





## Year 3: SMSC and Promotion of Fundamental British Values



	<p>R30</p> <p>CHILDREN Values – H18, H19, R6, R19, R30, R31, L1, L2, L3, L25.</p> <p>Visit from PCSO about Halloween – R24</p> <p>Visit from Fire Service about Firework safety – H39</p> <p>We will recognise and respond appropriately to a wider range of feelings in others – H17, H18, H19</p> <p>We will promote working collaboratively towards shared goals – L30</p> <p>We will review our school rules about health and safety, basic emergency aid procedures, where and how to get help including safety in the swimming pool – H38, H39.</p> <p>Were the Stone Age people right to hunt for food? –H3, H6</p> <p>What rules do you think there were in the Stone Age? – L1, L2, L3</p>	<p>R30</p> <p>CHILDREN Values – H18, H19, R6, R19, R30, R31, L1, L2, L3, L25.</p> <p>We will recognise and respond appropriately to a wider range of feelings in others – H17, H18, H19</p> <p>We will promote working collaboratively towards shared goals – L30</p> <p>Were the Stone Age people right to hunt for food? –H3, H6</p> <p>What rules do you think there were in the Stone Age? – L1, L2, L3</p>	<p>R30</p> <p>CHILDREN Values – H18, H19, R6, R19, R30, R31, L1, L2, L3, L25.</p>	<p>R30</p> <p>CHILDREN Values – H18, H19, R6, R19, R30, R31, L1, L2, L3, L25.</p> <p>Was it right for children to work in the mines/Pot banks?</p> <p>Are communities important? – R1, L30</p> <p>Working conditions and schooling in the potteries – Would you rather be at school or working?</p>	<p>R30</p> <p>CHILDREN Values – H18, H19, R6, R19, R30, R31, L1, L2, L3, L25.</p> <p>Was it right for the Europeans to move the native American?</p> <p>Taking land and animals from the people.</p> <p>Were shootouts the answer? – L1, L2, L3</p>	<p>R30</p> <p>CHILDREN Values – H18, H19, R6, R19, R30, R31, L1, L2, L3, L25.</p> <p>Visit from PCSO about safety over the holiday e.g. canals and strangers – R24, H41</p> <p>Taking land and animals from the people.</p> <p>Were shootouts the answer?</p>
<b>Social</b>	<p>Bronze, Silver, Gold work choices.</p> <p>Choice of partner</p> <p>Working as part of a community – R1, R31</p> <p>Paintings as a way of communication.</p> <p>We will differentiate</p>	<p>Forest School – L30, H27, H28, H29, H38, H39</p> <p>We will recognise and care about other people's feelings and to try to see and respect their point of view including a debate – H19</p> <p>Grandparent Christmas</p>	<p>We will promote and enjoy new experiences.</p> <p>Through stories and discussions, we will judge what kind of physical contact is acceptable or unacceptable and how to respond.</p> <p>Bronze, Silver, Gold work</p>	<p>Through group work, we will show enthusiasm for the ideas of others.</p> <p>Through the everyday situations we will begin to develop strategies to resolve disputes and conflict through negotiation and compromise.</p>	<p>Through group work, we will show enthusiasm for the ideas of others.</p> <p>Bronze, Silver, Gold work choices.</p> <p>Choice of partner</p> <p>What was expected and experienced as socially acceptable in these</p>	<p>Visit from PCSO about safety over the holiday e.g. canals and strangers – R24, H41</p> <p>Sports Day</p> <p>Bronze, Silver, Gold work choices.</p> <p>Choice of partner</p>



