

# Discovery Federation

Policy for:

- Spiritual, Moral, Social & Cultural Development
- Personal, Social and Health Education
- Relationships and Health Education
- Citizenship
- British Values

Created by Mrs C. Robson September 2021

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# Contents:

1. Scope of the Policy
2. Rationale
3. Intent of our SMSC, PSHE, Relationships and Health Education, Citizenship and British Values Curricula
4. Aims and objectives
5. The Foundation Stage
6. Teaching and Learning Style
7. Children with Special Educational Needs and Disability (SEND)
8. Planning and Curriculum Delivery
9. Links to other subjects
10. Assessment for Learning
11. Equal Opportunities
12. Spiritual, Moral, Social & Cultural Development
13. British Values
14. Personal, Social, Health and Economic Education, Citizenship, Relationships and Health Education and Safeguarding
15. Right to Withdraw/Right to be Excused from Sex Education
16. Monitoring and review
17. Continuing Professional Development
18. External Links
19. Review
20. Appendices

## 1. Scope of the Policy

The revised National Curriculum contains two broad aims:

1. The school curriculum should aim to provide opportunities for all children to learn and achieve.
2. The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

At Discovery Federation, we recognise the importance of the two aims, which will be supported through every aspect of school life and can only be fully achieved through a wide range of experiences and opportunities provided within a whole school approach to the curriculum. We acknowledge that SMSC, PSHE, Relationships and Health Education, Citizenship and the teaching of British Values all play a significant role in pupils' ability to learn and achieve and underpins the ethos of the school.

## 2. Rationale

The Discovery Federation believes that the development of skills covered in this policy is a lifelong and continuous process. It is concerned with personal growth and human issues. It provides opportunities for the personal development of the individual within their communities and the wider world.

## 3. Intent of our SMSC, PSHE, Relationships and Health Education, Citizenship and British Values Curricula

The intent of this curriculum for our children at Discovery Federation is:

- to develop a strong sense of self-worth amongst the children
- to develop an understanding of what contributes towards a healthy relationship, teaching them to develop their own skills but also to recognise when and how to access support should they need it
- to develop qualities which enable them to contribute towards society and the local community, recognising important values and morals and how upholding these impacts positively on their lives and others'.

## 4. Aims and objectives

We believe that an education integrating all elements of SMSC, PSHE, Relationships and Health Education, Citizenship and British Values should enable children to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community, to respect their environment and that of the wider world. In so doing we help develop their sense of self-worth. We teach them how society is organised and governed. We teach children both about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multicultural society.

The objectives of our curriculum are to enable the children to:

- know and understand what constitutes healthy lifestyle;
- know and understand what constitutes a healthy relationship and what makes for a good relationship with others;
- be aware of health hazards especially use and misuse of legal and illegal substances e.g. drugs and tobacco
- be aware of safety issues;
- have respect for others;
- be independent and responsible members of a community, such as school;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- develop good relationships with other members of the community;
- how and where to access support/help should they need it.

These objectives are interrelated and not taught in isolation. As well as key concepts being taught through PSHE/Relationships and Health Education lessons, they are also woven throughout other teaching across the curriculum in school. It would be impossible to detail all of these individual links! Alongside these Programmes of Study, each year group works towards achieving objectives set out in their Year Group Passport, linking directly to our Positive Relationships Policy and core values of our Federation.

## 5. The Foundation Stage

The objectives of PSHE are an integral part of topic work in our Nursery and Reception Classes. As the reception class is part of the Foundation Stage of the National Curriculum, we relate these aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching matches the aim of developing a child's personal, social and emotional development as set out in the ELGs. We also support citizenship education in reception classes, when we teach 'how to develop a child's knowledge and understanding of the world'.

## 6. Teaching and Learning Style

We use a range of teaching and learning styles to meet the PSHE and Relationships and Health Education requirements of the National Curriculum. During lessons, we emphasise active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of tasks that promote active citizenship, for example charity fundraising, the planning of special school events (such as an assembly or school fair), or involvement in helping other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able, through discussion, to set agreed classroom and school rules of behaviour. We offer children the opportunity to hear visiting speakers, such as health workers, police, and local clergy, whom we invite into the school to talk about their role in creating a positive and supportive local community.

To support and encourage pupils to cooperate with each other especially in the playground, some Y5/6 children are identified to act as Buddies wearing special jackets at break times. We have a Buddy Stop for children requiring this support. We have Digital Leaders to support children across school with any online safety queries or issues.

