

St Meriadoc CE Infant Academy Ethos



Ethos for St Meriadoc CE infant Academy

How do we prepare our children for life in modern Britain at St Meriadoc CE infant Academy?

1. Core Christian Values:

- Faith
- Love
- Respect
- Perseverance
- Forgiveness

2. British Values

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual respect and tolerance of those with different faiths and beliefs

3. Teaching of Children's Rights as set out on the United Nations Convention on the Rights of the Child

4. SMSC Development (supported by our Wheel of Spirituality)

- Spiritual
- Moral
- Social
- Cultural

5. PSHE/RSHE Curriculum



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1. Core Christian Values

Value	Character	Scripture		
		Parable	Miracle	Core Bible Stories
Faith	Believing Betsy Butterfly	Mustard Seed	Jesus Calms the Storm	Noah's Ark
Love	Loving Lizzie Lioness	Good Samaritan	Loaves and Fish	Christmas Story
Respect	Respectful Rufus Rhino	Wedding Banquet	Healing the Servants Ear	Easter Story
Perseverance	Persevering Percy Penguin	The Lost Sheep	The Miraculous Catch of Fish	Creation Story
Forgiveness	Forgiving Frankie Falcon	The Prodigal Son	The Paralysed Man	Story of Joseph

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2. British Values

British Value	Democracy	The Rule of Law	Individual Liberty	Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith
Definition	Democracy, in modern usage, is a system of government in which the citizens exercise power directly or elect representatives from among themselves to form a governing body, such as a parliament.	The rule of law is the legal principle that law should govern a nation. It primarily refers to the influence and authority of law within society, particularly as a constraint upon behaviour, including behaviour of government officials.	The liberty of an individual to exercise freely those rights generally accepted.	An environment of mutual trust and respect is necessary if the institution is to promote integrity. Mutual trust and respect are prerequisites for open communication and honest dialogue about values, goals and expectations.
What must be taught?	B1: Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.	B2: Enable students to distinguish right from wrong and to respect the civil and criminal law of England B3: encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely B4: enable students to acquire a broad general knowledge of and respect for public institutions and services in England.	B5: Enable students to develop their self-knowledge, self-esteem and self-confidence	B6: Encourage respect for other people and further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures B7: Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.

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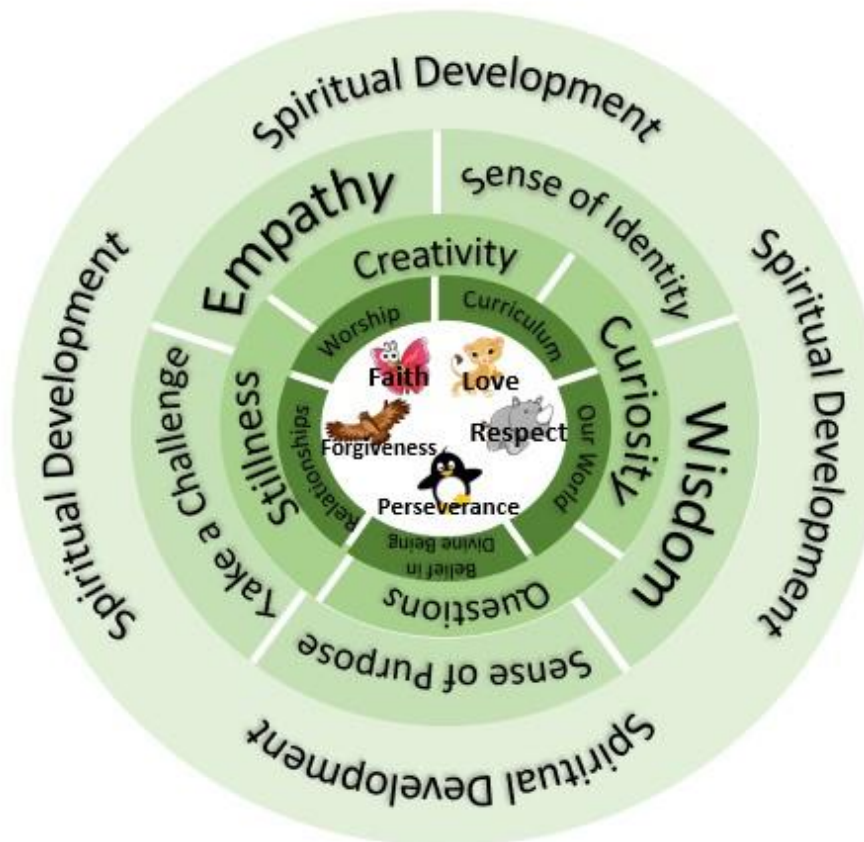
4. Spiritual, Moral, Social and Cultural Development

