

Law



British



Values

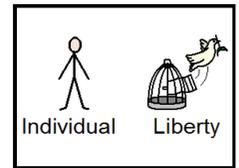


at

the



Pines



Individual

Liberty

- \* School rules are consistently shared with all pupils and reinforced
- \* Regular planned trips enable pupils to gain an understanding of rules in the community
- \* Pupils are taught to follow school rules and relate this to the rights of the child
- \* Pupils are taught to engage with their learning environment and look after and take a pride in it
- \* Visits from the local Police and Fire Fighters help pupils to understand the law of the land.

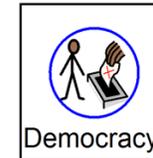
**Protect - We endeavour to create an atmosphere where our pupils feel safe.**

- \* We ensure that communication is at the heart of our school, enabling pupils to communicate through the use of PECS, Makaton, VOCAs and objects of reference
- \* Independence is promoted throughout the curriculum through ongoing communication opportunities allowing pupils to make choices with independence
- \* Emotional resilience and awareness of self and own feelings is explored daily in classes
- \* Pupils are supported to understand how to stay safe, for example through e-safety, anti-bullying
- \* Pupils have Individual Pupil Profiles that ensure that they receive personalised and relevant support to become independent members of Modern Day Society.

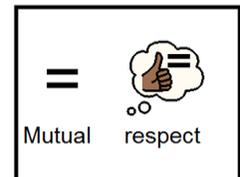
**Nurture - We nurture our children's individuality.**

- \* Our School council has been elected by pupils and staff
- \* Our pupils communicate choice and decisions through their preferred communication system
- \* All pupils contribute to their class charter.
- \* We ensure that we gather and represent our pupils' voice, on their learning, ambitions and their school.

**Inspire - We inspire our children to be the best they can.**



Democracy



Mutual

respect



Tolerance

- \* At the Pines, diversity is one of our strengths and we embrace it.
- \* Pupils understanding of different cultures and religions is promoted through assemblies (linked to dispositions), special events and through an established RE curriculum (The Birmingham agreed syllabus).
- \* We visit local settings linked to different cultures
- \* Every year we embrace a One World week and explore a wide range other cultures
- \* Pupils have the opportunity to engage with other local schools for sporting and other cultural events.

**Embrace - We celebrate our differences and give everyone a chance. Everyone is precious and included in our school.**

- \* Pupils behave courteously at all times and are polite and helpful to all.
- \* Pupils are expected to treat each other with respect
- \* Older pupils are keen to support their younger and perhaps less able pupils
- \* Turn taking promoted is promoted throughout the curriculum
- \* During the school day there are planned opportunities that enable pupils to communicate with others and interact positively, greeting sessions, snack sessions, playtimes and PSHE sessions enhancing a positive interactions and respect
- \* Pupils have the to support others in the wider community, for example collecting foods from the Harvest festival and delivering food parcels

**Succeed- We celebrate all achievements, no matter how big or small!**

**Our vision is to create a safe and happy environment for children to develop life-long communication skills to become valued members of modern day society.**

## SMSC AND BRITISH VALUES AT THE PINES SCHOOL

As a Rights Respecting school we have placed the UN conventions on the Rights of the Child at the heart of our school's practice to improve our pupils well-being and to help them realise their full potential. We promote SMSC across our curriculum by:

Subject	Spiritual development	Moral Development	Social development	Cultural development
English	<ul style="list-style-type: none"> <li>Responding to a poem, story or text</li> <li>Completing diaries and records of achievement</li> </ul>	<ul style="list-style-type: none"> <li>Exploring consequences or right and wrong through story and personal experiences</li> <li>Considering different perspectives</li> </ul>	<ul style="list-style-type: none"> <li>Participating in Attention Autism sessions</li> </ul>	<ul style="list-style-type: none"> <li>Stories from different cultures and personal experiences</li> </ul>
Drama	<ul style="list-style-type: none"> <li>Allowing self-expression and the chance to experience how someone else would act or feel</li> </ul>	<ul style="list-style-type: none"> <li>Expressing what it feels like to be wronged and how we can make it better</li> </ul>	<ul style="list-style-type: none"> <li>Exploring similarities and differences and how respect for other can be expressed</li> <li>Participation in drama workshops with other schools</li> </ul>	<ul style="list-style-type: none"> <li>Taking roles from other backgrounds</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>Making connections between mathematical skills and real life</li> <li>Collecting and sorting and symmetry in both the man-made and natural world</li> </ul>	<ul style="list-style-type: none"> <li>Engaging in unequal shares of resources</li> </ul>	<ul style="list-style-type: none"> <li>Sharing of resources, negotiating of responses and problem solving</li> </ul>	<ul style="list-style-type: none"> <li>Using counting songs from other cultures</li> <li>Roman numerals</li> </ul>
Science	<ul style="list-style-type: none"> <li>Opportunities to ask questions about how living things contribute to their environment</li> <li>Discussing questions about the size of the universe and how it might be formed</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities to consider the wonder of the natural world and inventions</li> <li>Discussing environmental issues that cause harm to the environment and people</li> <li>Understand the concept of a 'fair test'</li> </ul>	<ul style="list-style-type: none"> <li>Participating in caring for the School allotment</li> </ul>	<ul style="list-style-type: none"> <li>Scientific discoveries from around the world.</li> </ul>
History	<ul style="list-style-type: none"> <li>Looking at local history and its impact</li> <li>Discussing how we mark important events and people.</li> </ul>	<ul style="list-style-type: none"> <li>Exploring the results of rights and wrong behaviour in the past</li> </ul>	<ul style="list-style-type: none"> <li>Looking at social structure in the past</li> <li>Visiting the local remembrance memorial</li> </ul>	<ul style="list-style-type: none"> <li>Exploring Birmingham's history</li> <li>Educational visits to local heritage sites</li> </ul>
Geography	<ul style="list-style-type: none"> <li>Comparing their lives with pupils living in other countries</li> </ul>	<ul style="list-style-type: none"> <li>Considering how to change our surroundings to make it better</li> </ul>	<ul style="list-style-type: none"> <li>Considering how to care for the environment and the benefits for everyone</li> </ul>	<ul style="list-style-type: none"> <li>Exploring the pupils cultures</li> </ul>

