

"Children Come First"

Spiritual, Moral, Social and Cultural Development

At Theale Church of England Primary School, the SMSC (Spiritual, Moral, Social, and Cultural) development of pupils is a central component of the curriculum. The school strives to nurture well-rounded individuals by fostering values rooted in the Christian ethos while embracing diversity and inclusion. Through a broad and balanced curriculum, Theale Primary aims to prepare students not only for academic success but also for their future roles as responsible and active citizens. The SMSC program is integrated into daily school life, providing opportunities for pupils to explore their beliefs, develop a strong sense of moral responsibility, and engage with diverse cultures. Activities such as collective worship, life skills programs, and enrichment opportunities enhance students' social and emotional growth, ensuring they are equipped with the knowledge, skills, and values to thrive in modern society

Our School Christian Values:

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| • Integrity | • Hope |
| • Joy | • Trust |
| • Love | • Respect |
| • Faith | • Peace |

What is SMSC?

Spiritual Development:

- Helps students explore their beliefs and feelings.
- Encourages them to reflect on life's big questions, like meaning and purpose.
- Supports creativity and a sense of wonder about the world.
- Develop a joy of learning about oneself, others and the world around us.
- Nurtures creativity

Moral Development:

- Teaches right from wrong.
- Helps students make good choices and understand the impact of their actions.
- Focuses on fairness, respect, and doing what's right.
- Consider moral and ethical issues providing reasoned views

Social Development:

- Teaches students how to work well with others.
- Encourages teamwork, cooperation, and responsibility.
- Engages students with the community
- Encourages greater participation and cooperation
- Appreciate and understand diverse range of view points
- Engage with our fundamental British Values

Cultural Development:

- Helps students appreciate different cultures and traditions.
- Encourages respect and tolerance for diversity and different perspectives.
- Prepares them to live in a multicultural world.
- Appreciation of our democratic system

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What does SMSC look like at Theale Primary School?

What it looks like...	Spiritual Development:	Moral Development:	Social Development:	Cultural Development:
	<ul style="list-style-type: none"> Our children express awe and curiosity about the world, nature, and life's mysteries. This is shown in their deep questioning. Our children are able to reflect on their feelings and actions, and empathise with others. They show deep understanding of kindness, compassion, and how their actions can impact others Our children form and express their own values and beliefs. They express gratitude daily and model an understanding of fairness and justice. Our children engage deeply in creative activities like art, music, and writing and use these to express their thoughts and emotions Our children show interest in religion and spirituality through participation in collective worship, prayers, and show great interest in learning about different beliefs and traditions. 	<ul style="list-style-type: none"> Our children understand the difference between right and wrong and apply this to their own lives as well their understanding of rule of law. Our children consider the consequences of their actions and aim to impact positively on other Our children provide justified and reasoned views on a range of moral and ethical issues. Our children take responsibility for their actions Our children demonstrate kindness and empathy to their peers and adults in school 	<ul style="list-style-type: none"> Our children work well with their peers during group activities, sports and projects Our children develop secure communication skills and can express themselves clearly Our children develop positive relationships with peers, navigate conflicts and show respect and empathy Our children show responsibility in a range of settings taking on additional roles Our children respect and appreciate diversity Acceptance and engagement of our fundamental British Values. They model attitudes and behaviours which will allow them to contribute positively to life in modern Britain. 	<ul style="list-style-type: none"> Our children respect a wide-range of different beliefs Our children take interest in current issues and engage in respectful discussions Our children respect all people of different viewpoints, cultures and religions Our children develop and understanding of the British parliamentary system and engage in democracy within school Our children actively engage in a wide-range of musical, sporting and cultural opportunities Our children celebrate our 'No Outsiders' ethos accepting, celebrating the differences amongst themselves and in the wider world.

