

# St John's CofE VC Infants' School & Jumping Johns Nursery



## Spiritual, Moral, Social and Cultural Development (SMSC) & PSHE Policy

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## **St. John's C. of E VC Infants School & Jumping Johns Nursery**

### **Spiritual, Moral, Social and Cultural Development (SMSC) & PSHE Policy**

In this policy the word 'Setting' will related to, St. John's C. of E VC Infants' School & Jumping Johns Nursery. This policy forms the framework for the SMSC development, P.S.H.E. and Citizenship Education of our children. It links with the following school policies:

- Equality Duty Statement
- Relationships & Sex Education Policy
- Child Protection & Safeguarding Policy
- Behaviour Policy
- Religious Education
- Anti-Bullying
- Drugs & Alcohol
- Spirituality

Our aim is to create and maintain a stimulating environment that is happy and secure, where all members of the school community can grow in self-esteem and develop their full potential. Success, both personal and shared is celebrated while at the same time pupils feel safe to express worries about things they can't do or don't understand.

We seek to promote Christian values such as compassion, care, forgiveness, understanding and mutual respect within the school. We attach a high priority to strong links between home, school, church and the local community. These values form the basis of enabling children to understand that the strength of our relationships with family, friends and community are at the heart of personal well-being.

At the same time we want our children to grow in understanding of the social and moral responsibilities that come with all relationships and the duty that falls on us to care for others as we would like to be cared for ourselves.

### **Equal Opportunities**

Personal, Social and Health Education is provided for all pupils, as appropriate to their age group, regardless of gender, culture or disability and in an atmosphere of mutual respect. Every attempt is made to ensure the resources used will be free of cultural bias and that gender stereotyping is avoided.

## **Spiritual, Moral, Social and Cultural Development - OFSTED Guidelines**

### **OFSTED DEFINITION OF SPIRITUAL DEVELOPMENT**

Pupils' spiritual development is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning willingness to reflect on their experiences.

*School Inspection Handbook from September 2015*

### **OFSTED DEFINITION OF MORAL DEVELOPMENT**

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognize legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

*School Inspection Handbook from September 2015*

## OFSTED DEFINITION OF SOCIAL DEVELOPMENT

Pupils' social development is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental **British values** of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

*School Inspection Handbook from September 2015*

## OFSTED DEFINITION OF CULTURAL DEVELOPMENT

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

*School Inspection Handbook from September 2015*

## BRITISH VALUES

“Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and belief can help schools to demonstrate how they are meeting the requirements of section 78 of the Education Act 2002, in their provision of SMSC.

Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with schools' duty to provide SMSC. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

Through their provision of SMSC, schools should:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

*DfE non-statutory advice to schools on promoting British Values, November 2014*

British values are promoted at St. John's during school assemblies, Religious Education, Personal, Social and Health Education (PSHE) sessions and the day-to-day running of our school. Our "Rights Respecting School" application is a major strand in our explicit promotion of British values, particularly participatory democracy, understanding of one's right and respect for the rights of others.

As a nursery and infant school, the promotion of British Values will often be implicit - through example, through story, through celebration and the practice of rules and the expression of democracy as is appropriate for this age group. O

As well as actively promoting British values, the opposite also applies: We will actively challenge children, staff or parents expressing opinions contrary to fundamental British values, including the expression of 'extremist' views.

The British values we espouse are not unique to Britain. We acknowledge that they are similar to the values of the many countries and the cultural backgrounds represented by families at St. John's Infants and Jumping Johns Nursery.

Below are just a few examples of how we promote British values.

### **British Heritage**

As a school, we value and celebrate the diverse heritages of everybody at our school and nursery. Alongside this, we value and celebrate being part of Britain. In general terms, this means that we celebrate traditions and customs in the course of the year; for example, Easter, Harvest Festival during the autumn term and Christmas. We also value and celebrate national events.

### **Democracy**

Children, parents and staff have many opportunities for their voices to be heard. Democracy is central to how we operate. An example is our School Council. The election of the School Council members reflects our British electoral system and demonstrates democracy in action. Made up of two representatives from each class, the School Council meets regularly to discuss issues raised by the different classes. Children are asked to respond and reflect on the teaching and learning they receive as well as make suggestions for the School Council to consider.

Parents' opinions are welcomed through methods such as questionnaires, surveys at parents evenings and opportunities to comment on weekly newsletters.

