


















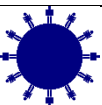






		Students have opportunity to:
	<b>Spirituality</b> Explore beliefs, experience and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences	<ul style="list-style-type: none"> <li>• use the outdoor environment for play and learning</li> <li>• explore aspects of nature such as the seasons and weather</li> <li>• learn about themselves, their bodies and their feelings</li> <li>• develop a sense of 'awe' and 'wonder' through a range of first-hand experiences</li> <li>• use their imaginations and creativity in a range of tasks and activities such as story writing and role play</li> <li>• talk about things they have seen and places they have been</li> </ul>
	<b>Moral</b> Recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views	<ul style="list-style-type: none"> <li>• explore what right and wrong means through stories and role play</li> <li>• explore the consequences of good and bad behaviour</li> </ul>
	<b>Social</b> Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict.	<ul style="list-style-type: none"> <li>• work and play in a range of groups and pairings</li> <li>• participate in a range of social settings for example on visits</li> <li>• explore the work of some charities</li> <li>• co-operates with others</li> <li>• explore ways of resolving conflicts</li> <li>• take responsibility by carrying out small tasks</li> <li>• form positive relationships with other adults and children</li> <li>• work and play in different social groups</li> <li>• listen to others in activities such as circle time or during shared play</li> </ul>
	<b>Cultural</b> Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity	<ul style="list-style-type: none"> <li>• explore art and music from different cultures</li> <li>• investigate how their lives are the same or different to others</li> <li>• take part in cultural activities including plays and musical performances</li> <li>• learn about other places in the world</li> </ul>
	<b>Democracy</b> A system where everyone plays an equal part.	<ul style="list-style-type: none"> <li>• make independent choices or make choices with help</li> <li>• take part in simple votes, for example, a favourite story</li> </ul>
	<b>Rule of law</b> The principle that all people and institutions are subject to and accountable for their actions and behaviour.	<ul style="list-style-type: none"> <li>• follow class rules</li> <li>• explore what happens when rules are broken</li> </ul>
	<b>Individual liberty</b> Being free to express views or ideas	<ul style="list-style-type: none"> <li>• express their own ideas through art, music, play and conversations</li> <li>• give an opinion or share an idea about something important to them</li> </ul>
	<b>Tolerance and respect</b> The ability or willingness to respect and tolerate the opinions or behaviour of others.	<ul style="list-style-type: none"> <li>• play co-operatively</li> <li>• work and play in different social groups</li> <li>• listen to others in activities such as circle time or during shared play</li> </ul>

		Students have opportunity to:
	<b>Spirituality</b> Explore beliefs, experience and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences	<ul style="list-style-type: none"> <li>• create writing that is inspired by nature and the world around them</li> <li>• express their beliefs, feelings, ideas and emotions through talk and writing</li> <li>• read and write in unusual settings</li> <li>• write in response to first-hand experiences</li> <li>• read poetry and great works of fiction including traditional tales, myths and legends</li> <li>• use and express their imaginations in reading, writing and speaking</li> </ul>
	<b>Moral</b> Recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views	<ul style="list-style-type: none"> <li>• discuss and explore a point of view through stories, poems and plays</li> <li>• explore stories and other texts that present moral issues</li> <li>• explore moral issues through reading, discussion, drama and role play</li> <li>• present an argument through talk or writing</li> <li>• use persuasion in their writing</li> </ul>
	<b>Social</b> Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict.	<ul style="list-style-type: none"> <li>• debate and write about social issues</li> <li>• use non-fiction texts such as newspaper reports as a stimulus for writing or debate</li> <li>• read a range of fiction set in a range of social settings</li> <li>• create blogs and other social media posts to present school-based issues</li> <li>• create content aimed at a variety of audiences</li> </ul>
	<b>Cultural</b> Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity	<ul style="list-style-type: none"> <li>• explore the origins of words and language</li> <li>• listen to, read and discuss resources such as stories that challenge stereotypes</li> <li>• take part in productions and performances</li> <li>• watch performances including plays and films</li> <li>• read and listen to texts from a variety of cultures</li> <li>• read traditional and cultural tales, myths and legends</li> </ul>
	<b>Democracy</b> A system where everyone plays an equal part.	<ul style="list-style-type: none"> <li>• work collaboratively</li> <li>• choose favourite texts through discussion or vote</li> <li>• take part in class or school debates</li> </ul>
	<b>Rule of law</b> The principle that all people and institutions are subject to and accountable for their actions and behaviour.	<ul style="list-style-type: none"> <li>• follow 'rules' for writing</li> <li>• read and discuss texts that deal with laws, and rules both past and present</li> </ul>
	<b>Individual liberty</b> Being free to express views or ideas	<ul style="list-style-type: none"> <li>• express an idea in discussion or debate</li> <li>• choose a subject matter or purpose for writing</li> </ul>