Subject	Spiritual development	Moral Development	Social development	Cultural development
R.E	<ul style="list-style-type: none"> <li>Exploring wonder and joy through learning about stories, celebrations, rituals and different expressions of world views</li> <li>Exploring spiritual practices such as worship and prayer</li> </ul>	<ul style="list-style-type: none"> <li>Exploring religious perspectives and responses</li> </ul>	<ul style="list-style-type: none"> <li>Exploring respect for difference, respect, responsibility and friendship</li> </ul>	<ul style="list-style-type: none"> <li>Exploring similarities between faiths and cultures</li> <li>Engaging with text, artefacts and other sources from different cultures and religious backgrounds</li> </ul>
PSHE	<ul style="list-style-type: none"> <li>Developing an awareness of others' needs and wants</li> <li>Exploring and developing meditation and the impact it has on their own life</li> </ul>	<ul style="list-style-type: none"> <li>Exploring right and wrong and how to make sure everyone thrives – friendship week</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities for pupils to exercise leadership and responsibility through Pines Parliament and lunchtime leaders</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the economic differences between them and others</li> </ul>
Art and design	<ul style="list-style-type: none"> <li>Exploring different artist' interpretations of a key figure or event</li> <li>Promoting reviewing and evaluating art</li> </ul>	<ul style="list-style-type: none"> <li>Exploring how emotions and inner feelings are expressed through painting, sculpture and architecture</li> <li>Responses to and use of visual images to evoke a range of emotions</li> </ul>	<ul style="list-style-type: none"> <li>Sharing or resources</li> <li>Exploring art as a powerful tool e.g advertising</li> </ul>	<ul style="list-style-type: none"> <li>Experiencing a wide range of creative media from around the world</li> <li>Participating in a range of cultural opportunities – theatre trips, art galleries</li> </ul>
Music	<ul style="list-style-type: none"> <li>Allowing pupils to show their delight and curiosity in creating their own sounds</li> <li>Making links between their learning in other subjects – music being played in the background</li> <li>Considering how music makes them feel</li> </ul>	<ul style="list-style-type: none"> <li>Exploring how music can convey human emotions</li> </ul>	<ul style="list-style-type: none"> <li>Exploring how we need to work together to create a piece of music</li> <li>Appreciating how music is used in different ways</li> </ul>	<ul style="list-style-type: none"> <li>Encouraging pupils to listen and respond to music from around the world.</li> <li>Giving pupils the opportunity to perform for their parents and the school</li> <li>Cultural trips to listen to live music</li> </ul>
Design Technology	<ul style="list-style-type: none"> <li>Enjoying and celebrating personal creativity</li> <li>Reviewing and evaluating created things</li> </ul>	<ul style="list-style-type: none"> <li>Raising questions about the effect of technological change on the world around them</li> </ul>	<ul style="list-style-type: none"> <li>Making contribution to the local society through art work and food technology</li> </ul>	<ul style="list-style-type: none"> <li>Considering cultural influences on design</li> <li>Exploring food from different cultures</li> </ul>
Computing	<ul style="list-style-type: none"> <li>Understanding the advantages and limitation of ICT</li> <li>Using the internet as a gateway for big life issues</li> </ul>	<ul style="list-style-type: none"> <li>Exploring the moral issues surrounding the use of data</li> <li>Considering the benefits and potential dangers of the internet</li> </ul>	<ul style="list-style-type: none"> <li>Highlighting ways to stay safe when using on line services and social media</li> <li>Discussing the impact of computing on the ways people communicate</li> </ul>	<ul style="list-style-type: none"> <li>Exploring human achievements and creativity in relation to worldwide communications</li> </ul>

Subject	Spiritual development	Moral Development	Social development	Cultural development
P.E	<ul style="list-style-type: none"> <li>• Delighting in movement, particularly when pupils are able to show spontaneity</li> <li>• Being aware of one's own strengths and limitations</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing fair play and the value of team work</li> <li>• Developing sportsmanship</li> </ul>	<ul style="list-style-type: none"> <li>• Developing a sense of belonging and self-esteem through team work</li> <li>• Developing a sense of community identity through taking part in school events</li> <li>• Offering extra-curricular sporting activities that enable pupils to work with a variety of different pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Learning about the history of sport and where it originates from.</li> <li>• Making links to national and global sporting events</li> <li>• Exploring ritual surrounding sporting events e.g medal ceremony, national anthem</li> </ul>
MFL (French from KS2 upwards in M classes)	<ul style="list-style-type: none"> <li>• Exploring the beauty of languages spoken by the school community</li> </ul>	<ul style="list-style-type: none"> <li>• Helping pupils to have an accurate and truthful understanding of French culture</li> </ul>	<ul style="list-style-type: none"> <li>• Learning the skill of communicating in different ways</li> <li>• Exploring different social conventions</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciating the language and customs of others</li> <li>• Taking part in cultural occasions e.g Chinese New Year</li> </ul>
Citizenship	<ul style="list-style-type: none"> <li>• Promoting the ethos and culture of the UN Convention for the rights of the child.</li> <li>• Understanding of their rights to have their own faiths and values</li> </ul>	<ul style="list-style-type: none"> <li>• Supporting pupils to take on the role or caring for our school and local community, choosing a charity to support</li> <li>• Opportunities to meet with local people including the PCSO.</li> <li>• Understanding what is right and wrong and living by the law of the country</li> </ul>	<ul style="list-style-type: none"> <li>• Helping pupils to engage in the democratic process through class charter and Pines parliament</li> </ul>	<ul style="list-style-type: none"> <li>• understanding and appreciating the range of different cultures within the school</li> </ul>