Pupils' spiritual development is shown by their:	<p>Sp1: ability to be reflective about their own beliefs, religious or otherwise and respect for different people's faiths, feelings and values</p> <p>Sp2: sense of enjoyment and fascination in learning about themselves, others and the world around them</p> <p>Sp3: use of imagination and creativity in their learning and willingness to reflect on their experiences.</p>
Pupils' moral development is shown by their:	<p>M1: ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England</p> <p>M2: understanding of the consequences of their behaviour and actions</p> <p>M3: interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.</p>
Pupils' social development is shown by their:	<p>So1: use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds</p> <p>So2: willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively</p>
Pupils' cultural development is shown by their:	<p>C1: understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others</p> <p>C2: understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain</p> <p>C3: knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</p> <p>C4: willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities</p> <p>C5: interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity</p>

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Wheel of Spirituality



By living out our Christian Values and developing our:

worship, curriculum, world, how we interact with ourselves, others and a divine being through stillness, creativity, curiosity and questions we will enable our children to continue their lifelong journey with a greater sense of empathy, sense of identity and purpose, show wisdom and be able to take a challenge.

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4. PSHE/RSHE Curriculum Overview

<https://learn.brook.org.uk/>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>Welcome to School</p> <p>Explain what positive behaviour is and why it is important</p> <p>Understand how rules can keep us safe</p> <p>Identify who the adults are in school and how they help us</p> <p>Emergencies and Getting Help</p> <p>Safely get help in an emergency, including calling 999</p> <p>Understand how to care for myself and others</p>	<p>People who care for us</p> <p>Identify different people in our lives who cares for us</p> <p>Explain how I show that I care</p> <p>Understand that all families are different but have the same key qualities</p> <p>Understand that people are different too, but they have the same needs</p> <p>Describe how to get help if someone is making me feel unsafe</p> <p>Rights, Responsibilities and Respect</p> <p>Know how to be kind to others</p> <p>Explain how certain behaviours help us show respect to others (such as kindness, helpfulness and honesty)</p> <p>Be able to show gratitude for the kind behaviour of others</p>	<p>Healthy Friendships</p> <p>Identify what makes a good friend</p> <p>Describe how to be a good friend</p> <p>Be able to use some simple tools to help solve conflicts</p> <p>Understand how to get help to make a friendship better</p> <p>Our Bodies and Boundaries</p> <p>Understand and learn the PANTS rules</p> <p>Name body parts and know which parts should be private</p> <p>Know the difference between appropriate and inappropriate touch</p> <p>Understand that I have the right to say "no" to unwanted touch</p> <p>Start thinking about who I trust and who I can ask for help</p>	<p>Our Health</p> <p>Explain how we can look after our health</p> <p>Explain how we keep our bodies healthy through our diet, dental hygiene, sleep and sun safety</p> <p>Explain how we need to balance physical activity with time online</p> <p>Healthy Food Choices</p> <p>Identify different fruit and vegetables</p> <p>Explore and evaluate fruit and vegetables, describing their feel, appearance, smell and taste</p> <p>Recall the new recommended daily maximum sugar intake for my age range</p> <p>Explain why fruit and vegetables are an important part of a healthy diet, are a good sugar swap and why they are important to my 5-a-day</p> <p>Understand and compare the sugar content in a variety of food and drink products</p> <p>Select lower-sugar alternatives to high-sugar products</p>	<p>We all have feelings</p> <p>Recognise and name some feelings that I might have</p> <p>Explain how feelings can make our bodies feel inside</p> <p>Describe how other's might be feeling</p> <p>Identify who can help me with feelings, and how I can help others</p> <p>Good and not so good feelings</p> <p>Identify feelings that are good and not so good</p> <p>Recognise that people feel differently about things and situations</p> <p>Explain what can change my feelings (from good to not so good and from not so good to good)</p> <p>Suggest things that can help me and others to feel better</p>	<p>Managing our time safely whilst online</p> <p>Describe how something online might make someone feel worried or sad</p> <p>Recognise different feelings</p> <p>Identify up to four adults who can help with problems online</p>