## 7. Children with Special Educational Needs and Disability (SEND)

We teach PSHE, Relationships and Health Education, Citizenship and British Values to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties to ensure that learning is accessible for all groups of learners. Short Notes and Support Plans are used when planning and teaching as teachers take into account the targets set for the children in their plans, some of which targets may be directly related to these subject areas.

For gifted and talented pupils, teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

## 8. Planning and Curriculum Delivery

The PSHE, Relationships and Health Education and Citizenship elements of our curriculum are primarily taught following a scheme adopted from the PSHE Association's guidance and resources where SMSC development and British Values are promoted. Links between these subject areas overlap throughout the long-term plan and the whole programme is developed on a spiral-basis so that learning is consolidated and extended year on year with age-appropriate content. During 'Fantastic Fridays', teaching in this subject area takes place weekly for every class from Year 1 – Year 6 and sessions are delivered discretely to the rest of the curriculum. The school's long-term plan for the teaching of these subjects can be found in Appendix 1.

On other occasions, we introduce these topics through teaching in other subjects. For example, when teaching about local environmental issues in geography, we offer pupils the opportunity to find out who is responsible for the maintenance and upkeep of local parks and cycle paths. Also, as there is a large overlap between the programme of study for religious education and the aims of the above subjects, we deliver a considerable amount of the content through our religious education lessons, acts of worship and whole school assemblies. Enrichment Activities are planned throughout the year for all pupils, in addition to a Safety Carousel organised by Durham Police Authority, Fire and Rescue Service, NECA (Drugs) and Northern Electric for Upper Key Stage Two.

To develop and support the emotional well-being of everyone at Discovery Federation, we have created a 'Safe Zone/Reflection Area' on the school yard which has information, sensory equipment and small games/activities to support children in regulating their behaviour or accessing support from an adult should they need it. This links to the Zones of Regulation and our Relationships Policy throughout the school.

## 9. Links to other subjects

ICT contributes to the teaching of PSHE in that children in Computing classes learn to work together in a collaborative manner. They also develop a sense of global citizenship by using the internet and email. Rules for online safety are displayed in school for pupils to adopt when using the internet and other technologies. Through discussion of safety and other issues related to electronic communication, the children develop their own view about the use and misuse of technology, and they also gain an insight into the interdependence of ICT users around the world.

## 10. Assessment for Learning

Our teachers assess the children's work and contributions throughout lessons both by making informal judgements, as they observe them during lessons, and through formal assessment of the work completed, gauging it against specific learning objectives set out in the National Curriculum. We do not set formal examinations in these subjects. The assessments that we make of pupil achievement as positive and record achievement in its widest sense. Learning in these subject areas is recorded in our floor books.

## 11. Equal Opportunities

PSHE, Relationships and Health Education, SMSC, Citizenship & British Values have relevance for all pupils regardless of age, gender, ethnicity or ability. The school's programme to deliver the content of these subjects is subject to the national guidance and recommendations set out in the appropriate statutory documents. It may also follow guidance from County and other school policy documents.

## 12. Spiritual, Moral, Social & Cultural Development

Here at Discovery Federation, we introduce the children to the values of the SMSC curriculum from an early age. From Nursery to Year 6, we develop and nurture children's spiritual, moral, social and cultural awareness in a range of exciting and challenging ways. These experiences are celebrated and displayed in classrooms and around school, as well as in floor books and via social media. Key messages are introduced and reinforced daily and during themed assemblies (see Assembly Programme in Appendix 3), usually based on current events or needs of our pupils. The children are then encouraged and supported to explore these messages in real-life scenarios.

### Spiritual

All children are given regular opportunities to explore their own and others' beliefs and experiences; respect faiths, feelings and values; enjoy learning about themselves, others and the surrounding world; use imagination and creativity and to reflect. Whole school RE day celebrations have provided additional opportunities for children to meet many visitors and explore a wide variety of faiths and beliefs.

### Moral

Children are also encouraged and supported to learn how to recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues and to offer reasoned views. Our Expect Respect ethos forms the basis of all day to day dealings with others and is highly evident throughout school. A restorative approach to diffusing and resolving situations has also been introduced throughout school and has proved highly successful in encouraging children to take responsibility for their own actions and in helping them to find ways to move forward.

