

Singleton Church of England Primary School

Mapping SMSC through **CARE** in the Curriculum - EYFS

In the Early Years Foundation Stage, we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures. Through CARE we aim to provide learning opportunities that will enable pupils to:

C – Choices – Moral A – Aspiration – Cultural R – Reflection – Spiritual E – Engagement – Social

C – Choices – Moral

- Express their feelings
- Listen and respond appropriately to the views of others.
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong.
- Show respect for the environment.
- Make informed and independent judgements
- Form and maintain worthwhile and satisfying relationships
- Choose an activity to join in with
- Make a good choice dependent on their knowledge and experiences
- Choose to take part in learning and play
- Choose to interact positively

A – Aspiration – Cultural

- Develop an understanding of their social and cultural environment.
- Recognise the unique value of each individual.
- Sustain their self-esteem in their learning experience.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Listen to the ideas of others
- Recognise that their ideas don't always have to be accepted by others
- Don't interrupt the learning or play of others in a negative way

R – Reflection – Spiritual

- Recognise the range of world-wide faiths.
- Reflect on, consider and celebrate the wonders and mysteries of life.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Experience moments of stillness and reflection
- Develop their capacity for critical and independent thought.
- Think about their behaviour and the impact it has on others
- Recognise when they could have done something better
- Talk about how to make better choices

E – Engagement – Social

- Develop an understanding of their individual and group identity.
- Begin to understand the need for social justice and a concern for the disadvantaged.
- Take part in a range of activities for an extended period
- Support and help each other
- Share and take turns

British Values

- encourage sharing and collaborating
- Encourage democracy by involving children in decision-making, like asking them to raise their hands to vote on certain choices
- Set simple consistent classroom rules
- Model behaviour and attitudes
- Staff to follow the classroom rules
- Actions have consequences – show this to the children – work on empathy and feelings
- Help children boost self-confidence and self-awareness – develop the right language and context to understand emotions
- Let the children follow their interests
- Risky play!
- Create a welcoming environment that embraces all beliefs, cultures, races, and perspectives, while also recognising and celebrating our unique qualities