

	<b><i>Spiritual</i></b>	<b><i>Moral</i></b>	<b><i>Social</i></b>	<b><i>Cultural</i></b>	<b><i>British Values</i></b>
<b>English</b>	<p>Expressing feeling and emotions through verbal and written communication knowing that words can influence feelings.</p> <p>Develop children's capacity for critical and independent thought using discussions and open ended questions.</p> <p>Imaginative writing and language, including poetry.</p> <p>Opportunities for personal reflections.</p> <p>Discuss and share with peers, their beliefs, feelings, values and responses to personal experiences.</p>	<p>Dramatising situations which raise moral questions.</p> <p>Debating and expressing opinions, mutual respect.</p> <p>Developing co-operation with others through practical language activities.</p> <p>Studying ethical issues through literature, for example:</p> <ul style="list-style-type: none"> <li>• Roald Dahl – range of moral and ethical discussion opportunities.</li> <li>• The Boy in the Girls' bathroom- friendship issues, bullying.</li> <li>• The World's Worst Children – David Walliams.</li> <li>• Boy in Stripped Pyjamas.</li> </ul>	<p>Opportunities In all lessons to develop skills in speaking and listening, asking questions and promoting good manners.</p> <p>Initiating and responding to interactions.</p> <p>Phonics games for social interaction, taking turns and sharing.</p> <p>Pragmatics to help with communication.</p> <p>SULP to promote language skills.</p> <p>Group and pair work.</p>	<p>Stories and literature from other cultures.</p> <p>Understanding other cultures through literature and poetry.</p> <p>Research and experiences related to investigating classroom named countries.</p> <p>European Languages Day in KS4.</p> <p>Literacy work linked to theme/celebration days, for example:</p> <ul style="list-style-type: none"> <li>• Recipes/cooking</li> <li>• World Book Day</li> <li>• Charity/fundraising</li> <li>• Chinese New Year</li> </ul> <p>Participation in community events.</p>	<p>A variety of opportunities in English lessons to promote British Values.</p> <p>Recognising different days.</p> <p>Assemblies – Recognising, international/ religious events.</p> <p>English Skills:</p> <p>Debating – expressing opinions/mutual respect.</p> <p>Spoken Language – mutual respect.</p> <p>Peer assessments.</p> <p>Students- Apply these practically in the community.</p> <p>Letters/application forms.</p>

<p><b>Maths</b></p>	<p>Exploring the relationships of numbers, shapes and objects and the possibility of interconnectedness</p> <p>Reflecting on pattern and order as well as the sense of mystery and space</p>	<p>Develop the ability to question accuracy of information.</p> <p>Awareness of opinions through surveys.</p> <p>Learning cooperation with others through practical activities.</p> <p>Students are given the opportunity to be aware of the use and misuse of data in all issues including those supporting moral argument.</p>	<p>Working in pairs and groups to gather information and solve problems. Recognising maths skills as a tool for society.</p> <p>Number games for social interaction, taking turns and sharing.</p> <p>Sharing thoughts and reasoning with others.</p>	<p>Counting in a different language.</p> <p>Using roman numerals or numbers from other cultures.</p> <p>Careful choices of resources and examples to include references to other cultures.</p> <p>Recognising mathematicians from many cultures contribute to the development of modern day mathematics.</p>	<p>British values of tolerance and resilience on a daily basis through problem solving and understanding of complex concepts, encouraging students to persevere and try different methods to arrive at a correct solution.</p> <p>Teamwork through peer assessment and group work. Data can be used to change perception, opinion, action and cause reaction.</p>
<p><b>Science</b></p>	<p>Scientific links with a spiritual interpretation about universe and life.</p> <p>Through pupils sensing the natural, material and physical world they live in, reflecting on their part in it.</p> <p>Exploring questions such as when life starts and where life comes from, and experiencing a sense of awe and wonder at the natural world.</p>	<p>Managing the environment to ensure the health and safety of themselves and others.</p> <p>To draw conclusions using observation and evidence rather than preconception or prejudice, and through discussion of the implications of the uses of scientific knowledge, including using the recognition that such uses can, have both beneficial and harmful effects.</p> <p>Exploration of values and ethics relating to applications of science and technology.</p>	<p>Science as a cooperation activity requiring communication and interaction.</p> <p>Taking responsibility for safety implications, for both own and other's.</p> <p>Recognise how the formation of opinion and the justification of decisions can be informed by experimental evidence, and drawing attention to how different interpretations of scientific evidence can be used in discussing social issues.</p>	<p>Scientific development in relation to other water supplies, new varieties of flowers and food crops.</p> <p>Recognise how scientific discoveries and ideas have affected the way people think, feel, create, behave and live, and drawing attention to how cultural differences can influence the extent to which scientific ideas are accepted, used and valued.</p>	<p>Understand exploring themselves as a topic in science will demonstrate our cultural longevity and diversity.</p> <p>British gardens including the Chelsea Flower Show Britain and the weather The British countryside and coast and the diversity Wildwood – British species Healthy Lifestyle Personal Well Being British Life Styles Social Values Personal Well Being</p> <p>Explore the contribution of British Scientists past and present. Sir Issac Newton IK Brunel</p>