### Social

Our children are given opportunities to practise and use a range of social skills; participate regularly in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance. Staff provide positive role models and School Councillors, consisting of representatives from each year group, meet regularly to put forward and discuss views, opinions and issues raised by their peers.

### Cultural

All children are encouraged and supported to explore and celebrate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity. All staff are positive role models and promote our whole school ethos of tolerance and diversity. Teachers provide regular opportunities for children to reflect on and challenge their own and others' thinking regarding a wide range of topics and experiences.

## 13. British Values

The DfE have reinforced the need *"to create and enforce a clear and rigorous expectation on all schools to promote 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 government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated by the Prime Minister. At our school these values are reinforced regularly and in the following ways:

### Democracy:

Democracy is an integral part of our school community. Pupils have the opportunity to have their voices heard through our School Council and Pupil questionnaires. The elections of pupils to the School Council are based on the democratic process with children submitting the reasons why they would be suitable for the role, elections giving speeches and elections then occurring. Appropriate policies are debated and incorporate pupil voice as children, parents, governors and staff work together to put policy into practice.

### The Rule of Law:

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school PSHE lessons, as well as when discussing behaviour and through whole school assemblies. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Services etc.

are regular parts of our calendar and help reinforce this message. Pupils are involved in deciding class rules and pupil charters linked to anti-bullying and SMSC outcomes.

#### *Individual Liberty:*

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our Online Safety and PSHE lessons. Whether it be through choice of challenge, of how they record, of participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices and to respect the decisions and choices of others.

#### *Mutual Respect:*

Part of our school values, ethos and behaviour policy revolve around Core Values such as 'Respect', and pupils have been part of discussions and assemblies related to what this means and how it is shown. Posters around the school promote respect for others and this is reiterated through our classroom and learning rules, as well as our behaviour policy. Pupils will challenge each other when not showing respect and encourage each other to be respectful.

#### *Tolerance of those of Different Faiths and Beliefs:*

This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school. We give the opportunity to ensure that all faiths and beliefs are valued. Through our RE curriculum, which teaches the main faiths and focuses upon learning about religion and learning from religion, we promote tolerance of the beliefs of others.

### 14. Personal, Social, Health and Economic Education, Citizenship, Relationships and Health Education and Safeguarding

Since September 2021 (delayed from September 2020 due to COVID), schools have a statutory duty to teach Relationships and Health Education. We were Early Adopters of this and began our teaching of Relationships and Health Education in September 2019 as we strongly believe that the introduction of age-appropriate, compulsory elements of Relationships and Health Education alongside the existing requirements of the PSHE and Citizenship curricula promotes the safeguarding and well-being of our children and young people. With this in mind, we have chosen to enhance elements of our curriculum to provide a comprehensive programme to develop children's knowledge and understanding further. Appendix 1 details our long-term plan for teaching this.

At our school, our focus is on teaching the fundamental building blocks and characteristics of positive relationships with particular reference to friendships, family relationships and relationships with other peers and adults. Through these subjects we want to support all young people to be happy, healthy and safe. We want to equip them for adult life and to be able to make a positive contribution to society. "Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way." (DfE Relationships and Health Education and Health Education Guidance, 2021.)

Our focus on healthy relationships both on and offline and links directly to the Federation's Respect and Positive Relationships Policy. Children will be taught about in person and online harassment, abuse and exploitation so that they know what to look out for in terms of warning signs to safeguard themselves or seek support from others. Staff are aware of sexual abuse, exploitation and harassment and are aware of signs to look for in children which could raise concern. However, these specific aspects are not directly discussed or shared with children (unless absolutely necessary) given their age and the fact that school does not teach about 'sex' but rather focuses on healthy relationships and what these look like, including things that wouldn't happen in a healthy relationship.

