

Development of SMSC

at Hayton C of E Primary School



"Start children off the way they should go and even when they are old they will not turn from it." (Proverbs 22:6)

Mighty oaks from little acorns grow.

What is SMSC?

Spiritual, Moral, Social and Cultural (SMSC) development is the over-arching umbrella that encompasses personal development across the whole curriculum.

It requires schools to think about the kind of people we aspire to be, the kind of world we aspire to create, and the kind of education we aspire to provide.

SMSC at Hayton School

Our mission statement:

We at Hayton School are dedicated to securing transformational outcomes for all: to become lifelong learners, with strong personal values and enquiring minds ready to take on their responsibilities as global citizens – rooted in God's love.

The needs and backgrounds of our children and our school's core values underpin all areas of our curriculum.

At Hayton C of E Primary School, we are committed to providing an ambitious, purposeful and empowering curriculum that fully prepares learners for the next steps of their school career and opens the door to the wider world. Core literacy and numeracy skills are at the heart of all we do and our ambitious curriculum provokes curiosity and excitement, all leading to deeper learning.

Everything begins with our curriculum drivers (our 'Hayton Curriculum Compass'). These are woven through all that we do and underpin our shared belief that our role is to support children in aspiring to achieve, understanding their place in the world and broadening their horizons, all intertwined within a knowledge-rich curriculum.

We believe it is our responsibility to show children that at there is a world of possibility awaiting them, outside of the school gates. We also strive to encourage a love of learning that will last a lifetime as well as develop the skills for life-long learning and 'life'.

Developing children's moral, spiritual, social and cultural understanding within all aspects of our curriculum is essential and careful consideration is taken to ensure that pupils are provided with a range of opportunities to develop these areas, both throughout the curriculum and as stand alone opportunities.

Pupils at Hayton Church of England Primary School are easy to distinguish by the personal qualities they present. They are happy, confident, articulate children with a love of learning, strong personal values and enquiring minds. They are generous, kind, polite and welcoming; they are forgiving and understand justice. With God securing their roots, they face the world with love, joy, aspiration and wonder.

Spiritual, moral, social and cultural development

331. Inspectors will evaluate the effectiveness of the school's provision for pupils' spiritual, moral, social and cultural education. This is a broad concept that can be seen across the school's activities, but draws together many of the areas covered by the personal development judgement.

Taken from Ofsted Handbook (April 2024)

Spiritual:

Provision for the spiritual development of pupils includes developing their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for, different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

Social:

Provision for the social development of pupils includes developing their:

- 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
- 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
- acceptance of 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. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Moral:

Provision for the moral development of pupils includes developing their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- 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.

Cultural:

Provision for the cultural development of pupils includes developing their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- knowledge of Britain's democratic Parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- 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. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Evidence of SMSC at Hayton C of E primary school

SPIRITUAL	
Statements (Ofsted)	Evidence at Hayton School
<p>Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life.</p>	<ul style="list-style-type: none"> • Promotion of pupils to share their beliefs and opinions in class, group and partner discussions. • Collective worship which is inclusive, accessible and aspirational to all, encouraging reflection on pupil's beliefs. • Whole school worships including Harvest festival, Easter and Christmas service. • Weekly worships led by local vicar in the church. • Use of Questful RE where reflection is a key part of the curriculum. • Visits to places of worship – New Reform Synagogue. • Time for reflection throughout whole-school curriculum. • Thinking mornings held throughout the year to reflect and discuss beliefs. • Pupil voice completed regularly. • During collective worships, pupils are introduced to a key question (Picture news) and asked to reflect. • Key question shared with families through school newsletter weekly to be discussed at home. • Godly play after school club provided to pupils.
<p>Knowledge of, and respect for, different people's faiths, feelings and values.</p>	<ul style="list-style-type: none"> • School values; love, joy, aspiration and wonder. • We are a school built on kindness and love which pupils recognise and share with visitors. • Collective worships recognises key festivals in all religions and special days. • British values – mutual respect and tolerance of others religions is promoted throughout school. • Use of Questful RE scheme • Displays to celebrate and showcase learning on religions. • RE week is celebrated in October, following a theme. • Restorative behaviour policy which focuses on kindness. • School council established to as a pupil voice. • Welcoming a range of visitors into our school from other cultures, religions and groups.
<p>Sense of enjoyment and fascination in learning about themselves, others and the world around them.</p>	<ul style="list-style-type: none"> • PHSCE curriculum promoting learning about themselves, others and the world. • Many opportunities throughout the curriculum to learn about the world around them. • Use of picture news in collective worship, with a key question focusing on world news and events. • Curriculum which is based on knowledge, skills, worldliness and excellence (curriculum compass) • Use of secret garden for EYFS pupils. • Celebration assembly which celebrates the success of pupils each week. • Celebrating 'Mental health wellbeing week' • Whole school access to gardens and flower beds for planting. • After school club – secret garden and gardening club.

Use of imagination and creativity in their learning.	<ul style="list-style-type: none"> • We provide an aspirational balanced curriculum which promotes imagination and creativity. • Art and DT curriculum. • Celebrating the imagination and creativity of children. • After school clubs such as origami, craft club.
Willingness to reflect on their experiences.	<ul style="list-style-type: none"> • Restorative behaviour policy. • Wide number of opportunities throughout the curriculum • Thinking mornings.