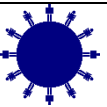



		<ul style="list-style-type: none"> <li>• choose a book to read according to personal preference</li> <li>• write imaginatively</li> </ul>
	<b>Tolerance and respect</b> The ability or willingness to respect and tolerate the opinions or behaviour of others.	<ul style="list-style-type: none"> <li>• read stories that challenge stereotypes and preconceptions</li> <li>• listen to others' views in debate or discussion</li> </ul>

## Promoting FBV and SMSC within the WHSS Mathematics Curriculum

		Students have opportunity to:
	<b>Spirituality</b> Explore beliefs, experience and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences	<ul style="list-style-type: none"> <li>• explore pattern, number, shape, space and measures in the world around them, for example, Fibonacci or angles in everyday life</li> <li>• use role play, concrete objects, structured apparatus and real life situations</li> <li>• talk creatively using mathematical language</li> <li>• develop mathematical reasoning by talking about their learning and listening to others' viewpoints</li> </ul>
	<b>Moral</b> Recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views	<ul style="list-style-type: none"> <li>• calculate and prove whether an answer is right or wrong</li> <li>• test and explain mathematical statements, problems or investigations</li> <li>• use probability to help them understand risk and real life economics</li> <li>• look at moral issues raised in mathematics, for example, lessons linked to global charities such as Children in Need</li> </ul>
	<b>Social</b> Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict.	<ul style="list-style-type: none"> <li>• explore mathematics in the real world, for example, money, shopping, cooking, travel</li> <li>• collaborate with others to solve mathematical problems, investigations and challenges</li> <li>• use group work as an opportunity to learn from others and notice that different people solve problems in different ways</li> <li>• work together to discuss, compare, evaluate and improve their work</li> </ul>
	<b>Cultural</b> Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity	<ul style="list-style-type: none"> <li>• investigate patterns from a range of cultures, for example, Islamic tiling or Rangoli patterns</li> <li>• explore other number systems from the past and around the world, for example, Roman numerals and Egyptian hieroglyphs</li> <li>• recognise that mathematics from many cultures have contributed to modern day mathematics</li> <li>• have opportunities to explore mathematical methods and strategies used in other countries, for example, lattice multiplication and Shanghai maths</li> </ul>
	<b>Democracy</b> A system where everyone plays an equal part.	<ul style="list-style-type: none"> <li>• work collaboratively on mathematics tasks, investigations and challenges, comparing answers and methods</li> <li>• make mistakes and learn from them</li> <li>• discuss their work and explain their reasoning</li> <li>• question information and data, challenging mathematical assumptions</li> </ul>

	<p><b>Rule of law</b> The principle that all people and institutions are subject to and accountable for their actions and behaviour.</p>	<ul style="list-style-type: none"> <li>• use simple formulae and equations</li> <li>• follow rules related to maths, for example, BODMAS</li> </ul>
	<p><b>Individual liberty</b> Being free to express views or ideas</p>	<ul style="list-style-type: none"> <li>• persevere, take risks and try different methods and strategies</li> <li>• explain their reasoning, choices and strategies used when solving problems</li> <li>• have opportunities to use self and peer-assessment to identify where they are and what they need to do to improve</li> </ul>
	<p><b>Tolerance and respect</b> The ability or willingness to respect and tolerate the opinions or behaviour of others.</p>	<ul style="list-style-type: none"> <li>• use a range of strategies that are inclusive, irrespective of stages of attainment or gender</li> <li>• talk with others about a problem, challenge, investigation with an adult or peers</li> <li>• solve problems with others</li> <li>• respect others' methods used to reach an answer and use in their own work, where appropriate</li> <li>• decide upon the best way to represent their conclusions, drawing upon others' recording methods or ideas</li> </ul>

Promoting FBV and SMSC within the WHSS Science Curriculum (includes Farm & Nature Garden)

		Students have opportunity to:
	<b>Spirituality</b> Explore beliefs, experience and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences	<ul style="list-style-type: none"> <li>• explore aspects of nature including seasons and other natural phenomenon</li> <li>• find out about Earth, space, and the universe and their place in it</li> <li>• question and explore why things happen and how things work</li> <li>• debate and question 'big' ideas such as evolution</li> <li>• develop a sense of 'awe' and 'wonder' about the world around them</li> </ul>
	<b>Moral</b> Recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views	<ul style="list-style-type: none"> <li>• explore sensitive issues such as genetic modification, selective breeding, sex and relationships or animal testing</li> </ul>
	<b>Social</b> Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict.	<ul style="list-style-type: none"> <li>• find out how medical research has changed and saved lives, for example, heart transplants</li> <li>• find out how science-based charities promote and support health and well-being, for example, the British Heart Foundation or Cancer Research UK</li> <li>• explore inventions that have changed lives, such as flight, electricity and steam power</li> </ul>
	<b>Cultural</b> Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity	<ul style="list-style-type: none"> <li>• find out about different scientists from around the world</li> <li>• explore differing beliefs about aspects of science, especially evolution and life and death</li> <li>• investigate variation between all living things</li> </ul>
	<b>Democracy</b> A system where everyone plays an equal part.	<ul style="list-style-type: none"> <li>• work collaboratively</li> <li>• listen to other's opinions and ideas about scientific stories, theories or hypotheses</li> </ul>
	<b>Rule of law</b> The principle that all people and institutions are subject to and accountable for their actions and behaviour.	<ul style="list-style-type: none"> <li>• follow safety rules in science – see guidance from CLEAPSS</li> <li>• consider the ethics and legality of certain scientific approaches, for example, dissection</li> <li>• explore changes in the law that benefit society, for example, organ donation</li> </ul>
	<b>Individual liberty</b> Being free to express views or ideas	<ul style="list-style-type: none"> <li>• express hypotheses and ideas</li> <li>• make predictions</li> <li>• express a view on a sensitive or controversial issue</li> <li>• try out an idea or approach including investigating areas of personal interest</li> </ul>