### 15. Right to Withdraw/Right to be Excused from Sex Education

The statutory requirement to deliver Relationships and Sex Education from September 2021 is targeted at secondary schools. In primary schools, the statutory requirement is that Relationships and Health Education is delivered, which doesn't include the 'sex' part although schools are permitted to include aspects of this that they feel appropriate. Parents/Carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education but please note that aspects of sex education covered by the science curriculum is compulsory, and withdrawal will not be granted for these sessions. In primary schools, parents/carers cannot withdraw children from Relationships and Health Education (following the statutory guidance) unless the school has chosen to

incorporate elements of sex education. At Discovery Federation, it should be noted that 2-3 lessons in Cycle B of our curriculum planning focus on human reproduction and this teaching takes place when children are in Year 5 or Year 6 depending upon the cycle being covered. Although the science curriculum covers human reproduction, it's primary focus is on the scientific element such as what happens once a sperm fertilises an egg and how the foetus grows etc. Our human reproduction lessons linked to Relationships and Sex Education begin to teach children (in an age-appropriate context) important concepts such as consent, how pregnancy changes the life of a parent and links between sexual intercourse/conception and loving, committed relationships. The Right to Withdraw/Right to be Excused from Sex Education can be found in Appendix 2.

At Discovery Federation, we believe that the teaching of these elements of sex education are important in supporting children to become knowledgeable and respectful citizens as they grow up. Children are naturally curious about growing up, how their bodies work and how humans reproduce. We feel that their questions need to be answered honestly, using language and explanations appropriate for their age and maturity, thus avoiding unnecessary mystery, confusion, embarrassment or shame.

Sex and Relationships and Health Education addresses the questions and concerns raised by the biological facts – for example, exploring the feelings a new baby can bring, or the effect of puberty on friendships. It provides balance to sometimes distorted messages about sex and gender roles in the media, and helps protect children by explaining boundaries and safety, and developing the language and understanding needed to recognise abusive behaviour and seek help. It also helps pupils to develop respectful and consensual attitudes and behaviours. In primary school, we will only teach the initial stages of this as children will explore sex education in more detail in secondary school.

Staff in school are happy to discuss any queries/concerns about the content of the curriculum with parents/carers and to share any information which may be of use. Please make an appointment via the school office if you would like to discuss anything.

#### 16. Monitoring and review

Our PSHE, Relationships and Health Education, Citizenship, SMSC & British Values lead is Mrs C Robson. She is responsible for monitoring the standards of children's work and the quality of teaching in these areas. She also supports colleagues in their teaching by giving them information about current developments in the subject, and by providing a strategic lead and direction for the subject in the school. An annual summary report, evaluating strengths and weaknesses in the subject, and indicating areas for further improvement/development is compiled at the end of the school year. Special time is allocated to our coordinators for monitoring purposes.

#### 17. Continuing Professional Development

In-service training will take place in accordance with school policy for staff development and the LEA training programme.

#### 18. External Links

Support from outside agencies is an integral part of the PSHE programme. A well-planned programme of visits into and out of school will extend and enhance pupils' experience.

#### 19. Review

This policy should be read in conjunction with the following school policies: Relationships Policy, Health, Safety & Welfare, Equal Opportunities, Keeping Children Safe in Education and SEND.

## 20. Appendices

### Appendix 1- Long-term Plan PSHE Curriculum Framework- Whole School Overview

	Autumn			Spring			Summer		
	RELATIONSHIPS			LIVING IN THE WIDER WORLD			HEALTH AND WELLBEING		
	FAMILIES AND FRIENDSHIPS	SAFE RELATIONSHIPS	RESPECTING OURSELVES AND OTHERS	BELONGING TO A COMMUNITY	MEDIA LITERACY AND DIGITAL RESILIENCE	MONEY AND WORK	PHYSICAL HEALTH AND MENTAL WELLBEING	GROWING AND CHANGING	KEEPING SAFE
Year 1/2 Cycle A	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 1/2 Cycle B	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3/4 Cycle A	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 3/4 Cycle B	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5/6 Cycle A	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 5/6 Cycle B	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

## Appendix 2 - Right to Withdraw/Right to be Excused from Sex Education aspects of Relationships Education



I wish to withdraw my child \_\_\_\_\_ in Year \_\_\_\_ from aspects of Sex Education which are not part of the National Curriculum in primary school. I understand that they will still access Sex Education which is part of the National Curriculum in Science and will still access all other parts of Relationships and Health Education as this became a statutory curriculum subject in primary schools in September 2021.

