



“Learn, Laugh and Live with the Love of God.”

At St James Church of England Primary School, our Christian vision (“Learn, Laugh and Live with the Love of God” which reflects the vision for Education of the Church of England) is at the heart of all we do. One of our seven intrinsic Journey Drivers is to instil ‘British and Christian Values’ in all members of our school community alongside actively promoting ‘Spiritual, Moral, Social and Cultural [SMSC] development. By embedding both British and Christian values throughout all subject areas within our Journey Curriculum, we ensure that we educate for community and living well together and for dignity and respect.

At St James, we instil Christian Values in the subject of EYFS by:

Learn:

We introduce faith to our school community and living well together. In EYFS this begins from our welcome service at St James Church as we seek to ensure that everyone has support in their spiritual development through their early learning journey. EYFS aims to provide the building blocks for all our children to achieve their full potential safely in the arms of Christ.

Laugh:

In EYFS, we discuss with our children that they have been created with so many gifts and abilities and that God has a purpose for their lives. We want the children across early years to dream big dreams for themselves and the world around them.

Live:

In EYFS, we model how to be respectful to others and their beliefs. Our curriculum aims to equip our children to be resultant and curious learners who are mindful to others.

Love:

In EYFS a central belief is the way we model love and care for one another and we want this to be evident to all our children, so they share in our attitudes, motivations and behaviours. We will model forgiveness, reconciliation and compassion and seek to welcome families of our children with an attitude of love and understanding as they begin their journey at St James.

At St James we instil British Values in the subject of EYFS by:

Individual Liberty:

We encourage the children to work within boundaries to make safe choices during their learning. Adults model activities/resources/learning first accompanied by rules and expectations to ensure that all children are aware of any risks or hazards. The children are encouraged to discuss why they must follow these rules and what might happen as a consequence if they are not followed.

This will be seen in EYFS through our topic on ‘Amazing Me’ where we look at promoting our self-worth and explore things that we are good at. Children will be supported to take pride in their achievements and share these during ‘News time’, children will be given vocabulary to congratulate each other and be praised when they do so.

Children will engage in role-play opportunities about how to be a good friend. Children’s work will be clearly displayed around the classroom to celebrate individual achievements using our Learning Journey Wall and other display walls will show specific achievements e.g. artwork or writing, etc.

Observations will link to Personal, Social and Emotional Development and Understanding the World objectives.

Rule of Law:

We undertake safe practices, following class rules at all times. We talk about why we must follow these rules and what consequences might happen if we don't. Children are celebrated and praised for independently following school rules, which is often shared with parents.

This will be seen in EYFS through discussions about our community and exploring the topic 'People Who Help Us' the children will make direct links to a variety of jobs and experience visitors to our class. We will engage in story times and discuss doing the right thing. We will support children to develop their vocabulary to explain how they are feeling and ways to express feelings. Children will have regular circle time opportunities to discuss school and class rules and be reminded about what that should look like. These rules will be displayed in each classroom. Observations will link to Personal, Social and Emotional Development and Understanding the World objectives.

Democracy:

We take into account the views and opinions of others. We use our talk partners to promote our ideas and share discussions. We give the children options and vote for outcomes.

This will be seen in EYFS through voting opportunities e.g. book vote, activities, etc. Also, through promoting collaborative work, turn-taking and sharing when playing games. Enabling a caring environment where we share our views and successes e.g. sharing achievements outside of school such as dance competitions.

Observations will link to Personal, Social and Emotional Development and Understanding the World objectives.

Mutual Respect and Tolerance of those with Different Faiths and Beliefs:

The children are given constant opportunities within the EYFS to work well together and as a team, sharing and modelling the expectation of good behaviour individually, in groups and as a whole. Through the use of Dojos, praise cards, 'pots of gold' trips and our positive behaviour policy, the children are consistently praised and celebrated for their hard work and attitude towards themselves and others. We always strive to share these child-initiated positive behaviours with parents/home. We explore other faiths, beliefs, cultures and traditions and make comparisons with our own through the teaching of Religious Education, Collective Worship and across subject disciplines. (through planned activities and within continuous provision such as learning through St James Spirit, cultural exploration in Geography, food tasting in DT, etc).

This will be seen in EYFS through listening to a wide variety of stories from different cultures and encouraging talk about how people are different. Children will be encouraged to share their experiences from home or traditions they have. Carpet discussions promote the ethos of sharing opinions and how it is important to listen to one another. Our STAR approach reminds children to respect everyone and everything and will be reminded during carpet time activities. We will make links to current interests to learn about different cultures e.g. Encanto. Calendar events are highlighted to children and explored e.g. Chinese New Year, Diwali, etc and recorded in class floor book. Each class will have a link to a charity and spend 'Faith, Hope, Love' Days exploring the chosen charity e.g. what it does, how we could promote understanding and ways that we could help.

Observations will link to Personal, Social and Emotional Development and Understanding the World objectives.

At Parish, we develop SMSC in the subject of EYFS by:

Spiritual

Throughout EYFS all children are encouraged to express themselves freely through their creative ideas and child-initiated activities. The ethos is that all children have the right to follow their own interests and implement their thoughts, feelings and ideas through their play, guided and supported by the adult. Continuous provision activities are explored independently by the child, following planned themes and a cycle of assessment, led by planned and children's interests' activities. Children reflect on their own learning by looking through their learning journeys, floor books, etc. This helps them to continuously promote a love for learning and improve confidence and attitudes towards learning.

Moral

Throughout the EYFS we share and discuss what is morally right and wrong. We use circle time to provide scenarios for the children to discuss, give advice to and explain why. From this activity, we will form rules and guidelines stating the right thing to do.

Social

The EYFS recognises that all children must be given equal opportunities to form strong social relationships with all adults and children. A range of different activities and routines have been established to promote this life skill. Children are organised into team groups, differentiated groups and intervention groups in addition to accessing independent free play with all others to provide constant opportunities to learn and grow from and with others.

Cultural

The EYFS recognises that children need to learn about their surrounding local area in addition to wider cultures and traditions. We will address and discuss cultural similarities and differences, to eliminate prejudice or discrimination. We continuously celebrate all children for their differences using stories from our reading spines or in the classroom provision to find the similarities and differences between ourselves as a class.