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	Spiritual Development:	Moral Development:	Social Development:	Cultural Development:
Whole School	<ul style="list-style-type: none"> • Collective worship • Awareness of different cultures and religions through Religious Education lessons, Life skills curriculum and 'No Outsiders' scheme • School values • Harvest, Christmas and Easter service • School Christian values • Opportunities to reflect on learning daily • Daily moment of reflection during gratitude's at lunch time • School engagement in Comic relief and children in need • Food collection at Harvest • Lessons planned and delivered by specialist in their field developing sense of wonder and fascination about the world around • Space Makers session 	<ul style="list-style-type: none"> • Collective worship • School Values • Celebration assemblies • Bespoke life skills curriculum • 'No Outsiders' curriculum • Positive behaviour policy • Philosophy for Children (P4C) • Staff model respectful relationships • High quality child-child and child-adult interactions around moral issues • Wide range of responsibilities given to children to develop a sense of collective responsibility • School Council • House Captains • ASD resource unit, all children included and integrated into the curriculum 	<ul style="list-style-type: none"> • Collective worship • House points • Behaviour policy • Bespoke life skills curriculum • 'No Outsiders' curriculum • School Council • House captains • Play leading for Year 6 children • Residential visits in Y4 & Y6 • School engagement in Comic relief and children in need • Use of democratic system to vote for School council and House captains • Half-termly British Values assemblies • Half-termly 'No Outsiders' assemblies • Every life skills lesson links to British values • Wide range of clubs offered • E-safety lessons • Families invited into school (family learning week, harvest, Easter, Christmas, leavers service) • Hexagon production 	<ul style="list-style-type: none"> • Collective worship • RE curriculum which teaches a wide range of faiths • Culture connoisseurs in the morning • Learning lunchtimes • Resources and books which represent characters of a wide range of cultures and backgrounds • World book day • Trips to provide children greater cultural capital including parliament and the royal ballet • All children part of a choir • Steel panning in 4/5 and afterschool club • 'No Outsiders' curriculum • Hexagon production