MORAL	
Statements (Ofsted)	Evidence at Hayton School
Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England.	<ul style="list-style-type: none"> • Restorative Behaviour Policy with display in each class. • Use of Trackitlights where positive behaviour is clearly rewarded. • Thinking morning where pupils discussed the behaviour policy and were able to feedback on their views. • Positively worded whole school learning behaviours. • Celebration assemblies • Regular updates and reinforcement in assemblies/ worships – certificates and badges as a reward for reaching milestones. • PHSCE curriculum • Visits from PCSOs to pupils. • Golden thread of VIPs focusing on significant individuals who have faced and overcome adversity. • Termly Reading Prizes for the Reading challenges • Regular prizes and rewards for demonstration of good manners and politeness through trackitlights and special mentions.
Understanding of the consequences of their behaviour and actions.	<ul style="list-style-type: none"> • Use of 'Great' expectations throughout school. • Restorative behaviour policy with clear consequences for pupils who reach different levels – yellow and red. • We celebrate Anti-bullying week • Online safety curriculum. • Rota kids • Charity and fundraising work – Children in Need, • Carlisle united – Rising stars programme • Responding to current events during whole school worship and using this to consider a range of viewpoints.
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.	<ul style="list-style-type: none"> • Picture news – collective worship to introduce, discuss and reflect on moral issues and big questions from around the world and in current news. • Opportunities throughout the curriculum • VIPS – people who have faced moral dilemmas, adversity etc. • Range of literature available to pupils, which presents them with a variety of individuals, perspectives and dilemmas, available within library, as a free reader or within our English literacy spine. • PHSCE curriculum
SOCIAL	

Statements (Ofsted framework)	Evidence at Hayton School
<p>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>	<ul style="list-style-type: none"> • Visitors into school from a variety of different social settings, abilities and contexts for example, members of another religious community, parents and members of the community. • Upper key stage 2 children read frequently with a volunteer from the community. • School takes part in volunteering opportunities such as hosting teas and coffees during open gardens. • Rota Kids – presentation and events • Transition events • Cross school RE week celebration in October, where pupils presented, watched and then interacted with pupils from local schools. • Cross-school sporting events such as athletics tournaments, Carlisle United football tournament, cross country events etc. • Muslim School partnership – Imran visiting school. • Sports day takes place in colour groups. • Thinking mornings held in colour teams so pupils are with a range of pupils from different classes. • Range of after school clubs led by staff and parent volunteers. • Wide range of staff in school, including student teachers who are able to share a range of experiences to school and curriculum. • Range of parents who are invited in to talk to children e.g. vets, dentists, doctors.
<p>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>	<ul style="list-style-type: none"> • Rotakids for year 6 pupils – fundraising, speaking event/ presentation, visit to James Rennie. • Community work and volunteering • Members of the community – senior citizens • Year 5 pupils have completed a sports leadership award. • Year 5 and 6 pupils are buddies to children in nursery and reception. • School Council • Learning Partners during class discussions , • Staff training on whole class participation techniques, group work and learning partners. • Regular competitive sporting events • Fundraising Events • Playground leaders • Sports Ambassadors organising whole school Houses sport competitions • Encouraging others in Celebration Assembly.
<p>Acceptance of 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. They will develop and</p>	<ul style="list-style-type: none"> • Collective worship • Whole school display in hall • British values posters in each classroom. • Religious Education curriculum which ensures explicit teaching of other religions, worldviews and beliefs. • PHSCE curriculum. • Pupil elections and democratic vote for School Council

demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain	<ul style="list-style-type: none"> • School involvement in community events such as remembrance – attended Remembrance parade in Carlisle at cenotaph.
Identifying key values and principles on which the school community life is based.	<ul style="list-style-type: none"> • Restorative behaviour policy • Consistent whole school learning behaviours which are reviewed through thinking mornings.

CULTURAL

Statements (Ofsted framework)	Evidence at Hayton School
Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others	<ul style="list-style-type: none"> • Curriculum – Windrush, Black History, Romans etc. • Through the golden threads of VIPS etc. • Trips and experiences in the local area
Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain	<ul style="list-style-type: none"> • Cultural elements in topics studied: South America / Brazil / Africa / Greece / Egypt • Sharing stories from other cultures and countries in assemblies
Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities	<ul style="list-style-type: none"> • Curriculum – holding discussions and having time to reflect on the similarities and differences between their lives and others. • Fair trade • Rota kids and fundraising opportunities
Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain	<ul style="list-style-type: none"> • Whole school worship where democracy is explored and referred to within British values • Curriculum – British Empire
Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities	<ul style="list-style-type: none"> • Range of peripatetic music teachers in school covering piano, guitar, brass, and string instruments. • Zozo – African drumming experience (6 sessions) for pupils. • Musical events and performances • Specialist music teacher who delivers Music curriculum across the classes. • Choir and orchestra club. • Wide range of after school clubs offered – origami, craft, Science, gardening, chess, sports. • Visit from Jazz performers for whole school show – from New Orleans. • School performances – Summer term for Year 5 and 6 pupils. Nativity (KS1), Christmas Carol Concert (KS2) • Students performing musical instruments at events and in school e.g. Easter service. • Range of city and outdoor residentials – York (2023) • Gallery visits – Libby Edmondson. • Participating in a range of sporting events. • Visit to Hexham theatre – Snow White pantomime.