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<p>Year 2</p>	<p>Respecting Uniqueness Explain what special and unique mean Describe their own special and unique characteristics Explain how we respect the special and unique characteristics of others</p> <p>Our Communities Explain what a community is Discuss what communities they belong to Understand what a stereotype is Explain how stereotypes can be harmful</p>	<p>Every day safety Refresh knowledge about calling 999 in an emergency Understand dangers in everyday situations and how to keep safe Recognise how to keep safe at home, including fire safety with electrical appliances, lighters and matches Identify that some household products and medicines are harmful Recognise how to stay safe outdoors, especially around water and roads Know who to ask for help if we're worried about our/someone else's safety</p> <p>Basic First Aid Learn first aid skills Feel confident to help someone who needs first aid Feel able to help someone in need of first aid</p> <p>Sparkler Safety</p>	<p>Learning about Work Identify their own and other's strengths Know what a job is and why people do them Be able to describe some community jobs Know what makes someone good at their job</p> <p>Horrible Hands Understand that infection can be spread through touch Understand that we can pick up microbes through things we touch and spread them to others Understand that we wash hands to remove microbes Understand that washing hands is the best way to prevent the spread of microbes Understand that washing with soap and water is better than using water alone</p>	<p>Sharing Pictures Describe what might happen if we share a picture Identify the effect of people's actions online and consider ways of keeping myself and others safe Recognise that I can be an 'upstander' by choosing not to join in Identify up to four adults in my life who I trust and how I can ask them for help if I have a problem online</p> <p>Playing Games Describe what personal information is and the importance of not sharing this Recognise different feelings they might encounter online and how the body might tell them something 'doesn't feel right' Identify up to four adults in my life who I trust and how to ask them for help if I have a problem online</p>	<p>Online Friends Describe the qualities that make a good friend Identify that people online may not tell the truth Explain the difference between a secret and a surprise Identify up to four adults in my life who I trust and how to ask them for help if I have a problem online</p> <p>Big Feelings Recognise that feelings can intensify (get stronger) Describe how big feelings can affect their behaviour Identify what can help them feel better when they have a big feeling (including talking to trusted adults) Use words or phrases to ask for help with feelings</p>	<p>Keeping our Teeth Healthy Understand the importance of brushing, flossing and rinsing Explain how to brush, floss and rinse Understand what healthy teeth are and name basic parts of a tooth Know what foods to avoid to keep teeth healthy Understand what happens during a dentist appointment</p>
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Combined Ethos for St Meriadoc CE Infant Academy

(all underpinned by our Core Christian Values of Faith, Love, Respect, Perseverance and Forgiveness)

Articles from the UNCRC that are universal:

Article 1: Everyone under the age of 18 has all the rights in the Convention.

Article 2: The Convention applies to everyone: whatever their ethnicity, gender, religion, abilities, whatever they think or say, whatever type of family they come from.

Article 3: The best interests of the child must be a top priority in all things that affect children.

Article 4: Governments must do all they can to make sure every child can enjoy their rights.

Article 5: Governments must respect the rights and responsibilities of parents and carers to direct and guide their child as they grow up, so that they enjoy their rights properly.

Article 6: Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

Article 7: Every child has the right to a legal name and nationality, as well as the right to know and, as far as possible, to be cared for by their parents.

Article 8: Governments must respect and protect every child's right to an identity and prevent their name, nationality or family relationships from being changed unlawfully. If a child has been denied part of their identity illegally, governments must act quickly to protect and assist the child to re-establish their identity.

Every Child Matters		British Values	UNCRC (Rights)	SMSC	PSHE
Be Healthy	Healthy lifestyles	<p><u>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</u></p> <p>B6: Encourage respect for other people and further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect</p>	<p>15 - Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.</p> <p>23 - A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.</p> <p>24 - Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy. Richer countries must help poorer countries achieve this.</p> <p>25 - If a child has been placed away from home (in care, hospital or prison, for example), they have the right to a regular check of their treatment and the way they are cared for.</p> <p>27 - Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs. Governments must help families who cannot afford to provide this.</p> <p>29 - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.</p>	<p>C4 - willingness to participate in and respond positively to artistic, sporting and cultural opportunities.</p> <p>Sp2 - sense of enjoyment and fascination in learning about themselves, others and the world around them</p>	<p>Healthy Friendships Identify what makes a good friend Describe how to be a good friend Be able to use some simple tools to help solve conflicts Understand how to get help to make a friendship better</p> <p>Healthy Food Choices Identify different fruit and vegetables Explore and evaluate fruit and vegetables, describing their feel, appearance, smell and taste Recall the new recommended daily maximum sugar intake for my age range Explain why fruit and vegetables are an important part of a healthy diet, are a good sugar swap and why they are important to my 5-a-day Understand and compare the sugar content in a variety of food and drink products Select lower-sugar alternatives to high-sugar products</p>