					<p>John Logie Baird  Steven Hawking,  Tim Peake  Maggie Aderin_Pocock  Michael Faraday  Ernest Shackleton  Scott of the Antarctic  Charles Darwin  Sir David Attenborough  William Harvey</p>
<p><b>Technology</b> <b>DT</b></p>	<p>Becoming independent and developing self-reliance.</p> <p>Investigate and make comparisons between the UK and other countries</p> <p>Willing to reflect on their completed products and learning experience.</p> <p>Celebrate, compare and contrast religious celebrations, according to the time of year.</p>	<p>Developing skills of listening respecting and evaluative judging</p> <p>Students can explore other cultures as part of the generating ideas process as well as expressing their opinions and points of view.</p> <p>Identify ways to improve their work.</p> <p>Explore birds as an important part of the ecosystem.</p>	<p>Working in different groupings to develop expertise of demands of the world of work.</p> <p>Opportunities to peer assess a finished product.</p> <p>Researching as a group to generate a variety of opinions and ideas.</p>	<p>Exploring how religious ideas are expressed in different cultures e.g. food. dress and patterns</p> <p>Encouraged to explore different cultures and make comparisons with their own culture.</p> <p>Investigate games which originated from Britain, explore other games played in Britain and discover their origins.</p> <p>Famous inventions that originated in Britain.</p>	<p>Students are encouraged to investigate and explore products/materials that are manufactured in the UK.</p> <p>Explore the origins of British standards for measurement.</p> <p>Britain's contribution to saving the forests of the world and the replacement of oak trees which covered the country.</p> <p>The origin of the British standards KITE MARK.</p>

<b>FT</b>	Understand own life and inner wellbeing celebrating sense of self through individual food preferences.	Importance of sustainability / world food supply, making ethical choices. Consider carbon footprint of food production and responsibility to society not to waste the world's food resources.  Importance of recycling fair trade and seasonality.	Importance of family values enjoyment of sharing meals. Responsibility to society and the NHS to choose a healthy balanced diet.	Understanding and researching different food and the countries of origin.  Other religions choices celebrated.	UK Hygiene and Safety legislation in the catering kitchen and Hospitality industry. Reinforcement of the importance of laws for a safe secure environment. Multicultural food products taught in all key stages. Opportunity to create dishes and experiment with different flavours and textures. British festivals celebrated through food eg afternoon tea.
<b>Computing</b>	Sense of achievement and self-worth at appropriate levels of understanding.  Becoming independent and developing self-reliance.	Selecting and synthesising information to meet specific needs.  Discussion of moral issues, correct information and internet e-safety.	Writing and communication with an audience.  Collecting information to support ideas and debates.  Working cooperatively to product a podcast, DVD or other IT application	Assessing information about cultures by using various IT applications.  Developing an awareness of issues such as stereotyping. (e-safety)	Opportunities to explore technology throughout time.  To understand the law and staying safe on-line, including age ratings and content.  To understand their rights and those of others.
<b>Art &amp; Arts Award</b>	Using art as a means of expressing personal feelings, imagination and creative thought.  Awareness of surrounding scenery and landscapes.  A sense of outlet for creative expression and imagination. Identifying feelings and emotions	Listening skills and forming evaluative judgements in discussion. Being able to suggest improvements to others work, and understand that everyone is entitled to an opinion.  Using art work to show opinions, beliefs and viewpoints.	Art as a means of learning about people and society. Creating work together and responding to the work of others in the group.  Creating art work for whole school projects and themed days.  Producing artwork as decoration for others to enjoy and to	Exploring Art from different cultures. Developing an understanding that art is created in response to an individual's surroundings or experiences.  Appreciating art and artists from around the world.	Exploring the British Values through creative morning activities, including respect and individual liberty through dance, national anthem, Tea Making in Britain. Rule of Law through role play. Creating displays and posters. Displays in the