### **Rules and Laws**

The importance of rules and laws, whether they be those that govern our school or our country, are reinforced often, such as in assemblies and when reflecting on behaviour choices. At the start of the school year, each class discusses the school rules and class routines, principles that are clearly understood by all and seen to be necessary to ensure that every class member is able to learn in a safe and ordered environment.

### **Individual Liberty**

Alongside rules and laws, we promote freedom of choice and the right to respectfully express views and beliefs. Through the provision of a safe, supportive environment, we provide boundaries for our pupils to make choices safely; for example:

- choices about what learning challenge or activity
- choices about how they record their learning
- choices around the participation in extra-curricular activities

Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are taught how to exercise these safely, such as in our Rights Respecting School programme.

### **Mutual respect and tolerance of those with different faiths and beliefs**

St. John's Infants and Jumping Johns Nursery serves an area which is culturally, spiritually and 'values' diverse and we are proud to promote and celebrate our different backgrounds and beliefs. Tolerance, politeness and mutual respect are at the heart of our aims and ethos.

## **ST. JOHN'S INFANTS SCHOOL & JUMPING JOHN'S NURSERY SMSC IMPLEMENTATION**

**At St. John's we expect the social, moral, cultural and spiritual development of the child to pervade all aspects of the curriculum and the child's experience of school life. Nonetheless, we feel that it is vital that the manifestation of this policy on a day-to-day basis needs to be planned and capable of evaluation without being prescriptive. We have adopted a range of whole-school strategies that will ensure that those working with our children embed it in all they do.**

**Our promotion of SMSC has 5 strands:**

1. St. John's Infants is a school with an explicit and embedded Christian ethos that is reflected in the day-to-day experiences of children at the school.
2. St. John's Infants is working to become a Rights Respecting School.
3. PSHE Curriculum - St. John's Infants embeds approaches in whole curriculum delivery that ensures that the child's personal, social and health education needs are met.

4. St. John's Infants has a distinctive Spirituality Policy that supports children in the early development of spiritual awareness through a range of experiential approaches.

5. Through the celebration of differing cultural strands within the school, the diversity within our community, and the exposure to the lifeways of other communities children at St. John's Infants are encouraged to enjoy and celebrate diversity of religion, race, nationality, gender and lifestyle.

## **1. Christian Ethos**

St. John's is a Church of England School. We are conscious of the inclusiveness of Christ's message and the importance of recognizing and celebrating diversity of spiritual expression as insights into a universal quest for meaning. The Christian focus of the school should serve to encourage those children whose spirituality has set them on a Christian path, whilst recognizing and respecting those of other faiths and none. Christian beliefs and values underpin the moral stance of our society. They provide the framework and the explanation of why we live as we do. They link in with our 'Rights Respecting School' strand which seeks to embed those values in action. We want our children to understand that our values are expressed in everything we do.

St. John's works to ensure that:

Christian values are well embedded, leading to a caring community in which all members feel valued and safe

We have firm links with the local church and community which enhance pupils' spiritual experience

We have a participatory Collective Worship programme in which the Christian ethos predominates

Staff are committed to framing the pupils' whole-school experiences within a Christian context

We are committed to making Christian values explicit to all stakeholders -and we seek to make this visible through collective worship, school displays, our website and through the values implicit in all we do

We seek to develop awareness for other belief systems in our local, national and global community and to teach children to respect and value the beliefs of others and the ways those beliefs manifest in their daily lives.

## 2. The Rights Respecting School Award

St. John's Infants is working towards the Rights Respecting School Award as our core approach for providing children with a voice, encouraging children to participate in decision-making and to develop awareness of their rights as children and the importance of respecting the rights of others.

The **Rights Respecting School Award (RRSA)** encourages schools to place the UN Convention on the Rights of the Child (CRC) at the heart of its ethos and curriculum. A Rights Respecting School not only teaches about children's rights, it also models rights and respect in all its relationships, whether between children or between children and adults.

Unicef UK Rights Respecting Schools are required to implement four evidence-based standards.

- Rights-respecting values underpin leadership and management
- The whole school community learns about the UN Convention on the Rights of the Child
- The school has a rights-respecting ethos
- Children are empowered to become active citizens and learners.

