



## Year 2: SMSC and Promotion of Fundamental British Values



Year 2 SMSC and the Promotion of Fundamental British Values Provision Map						
	The Victorians Airports		The Titanic Hot and Cold Places		The Great Fire of London Kenya	
<b>Spiritual</b>	<p><b><u>Caring for the natural world.</u></b> How do people show they care about the world? What do faith communities believe about the world?- Linked to the faith of Islam</p> <p>Class discussions Assemblies Learning For Life themes CHILDREN values PSHRE Marking and reading conferences Top Tips for Learning (cross curricular) E safety (SMART rules)</p>	<p><b><u>Valuing new life</u></b> How do people show what is important to them? What stories, symbols and visual forms of expression are important to members of faith communities? Christianity- A Special Baby- Jesus. Class discussions Assemblies Learning For Life themes CHILDREN values PSHRE Using success criteria/Non-negotiables Marking and reading conferences Top Tips for Learning (cross curricular) E safety (SMART rules)</p>	<p><b><u>Worship and Ceremonies</u></b> How do people use actions, gestures and rituals in their daily lives? What do these actions, gestures and rituals mean and why are they important to believers? – Linked to the faith of Islam How can you show what or who is important to you through actions, gestures and rituals? Faith In Focus Week- Judaism Class discussions Assemblies Learning For Life themes CHILDREN values PSHRE Using success criteria/Non-negotiables Marking and reading conferences Top Tips for Learning (cross curricular) E safety (SMART rules)</p>	<p><b><u>Belonging to a group.</u></b> What difference does it make to belong? What difference does it make to belong to a faith community? - Linked to the faith old Islam Christianity- The Easter Story Class discussions Assemblies Learning For Life themes CHILDREN values PSHRE Using success criteria/Non-negotiables Marking and reading conferences Top Tips for Learning (cross curricular) E safety (SMART rules)</p>	<p><b><u>Story telling through sacred writings.</u></b> Why do people tell stories that have a meaning? Why do faith communities value stories that have meaning for them? What can stories tell you about important things in life?- Linked to the faith of Islam Class discussions Assemblies Learning For Life themes CHILDREN values PSHRE</p> <p>Using success criteria/Non-negotiables Marking and reading conferences Top Tips for Learning (cross curricular) E safety (SMART rules)</p>	<p><b><u>Showing kindness and goodness</u></b> What makes a person good? Who do believers think is good? How can you be good?- Linked to the faith of Islam Class discussions Assemblies Learning For Life themes CHILDREN values PSHRE Using success criteria/Non-negotiables Marking and reading conferences Top Tips for Learning (cross curricular) E safety (SMART rules)</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



## Year 2: SMSC and Promotion of Fundamental British Values



<b>Moral</b>	<p><b>CHILDREN values PSHRE</b>          Know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p>Discussion and setting of classroom rules          Behaviour ladder          House Points          Responsibility of our own actions (honesty)</p> <p>Reasoning tasks (maths)          Talking partners/group work/collaboration.          Using success criteria/ Non negotiables          Marking and Reading conferences (reflect on next steps).</p> <p>Victorians-Was it right that some children had to work in Victorian times?</p>	<p><b>CHILDREN values PSHRE</b>          Discussion and setting of classroom rules          Behaviour ladder          House Points          Responsibility of our own actions (honesty)          Learn about the importance of medicine safety</p> <ul style="list-style-type: none"> <li>• To know that all household products, including medicines, can be harmful if not used properly</li> <li>• To recognise that some substances can help or harm the body</li> </ul> <p>Reasoning tasks (maths)          Talking partners/group work/collaboration.          Using success criteria/ Non negotiables          Marking and Reading conferences (reflect on next steps).</p>	<p><b>CHILDREN values PSHRE- E-safety</b>          I can give examples of bullying behaviour and how it could look online.</p> <ul style="list-style-type: none"> <li>• I understand how bullying can make someone feel.</li> <li>• I can talk about how someone can / would get help about being bullied online or offline.</li> </ul> <p>Discussion and setting of classroom rules          Behaviour ladder          House Points          Responsibility of our own actions (honesty)</p> <p>Reasoning tasks (maths)          Talking partners/group work/collaboration.          Using success criteria/ Non negotiables          Marking and Reading conferences (reflect on next steps).</p>	<p><b>CHILDREN values PSHRE</b>          Discussion and setting of classroom rules          Behaviour ladder          House Points          Responsibility of our own actions (honesty)</p> <p>Reasoning tasks (maths)          Talking partners/group work/collaboration.          Using success criteria/ Non negotiables          Marking and Reading conferences (reflect on next steps).</p> <p>Hot and Cold Places- Why is the polar ice cap melting?</p>	<p><b>CHILDREN values PSHRE</b>          Learn strategies to cope with unfair teasing</p> <ul style="list-style-type: none"> <li>• Understand that there are different types of teasing and bullying</li> <li>• I can recognise how my behaviour affects other people</li> <li>• I can consider different types of teasing and bullying, understand that bullying is wrong and know how to get help to deal with bullying</li> <li>• I can recognise right and wrong</li> </ul> <p>Discussion and setting of classroom rules          Behaviour ladder          House Points</p> <p>E-Safety- I can describe why other people's work belongs to them.          • I can recognise that content on the internet may belong to other people.</p> <p>Responsibility of our own actions (honesty)          Reasoning tasks (maths)</p>	<p><b>CHILDREN values PSHRE</b>          Discussion and setting of classroom rules          Behaviour ladder          House Points</p> <ul style="list-style-type: none"> <li>• Understand the importance of managing money carefully</li> <li>• To recognise where money comes from and the choices people make to spend money on things they want and need</li> <li>• To understand that we cannot always afford the items we want to buy</li> </ul> <p>Reasoning tasks (maths)          Talking partners/group work/collaboration.          Using success criteria/ Non negotiables          Marking and Reading conferences (reflect on next steps).</p> <p>Kenya- Is it fair that there are different living standards in different parts of the world?</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