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		for their own and other cultures B7: Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.	31 - Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.		
	Physically healthy	<p>Rule of Law B2: Enable students to distinguish right from wrong and to respect the civil and criminal law of England B3: encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely B4: enable students to acquire a</p>	<p>15 - Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.</p> <p>19 - Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.</p> <p>23 - A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.</p> <p>24 - Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy. Richer countries must help poorer countries achieve this.</p> <p>27 - Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs. Governments must help families who cannot afford to provide this.</p> <p>29 - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.</p> <p>31 - Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</p>	<p>C4 - willingness to participate in and respond positively to artistic, sporting and cultural opportunities.</p> <p>Sp2 - sense of enjoyment and fascination in learning about themselves, others and the world around them</p>	<p>Our Health Explain how we can look after our health Explain how we keep our bodies healthy through our diet, dental hygiene, sleep and sun safety Explain how we need to balance physical activity with time online</p> <p>Horrible Hands Understand that infection can be spread through touch Understand that we can pick up microbes through things we touch and spread them to others Understand that we wash hands to remove microbes Understand that washing hands is the best way to prevent the spread of microbes Understand that washing with soap and water is better than using water alone</p> <p>Keeping our Teeth Healthy Understand the importance of brushing, flossing and rinsing Explain how to brush, floss and rinse Understand what healthy teeth are and name basic parts of a tooth Know what foods to avoid to keep teeth healthy Understand what happens during a dentist appointment</p>
	Mentally and emotionally healthy		<p>15 - Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.</p> <p>27 - Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs. Governments must help families who cannot afford to provide this.</p> <p>29 - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.</p> <p>31 - Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</p>	<p>C4 - willingness to participate in and respond positively to artistic, sporting and cultural opportunities.</p> <p>Sp2 - sense of enjoyment and fascination in learning about themselves, others and the world around them</p> <p>So1 - use of a range of social skills in different contexts, including working and socialising</p>	<p>We all have feelings Recognise and name some feelings that I might have Explain how feelings can make our bodies feel inside Describe how other's might be feeling Identify who can help me with feelings, and how I can help others</p> <p>Good and not so good feelings Identify feelings that are good and not so good Recognise that people feel differently about things and situations</p>



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		broad general knowledge of and respect for public institutions and services in England.	39 - Children neglected, abused, exploited, tortured or who are victims of war must receive special help to help them recover their health, dignity and self-respect.	with pupils from different religious, ethnic and socio-economic backgrounds So2 - willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively	Explain what can change my feelings (from good to not so good and from not so good to good) Suggest things that can help me and others to feel better
	Sexually healthy		34 - Governments must protect children from sexual abuse and exploitation.	Sp2 - sense of enjoyment and fascination in learning about themselves, others and the world around them M2 - understanding of the consequences of their behaviour and actions	Our Bodies and Boundaries Understand and learn the PANTS rules Name body parts and know which parts should be private Know the difference between appropriate and inappropriate touch Understand that I have the right to say “no” to unwanted touch Start thinking about who I trust and who I can ask for help Sharing Pictures Describe what might happen if we share a picture Identify the effect of people’s actions online and consider ways of keeping myself and others safe Recognise that I can be an ‘upstander’ by choosing not to join in Identify up to four adults in my life who I trust and how I can ask them for help if I have a problem online Playing Games Describe what personal information is and the importance of not sharing this Recognise different feelings they might encounter online and how the body might tell them something ‘doesn’t feel right’ Identify up to four adults in my life who I trust and how to ask them for help if I have a problem online Online Friends



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					Describe the qualities that make a good friend Identify that people online may not tell the truth Explain the difference between a secret and a surprise Identify up to four adults in my life who I trust and how to ask them for help if I have a problem online
	Choose not to take illegal drugs		33 - Governments must protect children from the use of illegal drugs. 40 - A child accused or guilty of breaking the law must be treated with dignity and respect. They have the right to help from a lawyer and a fair trial that takes account of their age or situation. The child's privacy must be respected at all times.	M1 - ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England M2 - understanding of the consequences of their behaviour and actions	Every day safety Refresh knowledge about calling 999 in an emergency Understand dangers in everyday situations and how to keep safe Recognise how to keep safe at home, including fire safety with electrical appliances, lighters and matches Identify that some household products and medicines are harmful Recognise how to stay safe outdoors, especially around water and roads Know who to ask for help if we're worried about our/someone else's safety
Stay Safe	Safe from maltreatment, neglect, violence and sexual exploitation	<u>Rule of Law</u> B2: Enable students to distinguish right from wrong and to respect the civil and criminal law of England B3: encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in	19 - Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them. 27 - Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs. Governments must help families who cannot afford to provide this. 32 - Governments must protect children from work that is dangerous or might harm their health or education. 34 - Governments must protect children from sexual abuse and exploitation. 35 - Governments must ensure that children are not abducted or sold. 36 - Governments must protect children from all other forms of bad treatment. 38 - Governments must do everything they can to protect and care for children affected by war. Governments must not allow children under the age of 15 to take part in war or join the armed forces. 39 - Children neglected, abused, exploited, tortured or who are victims of war must receive special help to help them recover their health, dignity and self-respect.	M1 - ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England So3 - acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.	People who care for us Identify different people in our lives who cares for us Explain how I show that I care Understand that all families are different but have the same key qualities Understand that people are different too, but they have the same needs Describe how to get help if someone is making me feel unsafe Online Friends Describe the qualities that make a good friend Identify that people online may not tell the truth Explain the difference between a secret and a surprise Identify up to four adults in my life who I trust and how to ask them for help if I have a problem online Sharing Pictures Describe what might happen if we share a picture