**Tolerance and respect**




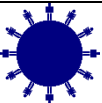



The ability or willingness to respect and tolerate the opinions or behaviour of others.

- work together to plan shared enquiries
- listen to feedback and share conclusions
- decide on roles during shared investigations
- learn from others, including experts
- listen to and evaluate the ideas of others

Promoting FBV and SMSC within the WHSS Art & Design Curriculum

		Students have opportunity to:
	<b>Spirituality</b> Explore beliefs, experience and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences	<ul style="list-style-type: none"> <li>• explore art in the environment</li> <li>• make transient art using natural materials</li> <li>• explore emotions expressed in works of art</li> <li>• create images and artefacts that reflect a personal interpretation of the world around them</li> <li>• use sketchbooks to record their ideas and feelings</li> <li>• express feelings, ideas and beliefs through their artwork</li> </ul>
	<b>Moral</b> Recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views	<ul style="list-style-type: none"> <li>• explore art that challenges moral and ethical beliefs</li> </ul>
	<b>Social</b> Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict.	<ul style="list-style-type: none"> <li>• contribute to shared pieces of artwork</li> <li>• work with artists from different communities</li> <li>• create art in and for the community</li> <li>• exhibit artwork in community settings</li> <li>• explore how art has changed perceptions</li> </ul>
	<b>Cultural</b> Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity	<ul style="list-style-type: none"> <li>• study artists from a range of genres</li> <li>• explore art from a range of cultures</li> <li>• participate in cultural events</li> </ul>
	<b>Democracy</b> A system where everyone plays an equal part.	<ul style="list-style-type: none"> <li>• create group pieces that involve conversations and discussion</li> </ul>
	<b>Rule of law</b> The principle that all people and institutions are subject to and accountable for their actions and behaviour.	<ul style="list-style-type: none"> <li>• explore laws of copyright and intellectual property</li> </ul>
	<b>Individual liberty</b> Being free to express views or ideas	<ul style="list-style-type: none"> <li>• express an opinion about a work of art or genre</li> <li>• express thoughts and feelings through a piece of art</li> <li>• use a range of materials to express their ideas and make art</li> <li>• talk about their work and how they might improve or develop it</li> </ul>
	<b>Tolerance and respect</b> The ability or willingness to respect and tolerate the opinions or behaviour of others.	<ul style="list-style-type: none"> <li>• learn about other cultures through traditional art</li> <li>• respond to the work of others</li> <li>• evaluate their own and other's work</li> <li>• accept constructive feedback about their art from others</li> </ul>






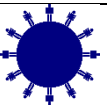




		Students have opportunity to:
	<b>Spirituality</b> Explore beliefs, experience and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences	<ul style="list-style-type: none"> <li>• explore how technology makes the world a smaller place by connecting people and places</li> <li>• investigate the potential of virtual reality and how this can create 'new' worlds</li> <li>• find out how technology can connect us to the natural world and space and help develop a sense of 'awe' and 'wonder'</li> <li>• use photography to capture images of nature and natural phenomenon</li> </ul>
	<b>Moral</b> Recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views	<ul style="list-style-type: none"> <li>• explore sensitive issues linked to e-safety</li> <li>• explore issues including copyright and plagiarism</li> <li>• discern between content found online and understand that sourced information can be incorrect or biased</li> </ul>
	<b>Social</b> Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict.	<ul style="list-style-type: none"> <li>• make connections with other social groups and communities using communication technology</li> <li>• explore social media networks and how to use them safely</li> <li>• use collaborative tools to work together and learn from others</li> </ul>
	<b>Cultural</b> Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity	<ul style="list-style-type: none"> <li>• explore the digital divide in different cultures and parts of the world</li> <li>• use technology to engage with cultural events such as a dramatic performance</li> <li>• use technology to learn about the lives and beliefs of other cultures</li> </ul>
	<b>Democracy</b> A system where everyone plays an equal part.	<ul style="list-style-type: none"> <li>• take part in group work and collective enquiry</li> <li>• allocate equipment and responsibilities fairly</li> <li>• use apps and other social media platforms to vote or respond to a survey</li> </ul>
	<b>Rule of law</b> The principle that all people and institutions are subject to and accountable for their actions and behaviour.	<ul style="list-style-type: none"> <li>• use technology safely and responsibly, according to e-safety guidelines</li> <li>• report when they see or experience something online that concerns them or breaks a rule</li> </ul>
	<b>Individual liberty</b> Being free to express views or ideas	<ul style="list-style-type: none"> <li>• use social platforms to share a view or opinion for example a school blog or post on school website</li> <li>• select and use software to present information, viewpoints or creative work</li> </ul>

**Tolerance and respect**




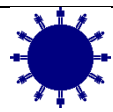


The ability or willingness to respect and tolerate the opinions or behaviour of others.