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English	<ul style="list-style-type: none"> • Foster opportunities for spiritual reflection through the reading spine and poetry curriculum • Encouraging students to express their own thoughts, feelings, and beliefs through creative writing helps them to explore their inner worlds. Writing stories, poems, and reflective pieces' fosters self-expression and spiritual exploration. • Broadening pupil's thinking through a variety of question styles, verbal and written 	<ul style="list-style-type: none"> • Stories and texts pose moral dilemmas for children to explore including consider different perspectives • Debate and Persuasive Writing: Students develop moral reasoning by discussing and writing about ethical issues such as justice, fairness, and social responsibility. • Children read about key figures (such as Martin Luther King) who have influenced the world. 	<ul style="list-style-type: none"> • Collaborative Learning: Group work in reading discussions, drama activities, and writing tasks fosters cooperation, communication, and teamwork. Students learn to listen to others, share their own ideas, and work towards shared goals. • Role-Playing and Drama: Performing scenes from plays or novels helps students understand social interactions and relationships. It also promotes empathy by putting themselves in others' shoes, particularly when exploring different historical or social contexts. • Speaking, listening, and Oracy tasks are developed during English lessons. • Non-Fiction Writing: Tasks such as writing letters, speeches, or reports help students consider how language can be used to communicate effectively with others and advocate for positive social change, encouraging social awareness and responsibility. 	<ul style="list-style-type: none"> • Pupils engage with texts from, an exploring, different cultures and countries • Children engage with texts which challenge and explore stereotypes
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mathematics...</p>	<ul style="list-style-type: none"> • Problem-Solving and Critical Thinking: Engaging with complex mathematical problems encourages children to reflect on their thought processes and strategies, fostering a sense of achievement and self-discovery. This promotes personal growth and a deeper understanding of their abilities. • Growth Mindset: Learning mathematics encourages students to embrace challenges, persevere through difficulties, and understand that effort leads to improvement. This mindset fosters resilience and a sense of purpose in their learning journey. 	<ul style="list-style-type: none"> • Fairness and Equity: Through activities involving sharing, ratios, and proportions, students learn about fairness and equality, which can translate into moral discussions about justice and sharing resources equitably. • Real-Life Applications: Discussing mathematical concepts in real-world contexts, such as budgeting, measuring, or statistics, helps students understand the ethical implications of their decisions and the importance of responsible citizenship. 	<ul style="list-style-type: none"> • Collaboration and Teamwork: Mathematical activities often involve group work, where students must communicate, share ideas, and solve problems together. • Reasoning opportunities develop speaking and listening skills • Respect for Others' Ideas: Working on mathematical problems encourages students to listen to and respect diverse approaches and strategies. This promotes an environment where differing opinions are valued, enhancing social cohesion. • Engagement in Discussions: Dialogue around problem-solving strategies is encourage. Encouraging students to articulate their thoughts and listen to others, fostering respectful communication and understanding. 	<ul style="list-style-type: none"> • Real-World Contexts: Applying mathematics to different cultural contexts (e.g., currency conversion, measurements in cooking, etc.) helps students appreciate the global relevance of math and its applications across different societies.
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Science	<ul style="list-style-type: none"> • Wonder and Curiosity: Science encourages students to explore the natural world, fostering a sense of awe and wonder about living things, the universe, and the laws of nature. This exploration helps develop a spiritual appreciation for life and the environment. • Ethical Considerations: Studying scientific topics such as evolution, ecology, and environmental science allows students to consider ethical questions about life, biodiversity, and our responsibility toward the planet 	<ul style="list-style-type: none"> • Understanding Consequences: Science education encourages students to understand the impact of human actions on the environment and health, promoting moral reasoning about sustainability and conservation • Pupils are encouraged to have an open mind to ideas of others and to draw conclusions informed by evidence rather than their personal views 	<ul style="list-style-type: none"> • Teamwork and Collaboration: Regular opportunities for group work, where students collaborate on experiments, share ideas, and solve problems together, foster social skills and teamwork. • Communication Skills: Science encourages students to articulate their findings and engage in discussions, helping them develop their ability to communicate effectively with peers. • Respect for Others: Collaborative investigations promote respect for differing viewpoints and ideas, helping students learn to listen and appreciate the contributions of others. • Consider the health issues linked to smoking, poor diet and lack of exercise • Consider how science has impacted their life. (Supported through inspiring individual, culture connoisseurs looking at scientist such as Alexander Fleming and Dr Ayanna Howard) 	<ul style="list-style-type: none"> • Understanding the continuous development of science and that new discoveries are constantly being made across the world by men and women