Signed: \_\_\_\_\_

Printed: \_\_\_\_\_

Date: \_\_\_\_\_

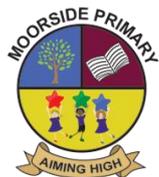
## Appendix 3 - Assembly Programme 2021-22

Autumn		Spring		Summer	
2/9/21	Welcome Back!	5/1/21	Happy New Year - New Year's Resolutions	27/4/21	Earth Day
8/9/21	World Alzheimer's Month	12/1/21	National Obesity Awareness Week	4/5/21	St George's Day
15/9/21	Organic September 2021	19/1/21	Martin Luther King Day	11/5/21	Deaf Awareness Week
22/9/21	Blood Cancer Awareness Month (link to World's Biggest Coffee Morning 24.9.21)	26/1/21	National Story Telling Week	18/5/21	Fair Trade (15 <sup>th</sup> May = World Fair Trade Day)
29/9/21	Black History Month (October): Proud To Be	2/2/21	Chinese New Year	25/5/21	Friendship
6/10/21	Harvest Festival	9/2/21	Safer Internet Day (New Brancepeth Digital Leaders)		
13/10/21	World Mental Health Day- also discuss ADHD Awareness Month	16/2/21	Time to Talk Day (held beginning of February)		
20/10/21	The Big Draw 2021				
Half Term			Half Term		
3/11/21	Diwali	2/3/21	World Book Day	8/6/21	World Environment Day
10/11/21	Remembrance Sunday/Armistice Day	9/3/21	World Wildlife Day (last week)	15/6/21	Carers' Week
17/11/21	Anti-Bullying Week	16/3/21	National Science and Engineering Week	22/6/21	Refugee Week
24/11/21	Road Safety Week (last week)	23/3/21	World Water Day	29/6/21	Recycle Awareness Week
1/12/21	Online Safety (Moorside Chr)	30/3/21	National Bed Month (The Sleep Council)	6/7/21	Plastic Bag Free Day
8/12/21	Human Rights Day	6/4/21	National Pet Month (can link to animal charities)	13/7/21	Nelson Mandela Day
15/12/21	N/A - Carols Round the Tree			20/7/21	Leavers' Assembly
Christmas Holidays			Easter Holidays		Summer Holidays

## Appendix 4 – Curriculum Mapping for Spiritual, Moral, Social and Cultural (SMSC)

### Development

The lists below are not exhaustive but do give a flavour of how we develop SMSC across our curriculum.



	We promote spiritual development by...	We promote moral development by...	We promote social development by...	We promote cultural development by...
English	<p>Responses to literature – questions such as ‘How would you feel if you were the person in the story?’ ‘Where have you met these ideas before?’</p> <p>Appreciation of the beauty of Language.</p> <p>Recognition of how others’ beliefs and experiences have shaped the course of literature.</p>	<p>Exploring stimuli for thinking about the consequences of right and wrong behaviour; students speculating and applying their learning to their own lives. When they do this, they are developing their speaking, listening and higher order thinking skills.</p> <p>Considering different perspectives.</p>	<p>Supporting conceptual and language development through an understanding of and debates about social issues.</p> <p>Providing opportunities for talk in a range of settings.</p>	<p>Supporting conceptual and language development through an understanding of and debates about social issues.</p> <p>Providing opportunities for talk in a range of settings understanding and acknowledging different cultures through a range of literary works.</p>
Mathematics	<p>Making connections between pupils’ numeracy skills and real life; for example, pie charts could compare how a child in Africa spends her day with how children in the UK spend their time. Considering pattern, order, symmetry and scale both human-made and in the natural world.</p>	<p>Engaging pupils playfully; for example, in unequal shares of resources, why might someone be upset if they received less than other people?</p> <p>Reflecting on data that has moral and ethical implications; for example, students might consider the difference in amounts of money spent on non-essentials compared with food aid/water aid.</p>	<p>Sharing resources within the classroom, the negotiating of responses and group problem solving.</p> <p>Analysing social data e.g. on health care, poverty, bullying.</p>	<p>Asking questions about the history of maths: for example, ‘What do the Egyptians, Greeks and Indians discover that we still use in maths today?’</p>
Science	<p>Demonstrating openness to the fact that some answers cannot be provided by Science.</p> <p>Creating opportunities for students to ask questions about how living things rely on and contribute to their environment.</p> <p>Activities such as plotting the scale of the solar system and open questions about the size of the universe and how it might have been formed.</p>	<p>By offering students the chance to consider the wonder of the natural world and the inventions which have made the world a better place.</p> <p>Considering that not all developments have been good because they have caused harm to the environment and to people.</p> <p>Encouraging students to speculate about how science can be used both for good and ill.</p>	<p>Using opportunities during Science lessons to explain how to keep other people safe.</p> <p>Exploring the social dimension of scientific advances e.g. environmental concerns, medical advances, energy processes.</p>	<p>Asking questions about the ways in which scientific discoveries from around the world have affected our lives. There is a rich heritage of scientific discoveries from Hindu, Egyptian and Muslim traditions.</p>
Computing & Online Safety	<p>Wondering at the power of the digital age e.g. use of the internet.</p> <p>Understanding the advantages and limitations of technology.</p> <p>Using the internet as a gateway to big life issues.</p>	<p>Exploring the moral issues surrounding the use of data.</p> <p>Considering the benefits and potential dangers of the internet– e.g. campaigns for charities and injustice as a force for good.</p> <p>Cyber bullying as a danger.</p> <p>Considering the vision and moral purpose of those involved in developing the web.</p>	<p>Links through digital media services with other schools and communities.</p> <p>Highlighting ways to stay safe when using online services and social media.</p> <p>Being prepared to work with technology to forge new relationships.</p> <p>Discussing the impact of technology on the ways people communicate.</p>	<p>Exploring human achievements and creativity in relation to worldwide communications.</p> <p>Developing a sense of awe and wonder at human ingenuity.</p>