- know how to, and when to, respond to others' views on social networking sites and platforms
- know how to use technology respectfully
- explore ways to minimise the impact of digital equipment and waste on the environment, for example, ink and paper wastage
- respect others' opinions and ideas when creating digital content

Promoting FBV and SMSC within the WHSS Design and Technology Curriculum (Workshop)

		Students have opportunity to:
	<b>Spirituality</b> Explore beliefs, experience and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences	<ul style="list-style-type: none"> <li>reflect on ways in which products and inventions can improve the quality of their lives and the lives of others</li> <li>develop a sense of curiosity through disassembly/deconstruction of products</li> </ul>
	<b>Moral</b> Recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views	<ul style="list-style-type: none"> <li>explore moral dilemmas created by technological advances</li> <li>develop an awareness of how sustainable materials can positively impact lives</li> <li>explore issues surrounding Fairtrade</li> <li>understand why we have rules for using equipment</li> </ul>
	<b>Social</b> Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict.	<ul style="list-style-type: none"> <li>work as a team, recognising others' strengths and sharing equipment</li> <li>make healthy choices when designing menus</li> <li>share and choose appropriate ideas</li> </ul>
	<b>Cultural</b> Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity	<ul style="list-style-type: none"> <li>explore how different cultures have contributed to technological advances</li> <li>create a range of dishes from a variety of cultures and historical periods</li> <li>exploring products and artefacts from a range of times, countries and cultures and religions, for example, puppets, buildings, clothing, bags and purses</li> </ul>
	<b>Democracy</b> A system where everyone plays an equal part.	<ul style="list-style-type: none"> <li>work collaboratively on a task</li> <li>have opportunity to allocate roles in group work, take turns and use equipment safely</li> </ul>
	<b>Rule of law</b> The principle that all people and institutions are subject to and accountable for their actions and behaviour.	<ul style="list-style-type: none"> <li>listen to the views of others when evaluating work or products</li> <li>have opportunities to offer 'constructive criticism'</li> </ul>
	<b>Individual liberty</b> Being free to express views or ideas	<ul style="list-style-type: none"> <li>develop their own ideas and interests in design work</li> <li>select the tools and methods they feel are suitable and say why</li> </ul>
	<b>Tolerance and respect</b> The ability or willingness to respect and tolerate the opinions or behaviour of others.	<ul style="list-style-type: none"> <li>respond to the work of others to evaluate their own and other's work</li> <li>listen to other people's ideas and respect their point of view</li> </ul>



Promoting FBV and SMSC within the WHSS Geography Curriculum (Thematic Studies)

		Students have opportunity to:
	<b>Spirituality</b> Explore beliefs, experience and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences	<ul style="list-style-type: none"> <li>• have opportunities to visit a diverse range of geographical features and locations</li> <li>• develop a sense of 'awe' and 'wonder' about the world around them</li> <li>• reflect on world events such as hurricanes, earthquakes and other natural disasters</li> <li>• understand some of the differences in the way of life of other people and countries</li> </ul>
	<b>Moral</b> Recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views	<ul style="list-style-type: none"> <li>• find out about poverty and wealth of different countries</li> <li>• explore issues such as Fairtrade and why this is important</li> <li>• understand issues affecting their own locality, for example, the amount of litter near the local park, the amount of cars parked outside of school</li> <li>• investigate conservation including recycling, saving energy and protecting the environment</li> <li>• explore issues and facts relating to global warming and the moral use of resources</li> </ul>
	<b>Social</b> Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict.	<ul style="list-style-type: none"> <li>• explore causes and effect on people and communities of world events and natural disasters</li> <li>• learn about the human geography of different communities and societies</li> <li>• explore a range of social backgrounds and compare them with their own social background</li> <li>• explore maps to discover how people live and what resources they have</li> </ul>
	<b>Cultural</b> Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity	<ul style="list-style-type: none"> <li>• Investigate a range of geographical locations and how they have been shaped by the cultural background of the country</li> <li>• develop a deeper understanding of different cultures and communities</li> </ul>
	<b>Democracy</b> A system where everyone plays an equal part.	<ul style="list-style-type: none"> <li>• explore how global organisations such as the United Nations work and how they impact on the lives of others</li> <li>• investigate how the leaders of a country are chosen</li> </ul>
	<b>Rule of law</b> The principle that all people and institutions are subject to and accountable for their actions and behaviour.	<ul style="list-style-type: none"> <li>• investigate the laws of different geographical locations and how they differ</li> <li>• explore the impact that laws have on the people living in different geographical locations</li> </ul>









