

SMSC, Citizenship and British Values EYFS

Through our curriculum, we ensure that pupils are well prepared for life in modern British society. They develop an understanding of the key beliefs of the different faiths and cultures that make up our society. We help to combat extremism by ensuring our children learn to be tolerant and respectful of the beliefs of others and understand how democracy works in our society. We foster the children's positive views of themselves by allowing decisions to be made and an acceptance that they may need help at some times and not at others.

In Appleton's EYFS we promote pupils' Spiritual, Moral, Social and Cultural development throughout our curriculum and ensure all members of staff promote the Characteristics of Effective Learning by

- Valuing children's questions and giving them space for their own thoughts, ideas and concerns and ensuring that all questions are acceptable.

- Enabling children to make connections between aspects of their learning.
- Encouraging children to relate their learning to a wider frame of reference for example asking 'why?', 'how?' and 'where?' as well as 'what?'.

We provide a range of opportunities to encourage pupils' spiritual development such as assemblies and circle times in which children are encouraged to reflect and learn from reflection, to discuss feelings, emotions and experiences and to consider, discuss and respect differences and similarities between themselves and others.

We promote their moral development by ensuring all adults act as good role models. This is achieved by ensuring that through our "Appleton family" ethos we offer the children and each other high quality relationships and interactions which promote fairness, integrity, respect for people, as well as recognising and respecting the codes and morals of the different cultures represented in our school and our wider community. We encourage the children to take responsibility for their actions and provide models of moral virtue through stories and role play. We also ensure that the children fully understand the school rules and ensure that all adults are consistent in applying the school behaviour policy. Democracy is demonstrated through turn taking games and 'voting' for certain activities or books and the discussion that accompanies this process. Pupils' social development is nurtured by fostering a sense of community with common inclusive values which ensure that everyone irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish. We provide lots of opportunities for the children to work cooperatively, to develop personal qualities such as sharing, honesty, thoughtfulness, respect for difference and self-respect. By allowing the children to become independent in a safe and secure environment, they learn to respectfully challenge others when appropriate and to resolve conflicts in a sensible way. The children are nurtured to talk about rules and expectations for all of the members of the class and learn to distinguish right from wrong.

We develop pupils' cultural understanding by providing opportunities for children to explore their own cultural experiences and traditions such as visiting local shops, sheltered accommodation and the park and visiting Honeysuckle Farm or East Park. We also look at a range of cultures and traditions such as Chinese New Year, Easter and Diwali. Similarities and differences in the way that we celebrate days such as Mother's Day, birthdays and other festivals are a regular part of the planning. Visitors, such as : PCSOs, Label of Love, authors and parents and older children as experts are regularly invited in to the classroom. We provide activities which extend the children's knowledge and use cultural imagery and language as well as giving them the opportunity to develop new skills and interests. We regularly celebrate the achievements and festivities of individuals and their families through our displays of photographs, post cards and notes sent from home. We demonstrate this to parents through the monthly Foundation Stage newsletter and the home school correspondence that is then shared with groups of children.

http://www.foundationyears.org.uk/files/2015/03/Fundamental_British_Values.pdf