

SMSC and British Values in EYFS

Spiritual	Moral	Social	Cultural
<p>Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values.</p> <p>Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.</p> <p>Use of imagination and creativity in their learning.</p> <p>Willingness to reflect on their Experiences.</p>	<p>Ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives.</p> <p>Understanding of the consequences of their actions.</p> <p>Interest in investigating, and offering reasoned views about, moral and ethical issues.</p>	<p>Use of a range of social skills in different contexts, including working and socialising with children from different religious, ethnic and socio-economic backgrounds.</p> <p>Willingness to participate in a variety of social settings, co-operating well with others and being able to resolve conflicts effectively.</p> <p>Interest in, and understanding of, the way communities and societies function at a variety of levels.</p>	<p>Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage.</p> <p>Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.</p> <p>Interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities.</p>
Opportunities in Early Years			
<p>PSED Children are encouraged to talk about themselves in positive terms and to describe their abilities. They are encouraged to speak to others about their own needs, wants, interests and opinions and to show an interest in the opinions of others. This is done through activities in the classroom, circle time activities and reading books which encourage children to view situations from others' points of view. Pictures are used as a stimulus to encourage children to reflect on different aspects of everyday life.</p> <p>EAD Children are encouraged to take part in imaginative role play based on their own first hand experiences.</p>	<p>PSED Children are encouraged to empathise with others, to try to understand when they have upset another friend and to find ways to make amends. With adult support children are encouraged to negotiate and solve problems and to talk about their feelings. Children are encouraged to talk about and reflect on the consequences of their actions.</p> <p>PSED Children are encouraged to formulate a set of class rules for keeping safe in the classroom, on the playground and in the outside classroom.</p> <p>L Through books and discussions children are encouraged to express their views and to give opinions. Children are encouraged to listen carefully and politely to others.</p>	<p>PSED Children are encouraged to take responsibility by carrying out small tasks. They are encouraged to work as part of a group, sharing and taking turns.</p> <p>PSED Throughout the year children are supported to manage their behaviour in different situations and to take changes of routine in their stride.</p> <p>PSED Children are encouraged to take steps to resolve conflicts with other children. They are encouraged to play co-operatively and to take account of one another's ideas about how to organise an activity.</p> <p>PSED Children are encouraged to form positive relationships with adults and other children.</p>	<p>UW Children are encouraged to show an interest in the lives of people around them. Visitors are invited into the classroom to enhance the learning provision. The children are encouraged to ask questions.</p> <p>UW Children are encouraged to show interest in different occupations and ways of life.</p> <p>Early Years places great emphasis on the unique child, recognising and celebrating difference. Children are read books to introduce them to different cultures, e.g. Harada's Surprise and to learn about children with disabilities, e.g. Just Because.</p> <p>UW Children are encouraged to know about similarities and differences between themselves and others and among families, communities and traditions.</p> <p>UW Children are encouraged to share about their family celebrations and to bring artefacts and pictures into school to share. Children are provided with opportunities to draw and write about their family experiences.</p> <p>UW Throughout the year children take part in significant festivals.</p>
Tolerance	Rule of Law		Democracy
Those of different faiths and beliefs.	Fairness, respect, and freedom of expression.		
Opportunities in Early Years			
Understand what makes for good relationships with others. Self-awareness leading onto awareness of others and tolerance of others/difference. Emotional intelligence developed through self-awareness and empathy. Stories and settings chosen to support lessons which challenge stereotypes and preconceptions.	Techniques for lessons promote respect, listening as well as making contributions and responding constructively to others. Stories used in class story times actively promote respect and fairness.		Children create a set of shared rules for keeping safe in their immediate environment. Children create shared risk assessments when taking part in school visits. Group work and enquiry to encourage children to listen to the views and opinions of others. Adults actively model democratic processes such as listening to others, not interrupting others and respecting the view of others.