## Year 2: SMSC and Promotion of Fundamental British Values



					Talking partners/group work/collaboration. Using success criteria/ Non negotiables Marking and Reading conferences (reflect on next steps).	
<b>Social</b>	CHILDREN values Emotions board Tolerance of each other in our group work. (across the curriculum)	CHILDREN values Emotions board Tolerance of each other in our group work. (across the curriculum)	CHILDREN values Emotions board Tolerance of each other in our group work. (across the curriculum)	CHILDREN values Emotions board Tolerance of each other in our group work. (across the curriculum)	CHILDREN values Emotions board Tolerance of each other in our group work. (across the curriculum)	CHILDREN values Emotions board Tolerance of each other in our group work. (across the curriculum)
	<p style="color: blue;">PSHRE</p> <ul style="list-style-type: none"> <li>• Learn about some similarities and differences between people from different countries and the importance of cross-cultural friendships</li> <li>• To recognise that there are people who care for and look after me</li> <li>• To identify different relationships that I have and why these are important</li> <li>• To develop positive relationships through work and play</li> <li>• To recognise how attitude and behaviour, including bullying, may affect others</li> <li>• To know how to listen</li> </ul>	<p style="color: blue;">PSHRE</p> <p>Understand the difference between right and wrong</p> <ul style="list-style-type: none"> <li>• To recognise how my behaviour affects other people</li> <li>• I can recognise how my behaviour and that of others may influence people both positively and negatively</li> <li>• I can self-assess, understanding how this will help my future actions</li> </ul> <p>Understand that all actions have consequences</p> <ul style="list-style-type: none"> <li>• I can take responsibility for my actions</li> <li>• I can learn from experiences</li> </ul>	<p style="color: blue;">Children's Mental Health Awareness week</p> <p style="color: blue;">E-Safety</p> <p>I can explain how information put online about me can last for a long time.</p> <ul style="list-style-type: none"> <li>• I know who to talk to if I think someone has made a mistake about putting something online.</li> </ul> <p style="color: orange;"><u>Career Focus</u> Zoologist Captain Cartographer</p>	<p style="color: purple;">Daffodil Assembly</p> <p style="color: blue;">PSHRE PSHRE</p> <p>Identify and respect similarities and differences between boys and girls</p> <p>To recognise and respect similarities and differences between people</p> <p style="color: orange;"><u>Career Focus</u> Zoologist Captain Cartographer</p>	<p style="color: blue;">PSHRE</p> <p>Understand that family and friends should care for each other</p> <ul style="list-style-type: none"> <li>• I can recognise right and wrong, what is fair and unfair and explain why</li> <li>• I can listen to, reflect on and respect other people's views and feeling</li> <li>• Know how to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• Know about different types of bullying, the impact of bullying, responsibilities of bystanders and how to get help</li> <li>• Understand who can help if someone is</li> </ul>	<p style="color: blue;">PSHRE-</p> <ul style="list-style-type: none"> <li>• Know that that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li> <li>• Understand and be aware of the different ways to show sadness</li> <li>• Understand about coping with change and loss</li> <li>• To recognise, name and manage feelings in a positive way</li> <li>• To recognise how my behaviour affects other people</li> <li>• To listen to, reflect</li> </ul>