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		the locality of the school and to society more widely B4: enable students to acquire a broad general knowledge of and respect for public institutions and services in England.			<p>Identify the effect of people's actions online and consider ways of keeping myself and others safe Recognise that I can be an 'upstander' by choosing not to join in Identify up to four adults in my life who I trust and how I can ask them for help if I have a problem online</p> <p>Playing Games Describe what personal information is and the importance of not sharing this Recognise different feelings they might encounter online and how the body might tell them something 'doesn't feel right' Identify up to four adults in my life who I trust and how to ask them for help if I have a problem online</p>
	Safe from accidental injury and death		24 - Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy. Richer countries must help poorer countries achieve this.	M2 - understanding of the consequences of their behaviour and actions.	<p>Emergencies and Getting Help Safely get help in an emergency, including calling 999 Understand how to care for myself and others</p> <p>Basic First Aid Learn first aid skills Feel confident to help someone who needs first aid Feel able to help someone in need of first aid</p> <p>Online Friends Describe the qualities that make a good friend Identify that people online may not tell the truth Explain the difference between a secret and a surprise Identify up to four adults in my life who I trust and how to ask them for help if I have a problem online</p>
	Safe from bullying and discrimination		<p>15 - Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.</p> <p>30 - Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.</p> <p>31 - Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</p>	So1 - use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds	<p>Rights, Responsibilities and Respect Know how to be kind to others Explain how certain behaviours help us show respect to others (such as kindness, helpfulness and honesty)Be able to show gratitude for the kind behaviour of others</p> <p>Respecting Uniqueness Explain what special and unique mean</p>



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			<p>36 - Governments must protect children from all other forms of bad treatment.</p>	<p>So2 - willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively</p> <p>So3 - acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</p> <p>Sp1 - ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values</p> <p>M1 - ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England</p> <p>M3 - interest in investigating and offering reasoned views about moral and ethical issues, and being able to</p>	<p>Describe their own special and unique characteristics</p> <p>Explain how we respect the special and unique characteristics of others</p> <p>Sharing Pictures</p> <p>Describe what might happen if we share a picture</p> <p>Identify the effect of people's actions online and consider ways of keeping myself and others safe</p> <p>Recognise that I can be an 'upstander' by choosing not to join in</p> <p>Identify up to four adults in my life who I trust and how I can ask them for help if I have a problem online</p> <p>Playing Games</p> <p>Describe what personal information is and the importance of not sharing this</p> <p>Recognise different feelings they might encounter online and how the body might tell them something 'doesn't feel right'</p> <p>Identify up to four adults in my life who I trust and how to ask them for help if I have a problem online</p>
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				understand and appreciate the viewpoints of others on these issues.	
Safe from crime and anti-social behaviour in and out of school			<p>12 - Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.</p> <p>13 - Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law.</p> <p>14 - Every child has the right to think and believe what they want and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children information about this right.</p> <p>16 - Every child has the right to privacy. The law should protect the child's private, family and home life.</p> <p>29 - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.</p> <p>30 - Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.</p>	<p>So1 –use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds</p> <p>So2 - willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively</p> <p>So3 - acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</p> <p>M1 - ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England</p>	<p>Welcome to School Explain what positive behaviour is and why it is important Understand how rules can keep us safe Identify who the adults are in school and how they help us</p> <p>Respecting Uniqueness Explain what special and unique mean Describe their own special and unique characteristics Explain how we respect the special and unique characteristics of others</p> <p>Sharing Pictures Describe what might happen if we share a picture Identify the effect of people's actions online and consider ways of keeping myself and others safe Recognise that I can be an 'upstander' by choosing not to join in Identify up to four adults in my life who I trust and how I can ask them for help if I have a problem online</p> <p>Playing Games Describe what personal information is and the importance of not sharing this Recognise different feelings they might encounter online and how the body might tell them something 'doesn't feel right' Identify up to four adults in my life who I trust and how to ask them for help if I have a problem online</p>
Have security,			9 - Children must not be separated from their parents unless it is in the best interests of the child (for example, if a parent is hurting a child). Children whose parents have separated	M1 - ability to recognise the difference between right and wrong, readily	Welcome to School Explain what positive behaviour is and why it is important