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. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

- Diversity throughout curriculum within topics, places and people (VIPs)
- Questful RE curriculum – learning about other worldviews and religions
- Visits to places of worship – New Reform Synagogue, Newcastle.
- Range of diverse texts available to all pupils in the hall on display
- Visits from members of other religions – Imram (Muslim workshop)
- Whole school assembly/ worship - use of picture news which focuses on current issues all around the world. Covering topics such as: fairtrade, Rights to go to school, challenging stereotypes, war and peace through remembrance.
- Cultural elements in topics studied: South America, Greece, Egypt - Sharing stories from other cultures and countries in assemblies
- In RE and assemblies, children will learn about different events in various religions' calendars



English writing

Spiritual:

We teach a range of literature throughout our curriculum that develops spiritual development through:

- Writing is a creative and expressive process which gives children the opportunity to present their ideas in a range of genres.
- Pupils experience the process of reflecting on their writing through drafting, editing and rewriting. They are able to give and receive feedback on their pieces.
- Pupils have their opportunity to share their work and enjoy their success with pride.
- Writing is showcased throughout celebration displays across the school.
- Pupils are exposed to a number of texts which inspire awe and wonder.
- Engaging in discussion and debate regularly
- Engaging with texts which include a range of characters in order to consider a range of perspectives.



Social:

- Our curriculum exposes children to range of genres, in which they must write for a range of purposes and audiences.
- Pupils consider the vocabulary and grammar of Standard English and varying dialect.
- English lessons promote cooperation and teamwork by being able to work in groups, contributing to discussions, listening to others and learning how to debate.
- Peer assessment is integral to our writing process and we encourage focused feedback where they support and encourage each other.
- Our pupils are often exposed to real issues in English about the world outside school. For example, Y3/4 class study the text 'The Journey' which introduces pupils to the perspective of a young refugee.

Cultural:

Our English curriculum uses texts set in a range of settings and cultures. Because of this, our children are encouraged to empathise with the feeling and experiences of others who may have completely different life experiences to them, such as refugees and those who have faced adversity such as Louis Braille (biographies Y4/5).

Our writing curriculum underpins, where possible, other areas of the curriculum which expose children to a range of historical and modern texts, including *Secrets of a Sun King*, *Viking Boy*, *Letters from the Lighthouse*, *Street Child*, *Shackleton's journey* and *King Kong*. Furthermore, our pupils can explore the similarities and differences within these settings.

Moral:

- Our English curriculum encourages moral thinking through exploring a range of diverse texts, including a wide range of characters.
- Students are able to analyse characters and events and explore the consequences of actions, for example, Y2 study *Bog Baby* which discusses the morals of removing a creature from their habitat. Pankhurst class also study the text 'The Promise' which encourages them to question the morals of people living in a corrupted city. Our vehicle texts give children the opportunity to think about the consequences of right and wrong behaviour to apply this within their own lives.
- Pupils are able to experience a number of dilemmas through a range of perspectives.
- Pupils in Attenborough class write 'moral dilemmas' through the text *King Kong*.
- Within writing tasks, pupils write for a range of purposes. Writing non-fiction texts such as newspaper articles, leaflets and reports allows pupils to access and create texts for a real-life scenario and purpose. For example, writing a letter to a local MP to consider how we should ensure that human rights are accessible to all.
- As they develop as writers, pupils consider the audience for their writing and how this impacts their writing. They also begin to consider elements of bias.

English Reading

Spiritual:

- Throughout our reading curriculum, pupils are developing deep thinking skills so that they can question the way the world works. We provide many opportunities for pupils to tackle challenging questions, which enable pupils to be critical and reflective in order to consider their own beliefs and actions.
- Pupils appreciate the creativity and imagination of a wide array of authors and consider how they can use their own creativity.
- We encourage pupils to read for pleasure through allowing them to experience a range of texts and providing time such as DEAR time.
- Pupils read texts to gain understanding of and respect for other's beliefs and faiths.

Social:

- Reading sessions offer a vast amount of opportunities for pupils to participate in high quality discussions.
- Throughout this they listen to and share their opinions, they are encouraged to build on the views of others respectfully.
- Giving pupils opportunities to speak in different contexts and regarding a range of real-life issues.
- The role of reading ambassador is offered to students with a passion for reading, who then communicate with members of the school to recommend books for them.

Cultural:

As the window to the world, our key texts enable pupils to discuss, experience and appreciate the many different cultures around the world. The Boy who Harnessed the Wind, The Invention of Hugo Cabret, Windrush Child and My name is River are examples of texts which are rich in information about other cultures. As well as this, key texts also enable pupils to appreciate British history and culture, for example Shackleton's journey, Street Child, Letters from the Lighthouse and Grandpa's Garden.

