfair and explain why. Tolerance of each other in our group work (across the curriculum). <u>Career Focus:</u> Refuse Collector Footballer/ Singer/ inventor Gardener Expectations at playtimes and lunchtimes. Safer Internet Day. (SMART rules) Birthday Card/ Hat/Text/ Celebrations.	CHILDREN values. Emotions Board That there is a difference between impulsive and considered behaviour. How to recognise how their behaviour affects other people. How attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying. Tolerance of each other in our group work (across the curriculum). <u>Career Focus:</u> Refuse Collector Footballer/ Singer/ inventor Gardener Expectations at playtimes and lunchtimes.	CHILDREN values. Emotions Board How their behaviour affects other people. How to recognise how attitude and behaviour, including bullying, may affect others. How to recognise how my behaviour and that of others may influence people both positively and negatively. That there are different relationships that I have and why they are important. How to seek help from an appropriate adult when necessary. How to work independently and in groups, taking on different roles and collaborating towards common goals.	CHILDREN values. Emotions Boards How to take responsibility for their own safety and the safety of others and be able to seek help in an emergency. How to make simple choices that improve health and well-being. How to demonstrate basic road safety skills. How to recognise and manage risk in everyday activities. How to recognise where money comes from and the choices people make to spend money on things they want and need. How to identify the different types of work people do and learn about different places of work.

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	<p><b>Farmer</b> Expectations at playtimes and lunchtimes. Forest school sessions. Head teacher Award, Celebration Awards Tweets Birthday Card/ Hat/Text/ Celebrations. <b>Macmillan Coffee Morning</b> <b>Harvest Festival</b></p>	<p><b>Birthday Card/ Hat/Text/ Celebrations.</b> Head teacher Award, Celebration Awards Tweets. <b>Anti-Bullying Week.</b> <b>Remembrance Day.</b> <b>Christmas Jumper Day.</b> <b>Grandparent Singalong.</b> <b>Pantomime Visit.</b></p>	<p>Head teacher Award, Celebration Awards Tweets <b>Children's Mental Health Awareness Week.</b></p>	<p><b>Birthday Card/ Hat/Text/ Celebrations.</b> Head teacher Award, Celebration Awards Tweets (links to PSHRE). <b>Daffodil Assembly – link to Biddulph in Bloom.</b></p>	<p>Tolerance of each other in our group work (across the curriculum). <b>Career Focus:</b> Dietician Builder Chef/Cook Expectations at playtimes and lunchtimes. Birthday Card/ Hat/Text/ Celebrations. Head teacher Award, Celebration Awards Tweets <b>Sports Day/Health and Fitness Week</b></p>	<p>Tolerance of each other in our group work (across the curriculum). <b>Career Focus:</b> Dietician Builder Chef/Cook Expectations at playtimes and lunchtimes. Birthday Card/ Hat/Text/ Celebrations. Head teacher Award, Celebration Awards Tweets <b>Careers week</b></p>
<b>Cultural</b>	<p>Being part of Team Knypersley. Head teacher Award, Celebration Awards Tweets How to suggest rules that would improve things for the common good. How to consider ways of looking after the school or community and how to care for the local environment. How to listen to and show consideration for other people's views. How to identify the importance of rules</p>	<p>Being part of Team Knypersley. Head teacher Award, Celebration Awards Tweets How to listen to, reflect on and respect other people's views and feelings. How to work and play independently and in groups, showing sensitivity to others. <b>Mastery Curriculum, including RE, Music, Art – opportunities to reflect.</b> Singing in assemblies.</p>	<p>Being part of Team Knypersley. Head teacher Award, Celebration Awards Tweets How to make positive real-life choices. How to reflect on the similarities and differences between people. How to recognise right and wrong, what is fair and unfair and explain why <b>Mastery Curriculum, including RE, Music, Art – opportunities to reflect.</b></p>	<p>Being part of Team Knypersley. Head teacher Award, Celebration Awards Tweets How to recognise how their behaviour affects other people. That there is a difference between good and bad choices. How their behaviour and that of others may influence people both positively and negatively. That there are people who care for and look after them.</p>	<p>Being part of Team Knypersley. Head teacher Award, Celebration Awards Tweets How to listen to and show consideration for other people's views. How to listen to, reflect on and respect other people's views and feelings. <b>Mastery Curriculum, including RE, Music, Art – opportunities to reflect.</b> Singing in assemblies.</p>	<p>Being part of Team Knypersley. Head teacher Award, Celebration Awards Tweets How to recognise where money comes from and the choices people make to spend money on things they want and need. How to identify the different types of work people do and learn about different places of work. <b>Mastery Curriculum, including RE, Music, Art – opportunities to reflect.</b></p>