Physical Education	<p>Delighting in movement, particularly when students can show spontaneity.</p> <p>Taking part in activities such as dance, games and gymnastics which help students to become more focused, connected and creative.</p> <p>Being aware of one's own strengths and limitations.</p>	<p>Developing positive sporting behaviour.</p> <p>Developing the Olympic Values of:</p> <ul style="list-style-type: none"> <li>● Self-respect</li> <li>● Perseverance</li> <li>● Honesty</li> <li>● Teamwork</li> <li>● Passion</li> </ul>	<p>Developing a sense of belonging and self-esteem through teamwork.</p> <p>Developing a sense of community identity through taking part in inter-house and interschool events.</p>	<p>Learning about the history of sport, and where sports originate from.</p> <p>Making links with national and global sporting events such as the World Cup and the Olympics.</p> <p>Exploring rituals surrounding sporting activities.</p>
Art & Design	<p>Providing plenty of rich opportunities for students both to explore the spiritual dimension and natural phenomena.</p> <p>Exploring different artists' interpretations of a key figure or event and asking what the artist was trying to convey.</p> <p>Allowing students to show what they know through their own expression of big ideas about life e.g. morality, ethical issues.</p> <p>Promoting the process of 'reviewing and editing'.</p>	<p>Exploring how emotions and feelings are expressed through painting, sculpture and architecture.</p> <p>Responses to and use of visual images to evoke a range of emotions.</p>	<p>Sharing of resources.</p> <p>Exploring social conflict and resolution.</p> <p>Exploring art as a powerful social tool e.g. in advertising, in representing groups such as women and LGBT people.</p>	<p>Experiencing a wide range of creative media from around the world.</p> <p>Working towards the 'Arts Mark' award and Arts Award</p> <p>Developing aesthetic and critical awareness.</p>
Design & Technology	<p>Enjoying and celebrating personal creativity.</p> <p>Reviewing and evaluating created things.</p>	<p>Raising questions about the effect of technological change on human life and the world around them.</p>	<p>Exploring dilemmas that individuals may face and developing practical solutions to these problems.</p>	<p>Considering cultural influences on design.</p> <p>Asking questions about functionality v aesthetics.</p>
Geography	<p>Using maps, photographs, videos and other resources and asking pupils to imagine what it might be like to live in different parts of the world.</p> <p>Making links with history when exploring the environment and speculating on why the landscape is as it is.</p> <p>Comparing their lives with people living in other countries or other parts of the UK.</p>	<p>Considering how people treat the environment; posing questions such as, 'How are we changing our surroundings – are some things for the better and others for the worse?' Who benefits and who suffers? What should be our personal response to these? Who should look after our environment?</p>	<p>Providing positive and effective links with the wider community, both locally and through linking with other schools with different demographics.</p> <p>Considering social responsibility e.g. care for the environment, impact of traffic on the local area, tourism.</p>	<p>Exploring cultures that have had, and still have an impact on the local area.</p>
History	<p>Considering how things would be different if the course of events had been different; for example, what difference would it have made if the Normans had not been successful in 1066?</p> <p>Looking at local history and investigating the reasons why there is a landmark, building or museum.</p> <p>Speculating about how we mark important events from history and the people who shaped them.</p>	<p>Exploring the results of moral decisions in the past.</p> <p>Considering some of the characteristics of people who have had an influence (positive or negative) on others.</p> <p>What have others done to stop injustice?</p> <p>Going beyond the facts and asking students to make hypotheses and pose questions such as 'what if...?' 'what would have turned a tragedy into a triumph?'</p>	<p>Giving the trigger for discussions about how groups and communities organised themselves in the past.</p> <p>Considering questions about social structure in the past; for example, what might pupils say about the rights of children in earlier times? Is it important that society looks after young children? Are there people who still don't get a fair deal?</p> <p>Encouraging students to talk to their parents and grandparents; for example, when learning about World War Two.</p>	<p>Exploring local history, under researched history and history around us.</p> <p>Investigating how culture is shaped by history, exploring the 'cultural heritage' and the Christian influence on British culture. Celebration of significant national and international events e.g. Remembrance Day.</p>