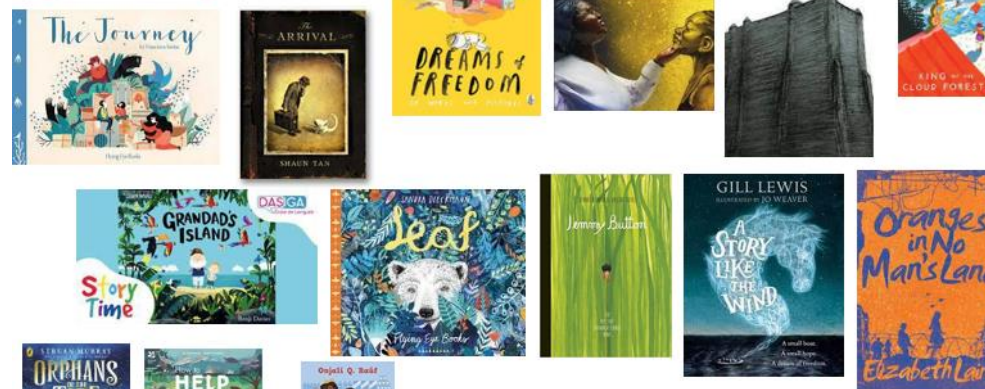
Pupils in Reception and Nursery also visited a local theatre to watch a show of The Tiger Who Came to Tea.

Moral

- Our texts are carefully chosen to present children with a range of moral dilemmas and big questions.
- Throughout our reading curriculum, pupils will study a range of texts that encourage moral thinking through the recognition of values – for example, debating moral dilemmas such as apartheid, famine and pollution and considering how we apply such dilemmas to our own situation. Pupils are encouraged to link this to current affairs. Reception children study the text Saving Mr Hoot, which promotes pupils to consider how we can protect the environment. Year 2 pupils study the text One World which again explores the issue of pollution on a beach.
- Throughout the range of texts pupils experience, they are able to analyse characters and events to explore the consequences of their actions. Within group and class situations, we discuss a character's choices, thoughts, feelings and motives and use this as a prompt for in-depth and reflective conversations. These texts also give pupils the opportunity to consider different perspectives and empathise with other characters. For example, the story Wonder (Y4/5) is written from multiple account, offering a more detailed account of each perspective. As the main character is a boy with facial deformities, pupils are able to empathise and see the world through his eyes. In turn, children are more able to understand the needs of others and apply empathy to similar situations in their own lives.
- Studying key texts that give students the opportunity to think about the consequences of right and wrong behaviour, applying this to their own lives. For example, Little Acorns study fairy tales and whether the characters are doing the right thing.
- Through studying texts such as The True Story of the 3 little pigs (Y2), pupils are encouraged to think from a range of perspectives.
- We also encourage pupils to analyse information and consider the implications of misleading or bias literature.



Big Ethical Questions:



Black literature:



Moral dilemmas:



Joyful and inspirational literature:



Diverse representation:



Classic literature:



Female empowerment and protagonists:



Maths

Spiritual:

- Developing deep thinking and questioning the way in which the world works promotes the spiritual growth of students. In Maths lessons, pupils are always encouraged to delve deeper into their understanding of Mathematics and how it relates to the world around them.
- Providing pupils with challenging questions which:
 - once completed, allow them to experience a feeling of excitement, delight and personal achievement
 - require them to be resilient and develop their ability to persevere
 - capture moments of joy and wonder when a child solves a problem for the first time or sees a connection.
- Pupils are encouraged to have a sense of achievement in Maths and recognise that Maths can be a strength of a person's learning.
- Making connections between learning maths skills and applying them to a real-life context.
- Looking at pattern, order, symmetry and scale.
- Completing activities which develop the children's critical and independent thinking skills when working through problems.

Social:

- A key feature of a Maths lesson within our school is discussions between pupils in pairs, groups and as a whole class to share their thoughts, reasoning and justification for their answers. Pupils discuss tasks and questions to decide how best to solve them.
- Pupils participate in high-quality class discussions where they are required to listen to and respect the methods of others, even if they are different to their own. They are able to discuss different methods to solve problems and respectfully build on each other's ideas.
- Within discussions, pupils are using a range of appropriate mathematical vocabulary. Through the use of sentence stems, pupils are encouraged to articulate their understanding clearly.

Moral:

- Maths requires children to develop a way to organise their work in a systematic way in order to solve problems. This is evident when pupils record their answers in their work books.
- Pupils are provided with many opportunities to distinguish between right and wrong methods of completing their work and tasks and are able to consider how to check their answers.
- As part of our GREAT expectations, we encourage pupils to recognise that mistakes are part of learning.

Cultural:

- Encouraging children to ask questions about the history of maths – linked to the curriculum – Greeks and Romans.
- Helping children to appreciate that mathematical thought contributes to the development of culture.
- Help children to understand that mathematical thought is becoming increasingly central to our highly technical future.
- Through placing emphasis on how logical reasoning can be used in maths and the wider world, thus equipping our children with the confidence to question, investigate, prove and explain.
- Pupils are exposed to and discuss how maths can be used in real life scenarios in reasoning and problem solving contexts.

Science

Spiritual:

- Searching for the meaning and purpose in natural and physical phenomena such as Space (Y5/6)
- The wonder about what is special about life, awe at the scale of things microorganisms in Y2 study of Microhabitats and the interdependence of all living things through habitats (Y2 & Y4/5) and life cycles (y4,5,6)
- Awe and wonder at the materials of Earth through Rocks, (Y3/4)
- Learning about the amazing different parts and roles of different parts and systems of our bodies, begins in Year 1 with 'sensitive bodies' and progresses to the skeletal, digestive (Y4/5) and circulatory system (Y6)
- Science concerns the emotional drive to know more and to wonder about the world and aesthetically appreciate its wonders including the enormity of space (Y5/6) and the beauty of natural objects or phenomenon including light (Y6), sound (Y4/5) states of matter, rocks(y3/4) as well as plants (Y1-6).

