

SMSC, RE, Equality, PSHE, Mental Health (My Happy Mind) and British values at J.H Godwin primary school

We believe that J.H Godwin’s ethos embeds British Values through our curriculum provision including P4C, collective worship, engagement with the Parish Council and Cheshire West community, our international links, our roles and responsibilities and raising awareness of Britain’s diverse culture. Every child has a voice, a unique personality and skill set and ultimately a role to play in our promotion of British Values.

At J.H. Godwin School, we promote pupil voice through an active school council who have regular meetings and projects throughout the school year. We recognise the multi-cultural, multi-faith, diverse and ever changing nature of the United Kingdom and understand the role which both the staff and pupils have to ensure that we both promote and uphold these values throughout the year in the following ways.

We teach identified values in each term during the year. Our collective worship is linked to these themes.			
	British Value	DfE links	Collective worship
Block A	Tolerance, mutual respect	To understand that they can contribute positively to those around them and to society more widely. To respect and appreciate their own and other cultures, faiths and beliefs. To understand that the law allows people to choose which faiths and beliefs they follow. To understand the importance of identifying and combating discrimination.	1. Stories with a moral – The hare and the tortoise 2. Role models: Greta Thunberg - Aspergers and our inclusive school ethos 3. Christian visitor: The Lost Sheep parable 4. The Salvation Army: Harvest 5. Fairtrade 6. Rev. Tina: three wishes (story with a moral) 7. Save the family: Harvest collection 8. Safety at Halloween and fireworks (PCSO)
Block B	Democracy, rule of law	To enable pupils to distinguish right from wrong. To develop a respect and understanding of English law and democracy in contrast to other forms of government. To appreciate that English laws help to keep us safe and happy.	1. Our own personal values 2. British values: democracy 3. British values: the rule of law 4. British values: individual liberty 5. British values: mutual respect 6. British values: tolerance of those of different faiths and beliefs

Block C	Individual liberty	To accept responsibility for their behaviour. To show initiative.	1: Children's Rights 2. Road Safety Week – JSO's 3. E-safety focus 4. Anti-bullying	
Year 1				
	Religious education	PSHE	No outsiders (Equality)	My happy mind
Autumn 1	Christianity Does God want Christians to take care of the world? Creation story	Good relationships – getting on and falling out I can use peaceful problem-solving to sort out problems so both people feel OK. I know some ways to calm down when I am starting to feel angry.	There are five picture books for each year group. All books are taught during Autumn 2 term.	Module 2: Meet Your Brain
Autumn 2	Christianity What gift would I give to baby Jesus? Nativity.	No outsiders in our school - Equality	“My Grandpa is Amazing” Nick Butterworth LO: To recognise that people are different ages	Module 3: Celebrate
Spring 1	Christianity Did Jesus find it difficult to be a good friend? Beliefs about Jesus: his disciples	Drugs and alcohol education – CWP To know when we should take medicine and who should give it to us.	“Elmer” David McKee LO: To like the way that I am	Module 4: Appreciate
Spring 2	Christianity Why was Jesus treated like a king on Palm Sunday? Easter story	Relationships and sex education - CWP To know the differences between boy babies and girl babies.	“My World Your World” Melanie Walsh LO: To understand that we share the world with lots of people	Module 5: Relate
Summer 1	Judaism – Shabbat Is Shabbat important to Jewish children? Practises: Shabbat	E safety – eaware I can tell an adult when something worrying or unexpected happens while I am using the Internet.	“Ten Little Pirates” Mike Brownlow LO: To play with boys and girls	Module 6: Engage