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	stability and are cared for		<p>have the right to stay in contact with both parents, unless this might hurt the child.</p> <p>10 - Governments must respond quickly and sympathetically if a child or their parents apply to live together in the same country. If a child's parents live apart in different countries, the child has the right to visit both of them.</p> <p>11 - Governments must do everything they can to stop children being taken out of their own country illegally or being prevented from returning.</p> <p>18 - Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by giving them the help they need, especially if the child's parents work.</p> <p>19 - Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.</p> <p>20 - If a child cannot be looked after by their family, governments must make sure that they are looked after properly by people who respect the child's religion, culture and language.</p> <p>21 - If a child is adopted, the first concern must be what is best for the child. All children must be adopted and kept safe, whether they are adopted in the country where they were born or in another country.</p> <p>22 - If a child is a refugee or seeking refuge, governments must ensure that they have the same rights as any other child. Governments must help in trying to reunite child refugees with their parents. Where this is not possible, the child should be given protection.</p> <p>26 - Governments must provide extra money for the children of families in need.</p>	<p>apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England</p> <p>So3 - acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</p>	<p>Understand how rules can keep us safe</p> <p>Identify who the adults are in school and how they help us</p> <p>Managing our time safely whilst online</p> <p>Describe how something online might make someone feel worried or sad</p> <p>Recognise different feelings</p> <p>Identify up to four adults who can help with problems online</p> <p>Sharing Pictures</p> <p>Describe what might happen if we share a picture</p> <p>Identify the effect of people's actions online and consider ways of keeping myself and others safe</p> <p>Recognise that I can be an 'upstander' by choosing not to join in</p> <p>Identify up to four adults in my life who I trust and how I can ask them for help if I have a problem online</p> <p>Playing Games</p> <p>Describe what personal information is and the importance of not sharing this</p> <p>Recognise different feelings they might encounter online and how the body might tell them something 'doesn't feel right'</p> <p>Identify up to four adults in my life who I trust and how to ask them for help if I have a problem online</p>
Enjoy and Achieve	Ready for school	<p><u>Individual Liberty</u></p> <p>B5: Enable students to develop their self-knowledge, self-esteem and self-confidence</p>	<p>28 - Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.</p>	<p>Sp2 - sense of enjoyment and fascination in learning about themselves, others and the world around them</p> <p>Sp3 - use of imagination and creativity in their learning</p> <p>So1 - use of a range of social skills in different contexts, including working and socialising with pupils from different</p>	<p>Welcome to School</p> <p>Explain what positive behaviour is and why it is important</p> <p>Understand how rules can keep us safe</p> <p>Identify who the adults are in school and how they help us</p>



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			religious, ethnic and socio-economic backgrounds	
Attend and enjoy school		<p>14 - Every child has the right to think and believe what they want and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children information about this right.</p> <p>17 - Every child has the right to reliable information from the media. This should be information that children can understand. Governments must help protect children from materials that could harm them.</p> <p>28 - Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.</p> <p>29 - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.</p> <p>30 - Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.</p> <p>31 - Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</p>	<p>Sp2 - sense of enjoyment and fascination in learning about themselves, others and the world around them</p> <p>Sp3 - use of imagination and creativity in their learning</p> <p>Sp4 - willingness to reflect on their experiences.</p> <p>C2 - understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain</p>	<p>Welcome to School</p> <p>Explain what positive behaviour is and why it is important</p> <p>Understand how rules can keep us safe</p> <p>Identify who the adults are in school and how they help us</p>
Achieve stretching national educational standards at primary school		<p>29 - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.</p>	<p>Sp2 - sense of enjoyment and fascination in learning about themselves, others and the world around them</p> <p>Sp4 - willingness to reflect on their experiences.</p>	<p>Learning about Work</p> <p>Identify their own and other's strengths</p> <p>Know what a job is and why people do them</p> <p>Be able to describe some community jobs</p> <p>Know what makes someone good at their job</p>
Achieve personal and social development and enjoy recreation		<p>12 - Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.</p> <p>13 - Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law.</p> <p>14 - Every child has the right to think and believe what they want and also to practise their religion, as long as they are not stopping other people from enjoying their rights.</p>	<p>So1 - use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds</p>	<p>Online Friends</p> <p>Describe the qualities that make a good friend</p> <p>Identify that people online may not tell the truth</p> <p>Explain the difference between a secret and a surprise</p> <p>Identify up to four adults in my life who I trust and how to ask them for help if I have a problem online</p>