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	<p>between the terms risk, danger and hazard in our school, town and the circle environments – H38, H39, H41</p> <p>We will begin to listen and respond respectfully to a wide range of people and to feel confident to raise our own concerns about our work and lives – H17, H18, H19, H27, H28, H29</p> <p>We will identify different kinds of responsibilities, rights and duties at home, school and in the community including classroom jobs, school council and within Biddulph, Britain and the world – L3, L26</p>	<p>Singalong</p> <p>Christmas Play</p> <p>Christmas Jumper Day</p> <p>Pantomime Visit</p> <p>Netball Festival</p> <p>Bronze, Silver, Gold work choices.</p> <p>Choice of partner</p>	<p>choices.</p> <p>Choice of partner</p> <p>Eating as a social pleasure and event.</p> <p>Table manners and etiquette.</p>	<p>We identify what being part of a community means and about the varied institutions that support communities locally and nationally including Biddulph in Bloom, Councils and charities.</p> <p>Daffodil Service</p> <p>Bronze, Silver, Gold work choices.</p> <p>Choice of partner</p> <p>The dialect and the social aspects of this.</p> <p>The Potters' fortnight.</p>	<p>times.</p>	<p>What was expected and experienced as socially acceptable in these times.</p>
<b>Cultural</b>	<p>We will think about the lives of people living in other places, and people with different values and customs. This will be linked to any British and world events which are taking place at the time.</p> <p>How the Stone Age people lived and the tools that they invented which we use today.</p> <p>Weekly Assemblies</p>	<p>Weekly Assemblies</p> <p>Christmas Play</p> <p>Children in Need</p>	<p>Through research, visits and Faith in focus week we will identify and appreciate the range of national, regional, religious and ethnic identities in the UK focusing specifically on Islam.</p> <p>Tolerance of other cultures.</p> <p>Notre Dame fire, loss of a cultural landmark.</p> <p>Compare the French culture to that of ours.</p> <p>Red Nose Day</p> <p>World Book Day</p> <p>Weekly Assemblies</p>	<p>Visit to Local Pottery Museum.</p> <p>The development of the Potteries.</p> <p>Local dialect.</p> <p>Communities of the local area.</p> <p>Discuss the cultural quarter – linked to Gladstone, Wedgwood and Spode.</p> <p>Weekly Assemblies</p>	<p>The way of Life of the Wild West</p> <p>Country and Western music, including line dancing.</p> <p>Food from the Wild West.</p> <p>Weekly Assemblies</p>	<p>The way of Life of the Wild West</p> <p>Country and Western music, including line dancing.</p> <p>Food from the Wild West.</p> <p>Weekly Assemblies</p>



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<b>Fundamental British Values</b>	
<b>Democracy</b>	<p>CHILDREN Values – H18, H19, R6, R19, R30, R31, L1, L2, L3, L25.            Weekly Rock star Assemblies, including nominating a Rock star            Voting for Classroom representatives.            Voting for Year 4 House Leaders.            Voting on charity event themes.            Rules of the Stone Age Community            Rules of the Stone Age Community            How are French politics different to the British politics?            Royal family vs. president/prime minister            Votes for miners.            Miner’s strike.            Cowboys vs the Natives            Cowboys vs the Natives</p>
<b>Rule of Law</b>	<p>Class rules – L1            Behaviour Policy and behaviour ladders.            School rules – L1            House points            Computing SMART Rules – L11, L12, R19, R30            CHILDREN Values – H18, H19, R6, R19, R30, R31, L1, L2, L3, L25.            Did the Stone Age people have laws?            Compare French law to the British law and discuss commonalities.            Working hours of the miners and piecework pay.            Safety laws - H38, H39            Potters’ rights.            Children’s rights and child workers.            Laws of the Wild West            Punishments</p>
<b>Individual Liberty</b>	<p>Discuss if Stone Age people had liberty within their communities.            Children explaining how they worked out something            Reasoning            Rock star of the week            Circle time            PSHRE - H27, H28, H29            Discuss if Stone Age people had liberty within their communities.            French revolution and liberty.            Discuss the children being made to work vs an education.            Did they have a choice?            Natives and the Europeans, who had liberty? Why?</p>
<b>Mutual Respect</b>	<p>Discuss respect within the community.            Team Games            Talking partners            Group work            PSHÉ lessons            Debates            Relationships with others – R1, R6, R7, R8, R9            Relationships online and being a good digital citizen – R19, R22, R24, R30, L11, L12.            Discuss respect within the community.</p>



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	<p>Faith in Focus week – Respecting others regardless of religion and beliefs. Weekly assemblies. Relationships with others – R1, R6, R7, R8, R9 Relationships online and being a good digital citizen – R19, R22, R24, R30, L11, L12. Respect within the working communities. How respect would have impacted the history of the Wild West.</p>
<b>Tolerance of different Faiths</b>	<p>RE lessons Faith in Focus Week Assemblies News (Current – linked to picture news) PSHRE lessons Investigate what and how Stone Age people worshipped. Understanding of the religions in the world, main faiths within France and Britain. Tolerance of different British faiths. Religion and own beliefs. Native American Beliefs and Medicine Men.</p>