Spiritual, Moral, Social and Cultural Development: PSHE

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| Year Group | Spiritual Development | Moral Development | Social Development | Cultural Development | British Values |
| All | * Explore beliefs and experience – changes that we face (changing class & teacher; moving school; moving house; friendships; puberty & growing up...); facing these positively, recognising the need for change. * Respect values – Class Charter with pupils and teacher agreeing on class rules and reviewing them throughout the year; Circle Time. * Discover oneself and the surrounding world – Fire Safety; Stranger Danger; Road Safety; Drugs Ed, Sex Ed & work on puberty / growing up (RSE) * Reflection – Remembrance Day work; theme of peace at Christmas; reviewing strengths & weaknesses, setting goals to work on these; on own learning. * Creativity – problem solving; using drama techniques to explore concepts & ideas further. | * Recognise right and wrong – anger & calming down strategies; Anti-Bullying (Friendship) Week work * Understand consequences - Class Charter “Rights & Responsibilities” work. * Investigate moral & ethical issues across the curriculum. * Zones of Regulation to help regulate and control our emotions. | * Social skills in different contexts – Circle Time, discussions, group work, Talking Partners. * Work well with others –friendship focus at different points throughout the year e.g. buddying classes and anti-bullying week * Understand how communities work – citizenship themes e.g. people who help us...; developing a “class community” | * Appreciate and celebrate cultural influences – tolerance, valuing difference. * Understand, accept, respect & celebrate diversity, celebrating uniqueness; freedom of expression (particularly during Circles Work); tolerance of each other, discussions with pupils interacting from across the school on various issues. * Awareness of 9 protected characteristics and lessons to support tolerance and acceptance of these. * European Day of Languages and themed days to celebrate other cultures. * Holocaust Memorial Day. Consider importance of equality. Reflect on the consequences of prejudice and discrimination during the war in Germany. | * Understand how “The Rule of the Law” applies to school-life e.g. rules, consequences for actions etc. * Value and appreciate democracy e.g. through School Council and pupil voice / use of Question Boxes in classrooms. * Understand how the British Values relate to our friendships in school, and developing an understanding of the values which underpin life in Britain, including mutual respect and tolerance. e.g. mutual respect and tolerance is fostered through Circles Work / Citizenship work. * Understand how the British Values relate to appreciating diversity and the value of this, and develop tolerance of communities to their own. |
| 3 | * Reflecting on own successes and individuality. * Discovering oneself and reflecting on being an individual and “special.” | * Work done on taking responsibility for own behaviour, and the importance of this. * Making amends and expressing guilt. * Look at spending money and how this makes us and other feel – can money buy happiness? | * Skills of friendship work reflecting on what makes a good friend & using role-play to explore strategies e.g. good listening skills, seeing things from another point of view. * Making others happy. * Reflecting on who can help us when we need help in different situations. | * Circle time work explores themes of tolerance, uniqueness, appreciating diversity throughout year. * Look at gender and age stereotypes * Recognising different types of families. | * See above, as these values are embedded in everything taught. |
| 4 | * Reflect on things we find difficult and how this makes us feel. * Exploring feelings of being proud, being hopeful & disappointed. * Bereavement work using Reflecting on loss and ways of coping with our feelings. * Awe and wonder of life – exploring how babies are made and the excitement of this. | * “Laws and Law-making” citizenship theme and considering why these are important / what relevance they have on our lives. Offer reasoned views about this. * Importance of helping to prevent germs spreading. * Responsibilities of grown-ups. | * New situations & how we feel / coping strategies. * “Law Making” citizenship theme – rules & laws. * Looking at role of local council and councillors & school governor visiting. * Taking on different roles in a group when problem-solving. * Personal hygiene and the importance of this as they’re growing up. | * Recognising that people deal with grief in different ways, and that across the world people view death in different ways too. * Reflect on individuality of people and families. | * See above, as these values are embedded in everything taught. |
| 5 | * Reflecting on who our role models are and why. Taking this theme further when considering peer pressure & smoking, drinking or taking drugs, and considering the importance of having good role models. * Reflect on how it feels to be embarrassed and explore how we can cope with this. * Puberty, periods etc and exploring why these changes occur and what to expect as we grow older. * Reflecting on emotional changes that occur in puberty and ways in which these can be dealt with. | * “Democracies” topic – importance of laws and consequences if break the rules. * Taking responsibility for our successes and for when things go wrong. * Decision making and making judgements based on sound advice / evidence. | * “Democracies” topic – understanding how community works (parliament, government, council, councillors, MPs, Prime Minister...), and the importance of getting involved. * Policy making and elections. * Peer-pressure (related to smoking, alcohol & drugs). How it makes people feel & act, and the consequences this can have. Explore strategies for coping with this. * Recognise “put me ups” and “put me downs” using drama to explore consequences of each. | * Considering reasons why not everyone chooses to get involved in politics e.g. Quakers, JWs. * Tackling stereotypes and exploring the importance of this using scenarios, debates, discussions. * Celebrating diversity in families. * Celebrating gender differences and how these are emphasised as we grow older. | * European Languages Day focused on Germany – work links Berlin Wall graffiti and children create own graffiti to reflect British Values. * See above, as these British Values are embedded in everything taught. |
| 6 | * Reflecting on life journey so far, and key events & people. What lessons have been learnt? Hopes & aspirations? * What do I want to do when I’m older? How can I work towards this? * Reflect on qualities of a good friend. * Perspective and reflecting on different ways of looking at something. * Reflect on power of persistence * Prepare for move to High School. Reflect on the need for change and related feelings. Coping strategies. Excitement of the future and new challenges / friends / more responsibility and independence / being positive. | * Investigate moral view of money, saving, how we spend our money. * Considering the moral and ethical issues concerning the media and how it portrays events / people e.g. airbrushing, boys, girls, beauty products. * Jewish propaganda during WW2 and the power of advertising. * Look at climate change and the moral dilemmas posed by our needs vs wants and the impact our habits have around the world. | * Reflect on different jobs and the skills needed for these. * Strategies for dealing with peer pressure and saying NO, and the importance of this. * Financial capability - being money minded and skills needed. Consider importance of this as a citizen of UK. * Using constructive criticism. | * Celebrating uniqueness and being confident in themselves for who they are. Accepting others for who they are. * Exploring how broadsheets, tabloids, magazines portray events differently and why. Considering how bias and point of view influence how we think and how our society views something/someone. * Prejudice and the consequences this has had on society e.g. Black Rights Movement & Martin Luther King... Reflect on what we can learn from this. | * See above, as these values are embedded in everything taught. |