Summer 2	Islam: Does praying 5 times a day help Muslims in their lives?	Goal setting – reflection on current academic year’s goals and planning new targets to next academic year during transition week. I can think about myself, learn from my experiences and recognise what I am good at.	“Max the Champion” Sean Stockdale LO: To understand that our bodies work in different ways	
Year 2				
	Religious education	PSHE	No outsiders (Equality)	My happy mind
Autumn 1	Christianity Is it possible to be kind all of the time? Beliefs about Jesus: as a teacher	Good relationships – getting on and falling out I can use my ability to see things from the other point of view to make a conflict situation better. I know that sometimes anger builds up and that I can be overwhelmed by my feelings.	There are five picture books for each year group. All books are taught during Autumn 2 term.	Module 2: Meet Your Brain
Autumn 2	Christianity Why did God give Jesus to everyone? Beliefs about Jesus birth	No outsiders in our school - Equality	“Blown Away” Rob Biddulph LO: To be able to work with everyone in my class	Module 3: Celebrate
Spring 1	Judaism Special relationship with God/Abraham Chanukah	Drugs and alcohol education – CWP To be able to follow the safety instructions and rules at school and at home.	“The first Slodge” Jeanne Willis LO: To understand how we share the world	Module 4: Appreciate
Spring 2	Christianity Is it true that Jesus came back to life? Easter	Relationships and sex education - CWP I can identify and respect differences and similarities between boys and girls – naming boy and girl genitalia.	“The Great Big Book of Families” Mary Hoffman LO: To understand what diversity is	Module 5: Relate
Summer 1	Islam: Does going to the mosque give Muslims a sense of belonging? Mosque – special role	E safety – eaware I can tell an adult when something worrying or unexpected happens while I am using the Internet. I know that private information shouldn’t be given out on the internet.	“The Odd Egg” Emily Gravett LO: To understand what makes someone feel proud	Module 6: Engage

Summer 2	Christianity The church as a community Church building – special role	Goal setting – reflection on current academic year’s goals and planning new targets to next academic year during transition week. I can break a goal down into small steps.	“Just Because” Rebecca Elliot LO: To feel proud of being different	
Year 3				
	Religious education	PSHE	No outsiders (Equality)	My happy mind
Autumn 1	Christianity Why is the Bible so important to Christians? Bible	Good relationships – getting on and falling out I know how to: look and sound friendly; be a good listener; give and receive compliments; see things from someone else’s point of view. I know: what my triggers for anger are; how our bodies change when we start to get angry; some ways to calm down when I start feeling angry.	There are five picture books for each year group. All books are taught during Autumn 2 term.	Module 2: Meet Your Brain
Autumn 2	Christianity Has Christmas lost its true meaning Nativity	No outsiders in our school - Equality	“Oliver” Birgitta Sif LO: To understand how difference can affect someone	Module 3: Celebrate
Spring 1	Christianity Could Jesus really heal people? Beliefs about Jesus	Drugs and alcohol education – CWP To know the effects of smoking on the body and to understand the impact of smoking and passive smoking.	“The Hueys in the New Jumper” Oliver Jeffers LO: To use strategies to help someone who feels different	Module 4: Appreciate
Spring	Christianity Was good Friday really good? Easter	Relationships and sex education - CWP I understand personal space and how to deal with unwanted personal touches	“Two Monsters” David McKee LO: To find a solution to a problem	Module 5: Relate
Summer 1	Islam Does completing Hajj make a person a better Muslim?	E safety – eaware I know that private information shouldn’t be given out on the internet. I can use passwords to access resources on the web and keep them safe.	“Beegu” Alexis Deacon LO: To be welcoming	Module 6: Engage

Summer 2	Sikhism Does joining the Khalsa make you a better Sikh?	Goal setting Can I recognise my worth as an individual, by identifying positive things about myself and my achievements, seeing my mistakes, making amends and setting personal goals;	“This is Our House” Michael Rosen LO: “To understand what discrimination means”	
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Year 4				
	Religious education	PSHE	No outsiders (Equality)	My happy mind
Autumn 1	Christianity Do Christians need to go to church to prove that they are Christian?	Good relationships – getting on and falling out I can use peaceful problem solving to sort out difficulties. I understand why it is important to calm down before I am overwhelmed by feelings of anger. I can tell you some ways I can stop myself being overwhelmed by feelings of anger.	There are five picture books for each year group. All books are taught during Autumn 2 term.	Module 2: Meet Your Brain
Autumn 2	Christianity Most significant part of the nativity story? Nativity	No outsiders in our school - Equality	“The Flower” LO: To ask questions	Module 3: Celebrate
Spring 1	Christianity: The trinity Christian belief	Drugs and alcohol education – CWP To understand the risks related to drinking alcohol.	“Red: A Crayon’s Story” LO: To be who you want to be	Module 4: Appreciate
Spring 2	Christianity Is forgiveness always possible? Easter	Relationships and sex education - CWP I know that during puberty the body changes from a child into a young adult	“The Way Back Home” LO: To overcome language as a barrier	Module 5: Relate