Moral:

- Science poses children with a wide range of moral questions, considering the right and wrong of decisions. For example, in the study of the digestive system, Y4/5 pupils considered the moral dilemma of Beaumont's experiment. This led to discussions about how development of medical Science can rely on illness and death.
- Pupils are taught to recognise that different opinions need to be respected and valued.
- The moral issues of the human impact on the Earth are covered in Y2 study of habitats and Y4/5 pupils consider how climate change such as coral bleaching, plastic pollution and deforestation effects habitats.

Cultural:

- Pupils explore Scientists from a range of cultures and consider their impact globally on science.
- Pupils consider the impact that science has on our quality of lives and how this is similar and different for other groups of people.
- Pupils begin to consider the range of differing fields within science such as taxonomists, physicians, astronomers, biologists and paleontologists.



Spiritual:

- The study of History involves a sense of curiosity and the mystery of how and why events in the past happened and raises questions as to what could have happened if events had had different results. This is considered in the study of the Second World War (Y4,5,6)
- Offering opportunities to marvel at human achievements and discoveries that influence our lives today. For example, the study of the Romans and ancient civilisations such as Egypt and Maya.
- Inspiring pupils to be creative and imaginative in their exploration of historical narratives, artefacts, and sources to develop a deeper understanding of the past.
- Encouraging pupils to reflect on personal experiences by providing opportunities to connect historical events to their own lives, drawing meaningful insights and lessons from the past.
- Promoting knowledge of, and respect for, different people's faiths, feelings, and values by examining diverse historical civilisations, cultures, and religious practices.
- Science exposes children to the power of collaborative working in the science community.
- A key part of each science lesson is discussions their work in a range of ways such as Y1 pupils within pairs, groups and as a whole class to share creating a coat of arms to represent explorers ideas, reasoning and thoughts.
- That the element of working scientifically which is interwoven throughout our science curriculum

Social:

- sharing ideas, debating and providing solutions to overcome problems.
- Giving them opportunities to collaborate with a group towards a shared outcome.
- Pupils undertake experiments within pairs, groups and as a whole class.
- Enabling them to make decisions as a group, dealing with conflict when it arises and treating each other with respect.
- Pupils present their learning in various ways, including verbal presentations to the class.
- Offering them opportunities to present their work to others.
- Pupils use a range of methods to present data and consider the impact of the use of data etc.
- Cultivating empathy through introducing students to diverse cultures, societies and perspectives.
- Pupils encouraged to articulate their understanding clearly using scientific vocabulary.
- Make inferences about what a person in an image could be saying and ask questions to further their understanding.
- Pupils are responsible for their own and others safety.
- Pupils use a range of sources and materials to gather information. Y2 pupils completed an interview with a local resident to find out about schools in the past 50 years.

Moral:

- Developing an understanding of the consequences of their behaviour and actions by exploring the historical impact of choices made by individuals and societies.
- Encouraging them to explore their own understanding of right and wrong when considering ethical dilemmas and decisions throughout history. Y4/5 pupils debate the question 'Was the wild west really wild?' by exploring the morality of the settler's invasion and the impact on the native Americans.
- Nurturing their sense of justice and fairness. Through the study of historical events such as civil rights movements, world wars, pupils learn about the consequences of prejudice, discrimination and injustice.
- Children have the opportunity to face moral dilemmas such as in the Y5/6 topic of who should go on a bank note, where pupils consider the impact and significance of individuals on history to design a new bank note.
- Pupils learn about the challenges faced by groups such as women in order to gain equal rights.

Cultural:

- Encouraging pupils to recognise and value the things we share in common across cultural, religious, ethnic, and socio-economic communities, promoting inclusivity and social cohesion.
- Promoting an appreciation of the diversity and richness of human cultures across the globe and throughout time.
- Teaching pupils about Britain's democratic parliamentary system and its central role in shaping the nation's history and values, as well as emphasising the ongoing development of Britain.
- Exploring historical events and their impact on individuals and societies, learning how cultures have adapted and changed as a result of significant events. Including Christopher Columbus, Dame Ellen MacArthur, Matthew Henson and Mary Kingsley.

Geography

Spiritual:

- Encouraging pupils to appreciate the physical world around us and to look at it with wonder, awe and a sense of fascination.
- Offering opportunities to learn about the beliefs, values and perspective on life of other peoples around the world, causing pupils to reflect on their own.
- Encouraging pupils to reflect on their learning experiences, highlighting the relevance of geographical knowledge in everyday life.



Social:

- Providing a platform to enhance social skills through collaborative fieldwork, discussions and debates.
- Fostering discussions on diverse geographical topics between pupils and adults from varied religious, ethnic, and socio-economic backgrounds.
- Exploring geographical scenarios that involve cooperation, conflict resolution, and community engagement, such as disaster management or urban planning.
- Facilitating a better understanding of global interconnectedness, promoting empathy and respect towards people of different faiths, beliefs, and socio-economic backgrounds worldwide.