Religious Education	<p>Experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religion and worldviews.</p> <p>Asking and responding to questions of meaning and purpose.</p> <p>Considering questions about God and evaluating truth claims.</p> <p>Exploring spiritual practices such as worship and prayer and considering the impact of these on believers and any relevance to their own life.</p>	<p>Exploring morality including rules, teachings and commands such as The Golden Rule, the ten commandments, the sayings (hadith) of Muhammad.</p> <p>Investigating the importance of service to others in Sikhism, Hinduism and Buddhism.</p> <p>Exploring religious perspectives and responses to evil and suffering in the world.</p> <p>Asking questions about the purpose and meaning of reconciliation and salvation e.g. Christian salvation story.</p>	<p>Exploring the qualities which are valued by a civilised society – thoughtfulness, honesty, respect for difference, independence and interdependence, acceptance and engagement with fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.</p> <p>Asking questions about the social impact of religion.</p>	<p>Exploring similarities and differences between faiths and cultures.</p> <p>Engaging with text, artefacts and other sources from different cultures and religious backgrounds to develop understanding and respect for different faiths and cultural diversity.</p>
French	<p>Exploring the beauty of another language.</p> <p>By exploring the way language is constructed, has evolved and its links with English.</p>	<p>Helping pupils to have an accurate and truthful understanding of another culture.</p>	<p>Learning the skill of communicating in different ways.</p> <p>Exploring different social conventions e.g. forms of address.</p>	<p>Appreciating the language and customs of others.</p> <p>Exploring the literature and culture of other countries.</p> <p>Taking part in visits or other cultural occasions.</p>
Music	<p>Allowing students to show their delight and curiosity in creating their own sounds.</p> <p>Making links between their learning in English (or other curriculum area) with music being played as background.</p> <p>Considering how music makes one feel and can 'move us' deeply.</p> <p>Looking at the role of sacred and secular music and the use of music for occasion.</p>	<p>Exploring how music can convey human emotions such as sadness, joy, anger.</p> <p>Appreciating the self-discipline required to learn a musical instrument exploring the moral messages in liberation songs and in lyric writing using moral tales as starting stimulus.</p>	<p>Exploring how an orchestra works together.</p> <p>Discussing what would happen if musicians in a band/group didn't cooperate.</p> <p>Appreciating how music is used in different ways in different settings e.g. for pleasure, for worship, to help people relax engaging with our local community through music projects.</p>	<p>Giving all students an opportunity to learn a musical instrument and to take part regularly in singing.</p> <p>Encouraging students to listen and respond to traditions from around the world.</p> <p>Appreciating musical expression from different times and places.</p> <p>Learning to recognise music from other cultures and learning songs in other dialects.</p> <p>Looking at the future of music with music technology.</p>
PSHE & Relationships Education	<p>Developing awareness of and responding to others' needs and wants.</p> <p>Exploring meaning and purpose for individuals and society.</p> <p>Developing resilience and inner strength.</p>	<p>Exploring what is right and wrong and to work out what we need to do in our community to make sure everyone thrives.</p>	<p>Helping students to engage in a democratic process for electing Student Council and taking part in the process of contributing to school decision-making.</p> <p>Creating opportunities for students to exercise leadership and responsibility – Council, House Captains, Sports Leaders, Digital Leaders, Buddies, Librarians &amp; Monitors etc.</p>	<p>Exploring how different cultures can offer great insights into how we lead our lives.</p>