	<p><b>Individual liberty</b> Being free to express views or ideas</p>	<ul style="list-style-type: none"> <li>• express their views on local issues, for example, the construction of a new road, the building of a wind turbine</li> </ul>
	<p><b>Tolerance and respect</b> The ability or willingness to respect and tolerate the opinions or behaviour of others.</p>	<ul style="list-style-type: none"> <li>• discuss different cultures or beliefs and backgrounds and question misconceptions they may have about them</li> </ul>

## Promoting FBV and SMSC within the WHSS History Curriculum

		Students have opportunity to:
	<b>Spirituality</b> Explore beliefs, experience and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences	<ul style="list-style-type: none"> <li>• explore chronology and their place in history</li> <li>• discover how past and present is interconnected</li> <li>• explore how beliefs and perspectives have changed over time</li> <li>• understand how people's beliefs have shaped their actions, for example, Henry VIII creating the Church of England, Mayan blood sacrifices</li> </ul>
	<b>Moral</b> Recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views	<ul style="list-style-type: none"> <li>• explore moral dilemmas created by technological advances</li> <li>• use drama, role play, stories and pictures, to develop a better understanding of how moral issues and decisions affected history</li> <li>• explain why they think the choices people made were right or wrong</li> <li>• understand how people have been unfairly treated in the past, for example, Native American</li> </ul>
	<b>Social</b> Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict.	<ul style="list-style-type: none"> <li>• take an active part in historical visits and workshops</li> <li>• collaborate with others</li> <li>• express opinions based on historical evidence and respect the opinions of others</li> <li>• understand how laws and rules have changed over time to protect and improve life for different groups of people</li> <li>• investigate aspects of local history</li> </ul>
	<b>Cultural</b> Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity	<ul style="list-style-type: none"> <li>• visit and find out about historical and heritage sites</li> <li>• visit museums and explore historical artefacts</li> <li>• find out about ancient civilisations from around the world</li> <li>• research conflict within different societies and the attempts that have been made to resolve them, for example, William Wilberforce and the abolishment of slavery, Rosa Parks and human rights</li> </ul>
	<b>Democracy</b> A system where everyone plays an equal part.	<ul style="list-style-type: none"> <li>• investigate how democracy and democratic decisions have influenced history</li> <li>• understand how and why democracy has failed, for example, dictatorships (Hitler) or has been misused (Anne Boleyn's trial)</li> <li>• make decisions and come to conclusions using historical evidence</li> <li>• explore the consequences of the decisions made by individuals or groups of people</li> </ul>
	<b>Rule of law</b> The principle that all people and institutions are subject to and accountable for their actions and behaviour.	<ul style="list-style-type: none"> <li>• find out how rules and laws have influenced or caused historical change, for example, the Factory Act 1833 (which improved</li> </ul>

		conditions for working children) or the 1918 Representation of the People Act (which granted the vote to women over the age of 30)
	<b>Individual liberty</b> Being free to express views or ideas	<ul style="list-style-type: none"> <li>• explore how historical figures expressed their views and beliefs and how their beliefs influenced history (Hitler or Rosa Parks)</li> <li>• explore where individual liberty has been oppressed and the effect that it had on different groups of people</li> </ul>
	<b>Tolerance and respect</b> The ability or willingness to respect and tolerate the opinions or behaviour of others.	<ul style="list-style-type: none"> <li>• listen to and respect the views of others, and understand that a different view is equally valid</li> <li>• explore how prejudice and discrimination has influenced history and affected groups of people</li> </ul>




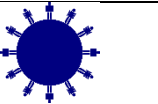


## Promoting FBV and SMSC within the WHSS Music Curriculum



		Students have opportunity to:
	<b>Spirituality</b> Explore beliefs, experience and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences	<ul style="list-style-type: none"> <li>• explore how different genres and pieces of music makes them feel</li> <li>• use imagination and creativity to compose music</li> <li>• sing and play with feeling, giving meaning to lyrics and musical phrases</li> <li>• listen to songs and music with a spiritual theme or message</li> </ul>
	<b>Moral</b> Recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views	<ul style="list-style-type: none"> <li>• listen to music that addresses moral issues</li> <li>• form views on music with a moral message</li> <li>• understand and follow rules and symbols in music</li> <li>• follow the leadership of a conductor</li> </ul>
	<b>Social</b> Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict.	<ul style="list-style-type: none"> <li>• participate in community events and performances</li> <li>• learn how to play a musical instrument regardless of background</li> <li>• work together to create group performances</li> <li>• understand the importance of co-operation in group performances</li> <li>• perform for different audiences in different settings</li> </ul>
	<b>Cultural</b> Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity	<ul style="list-style-type: none"> <li>• explore and perform music from a range of different historical periods</li> <li>• listen to music from a range of cultures</li> <li>• learn about music from a range of genres</li> <li>• work with musicians from a variety of cultures and musical backgrounds</li> </ul>
	<b>Democracy</b> A system where everyone plays an equal part.	<ul style="list-style-type: none"> <li>• create music together, making decisions and choices collectively</li> <li>• take turns and share equipment</li> <li>• evaluate and make changes, taking everyone's opinion into account</li> </ul>
	<b>Rule of law</b> The principle that all people and institutions are subject to and accountable for their actions and behaviour.	<ul style="list-style-type: none"> <li>• explore the rules and laws of copyright</li> <li>• understand if and when digital music can be shared</li> </ul>
	<b>Individual liberty</b> Being free to express views or ideas	<ul style="list-style-type: none"> <li>• express preferences about a song, piece of music or performance</li> <li>• create music on a chosen theme or interest</li> <li>• express themselves in a musical performance</li> <li>• build on individual musical talents and interests</li> </ul>
	<b>Tolerance and respect</b> The ability or willingness to respect and tolerate the opinions or behaviour of others.	<ul style="list-style-type: none"> <li>• listen to others' views on music and performance</li> <li>• respond to the work of others, taking into account the impact of their words</li> </ul>