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			<p>Governments must respect the rights of parents to give their children information about this right.</p> <p>15 - Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.</p> <p>29 - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.</p> <p>30 - Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.</p> <p>31 - Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</p>	<p>So2 - willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively</p> <p>Sp2 - sense of enjoyment and fascination in learning about themselves, others and the world around them</p> <p>Sp3 - use of imagination and creativity in their learning</p> <p>Sp4 - willingness to reflect on their experiences.</p>	<p>Big Feelings</p> <p>Recognise that feelings can intensify (get stronger)</p> <p>Describe how big feelings can affect their behaviour</p> <p>Identify what can help them feel better when they have a big feeling (including talking to trusted adults)</p> <p>Use words or phrases to ask for help with feelings</p>
<p>Make a Positive Contribution</p>	<p>Engage in decision making and support the community and environment</p>	<p><u>Democracy</u></p> <p>B1: Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England</p> <p><u>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</u></p>	<p>13 - Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law.</p> <p>14 - Every child has the right to think and believe what they want and also to practise their religion, as long as they are not stopping other people from enjoying their rights.</p> <p>Governments must respect the rights of parents to give their children information about this right.</p> <p>17 - Every child has the right to reliable information from the media. This should be information that children can understand. Governments must help protect children from materials that could harm them.</p> <p>28 - Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.</p> <p>29 - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.</p> <p>30 - Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.</p>	<p>M3 - interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.</p> <p>C5 - interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.</p> <p>Sp1 - ability to be reflective about their own</p>	<p>Our Communities</p> <p>Explain what a community is</p> <p>Discuss what communities they belong to</p> <p>Understand what a stereotype is</p> <p>Explain how stereotypes can be harmful</p> <p>Learning about Work</p> <p>Identify their own and other's strengths</p> <p>Know what a job is and why people do them</p> <p>Be able to describe some community jobs</p> <p>Know what makes someone good at their job</p> <p>Sharing Pictures</p> <p>Describe what might happen if we share a picture</p> <p>Identify the effect of people's actions online and consider ways of keeping myself and others safe</p> <p>Recognise that I can be an 'upstander' by choosing not to join in</p> <p>Identify up to four adults in my life who I trust and how I can ask them for help if I have a problem online</p>



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		<p>B6: Encourage respect for other people and further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures B7: Encourage respect for other people, paying particular regard to the protected</p>	<p>31 - Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</p>	<p>beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values Sp4 - willingness to reflect on their experiences. So3 - acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</p>	
	<p>Engage in law-abiding and positive behaviour in and out of school</p>	<p>characteristics set out in the Equality Act 2010.</p> <p><u>The Rule of Law</u> B2: Enable students to distinguish right from wrong and to respect the civil and criminal law of England B3: encourage students to accept responsibility for their</p>	<p>12 - Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously. 13 - Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law. 14 - Every child has the right to think and believe what they want and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children information about this right. 29 - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment. 37 - No child shall be tortured or suffer other cruel treatment or punishment. A child should be arrested only as a last resource and for the shortest possible time. Children must not be put in a prison with adults and they must be able to keep in contact with their family.</p>	<p>M1 - ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England M2 -- understanding of the consequences of their behaviour and actions Sp1 - ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values</p>	<p>Welcome to School Explain what positive behaviour is and why it is important Understand how rules can keep us safe Identify who the adults are in school and how they help us</p> <p>Rights, Responsibilities and Respect Know how to be kind to others Explain how certain behaviours help us show respect to others (such as kindness, helpfulness and honesty)</p>