**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



## Year 2: SMSC and Promotion of Fundamental British Values



	<p>to and show consideration for other people's views</p> <ul style="list-style-type: none"> <li>To listen to, reflect on and respect other people's views and feelings</li> </ul> <p>E-Safety- I can give examples of issues online that might make me feel sad, worried, uncomfortable or frightened. I can give examples of how I might get help.</p> <p>MacMillan coffee morning Harvest festival</p> <p><u>Career Focus</u> Air Traffic Controller Pilot Doctor</p>	<ul style="list-style-type: none"> <li>I can recognise, name and manage my feelings in a positive way</li> <li>I can listen to, reflect on and respect other people's views and feelings</li> </ul> <p>Remembrance day Christmas Jumper day Grandparents Sing along Antibullying week</p> <p><u>Career Focus</u> Air Traffic Controller Pilot Doctor</p>			<p>affected by bullying</p> <ul style="list-style-type: none"> <li>Understand that there are different types of bullying, that bullying is wrong and how to get help to deal with bullying</li> </ul> <p><u>Career Focus</u> Baker Firefighter Botanist Engineer Builder Package Designer</p>	<p>on and respect other people's views and feeling</p> <p>Change For Life festival Sports day Careers Week</p> <p><u>Career Focus</u> Baker Firefighter Botanist Engineer Builder Package Designer</p>
<b>Cultural</b>	<p>Being part of Team Knypersley PSHRE- To consider ways of looking after the school or community and how to care for the local environment</p> <ul style="list-style-type: none"> <li>To express views and take part in decision-making activities to improve my immediate environment or</li> </ul>	<p>Being part of Team Knypersley</p> <p>Firework night fire safety Children in Need Christmas Jumper Day Christmas play</p>	<p>Being part of Team Knypersley</p> <p>Faith in Focus week- Judaism – visit to a Synagogue Awareness of different cultures and faiths</p>	<p>Being part of Team Knypersley</p> <p>World Book Day Red Nose Day Inspire Dance Kenya-Comparing life in hot and cols places around the world.</p>	<p>PSHRE Understand the role of the local community Being part of Team Knypersley</p>	<p>Being part of Team Knypersley</p> <p>Kenya-Comparing life in Kenya with life in the UK</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



# Year 2: SMSC and Promotion of Fundamental British Values



	communities					
<b>Fundamental British Values</b>						
<b>Democracy</b>	<ul style="list-style-type: none"> <li>Electing pupil leadership team</li> <li>Rockstar of the week</li> <li>Creating class rules</li> <li>Classroom helpers</li> <li>Pupil Voice- when teachers ask us about our learning</li> <li>Share our ideas and opinion with school council.</li> </ul>					
<b>Rule of Law</b>	<ul style="list-style-type: none"> <li>CHILDREN values (Links with PSHRE)</li> <li>Class rules</li> <li>School rules</li> <li>Behaviour ladder (Links to PSHRE)</li> <li>House points (links to PSHRE)</li> <li>Keeping safe in our environment.</li> <li>Making the right choices.</li> <li>Understanding the consequences.</li> <li>E-safety</li> </ul>					
<b>Individual Liberty</b>	<ul style="list-style-type: none"> <li>Reasoning activities</li> <li>Learning For Life Assembly</li> <li>Celebration assembly</li> <li>Careers Week</li> <li>Celebrate strengths and set simple goals for ourselves.</li> <li>Recognise what makes them special</li> <li>Identify what they are good at, what they like and dislike</li> <li>Circle time – offering an opinion</li> </ul>					
<b>Mutual Respect</b>	<ul style="list-style-type: none"> <li>Assemblies</li> <li>Islam, Christianity and Judaism as planned for in the RE syllabus</li> <li>Team games and activities</li> <li>Group work</li> </ul>					

**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



## Year 2: SMSC and Promotion of Fundamental British Values



	<p>Behaviour ladder (links to PSHRE) House Points (links to PSHRE) Sports day Faith in Focus week Talking partners Relationship between each other</p>
<b>Tolerance of different Faiths</b>	<p>Islam, Christianity and Judaism as planned for in the RE syllabus Faith and Focus week- learning about Judaism Assemblies Current news and events-Picture News</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