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	<p>and be able to say why rules applying to them are necessary.</p> <p>Mastery Curriculum, including RE, Music, Art – opportunities to reflect.</p> <p>Singing in assemblies.</p> <p>Halloween.</p> <p>World Maths Day.</p> <p>Current News and Events (Picture News and links to PSHRE), Birthday Card/ Hat/Text/ Celebrations.</p>	<p>Firework Night and Fire Safety.</p> <p>Children in Need.</p> <p>Christmas Jumper Day.</p> <p>Christmas Play.</p> <p>Pantomime Visit.</p> <p>Current News and Events (Picture News and links to PSHRE), Birthday Card/ Hat/Text/ Celebrations.</p>	<p>Singing in assemblies.</p> <p>Current News and Events (Picture News and links to PSHRE), Birthday Card/ Hat/Text/ Celebrations.</p> <p>Faith in Focus week – Buddhism.</p> <p>Awareness of different cultures.</p>	<p>World Book Day.</p> <p>Red Nose Day.</p> <p>Mastery Curriculum, including RE, Music, Art – opportunities to reflect.</p> <p>Singing in assemblies.</p> <p>Current News and Events (Picture News and links to PSHRE), Birthday Card/ Hat/Text/ Celebrations.</p>	<p>Current News and Events (Picture News and links to PSHRE), Birthday Card/ Hat/Text/ Celebrations.</p>	<p>Singing in assemblies.</p> <p>Current News and Events (Picture News and links to PSHRE), Birthday Card/ Hat/Text/ Celebrations.</p>
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Fundamental British Values	
<b>Democracy</b>	<p>Creating class rules.</p> <p>School rules.</p> <p>Electing Pupil Leadership Team.</p> <p>Classroom helpers.</p> <p>Pupil Voice – when teachers ask us about our learning.</p> <p>Share our ideas and opinions with school council.</p> <p>Current News and Events (Picture News and links to PSHRE).</p>
<b>Rule of Law</b>	<p>CHILDREN values. (Links with PSHRE)</p> <p>Class Rules/ School Rules.</p> <p>Behaviour Ladder (Links to PSHRE)</p> <p>House points (Links to PSHRE)</p> <p>Making the right choices.</p> <p>Understanding consequences.</p> <p>Current News and Events (Picture News and links to PSHRE),</p> <p>Sports Day/Health and Fitness Week.</p> <p>E-safety and Safer Internet Day.</p>
<b>Individual Liberty</b>	<p>Mastery Curriculum</p> <p>Reasoning activities.</p> <p>Learning For Life Assembly</p> <p>Celebration Assembly</p> <p>Careers Week</p> <p>Celebrate strengths and set simple goals for ourselves.</p>

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	<p>Recognise what makes them special.</p> <p>Identify what they are good at, what they like and dislike.</p> <p>Pupil Voice – when teachers ask us about our learning.</p> <p>Share our ideas and opinions with school council.</p> <p>Termly Reports – sharing achievements and setting goals.</p> <p>Setting goals – Spelling Shed, Phonics play –own scores/speed.</p> <p>Current News and Events (Picture News and links to PSHRE),</p> <p>Birthday Card/ Hat/Text/ Celebrations.</p> <p>Pantomime Visit.</p> <p>Sports Day/Health and Fitness Week.</p>
<b>Mutual Respect</b>	<p>Assemblies</p> <p>CHILDREN Values</p> <p>Christianity as planned for in the RE syllabus.</p> <p>Faith In Focus Week.</p> <p>Team games and activities.</p> <p>Group work.</p> <p>Behaviour Ladder (Links to PSHRE)</p> <p>House points (Links to PSHRE)</p> <p>Sports Day/Health and Fitness Week.</p> <p>Current News and Events (Picture News and links to PSHRE),</p> <p>Birthday Card/ Hat/Text/ Celebrations.</p> <p>Head teacher Award/ Celebration Awards</p> <p>Tweets.</p>

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<b>Tolerance of different Faiths</b>	<p>RE lessons – Christianity as planned for in our syllabus.</p> <p>Faith in Focus week – learning about a different faith to Christianity.</p> <p>Assemblies.</p> <p>Current News and Events (Picture News and links to PSHRE),</p> <p>Birthday Card/ Hat/Text/ Celebrations.</p>
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