### What Impact will it have?

#### On the school

- RRSA provides an overarching set of values that improve the climate for learning and within which other initiatives can sit
- A deeper and more cohesive way of working
- Improved relationships with pupils and a reduced

hierarchical divide between staff and pupils, due to a common rights-respecting language.

#### On children

- Improved self esteem and feelings of being valued and listened to
- Increased levels of respect for each other, leading to improved relationships with other pupils and with staff
- A sense of security as rights-respecting language and behaviour is used consistently throughout the school
- Improved attainment and attendance, and a reduction in exclusions

- An understanding and respect of religions, cultures, beliefs and abilities different to their own
- A wider and deeper understanding of the world in which they live.

### **On adults**

- Strengthened collaborative working
- Increased consultative approach with other adults and pupils
- A sense of ownership in developing an approach that meets the needs and aspirations of the school as a whole
- A sense that the whole school is working towards a common goal, leading to feelings of empowerment for both staff and pupils
- A platform is developed for parental engagement and discussion.

The language of rights and responsibilities, empowers children to relate to each other better and to engage in decision-making more collaboratively. The effects of the Rights Respecting School initiative can be seen not just through the School Council but also through the inclusive, participative way the whole school works during lessons, meal times, play, classroom practices and through parents' involvement.

For St. John's to receive the RRS Award, we must show evidence that we have reached the required standard in the following four categories, all of which contain elements contributing to the development of an active global citizen:

1 leadership and management for embedding the values of the Convention on the Rights of the Child in the life of the school;

2 knowledge and understanding of the Convention on the Rights of the Child;

3 Rights Respecting classrooms;

4 pupils actively participate in decision-making throughout the school.

*There are two levels to the Award. Level 1 describes a school which has made good progress across four key aspects of school life: leadership and management; pupils' knowledge and understanding of the Convention on the Rights of the Child; classroom climate and culture; and pupils' active participation in decision-making.*

*A Level 2 is awarded to schools which demonstrate that these principles are fully embedded in the life of the school.*

### **3. PSHE - Knowledge, skills and understanding at KS1**

St. John's Infants does not deliver PSHE through a timetabled programme. Rather, teachers incorporate the skills, attitudes, values and approaches in their day-to-day teaching.

It will be a requirement of the Senior Management of the school to carry out a periodic audit through to provide evidence of where and when the PSHE objectives, as set out below, are met as part of the school's ongoing self-evaluation of the curriculum.

The objectives of St. John's PSHE policy implementation are to:

**1. Develop confidence and responsibility and encourage children to make the most of their abilities.** Pupils are taught:

- a. to recognise what they like and dislike, what is fair and unfair, and what is right and wrong
- b. to share their opinions on things that matter to them and
- c. to recognise, name and deal with their feelings in a positive way explain their views
- d. to think about themselves, learn from their experiences and recognise what they are good at
- e. how to set simple goals.

**2. Prepare pupils to play an active role as citizens.**

2. Pupils are taught:

- a. to take part in discussions with one other person and the whole class
- b. to take part in a simple debate about topical issues
- c. to recognise choices they can make, and recognise the difference between right and wrong
- d. to agree and follow rules for their group and classroom, and understand how rules help them
- e. to realise that people and other living things have needs, and that they have responsibilities to meet them
- f. that they belong to various groups and communities, such as family and school
- g. what improves and harms their local, natural and built environments and about some of the ways people look after them
- h. to contribute to the life of the class and school
- i. to realise that money comes from different sources and can be used for different purposes.

### **Developing a healthy, safer lifestyle**

#### **3. Pupils are taught:**

- a. how to make simple choices that improve their health and wellbeing
- b. to maintain personal hygiene
- c. how some diseases spread and can be controlled
- d. about the process of growing from young to old and how people's needs change
- e. the names of the main parts of the body
- f. that all household products, including medicines, can be harmful if not used properly
- g. rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.

### **Developing good relationships and respecting the differences between people**

#### **4. Pupils should be taught:**

- a. to recognise how their behaviour affects other people
- b. to listen to other people, and play and work cooperatively
- c. to identify and respect the differences and similarities between people
- d. that family and friends should care for each other
- e. that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.