Summer 1	Judaism: How important is it for Jewish people to do what God asks them to do? Kosher food laws/passover	E safety – eaware I can use passwords to access resources on the web and keep them safe. I know that it is important to keep information safe online	“King and King” LO: To understand why people get married	Module 6: Engage
Summer 2	Sikhism: How do Sikhs show commitment to God?	Goal setting – reflection on current academic year’s goals and planning new targets to next academic year during transition week. I can face new challenges positively by collecting information, looking for help, making responsible choices and taking action;	“Dogs Don’t do Ballet” LO: To know when to be assertive	
Year 5				
	Religious education	PSHE	No outsiders (Equality)	My happy mind
Autumn 1	Islam What is the best way for a Muslim to show commitment to God?	Good relationships – getting on and falling out I can accept and appreciate people’s friendship and try not to demand more than they are able or wish to give. I can consider both the short-term and long-term consequences of my behaviour in order to make a wise choice when I am feeling angry.	There are five picture books for each year group. All books are taught during Autumn 2 term.	Module 2: Meet Your Brain
Autumn 2	Christianity Is the Nativity story true? Nativity	No outsiders in our school - Equality	“Rose Blanche” Ian McEwan LO: To justify my actions	Module 3: Celebrate
Spring 1	Judaism: Do Jews have a special relationship with God? Jewish beliefs	Drugs and alcohol education – CWP To have some understanding of the effects and risks of legal and illegal drugs.	“How to Heal a Broken Wing” Rob Graham LO: To recognise when someone needs help	Module 4: Appreciate
Spring 2	Christianity Did God intend for Jesus to be crucified? Easter	Relationships and sex education - CWP I know some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way.	“And Tango Makes Three” Justin Richardson LO: To accept people who are different from me	Module 5: Relate

Summer 1	Hinduism: How can Brahman be everywhere and in everything? Hindu beliefs	E safety – eaware I know that it is important to keep information safe online I know that it is important to keep information safe online I know how to prevent and respond to cyber bullying	“Where the Poppies Now Grow” Hilary Robinson LO: To learn from our past	Module 6: Engage
Summer 2	Christianity: What is the best way for a Christian to show commitment to God?	Goal setting – reflection on current academic year’s goals and planning new targets to next academic year during transition week. I know the skills and attributes of an effective learner. I can be a critical friend to others and myself.	“The Artist who Painted a Blue Horse” Eric Carle LO: To appreciate artistic freedom	
Year 6				
	Religious education	PSHE	No outsiders (Equality)	My happy mind
Autumn 1	Christianity Is anything ever eternal? Christian belief: Life after death	Good relationships – getting on and falling out I am able to see a situation from another person’s perspective. I know how my behaviour is linked to my thoughts and feelings.	There are five picture books for each year group. All books are taught during Autumn 2 term.	Module 2: Meet Your Brain
Autumn 2	Christianity How significant is it that Mary was Jesus’ mother? Nativity	No outsiders in our school - Equality	“The Whisperer” Nick Butterworth LO: To stand up to discrimination	Module 3: Celebrate
Spring 1	Hinduism – Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? Hindu beliefs	Drugs and alcohol education – CWP To understand the effects, risks and law relating to cannabis.	“Dreams of Freedom” Amnesty international LO: To recognise my freedom	Module 4: Appreciate
Spring 2	Christianity Did God intend Jesus to be crucified and, if so, was Jesus aware of this? Easter	Relationships and sex education - CWP Know some basic facts about pregnancy and conception	“My Princess Boy” Cheryl Koldavis LO: To promote diversity	Module 5: Relate

Summer		<p>E safety – eaware</p> <p>I know that it is important to keep information safe online</p> <p>I know how to prevent and respond to cyber bullying</p>	<p>“The Island” Armin Greder</p> <p>LO: To challenge the causes of racism</p>	<p>Module 6: Engage</p>
Summer 2	<p>Islam</p> <p>Does belief in Akhirah (life after death) help Muslims lead good lives?</p> <p>Muslim beliefs</p>	<p>Goal setting</p> <p>I can make a long-term plan and break it down into smaller, achievable goals in my personal life or in my behaviour.</p> <p>I have some strategies for managing the feelings that I might experience when I change schools.</p>	<p>“Love you Forever”</p> <p>LO: To consider how my life may change as I grow up</p>	