Moral:

- Facilitating reasoned discussions on ethical dilemmas in geography such as land use and resource distribution, fostering appreciation for different viewpoints and respect for relevant laws and regulations.
- Raising awareness of the impact that humans have on our planet and encouraging pupils to consider how they can limit their negative impact on the planet, to the benefit of future generations.
- Providing children with the opportunity to recognise that development takes place within a global context and that local decisions are affected by decisions and processes in other countries, for example, River pollution in Y4/5.
- In Y3/4 pupils consider the different types of land use and begin to discuss the impact of these types.

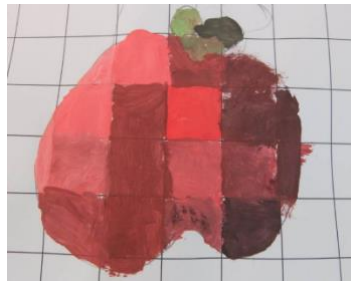
Cultural:

- Pupils compare their local area with different areas of the world. For example, Y3/4 pupils consider land usage in the local area and New Dehli. Y4/5 pupils compare different places within America.
- Pupils develop their understanding and appreciation of various cultural influences that have shaped their own and others' heritage, through studying human geography and influence in different regions, such as settlements near rivers (Y3,4,5)
- Highlighting the commonalities across different communities, using geographical concepts and case studies to demonstrate interconnectedness and shared global challenges.
- Nurturing an interest in exploring, understanding, and showing respect for different faiths and cultural diversity, and celebrating this diversity through respect and attitudes towards different religious, ethnic, and socio-economic groups at local, national, and global levels.

Art and Design

Spiritual:

- Encouraging reflection on beliefs, experiences, and perspectives through engaging themes and ideas, promoting enjoyment and self-discovery in learning.
- Introducing diverse art forms, styles, and designs from various cultural and personal viewpoints, fostering respect for different faiths, emotions, and values.
- Stimulating imagination and creativity, enabling original and inventive expressions of their understanding of the world.
- Nurturing curiosity about artistic materials, techniques, and perspectives, fostering wonder and appreciation for the world's diversity and complexity.
- Providing opportunities for discussing and interpreting artwork, cultivating empathy, understanding, personal insight, and self-awareness.
- Use of the natural world as a stimulus for art such as botanical inspired art created in Year 2 and Rainforest fauna artwork in Y3/4.



Social:

- Encouraging diverse social skills through collaborative group projects, embracing ideas from various backgrounds.
- Fostering a classroom community through shared appreciation of art, promoting participation and cooperation. Using art to explore conflicts, teaching respectful expression and active listening.
- Introducing diverse art and design, promoting respect and tolerance for different beliefs.
- Inspiring positive contributions to the classroom and community through creative skills.

Moral:

- Our Art and design curriculum contributes to the Moral development of pupils by:
- Promoting respect for original work and intellectual property rights in art.
- Facilitating discussions on ethical issues in art, including cultural representation and understanding diverse perspectives.
- Using art to explore fairness, justice, and moral dilemmas, fostering students' critical thinking and personal viewpoints.
- Encouraging responsibility for creative materials and shared resources, emphasizing consequences and care.
- Creating opportunities for fair group work, cultivating an ethical environment of accountability.

Cultural:

- Introducing diverse art and design forms, fostering cultural understanding and appreciation.
- Promoting artwork reflecting pupils' cultural backgrounds, creating an inclusive and respectful learning environment.
- Studying globally renowned artists from diverse backgrounds such as Barbara Hepworth and Sokari Douglas-Camp in the unit 'Mega Materials', highlighting shared human creativity.
- Exploring cultural significance, fostering respect for faiths, diversity, and the influences of British history. Pupils learn about the art created in Prehistoric times, Egyptian art designs and scrolls. In the unit 'Make my voice heard' pupils study art from Ancient Maya through to modern day art and sculpture.
- Connecting art to key events, enhancing understanding of cultural diversity such as the space race era unit studied by Y5/6.

Design Technology

Spiritual:

- Offering opportunities to marvel at the human achievements which have led to many design and technology advancements.
- Encouraging pupils to develop a fascination with how things work, including mechanisms, pavilions, windmills.
- Inspiring pupils to be creative and imaginative in their design.
- The process of creative thinking and innovation inspires children to bring out undiscovered talents, boosting self-esteem and belief in their abilities.
- DT challenges and appeals to the creative instincts that we have to discover, adapt and overcome.
- Emphasising the importance of reflection during the evaluation process of the design cycle.



Social:

- Giving them opportunities to collaborate with a group towards a shared outcome.
- Enabling them to make decisions as a group, dealing with conflict when it arises and treating each other with respect.
- Supporting them to give constructive feedback to their peers, considering the feelings of others when doing so
- Offering them opportunities to 'pitch' their products to others.
- Encouraging pupils to consider the safety of themselves and others as they work.

Moral:

- Raising ethical issues related to design, such as sustainability of materials, the environmental impact of single-use or non-degradable materials and importing food.
- Considering carefully the materials used, ensuring sustainability and recycling where possible through using recycling materials.
- Considering the impact of their food choices on the environment – UKS2 pupils consider the farm to fork process in order to develop key welfare issues for rearing cattle.

Cultural:

- Through units of work we develop cultural awareness that have connections with our past heritage such as castles (Y3), bridges (Y5) and WW2 shelters.
- Teaching them how cultural influences impact on design over time.
- Asking them to consider cultural influences on the food we eat such as bolognaise (Yr5)
- Demonstrating that difference in design is often seen as a positive, synonymous with innovation.