### **Breadth of opportunities**

#### **5. During the key stage, pupils should be taught the knowledge, skills and understanding through opportunities to:**

- a. take and share responsibility [for example, for their own behaviour; by helping to make classroom rules and following them]
- b. feel positive about themselves [for example, by having their achievements recognised and by being given positive feedback about themselves]
- c. take part in discussions [for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where our food and raw materials for industry come from]
- d. make real choices [for example, between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly)
- e. meet and talk with people [for example, with outside visitors such as religious leaders, police officers, the school nurse]
- f. develop relationships through work and play [for example, by sharing equipment with other pupils or their friends in a group task]
- g. consider social and moral dilemmas that they come across in everyday life [for example, poor behaviour and issues of fairness.
- h. ask for help [for example, from family and friends, midday supervisors, older pupils, the police].

## **4. Spirituality at St. John's**

St. John's Infants has a Spirituality programme that seeks to embed spiritual development in the day-to-day lives of our pupils through its manifestation in reflective approaches to learning and daily experience and through simple spiritual practice appropriate to their age group.

At Reception and KS1 the manifestation of spirituality in children's lives is largely based on the example of adults as role models, the experience of a spiritually nurturing environment and their everyday activities and special experiences, such as the celebration of festivals and important events in the own lives and the life of the school and wider community. The school can nurture spiritual growth by:

1. Promoting a sense of community and belonging - through assembly, celebration, sharing, charitable activities and a growing knowledge of the wider world.
2. Teaching children the foundations of spiritual practice - prayer, stillness, mindfulness, self-discipline, connection with nature, creativity, and service to others.
3. Providing opportunities for spiritual experience through good example, caring and sharing, immersion in nature, sacred story and worship.
4. Encouraging open dialogue with parents, carers and the wider community about the things we believe help children to flourish emotionally and spiritually.

*Extracted from our Spirituality Policy statement.*

## **5. The Celebration of Diversity**

Together with an understanding of the principal of personal rights, respect for the rights of others and participatory democracy we believe that a core feature of our Christian Ethos is to embrace and celebrate the rich diversity within our community - whether it be the national, ethnic and religious origins of our community, or the diversity present in our wider national and global community. As part of the teaching of British Values children should grow in the understanding that respect and tolerance is a core component of a happy, secure and successful community.

## **GUIDELINES FOR PSHE AT KEY STAGE 1**

"During key stage 1 pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood."

### *Non-statutory Guidelines for PSHE at KS1*

#### **ATTAINMENT IN CITIZENSHIP FOR KS1**

**By the end of KS1 pupils will be able to:**

##### **Critical thinking and enquiry -**

- ask questions about issues that affect their communities and share their ideas with others.
- ask questions to find out about the different groups and communities they belong to. They select information from given sources to find answers to these and other questions.
- begin to explore issues that affect people in their neighbourhood and wider communities in different ways. They find answers to questions using different sources.

##### **Advocacy and Representation -**

- ask questions about issues that affect their communities and share their ideas with others
- give opinions about their communities and issues that affect them

- present their ideas to others and begin to acknowledge other viewpoints

### **Taking informed and responsible action -**

- take part in some of the decisions that affect them and their communities
- suggest how things might be improved through the actions that they or others might take
- identify what could be done to change things in communities, plan some action and take part in decision- making activities with others, in familiar contexts

### **Democracy and justice -**

- take part in some of the decisions that affect them and their communities
- discuss what is fair and unfair in different situations
- recognise that in a democracy people have a say in what happens locally and nationally

### **Rights and responsibilities -**

- They begin to recognise that all people have needs and wants
- They identify the differences between peoples' needs and wants
- They describe some of the rights and responsibilities people have towards each other and the environment and are aware rights can conflict

### **Identities and diversity -**

- identify some of the groups and communities they belong to and recognise some differences between people in their community

- identify similarities and differences between themselves and between the communities to which they belong
- describe some of the different features of their communities and how they are changing .