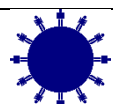




		<ul style="list-style-type: none"><li>• explore and respect the social, cultural or religious ideas that have influenced the development of music</li></ul>
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Promoting FBV and SMSC within the WHSS Physical Development & Healthy Lifestyles Curriculum (including Outdoor Learning)



		Students have opportunity to:
	<b>Spirituality</b> Explore beliefs, experience and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences	<ul style="list-style-type: none"> <li>• take part in outdoor and adventurous activities</li> <li>• express feelings, ideas and emotions through dance and movement</li> <li>• explore the effects of exercise on their bodies</li> </ul>
	<b>Moral</b> Recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views	<ul style="list-style-type: none"> <li>• explore what it means to be fair in competitive sport, for example, 'Should you dive for a penalty?' or 'Should I hold my egg on the spoon?'</li> <li>• follow rules to play games</li> <li>• explore the consequences of not playing fairly</li> </ul>
	<b>Social</b> Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict.	<ul style="list-style-type: none"> <li>• play in teams</li> <li>• co-operate with others in games, dance and outdoor and adventurous activities</li> <li>• explore what makes a good team</li> <li>• have the opportunity to work alongside sports professionals</li> <li>• actively engage in extra-curricular sporting activities, inter-school competition and clubs</li> <li>• take turns</li> <li>• enjoy communicating and collaborating with each other</li> <li>• enjoy competition against each other and themselves</li> </ul>
	<b>Cultural</b> Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity	<ul style="list-style-type: none"> <li>• explore sports and sporting heroes from a range of cultures</li> <li>• take part in celebrating national and cultural events, for example, the Olympics or the World Cup</li> <li>• explore dance from a range of cultures and historical periods</li> <li>• take part in and have the opportunity to watch dance and sporting performances in and out of school</li> </ul>
	<b>Democracy</b> A system where everyone plays an equal part.	<ul style="list-style-type: none"> <li>• learn rules for different games and sports</li> <li>• co-operate with others as part of a team</li> <li>• vote for the activities they want to learn about or participate in support other team members</li> </ul>
	<b>Rule of law</b> The principle that all people and institutions are subject to and accountable for their actions and behaviour.	<ul style="list-style-type: none"> <li>• learn about and follow health and safety rules when taking part in sporting activities</li> <li>• where appropriate, learn about the rules regarding sport and substance abuse</li> <li>• where appropriate, learn about legislation relating to bribery in sport, for example, cricket, football and tennis</li> </ul>

	<p><b>Individual liberty</b> Being free to express views or ideas</p>	<ul style="list-style-type: none"> <li>• express their own ideas through art, music and play</li> <li>• give an opinion or share an idea about something important to them</li> <li>• have the opportunity to express a preference for a particular sport and to follow routes for developing this further, for example, through external clubs or sporting academies</li> <li>• set personal targets for sporting achievement, for example, running the 100 m in a faster time or being able to do 10 skips with a rope</li> <li>• create their own games with rules and scoring systems</li> </ul>
	<p><b>Tolerance and respect</b> The ability or willingness to respect and tolerate the opinions or behaviour of others.</p>	<ul style="list-style-type: none"> <li>• play co-operatively</li> <li>• work and play in different social groups</li> <li>• listen to others in activities such as circle time or during shared play</li> <li>• demonstrate tolerance and mutual respect when playing against other teams</li> <li>• take part in peer evaluation of skill or performance</li> <li>• explore the work of organisations such as Kick it Out</li> </ul>