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		behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely B4: enable students to acquire a broad general knowledge of and respect for public institutions and services in England	40 - A child accused or guilty of breaking the law must be treated with dignity and respect. They have the right to help from a lawyer and a fair trial that takes account of their age or situation. The child's privacy must be respected at all times.	So1 - use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds So3 - acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.	
	Develop positive relationships and choose not to bully and discriminate		12 - Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously. 13 - Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law. 14 - Every child has the right to think and believe what they want and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children information about this right. 15 - Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights. 29 - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment. 30 - Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.	So1 - use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds So2 - willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively So3 - acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;	<p>Respecting Uniqueness Explain what special and unique mean Describe their own special and unique characteristics Explain how we respect the special and unique characteristics of others</p> <p>Healthy Friendships Identify what makes a good friend Describe how to be a good friend Be able to use some simple tools to help solve conflicts Understand how to get help to make a friendship better</p> <p>Sharing Pictures Describe what might happen if we share a picture Identify the effect of people's actions online and consider ways of keeping myself and others safe Recognise that I can be an 'upstander' by choosing not to join in</p>



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			31 - Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.	<p>the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</p> <p>C1 - understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</p> <p>C5 - interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.</p> <p>Sp1 - ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values</p> <p>M2 - understanding of the consequences of their behaviour and actions</p> <p>M3 - interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.</p>	Identify up to four adults in my life who I trust and how I can ask them for help if I have a problem online
	Develop self-confidence and		12 - Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.	Sp2 - sense of enjoyment and fascination in learning about	<p>We all have feelings</p> <p>Recognise and name some feelings that I might have</p>



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	successfully deal with significant life changes and challenges		<p>13 - Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law.</p> <p>29 - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.</p>	<p>themselves, others and the world around them</p> <p>Sp4 - willingness to reflect on their experiences.</p> <p>M3 - interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.</p> <p>So1 - use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds</p>	<p>Explain how feelings can make our bodies feel inside</p> <p>Describe how other's might be feeling</p> <p>Identify who can help me with feelings, and how I can help others</p> <p>Good and not so good feelings</p> <p>Identify feelings that are good and not so good</p> <p>Recognise that people feel differently about things and situations</p> <p>Explain what can change my feelings (from good to not so good and from not so good to good)</p> <p>Suggest things that can help me and others to feel better</p> <p>Big Feelings</p> <p>Recognise that feelings can intensify (get stronger)</p> <p>Describe how big feelings can affect their behaviour</p> <p>Identify what can help them feel better when they have a big feeling (including talking to trusted adults)</p> <p>Use words or phrases to ask for help with feelings</p>
	Develop enterprising behaviour		<p>29 - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.</p>	<p>Sp2 - sense of enjoyment and fascination in learning about themselves, others and the world around them</p> <p>Sp3 - use of imagination and creativity in their learning</p>	<p>Learning about Work</p> <p>Identify their own and other's strengths</p> <p>Know what a job is and why people do them</p> <p>Be able to describe some community jobs</p> <p>Know what makes someone good at their job</p>
Achieve Economic Well-being	Ready for employment	Democracy B1: Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is		<p>Sp2 - sense of enjoyment and fascination in learning about themselves, others and the world around them</p> <p>Sp3 - use of imagination and creativity in their learning</p> <p>M3 - interest in investigating and offering reasoned views about moral and ethical issues,</p>	<p>Learning about Work</p> <p>Identify their own and other's strengths</p> <p>Know what a job is and why people do them</p> <p>Be able to describe some community jobs</p> <p>Know what makes someone good at their job</p>



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		made and applied in England.		and being able to understand and appreciate the viewpoints of others on these issues. So1 - use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds So2 - willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively So3 - acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. C3 - knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain	
	Live in decent homes and		27 - Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs.	M3 - interest in investigating and offering reasoned views about	Our Communities Explain what a community is Discuss what communities they belong to



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	Sustainable communities		Governments must help families who cannot afford to provide this.	moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues. So1 - use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds So2 - willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively	Understand what a stereotype is Explain how stereotypes can be harmful Emergencies and Getting Help Safely get help in an emergency, including calling 999 Understand how to care for myself and others People who care for us Identify different people in our lives who cares for us Explain how I show that I care Understand that all families are different but have the same key qualities Understand that people are different too, but they have the same needs Describe how to get help if someone is making me feel unsafe
	Access to transport and material goods		27 - Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs. Governments must help families who cannot afford to provide this.		People who care for us Identify different people in our lives who cares for us Explain how I show that I care Understand that all families are different but have the same key qualities Understand that people are different too, but they have the same needs Describe how to get help if someone is making me feel unsafe
	Live in households free from low income		26 - Governments must provide extra money for the children of families in need.		Emergencies and Getting Help Safely get help in an emergency, including calling 999 Understand how to care for myself and others People who care for us Identify different people in our lives who cares for us Explain how I show that I care Understand that all families are different but have the same key qualities Understand that people are different too, but they have the same needs Describe how to get help if someone is making me feel unsafe

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