Computing

Spiritual:

- Providing opportunities for reflection and awe around the developments in technology and the possibilities for the future.
- Offering opportunities to learn about how technology is used in the world around them, with time to consider the benefits and drawbacks of this.
- Encouraging them to consider the feelings of others in their use of technology.
- Allowing them to express themselves creatively using technology.



Social:

- Promoting collaborative learning with technology and exploring the benefits of this.
- Giving them opportunities to cooperate with a group towards a shared outcome.
- Encouraging pupils to speculate and hypothesise with their peers when tinkering with new technology.
- Teaching rules for being a respectful member of an online community and the importance of mutual respect when using technology.
- Teaching children their rights (Individual liberty/ Rule of law) regarding issues such as sharing of information and being in control of permissions on their devices.
- Raising awareness of the common issues and benefits of social media.

Moral:

- Raising awareness of the legal aspects of using technology including copyright legislation, data protection and age-restrictions.
- Instilling the importance of treating others online with respect and ensuring pupils understand the negative effects.
- That unkind online behaviour can have on others through Online Safety Units in each year group.
- Offering opportunities for pupils to discuss ethical issues surrounding technology, such as data tracking, online advertising and influencers and the proliferation of fake news and disinformation.
- Discusses include the safe disposal of technological equipment.

Cultural:

- Encouraging them to reflect on how developments in technology have led to changes in every-day life.
- Allowing them to engage with cultural opportunities that may otherwise be unavailable to them from the confines of the classroom.
- Pupils consider the developments in technology have impacted different cultures and backgrounds in different ways, for example, Year 5/6 learn about the coding breaking of Bletchley Park.

Religious Education

Spiritual:

Spiritual development within RE in our school enriches and encourages the pupils' discovery of God the creator, of their 'inmost being' and of the wonder of the environment, promoted through:

- Exploring their relationship with God and the sense that they are his children, unique and loved by him;
- Exploring and experiencing prayer and worship from a variety of Christian traditions;
- Giving thanks to God for all aspects of school life;
- Discussing and reflecting upon key questions of meaning and truth such as the existence of God, the origins and purpose of the universe, good and evil, life after death;
- Considering the value of human beings and their relationship with God, with one another and with the natural world;
- Opportunities to discuss feelings and emotions openly;
- Recognising and encouraging the use of personal and group gifts and talents;
- Opportunities to develop their gift of imagination and creativity;
- Encouraging curiosity and questioning so that their own views and ideas on religious and spiritual issues can be developed within a secure environment where faith is valued;
- Developing a sense of personal significance and belonging;
- Encountering Christian fellowship.

Social:

- Developing a sense of empathy, compassion and concern for others;
- Building relationships within the school and between the school, the parish and the local community;
- Considering how Christian beliefs affect decisions at local and national level;
- Investigating social issues from the perspective of Christianity and of other faiths, recognising the common ground and diversity that exists between them;

Providing opportunities for pupils to articulate their own views on a range of current issues and to show respect for the opinions of others and a willingness to learn from their insights.

Moral:

Moral development in RE in a church school is based on the teachings of Jesus, which offer pupils a secure foundation on which to make decisions and build their lives. This is promoted through:

- Developing a sense of right and wrong based on the teaching of Jesus Christ;
- Recognising the values identified within the Bible: truth, justice, trust, love, peace, compassion, forgiveness, reconciliation and redemption;
- Learning to follow a path through the conflicting demands of faith, family, peers, society, the media and the world of ideas;
- Recognising the importance of personal integrity;
- Developing mutual respect across racial and religious divides;
- Recognising that people's rights also imply responsibilities;
- Developing a sensitive conscience.

Cultural:

Cultural development in RE in a church school provides opportunities to develop an understanding of Christianity as a worldwide, multi-cultural faith that has an impact on the lives of millions of people. This is promoted through:

- Promoting an understanding of Christianity from a global perspective through encounters with people, literature and the creative arts from different cultures;
- Exploring the diversity of Christianity worldwide with particular reference to the diversity of the Anglican community;
- Considering the relationship between British and European culture and Christianity;
- Appreciating the diversity of cultures within Britain.



MFL: French

Spiritual:

- Providing them with opportunities to learn about life in another country and consequently to reflect on their own lives.
- Creating a deeper understanding of cultures, traditions and beliefs of other countries. Pupils learn about going to school in France (Y3), and playground game.
- Encouraging them to practise and showcase their language learning in creative ways (raps, descriptive writing, art etc.)
- Instilling a sense of wonder around language etymology through developing language detective skills.
- Giving opportunities for pupils to reflect on their language skills.

Social:

- French allows pupils to gain insights into the way of life and cultural traditions such as going to French houses, families and schools.
- Listening activities allow pupils to develop their skills of listening to audio clips.
- Encouraging diverse social skills through promoting communication and conversation skills.
- Giving pupils the opportunities to co-operate with a group towards a shared goal.
- Ensuring that there are regular opportunities to work with their peers from different backgrounds and abilities.