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<p style="text-align: center;">Music..</p>	<ul style="list-style-type: none"> • Self-expression and reflection: pupils are encouraged to express their thoughts, emotions and experiences in relation to pieces of music. This reflection on self and the wider world enhances their spiritual awareness. • A sense of wonder about the world is developed as pupils are exposed to a variety of musical traditions, from the Western Classical Tradition to music from around the world, including from Japan and Africa. Pupils are encouraged to connect deeply with human experiences and the emotions expressed through music. • When composing pieces, children experiment with and trust their own ideas • A supportive environment allows children to have the confidence to express their feelings 	<ul style="list-style-type: none"> • Music encourages pupils to understand emotions and ethical themes. Music can convey stories or ideas about life, including moral challenges and ethical dilemmas. Discussions surrounding these themes, including the slave trade when we learn about Jazz, can promote moral reasoning and empathy in pupils. • Working on collaborative projects in music fosters respect for others' contributions and encourages pupils to value diversity and cooperation. • Children engage in critical discussions of musical performances • Children value their work and others 	<ul style="list-style-type: none"> • Performing as part of a group encourages collaboration, listening skills and mutual respect which strengthens pupils' social skills. • Pupils' confidence is developed through regular opportunities to perform by themselves and as part of a group. • Pupils also learn how to offer feedback which is constructive and polite in order to help their peers improve. 	<ul style="list-style-type: none"> • The music curriculum exposes pupils to a wide range of musical styles from different cultures, promoting an appreciation for diversity. • Pupils learn to play a variety of instruments, including the steel pans and have opportunities to perform. • Visits to the Royal Opera House to see ballet and trips to West end shows develop children's appreciation of the arts.
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History...	<ul style="list-style-type: none"> • Pupils identify similarities between people now and in the past, which is brought to life through analysing primary and secondary sources. • Identify the significance individuals have had in the past. Further developed through our significant individual as part of Culture Connoisseurs • In FS2 & Year 1, children learn about the lives of their parents and grandparents, reflecting on how family life has evolved. This encourages a sense of belonging and continuity, fostering reflection on their own family traditions. • Exploring Prehistoric Europe and Ancient Egypt in Year 2 & Year 3 encourages reflection on human achievements, belief systems, and the spiritual practices of early societies. • Classical Greece and the Roman Empire in Year 4 & Year 5 allow children to contemplate the spiritual and philosophical ideas that shaped ancient societies, fostering a sense of wonder and curiosity about the past. 	<ul style="list-style-type: none"> • Studying The Great Fire of London and Castles in FS2 & Year 1 helps children understand responsibility, safety, and the moral consequences of actions in the past, such as the spread of fire and the protection of communities. • In Year 2 & Year 3, children learn about The Gunpowder Plot and Victorian Britain, engaging with moral questions about rebellion, justice, child labour, and societal reforms, fostering an understanding of fairness and equality. • Year 4 & Year 5 students explore the ethics of migration, invasion, and conquest through topics like Anglo-Saxon settlements, Vikings, and the Norman Conquests, reflecting on how societies can respond to conflict and change. • Crime and Punishment in Year 6 offers opportunities to explore evolving ideas of justice, law, and morality, encouraging children to critically consider fairness and ethical behaviour across history. 	<ul style="list-style-type: none"> • Children encouraged to consider what past societies have contributed to our culture today. • Look at social issues throughout history • In FS2 & Year 1, children learn about Toys from the Past and Changes within Living Memory, discussing family life, communication, and the evolution of communities. This fosters understanding of social roles and intergenerational connections. • Exploring Early Egypt and the Stuarts in Year 2 & Year 3 encourages discussions on social structure, leadership, and the responsibilities of different roles within communities. • In Year 4 & Year 5, children study Anglo-Saxon settlements and Viking Britain, understanding how societies were built through teamwork, trade, and conflict resolution. They also explore democracy and governance in Classical Greece and Rome, learning about the 	<ul style="list-style-type: none"> • FS2 & Year 1 children learn about the Great Fire of London, Explorers, and Castles, helping them appreciate important historical events and figures that shaped British cultural heritage. • In Year 2 & Year 3, children explore the cultural contributions of early civilizations like Prehistoric Europe, Ancient Egypt, and The Shang Dynasty, fostering an understanding of global cultural diversity and the historical significance of different societies. • Year 4 & Year 5 explore key cultural influences from The Assyrians, Classical Greece, and the Roman Empire, learning about how these civilisations shaped art, architecture, law, and politics, and how their legacies continue in modern cultures. • Year 6 studies, such as The Maya Civilization and The World's First Cities, expose children to non-Western cultures, helping them
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	<ul style="list-style-type: none"> In Year 6, children explore the impact of World War I and II, reflecting on resilience, sacrifice, and the human spirit in times of conflict. 		<p>foundations of modern social systems.</p> <ul style="list-style-type: none"> World War I & II in Year 6 helps students reflect on global conflict and its impact on communities, promoting discussions around citizenship, cooperation, and resilience. 	<p>understand cultural diversity across time.</p>
Physical Education. . :	<ul style="list-style-type: none"> Teamwork Respecting each other's opinions when producing dance routines Developing attacking routines 	<ul style="list-style-type: none"> Encouraging fair play and team work in lessons Promoting good sportsmanship Respect equipment Listening to teacher and peers for feedback Team building develops trust 	<ul style="list-style-type: none"> Sense of community developed through lessons and wide range of extracurricular sports clubs offered Pupils encouraged to respect social differences and similarities Celebration of sporting success both in and out of school Teamwork promoted 	<ul style="list-style-type: none"> Exposed to a range of different sports in lessons, extracurricular clubs and sporting opportunities as well as our gifted, talented and enrichment group Variety of different dances explored