	associated with different types of Art works.		enhance our school environment. Evaluate and/or improve art work.		heart space.
<b>Life Skills</b>	Sense of worth in human potential and achievement Sense of wellbeing from a healthy and active lifestyle.	Managing the environment to ensure the health and safety of themselves and others Discovering the importance of having Environmental Awareness to ensure protection of the planet.	Working in different groupings to develop expertise of demands of the world of work. Learning ways to socialise with friends during their leisure time.	Developing an awareness of issues such as stereotyping and equal opportunities.	Discovering local community groups and the work that they do.
<b>History</b>	Use of stillness and imagination in drams and other activities to develop inner awareness. Develop their critical and independent thoughts.	Interpreting pictures with a moral point of view. Reflect on actions and consequences. Share opinions of historical events.	Looking at children past and present. Understand the changing nature of society. Enjoying educational visits to extend learning and understanding.	Differences and similarities between groups of humans. Develop an understanding of Britain's local, national, European and global dimensions through the past and present.	Study of important events in British history, including events locally, within the curriculum.
<b>Geography</b>	Appreciation of natural features such as lakes and woods. Experience moments of stillness and reflection.	Awareness of misuse of earth's resources and human responses e.g. recycling and deforestation. Reflect and consider and celebrate the natural world we live in and respond to changes and crisis.	Human influence e.g. tourism in different parts of the world. Reflect on the consequences of their actions and attitudes towards the world we live in.	Designs for different climates e.g. sunhats. Encouragement to be inquisitive about the world and question what they see. Explore similarities and differences around the world.	Learn to understand how our society is shaped by our geography both human and physical.
<b>Music</b>	Identifying feelings and emotions associated with different types of music.	Appreciating music and respecting the ideas and judgements of others.	Group singing and composition. Looking at music throughout history e.g. ground bass, the	Use Instruments from different countries. Explore music from different cultures	Opportunities to turn take, share, listen to others, freedom of expression

		Exploring human emotions through music.	blues. Appreciating music through in a range of settings e.g. pleasure, worship, relaxation etc.	e.g. Samba, African drumming, the blues, popular music, Irish music and music from the British isles, Chinese music, Gamelan, etc.	through music and exploring other cultures.
<b>RE</b>	Literature, including story and poetry which explores human experience and response to life and death.  Discuss their beliefs, feelings, values and responses to experiences.	Encounter different ideas and with encouragement think through a moral stance on issues e.g. war and peace.  To recognise right and wrong and apply this to their own lives.	Knowing about and understanding the importance of family and traditions within religious faiths.  Understand the consequences of their actions.  Understanding the way in which communities function	Stories of religious leaders and their influences on cultures.  Appreciate the wide range of cultural influences and respecting diversity.	Exploring British Multi-culturalism through the study of various religious groups in the UK.
<b>PE</b>	Striving for a sense of achievement and self-worth at appropriate levels of understanding. Recognising one's own role and significance through team activities as well as individual successes.  Spiritually reflecting on experiences.	Aware of the need of others, particularly physical.  Recognising the strengths and weaknesses of others and offering support to peers.  Self-discipline, commitment and perseverance development.	Enjoyment of team games, showing cooperation and building self-esteem.  Building relationships and sharing activities with others.  Working with others to achieve shared goals during team or paired activities.	Appreciating and participating in games and sports from other cultures e.g. traditional African Games which are currently being studied in Terms 5 and 6.  Celebrating world events such as the Olympics and the World Cup in which the competing nations are studied.	Team games and individual sporting activities actively promote all British Values. The value of democracy is promoted through team games in which all participants have their input. The value of individual liberty is exercised through personal effort and achievement. Mutual respect and tolerance are actively encouraged through fair play and sportsmanship values in all sport.
<b>Community</b>	Understanding the importance of tradition to a community	Developing a sense of fair play, not hurting anyone	Local studies to raise awareness of different homes, communities	Meeting people of a variety of cultures in the community	