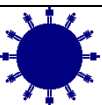

## Promoting FBV and SMSC within the WHSS RE Curriculum




		Students have opportunity to:
	<b>Spirituality</b> Explore beliefs, experience and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences	<ul style="list-style-type: none"> <li>• explore aspects of belief including worship, prayer and holy texts</li> <li>• find out about the beliefs and practices of people in their community and wider world</li> <li>• explore and develop their own beliefs and values</li> <li>• debate 'big' questions</li> <li>• develop a sense of 'awe' and 'wonder' about the world around them</li> </ul>
	<b>Moral</b> Recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views	<ul style="list-style-type: none"> <li>• explore right and wrong, good and evil</li> <li>• evaluate rules and codes of behaviour found in different religions and world views</li> <li>• debate ethical issues about the caring for others and the environment</li> </ul>
	<b>Social</b> Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict.	<ul style="list-style-type: none"> <li>• learn about the lives and beliefs of others from first-hand experiences</li> <li>• visit places of worship and show respect for different beliefs and ways of life</li> <li>• collaborate and learn from others</li> </ul>
	<b>Cultural</b> Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity	<ul style="list-style-type: none"> <li>• find out about how religion has influenced culture in different societies</li> <li>• show respect when meeting and learning about people of different faiths and cultures</li> </ul>
	<b>Democracy</b> A system where everyone plays an equal part.	<ul style="list-style-type: none"> <li>• explore the concept of equality in different religions</li> <li>• listen to and respect other people's opinions and beliefs</li> </ul>
	<b>Rule of law</b> The principle that all people and institutions are subject to and accountable for their actions and behaviour.	<ul style="list-style-type: none"> <li>• compare rules and codes of conduct in holy texts to UK laws</li> <li>• consider how different beliefs affect the behaviour of followers</li> </ul>
	<b>Individual liberty</b> Being free to express views or ideas	<ul style="list-style-type: none"> <li>• express individual ideas and beliefs confidently in a supportive environment</li> <li>• use evidence, ideas and opinions to draw conclusions</li> <li>• express a view on a sensitive or controversial issue</li> <li>• investigate ideas that interest them</li> </ul>
	<b>Tolerance and respect</b> The ability or willingness to respect and tolerate the opinions or behaviour of others.	<ul style="list-style-type: none"> <li>• work with others of different cultures, faiths and beliefs</li> <li>• listen to feedback and share conclusions</li> <li>• learn from others, including people from different faiths, communities and cultures</li> <li>• listen to and respect the ideas of others</li> </ul>

		Students have opportunity to:
	<b>Spirituality</b> Explore beliefs, experience and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences	<ul style="list-style-type: none"> <li>• develop an awareness of and respond to others' needs and wants.</li> <li>• explore meaning and purpose for individuals and society.</li> <li>• develop resilience and inner strength.</li> <li>• explore spiritual practices such as worship and prayer, and consider the impact of these on believers and any relevance to their own life</li> <li>• reflect on how they can be more tolerant, caring, respectful, cooperative and happy</li> </ul>
	<b>Moral</b> Recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views	<ul style="list-style-type: none"> <li>• explore what is right and wrong and to work out what we need to do in our community to make sure everyone thrives.</li> <li>• take part in debate in order to find a point of view and see others' point of view</li> <li>• explore questions and stimulus to help examine fair and unfair</li> </ul>
	<b>Social</b> Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict.	<ul style="list-style-type: none"> <li>• to engage in a democratic process e.g. by creating class expectations.</li> <li>• to exercise leadership and responsibility through membership of Student Voice, apply for and carry out school jobs / work experience</li> <li>• to develop respect, tolerance, ownership, cooperation and happiness.</li> </ul>
	<b>Cultural</b> Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity	<ul style="list-style-type: none"> <li>• to explore how different cultures can offer great insights into how we lead our lives</li> <li>• to understand that we are all different but can respect each other and work together</li> </ul>
	<b>Democracy</b> A system where everyone plays an equal part.	<ul style="list-style-type: none"> <li>• contribute to the life of the classroom</li> <li>• help construct, and agree to follow, group and class rules and to understand how these rules help them</li> </ul>
	<b>Rule of law</b> The principle that all people and institutions are subject to and accountable for their actions and behaviour.	<ul style="list-style-type: none"> <li>• Learn about rules and laws that protect themselves and others and why they are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</li> <li>• understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child and that these universal rights are there to protect everyone and have primacy both over national law and family and community practices</li> <li>• recognise reasons for rules and laws; consequences of not adhering to rules and laws.</li> </ul>

	<p><b>Individual liberty</b> Being free to express views or ideas</p>	<ul style="list-style-type: none"> <li>• belong to various groups and communities such as family and school</li> <li>• Develop increased responsibility to keep themselves and others safe and recognise increasing independence</li> </ul>
	<p><b>Tolerance and respect</b> The ability or willingness to respect and tolerate the opinions or behaviour of others.</p>	<ul style="list-style-type: none"> <li>• recognise what is fair and unfair, kind and unkind, what is right and wrong</li> <li>• identify and respect the differences and similarities between people</li> <li>• learn that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed)</li> <li>• recognise and respond appropriately to a wider range of feelings in others</li> <li>• listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view.</li> <li>• Learn about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background.</li> <li>• listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.</li> <li>• debate topical issues, respect other people's point of view and constructively challenge those they disagree with</li> <li>• learn the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.</li> <li>• Learn about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.</li> <li>• to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view</li> <li>• realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviour</li> <li>• to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</li> </ul>