Moral:

- Our learning in French creates curiosity of how other people in other countries and societies live.
- Pupils consider the impact of visiting other countries through the unit 'Visiting a Town in France' and discuss the morals of learning a language.
- Through developing their understanding of another country and the way of life, pupils are provided opportunities to appreciate laws and reflect on the personal behaviour and behaviour of others.
- Providing opportunities to further explore moral issues, such as stereotyping and access to education around the world.

Cultural:

- Fostering respect for French culture and subsequently other cultures as well.
- Encouraging pupils to reflect on their own cultural heritage when considering cultural differences.
- Celebrating cultural differences as a positive thing.
- Exploring the commonalities between French and British culture.
- Raising awareness of the need to challenge cultural stereotypes.
- Developing awareness of social conventions in France and that social conventions differ between cultures.
- Celebrating cultural achievements in France (art, architecture, sport, music)

Physical Education

Spiritual:

- P.E. supports spiritual development by increasing their knowledge and understanding of the body's performance when exercising; this leaves pupils amazed at the body's ability.
- Through Dance and sports such as Gymnastics pupils are being creative, expressing feelings and emotions in their performances.
- Allowing pupils' reflection time to evaluate their experiences allows them to build a positive mindset and promotes progression.
- Pupils are also reflecting and critiquing their own and other's performances and skills.
- Pupils will also see a sense of awe and wonder when observing elite performance from professional athletes and their peers.
- Motivation, determination and character building.

Social:

Students in PE can use of a range of social skills in different contexts, including working and socialising with students from background and sporting abilities. The willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively. Students take part in inter, intra school competition and extra-curricular clubs. Examples of social:

- Learning to deal with success and defeat with dignity
- Creating a sense of community in lessons and clubs
- Encourage students to recognise and respect social differences and similarities
- Celebrate sporting success both in and out of school
- Use of sports leaders running clubs and activities
- Encouraging the attendance to extracurricular activities such as sports club.
- Promoting team work throughout lessons supporting one another to develop their skills in a cooperative situation.

Cultural:

Students in PE can use of a range of social skills in different contexts, including working and socialising with students from background and sporting abilities. The willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively. Also students can develop their friendship and social mixing through involvement in inter, intra school competition and extra-curricular clubs. Examples of Social lessons in PE:

- Learning to deal with success and defeat with dignity
- Encourage students to recognise and respect social and sporting differences and similarities
- Celebrate sporting success both in and out of school
- Use of sports leaders running clubs and activities
- Encouraging the attendance to extracurricular activities
- Promoting team work throughout lessons supporting one another to develop their skills in a cooperative situation.

Moral:

- Moral education in PE concerns pupils having the opportunity to understand how PE can influence their healthy living and lifestyle.
- Pupils are also able to understand the rules of activities and the reasons why they need to abide by them and understand what fair play is.
- PE in general teaches students about code of conduct, etiquette, handshake before and after matches, applauding the opposition, fair play, unwritten rules and sportsmanship.
- Students face moral dilemmas within sports and games in order to be a good team mate and face challenges.
- Students should abide by the rules and regulations, gaining a good understanding of rules of sport and the importance of infringements such as penalties and red cards allow students to understand the consequences of their actions which in turn helps students apply this understanding to their own lives.
- The concepts of self-discipline to excel are essential. Students should be taught that the only way you can achieve in sport to a high standard is if you work hard and if you can discipline yourself to train and apply yourself.
- Pupils in year 5 have completed a sports leaders award and taking on the role of running playground games and sports for younger pupils.
- Pupils are expected to respect the equipment and facilities being used.

Music

Spiritual:

- Our Music curriculum encourages and inspires pupils to be creative and imaginative when composing pieces of music.
- Children show spiritual development and understanding by experiencing and responding to the emotion of listening to and performing music.
- Pupils are given the opportunity to express feelings verbally and in written form.
- Pupils are encouraged to consider how the emotional impact of music may be different for different individuals.
- Pupils experience a range of different musical genres: Jazz, Blues etc
- Pupils watch the performances of other musical performers such as Jazz Band 'Ebony and Ivory' from New Orleans.



Social:

- Music provides the opportunity for pupils to collaborate with a group to achieve a shared outcome.
- Enabling pupils to make decisions as a group, discussing options and resolving issues when they arise.
- Supporting pupils to give honest, constructive feedback to their feelings, considering the feelings of others when doing so.
- Offering pupils regular opportunities to perform in front of an audience and at times larger crowds such as the whole class.

Moral:

- Providing opportunities to explore issues surrounding different music styles (WW2, slave plantations, rock and roll)
- Opportunities to consider how viewpoints on music has changed over time.
- *Songs including issues such as how to be a good friend, anti-bullying and save the rainforests etc.*
- Presenting their own performances and compositions and ensuring honest, respectful and fair evaluation of their and other's work.
- Develop respect for our peers when performing and learning how to be a respectful audience.
- Exploring both positive and negative role models in Music, learn about their influences and the impact that people can have. For example, Nina Simone, Chuck Berry and Freddie Mercury.
- Pupils express their own responses and opinions of the work of others (peers and professionals) with a justification for their view.

Cultural:

- Broadening their awareness of cultural diversity by introducing them to music from around the world. For example,
- Pupils develop their understanding of the importance of music in their own and other's heritage.
- Pupils become aware of how music plays an important part of many cultures around the world such as
- Pupils foster and demonstrate respect for music associated with different cultures and the diversity of this music.