END OF NON-STATUTORY NATIONAL CURRICULUM GUIDELINES FOR PSHE AND  
CITIZENSHIP

**PSHE Themes for Early Years Foundation Stage.**

**Health and self-care:** children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

**Self-confidence and self-awareness:** children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

**Managing feelings and behaviour:** children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

**Making relationships:** children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

**People and communities:** children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

## PSHE Themes for Key Stage 1

### 1. Developing confidence and responsibility and making the most of my abilities

Teaching aims	Learning outcomes	Teaching activities
1a To recognise what they like and dislike, what is fair and unfair, and what is right and wrong	Know that I have a right to an opinion and increasingly be able to express my opinions	Participate in Circle Time and other one-to-one, small group or whole class discussions and respond to stories or poems
1b To share their opinions on things that matter to them and explain their views	Can express my opinions in a debate and understand duties towards my surroundings	Participate in a simple debate about: what improves and harms their different environments
1c To recognise, name and deal with feelings positively	Can recognise different feelings, name them and progressively react/respond positively	Recognise how their behaviour affects others through role plays and improvisation respond to poems/stories
1d To think about themselves, learn from their experience and recognise what they are good at	Show that I am becoming better at thinking about what I have done, learning from it and being able to say what I am good at	Recognise that they can make choices about how to behave draw a picture of themselves and annotate their talents
1e To set simple goals	Can set goals for personal skills	Design a goal sheet for a week

## 2. Preparing to play an active role as citizens

Teaching aims	Learning outcomes	Teaching activities
2a To take part in discussions with one other person and the whole class	Increasingly I can participate in larger group discussions	Identify and discuss choices they can make about behaviour
2b To take part in a simple debate about topical issues	I know what a debate is and take part	Participate in a debate about school rules
2c To recognise choices they can make and the differences between right and wrong	Can make my own choices and know more about what is right and wrong	Participate in Circle Time and other one-to-one, small group
2d To agree and follow rules for their group and classroom, and understand how rules help them	Show that I understand why rules are important and how they can help me	In Circle Time and in small groups make up rules for a new ball game
2e To realise that people and other living things have needs, and that they have responsibilities to meet them	Understand that all living beings and things have needs and I have a part to play in looking after them	Choose a picture of a person and explain how to meet some of their needs
2f To know that they belong to various groups and communities, such as family and school	Know that I belong to various groups and communities such as family and school	Draw webs or networks showing how they are connected to various groups
2g To understand what improves and harms their local, natural and built environments and about some of the ways people look after them	Know what affects my environment, who looks after it and know what I can do to help	Plant bulbs in school grounds and help nurture their growth and keep school areas tidy
2h To contribute to the life of the class and school	Recognise that my contribution is valuable	Take part in class, school assemblies/ concerts
2i To realise that money comes from different sources and can be used for different purposes	Begin to understand where money comes from and about spending and saving	Do Maths linked activities on sources of money and spending it

### 3. Developing a healthy, safer lifestyle

Teaching aims	Learning outcomes	Teaching activities
3a To make simple choices that improve their health and well being	Draw/write about what healthy food and drinks I like	Make a class collage illustrating healthy living
3b To maintain personal hygiene	Understand how to keep myself clean	Make message banners to promote hygiene
3c To know how some diseases are spread and can be controlled	Know how keeping clean can reduce spread of diseases	Make posters to show how spread of germs can be controlled
3d To know about the process of growing from young to old and how people's needs change	Be able to say how my body and needs have changed, and how they will change further	Make timelines showing the changes they have already experienced
3e To name the main parts of the body	Can name the external parts of the body	Draw on a template of the body the main external parts
3f To understand that all household products including medicines, can be harmful if not used properly	Know the difference between harmful and helpful substances and how misuse can harm me	Construct a puppet theatre and present a play about keeping safe with substances
3g To understand rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe	Can explain how I can keep myself safe when I am at home, at school or in the community know whom I can ask for help	View video extracts of situations where children may be in danger and discuss what they could do to keep themselves safe

#### 4. Developing good relationships and respecting the differences between people

Teaching aims	Learning outcomes	Teaching activities
4a To recognise how their behaviour affects others	Can understand how my behaviour affects others and theirs affects me	In Circle Time discuss ways their behaviour affects life in the school for everyone
4b To listen to other people and play and work co-operatively	Know how to be kind to others and to consider their feelings	Work and play with others in a group to solve a problem
4c To identify and respect the differences and similarities between people	Know what happens when others' rights are not respected know how to include others in activities	Make links with History Victorian project and compare lives and contributions of Florence Nightingale and Mary Seacole
4d To understand that family and friends should care for each other	I can show that I care about my family and friends and know they care for me	Read and discuss these or other stories about relationships and make models
4e Know that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying	Understand how teasing and bullying can be very hurtful know that it is wrong to tease and bully know where to get help	Debate why teasing and bullying is wrong write/draw what to do if they see someone being teased or bullied participate in role play