Promoting FBV and SMSC within the WHSS Hospitality and Catering Curriculum

		Students have opportunity to:
	<b>Spirituality</b> Explore beliefs, experience and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences	<ul style="list-style-type: none"> <li>• make food in a creative and innovative way.</li> <li>• to adapt recipes and create unique, innovative products to ensure that their work reflects their individual personality and creates their own unique twist.</li> <li>• adapt, make and evaluate products</li> <li>• learn about the different food choices around the world, as well as the cooking methods</li> </ul>
	<b>Moral</b> Recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views	<ul style="list-style-type: none"> <li>• learn about key moral issues surrounding the sourcing, preparation and cooking of food.</li> <li>• work with one another as a team and to guide each other on topics such as presentation, safety during preparation and cooking and storage of food.</li> <li>• learn about the world of work in which they will have to communicate and work with a diverse range of people.</li> <li>• to keep themselves, as well as others safe when using equipment which may pose a danger or when cooking food for themselves and others.</li> <li>• gain an understanding of the moral dilemmas surrounding food that we as a society must take into consideration, including animal slaughter and health, hygiene and safety.</li> </ul>
	<b>Social</b> Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict.	<ul style="list-style-type: none"> <li>• to develop team working skills and to take responsibility for their own learning.</li> <li>• communicate effectively through collaborative learning to consider the social responsibility of the food industry including food choice, issues surrounding food and packaging, as well as wastage.</li> <li>• work safely and hygienically in the kitchen environment.</li> <li>• to use equipment properly as well as to store, prepare and cook food to a safe standard.</li> </ul>
	<b>Cultural</b> Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity	<ul style="list-style-type: none"> <li>• Work with a variety of ingredients, dishes, ideas and cooking methods from around the world.</li> </ul>
	<b>Democracy</b> A system where everyone plays an equal part.	Learn about the importance of health and safety legislation

	<p><b>Rule of law</b> The principle that all people and institutions are subject to and accountable for their actions and behaviour.</p>	<ul style="list-style-type: none"> <li>Learn about laws that have come about through the democratic system</li> </ul> <p>Examples for this might be: health and safety laws and employment protection laws in the catering industry</p>
	<p><b>Individual liberty</b> Being free to express views or ideas</p>	<ul style="list-style-type: none"> <li>Make choices about the food they prepare</li> <li>Make choices about future career pathway, if applicable</li> </ul>
	<p><b>Tolerance and respect</b> The ability or willingness to respect and tolerate the opinions or behaviour of others.</p>	<ul style="list-style-type: none"> <li>To understand how and why dietary requirements impact food consumption choices in terms of religion and culture</li> </ul>



## Promoting FBV and SMSC within the WHSS Construction Curriculum

		Students have opportunity to:
	<b>Spirituality</b> Explore beliefs, experience and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences	<ul style="list-style-type: none"> <li>reflect on ways in which products and inventions can improve the quality of their lives and the lives of others</li> <li>develop a sense of curiosity through disassembly/deconstruction of products</li> </ul>
	<b>Moral</b> Recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views	<ul style="list-style-type: none"> <li>explore moral dilemmas within the construction industry eg use of Greenbelt land</li> <li>develop an awareness of how sustainable materials can positively impact lives</li> <li>understand why we have rules for using equipment</li> </ul>
	<b>Social</b> Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict.	<ul style="list-style-type: none"> <li>work as a team, recognising others' strengths and sharing equipment</li> <li>share and choose appropriate ideas</li> </ul>
	<b>Cultural</b> Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity	<ul style="list-style-type: none"> <li>explore how different cultures have contributed to technological advances, including the construction industry</li> </ul>
	<b>Democracy</b> A system where everyone plays an equal part.	<ul style="list-style-type: none"> <li>Learn about laws that have come about through the democratic system concerning building regulations and Health and Safety in the work place.</li> </ul>
	<b>Rule of law</b> The principle that all people and institutions are subject to and accountable for their actions and behaviour.	<ul style="list-style-type: none"> <li>Comply with statutory regulations and organisational safety requirements</li> </ul> <p>For example:            The Health and Safety at Work Act            The Management of Health and Safety at Work            Personal Protective Equipment at Work Regulations            Manual Handling Operations Regulations            Provision and Use of Work Equipment Regulations</p> <ul style="list-style-type: none"> <li>learn about what employers expect from workers in the construction trade.</li> <li>to behave appropriately in a work environment.</li> <li>to communicate effectively in a work environment.</li> </ul>
	<b>Individual liberty</b> Being free to express views or ideas	<ul style="list-style-type: none"> <li>Make choices about the skills they learn and develop</li> <li>Make choices about future career pathway, if applicable</li> </ul>



**Tolerance and respect**

The ability or willingness to respect and tolerate the opinions or behaviour of others.

- learn about what employers expect from workers in the construction trade.
- to behave appropriately in a work environment.
- to communicate effectively in a work environment.