



## BLETCHINGLEY VILLAGE PRIMARY SCHOOL

Aiming high • Working together • Achieving our best

### Where do we see SMSC?

	<b>Social</b>	<b>Moral</b>	<b>Spiritual</b>	<b>Cultural</b>
Nursery	Class rules and expectations Kind hands, kind feet and kind voices	Stories with messages and dilemmas to discuss e.g. Goldilocks Knowing the difference between right and wrong when this is a clear and simple choice. Knowing how and when to say sorry	Exploring their environment Being interested in other people and the world around them Knowing that they are unique Talking about significant events in their lives e.g. birthdays	Recognising similarities and differences Have a sense of belonging: to their family and to their class Showing care and concern for others
Reception	Following class and school rules.	Starting to understand stories with morals. Beginning to understand the school's values. Awareness of the 3 stages of sorry.	Interested in the environment and becoming more aware of how to take care of it. Able to talk about how they are different from each other. Increasing their knowledge of world celebrations.	Knowing that people are different. Developing a knowledge that they belong to a community beyond the school. Being aware of people's feelings through facial expressions.
Year 1	Following the class and school rules and beginning to be able to talk about the consequences of our actions on others. Begin to show compassion towards others.	Beginning to talk about how choices impact upon others. Understand and begin to discuss how choices impact upon characters/situations in stories with morals. Be able to talk in basic terms about the school's values. Know the 3 stages of "sorry".	Interested in the environment and becoming more aware of how to take care of it. Able to talk about how they are different from each other. Increasing their knowledge of world celebrations.	Being able to discuss, in basic terms, the similarities and differences between their family and others'. Begin to understand the positivity of being different. Developing a knowledge that they belong to a community beyond the school.
Year 2	Agree and follow class and school rules and know the consequences of our actions. Share resources. Contribute to class discussions and listen other people's points of view/feelings.	Read and discuss stories with morals and dilemmas eg. Amazing Grace. Start to use inference to think about why a character is feeling a certain way. Know the school values and start to think about how they have an impact on our behaviour. Know and begin to apply the 3 stages of "sorry".	Interested in the environment and deepening their knowledge of how they can take care of it. Talk about how they are different from each other in a positive way. Learn about world celebrations and start to discuss any similarities/differences.	Being able to discuss the similarities and differences between their family and others' in a positive way. Know that they are part of the school community and talk about communities they belong to outside of school.

Year 3	<p>Work well within a range of groups with and without adults. Develop teamwork and leadership skills. Begin to understand the role of peer assessment. Know that everyone is different and that this is okay. Agree rules for working well in a group.</p>	<p>Reflect on moral dilemmas raised through 'Mantle' work. Class and group discussions on topical issues. Discuss the motivation of characters and empathise with characters through Guided reading and Class reading. Able to name the school values and give examples to explain each one. Suggesting own ideas for the three stages of sorry.</p>	<p>Identify and explore similarities and differences with life milestones in different religions and cultures. Time to reflect on our learning and the school values          Moments book contributions          Mindfulness sessions          Show an appreciation for our local and global environment make positive contributions to the school environment          Maintain class gardens and wildlife area</p>	<p>Develop a better understanding of cultural difference through Peace and RE days. Reflect on how these differences help people live their lives. Research cultural difference through time and its subsequent influences on life. Understand how the different groups we belong to influence our lives.</p>
Year 4	<p>Be an effective group member in a range of situations. Use their knowledge of teamwork skills effectively taking the lead where appropriate. Give and accept constructive criticism when peer assessing as well as being able to self-critique. Create and agree teamwork rules.</p>	<p>Discuss and reflect on moral dilemmas raised through mantle and Newsround. Discuss and infer the actions of characters in class readers and during guided reading. Understand the stages of sorry and carry out the stages without the need for reminding. Able to name the school values, give examples of each and reflect on how they use them in their own lives.</p>	<p>Moments book contributions          Mindfulness sessions and the recording of memories from each session.          Reflection of school values and our learning.          Reflection on how some things we see in the news might affect us.          Make active and positive contributions to the school and local environment as well as showing appreciation for the global community.          Identify, discuss and explore different signs, symbols and art in different religions and cultures.          Being aware of the world around them, how to care for it and make it a better place.          Maintain class garden and wildlife area.</p>	<p>Develop a better understanding of cultural difference through Peace and RE days. Develop an understanding of how signs and symbols in different cultures help people to live their lives. Reflect on the different cultures and traditions of others through discussions from Newsround. Develop a knowledge of how some cultures and traditions have developed over time.</p>