			and family groupings		
<b>PSHE</b>	<p>Sense of achievement and self-worth at appropriate levels of understanding.</p> <p>Developing resilience and inner strength.</p> <p>Interest in and respect for other people's feelings and values.</p> <p>Developing a sense of belonging.</p>	<p>Managing the environment to ensure the health and safety of themselves and others.</p> <p>Understanding law through rules at home, school and elsewhere.</p> <p>Understand that their actions have consequences.</p> <p>Awareness of social injustice and being empowered to make choices and a difference.</p>	<p>Circle time in speaking and listening. Restorative Justice approaches to promote respect.</p> <p>Knowledge and understanding of the way different communities and societies function.</p> <p>Preparation for responsibility in society.</p>	<p>Awareness of issues such as stereotyping and equal opportunities in literature.</p> <p>Accepting, respecting, appreciating and celebrating diversity and their own heritage.</p>	<p>Democracy; from classroom to government.</p> <p>The rule of law; at home, school and in society.</p> <p>Individual liberty; rights and responsibilities.</p> <p>Mutual respect; friendship and relationships, resolving conflict, respecting other cultures and beliefs.</p> <p>Tolerance of those with different faiths and beliefs and for those without faith; celebrating diversity.</p>
<b>Languages</b>	<p>Expressing feelings and emotions through verbal and written communication.</p>	<p>Developing listening skills and becoming more tolerant of others.</p> <p>Comparing and contrasting a different culture and lifestyle.</p>	<p>Working in pairs, in groups, listening to others, sharing ideas, taking turn and respecting peers.</p> <p>Developing confidence in various situations.</p>	<p>Discovering and exploring different aspects of the French culture.</p>	<p>Through studying different topics, pupils are reminded about Democracy, the Rule of Law, Individual Liberty, Mutual respect and tolerance of different beliefs and faiths.</p>
<b>ABA</b>	<p>Independence/Self Help Skills, Spontaneous vocalisations, Vocal/Motor Imitation, Cooperation and Reinforcer Effectiveness.</p>	<p>Play and Leisure Skills, Social Interactions, Group Instruction, Receptive Language, Intraverbals, Labelling (emotions/items), Classroom Routines, Self Help Skills.</p>	<p>Social Interactions, Generalised Responding, Play and Leisure Skills, Vocal/Motor Imitation, Cooperation and Reinforcer Effectiveness.</p>	<p>Receptive Language, Intraverbals, Vocal/Motor Imitation.</p>	<p>Labelling (emotions/items) Spontaneous Requests, Play and Leisure Skills, Cooperation and Reinforcer Effectiveness, Independence/Routines.</p>

## **SMSC & FUNDAMENTAL BRITISH VALUES OPPORTUNITIES**

### **ALL ZONES**

Displays

Zone 1 - Wow Talking Book - Celebrating Achievements including British Values.

Zone 2 - Creative Morning SMSC Theme, zone 2 celebration board

Zone 3 - SMSC Theme

### **SMSC - FOCUS GROUP**

Development Plan for SMSC

### **SUBJECT ENRICHMENT DAYS**

#### **DIVERSITY**

TASC - 3 x a year

Diversity - Cultural - Term 6 all Schemes of Work

SMSC Focus

Emotional Well-Being Theme

RSE/PHSE Schemes of Work

#### **SOCIAL**

Christmas Fair + Parents

Zone 2 spring disco

Summer Fair + Parents

Zone 3 gig

Zone 3 prom

Zone 3 leavers reunion tea

Zone 3 leavers tea.

TASC - Developing skills of interdependence, collaboration and co-operation.

Choir Singing in the Community

Residentials in zone 2 and 3

MAST family drop in sessions

Table Fair

## **MORAL**

3 x Charities Per Year - Local, National & International

Assemblies

Remembrance day

Restorative labyrinth

Eco warriors

Pupils voice suggestion boxes in zone 2

## **Spiritual.**

Sensory garden

Collective worship and mindfulness in tutor times

Mindfulness garden

Multisensory room activities

Forest school

Yoga

## **Cultural.**

Pantomime

Lion king trip to London

Performing art group performances at the tower theatre

A visit from French school children

Themed lunch

## **SMSC and British Values within The Beacon**

The pupils at the Beacon experience a wide range of SMSC opportunities and exploration into British Values, as part of their curriculum and in the school ethos as a whole.

The SMSC and community links focus group act in a way to identify areas of need within these areas. As well as identifying where this is happening and celebrate it.

Many of these experiences are being explored in tutor times, with the introduction of RSE for all children and the emphasis on a collective celebration and moments of reflection.

Mindfulness, resilience, diversity and society are all areas that have been developed. Pupil voice and opportunities to restore justice are common place within the Beacon. An awareness of mental health and ways of encouraging our pupils to explore themselves. How they learn, deal with problems, make friends, keep friends, understand what makes people different are all concepts we work on with our children on a daily basis.

We try to give our pupils every opportunity to explore culture. Through visits, guests into school, themed days, themed lunches. These are dependent on the needs and accessibility for our children. We have identified the need for more reflective spaces around the school. A sensory garden has been developed and other outside spaces have been identified for development. A social culture has been established in zone 3, where pupils and staff interact in a really positive way. Social and cultural events happen on a termly basis. Assemblies are an ideal opportunity to give pupils access to guest speakers and collective worship as well as times of moral contemplation, British and worldwide issues.

Residential have become an incredibly valuable part of our pupils' school experience. From research undertaken we have discovered an increase in pupils' confidence, resilience and sense of wellbeing for those who have attended a residential. For some of our pupils it was a chance to experience a different kind of family life, socialising and co habiting increased their tolerance and awareness of other's needs.