<p>Year 5</p>	<p>Realising their own and other people's strengths/weaknesses to make an effective team. Listening, taking turns and being clear when giving instructions Respecting each other's differences. Respecting that everyone is at different stages in classes, and that is okay and doing our best to help. Creating and discussing class rules and being aware of direct consequences of our actions. Giving (constructive) and accepting positive or negative feedback Being empathic towards other people's feelings Being aware that the classroom is a safe environment where we do not laugh or judge others' feelings/opinions.</p>	<p>Discuss and infer the actions of characters in guided reading. Able to name the school values, give examples of each and reflect on how they use them in their own lives. Understanding how our actions affect others. Being tolerant of other people's behaviour. Being aware of what influences our positive and negative decisions. Using the three stages of sorry with independence. Developing an understanding of how behaviour is affected by the law. Using the three stages of sorry independently and beginning to understand that sorry is not always enough.</p>	<p>Carefully thinking and adding to the class moments book Class worry box Mindfulness sessions and reflecting as a group and independently Practising mindfulness at home and discussing the benefits Reflecting on our behaviour and potential consequences which may occur Identify, discuss and explore different signs, symbols and art in different religions and cultures. Respecting others cultures and beliefs and accepting that others may think differently from you Make a positive contribution to their environment – inside the classroom and outside</p>	<p>Develop a better understanding of cultural difference through Peace and RE days. Asking thoughtful and respectful questions about different cultures Reflect on the different cultures and traditions of others through discussions about global issues Compare their own culture and religion to others – identifying what is similar and different Independently researching and developing a knowledge of cultures Being aware of what influences our positive and negative decisions</p>
<p>Year 6</p>	<p>Creating and discussing class rules/contract and being aware of direct consequences of our actions. Being able to recognise these and admitting to them too. Realising their own and other people's strengths or weaknesses to make an effective team. Respecting each other's differences. Being mindful that the classroom is a safe environment where we do not laugh or judge others' feelings/opinions regardless of what way you feel. Understanding that everyone is at different stages in their</p>	<p>Understanding the rights of everyone to have a fair say and right to an education. Discuss and deduce the actions of characters in guided reading and class discussions. Showing empathy towards those in scenarios that are unavoidable and reflect how fortunate we are. Able to name the school values, give examples of each and reflect on how they use them in their own lives. Understanding how our actions affect others and our learning. Being tolerant of other people's behaviour and habits. Being aware of what influences our positive and negative choices and behaviours. Knowing that there are laws governing our</p>	<p>Mindfulness sessions and reflecting as a group and independently. Mindfulness mentor scheme and use the taught skills to control our feelings. Practising mindfulness at home and discussing the benefits to everyone in our lives. Respecting others cultures and beliefs and accepting that others may think differently from you and that's ok. Make a positive contribution to their environment – inside the classroom and outside in the community.</p>	<p>Asking thoughtful and respectful questions about different cultures and beliefs. Reflect on how these beliefs and traditions are similar or different to their own culture. Peace and the range of RE days. Reflect on the different cultures and traditions of others through discussions about global issues. Independently researching and developing a knowledge of cultures – RE days. Being aware of what influences our positive and negative decisions and how this not only affects them but everyone around them. Identify, discuss and explore different signs, symbols and art in different</p>

	<p>learning and development, and that is okay and doing our best to help them.</p> <p>Being able to give and take constructive feedback about your learning or other areas of development.</p> <p>Being able to respond appropriately to positive or negative feedback.</p> <p>Being able to empathise with other people's feelings and opinions.</p> <p>Listening, taking turns, having patience and being clear when giving instructions.</p>	<p>behaviour.</p> <p>Using the three stages of sorry and knowing that sorry is not always enough.</p> <p>Reflecting on our behaviour and potential consequences which may occur and recognising the triggers, which cause this behaviour.</p>		<p>religions and cultures.</p>
Specialist teaching	<p>Regular discussion about school rules and how they look in practice.</p> <p>Developing awareness of the consequences of their own actions and taking growing responsibility for these actions and consequences.</p> <p>Developing tolerance of our own difficulties and the difficulties of others.</p> <p>Developing strategies for giving feedback to others.</p>	<p>Regular revisiting of the school values.</p> <p>Children can name some of the values but understand how they all should impact on their own behaviour.</p> <p>Groups to work on social skills to develop understanding of emotions and how others may be feeling.</p> <p>Regular revisiting of the 3 stages of 'sorry'.</p>	<p>Interested in the environment and developing awareness of how to take care of it.</p> <p>Discussions about themselves and about how they are different from each other, alongside developing tolerance of these similarities and differences and addressing conflict this may cause.</p> <p>Increasing their awareness and knowledge of world celebrations.</p>	<p>Knowing that they have some different needs and how they impact on their lives.</p> <p>Begin to understand the positivity of being different.</p> <p>Reinforcing their sense of belonging to the school community, despite many not living in the local area.</p>
Whole	<p>Lunch time rules</p> <p>Playtime rules</p> <p>School environment: anti-bullying messages; always be kind; values of caring, teamwork and self-discipline.</p>	<p>Assemblies: values-based and based on current affairs; natural disasters; Remembrance; Holocaust Day</p> <p>School environment: three stages of sorry posters; values posters; impac</p>	<p>Assemblies: awe and wonder – space; natural world; natural events</p> <p>School environment: harvest/peace displays.</p> <p>Time for reflection/prayer during assemblies.</p> <p>Creating an atmosphere of reflection/wonder e.g. candles lit during Remembrance Assembly.</p> <p>Sharing experiences as a whole school e.g. Soyuz launch.</p> <p>Mindfulness.</p> <p>School environment – photographs of</p>	<p>Assemblies: world faiths and celebrations; RE theme days; respect and tolerance assemblies.</p> <p>School environment: being different, belonging together.</p> <p>Celebrating national events: Diamond Jubilee; the Olympic torch; Rugby World Cup.</p>

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