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Geography...</p>	<ul style="list-style-type: none"> • Provides children with the opportunity to reflect on their own values and the beliefs of others • Explore their own feelings about the people, places and cultures they are learning about • FS2/Year 1 explore Human and Physical Features in their local area, encouraging children to reflect on the beauty and uniqueness of their environment and how nature interacts with human development. • In Year 4/5, studying volcanoes and earthquakes offers opportunities for children to develop a sense of awe and wonder at the natural world's power, helping them appreciate Earth's dynamic processes. • Year 6 focuses on the Rainforests of South America, where children reflect on the intricate ecosystems and the spiritual importance of nature to indigenous cultures. 	<ul style="list-style-type: none"> • FS2/Year 1's study of The Arctic and Africa introduces children to moral discussions about climate change, wildlife conservation, and human responsibility towards the planet, fostering a sense of stewardship. • Year 2/3's comparison of a local area to Bolivia highlights the socio-economic differences between countries, helping children understand inequality and consider their own role in global citizenship. • Year 4/5's study of North American industry and land use encourages children to reflect on human impact on landscapes, land use, and the ethical considerations of resource exploitation. • Year 6 engages in coastal studies, prompting moral questions about environmental protection • Children develop knowledge, skills, values and understanding to make responsible moral decisions 	<ul style="list-style-type: none"> • FS2/Year 1's exploration of the UK's capital cities and the weather around the world helps children develop an understanding of global diversity, encouraging curiosity about other cultures and promoting respect for different ways of life. • Year 2/3 focuses on fieldwork and map skills, fostering teamwork, communication, and the importance of collaborative research in geography, promoting social learning. • Year 4/5's comparative study with Britain and other countries encourages children to appreciate cultural differences and similarities, enhancing their understanding of international communities. • Year 6's focus on OS map skills allows children to work together on problem-solving tasks and encourages the development of spatial awareness through collaborative activities. 	<ul style="list-style-type: none"> • Place knowledge is a vital part of geography. If children understand the features and characteristics of their local area, they will begin to understand why it is like that and compare and contrast it with other places. • FS/Year 1's study of Scotland, The Arctic, and Africa exposes children to a range of cultural and environmental contexts, helping them understand different lifestyles, climates, and traditions across the world. • Year 2/3 introduces children to global diversity by studying continents and oceans and comparing European and non-European countries, promoting a global perspective. • Year 4/5's study of North America and India or Egypt provides insight into the cultural, industrial, and geographical diversity of these regions, helping children understand how geography shapes human life and societal development.
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				<ul style="list-style-type: none"> Year 6's exploration of the Rainforests of South America and Coastal Studies connects children to global ecosystems and coastal communities, fostering respect for diverse environments and cultures.
MFL...	<ul style="list-style-type: none"> In French, our children learn about the Catholic faith in France and the importance of certain religious festivals and celebrations throughout the year, e.g. Christmas, Epiphany, Candlemas, Lent, Easter and Pentecost. Our children learn what these celebrations mean for family life and how they influence traditions around the country. Children compare and contrast these to their own religion or family traditions. In Japanese, our FS2/Y6 children also learn about key cultural and religious events and traditions 	<ul style="list-style-type: none"> Discussing current issues in France/ Japan, e.g. the French law of secularism and how this may affect citizens with religious beliefs. Our children provide justified and reasoned views during class discussions. Our children listen to one another during role plays or conversation performances with respect; listening and giving encouragement and praise. They demonstrate kindness and empathy. 	<ul style="list-style-type: none"> In French / Japanese, our children frequently work in groups or pairs, practising their speaking together and often giving performances in front of the class. They learn how to take their turn and give others a go, helping those who are less confident to have a chance to shine. Learning about another culture and speaking another language encourages our children to appreciate and respect diversity. 	<ul style="list-style-type: none"> In Language lessons, our children learn about and are encouraged to respect those with different backgrounds, cultures, languages, viewpoints and beliefs. They learn about life in other countries and compare and contrast this to their own experiences, whilst understanding that whilst difference is to be celebrated, there are also many things that we have in common with people from other countries. Language lessons prepare our children to live in a multicultural world. Pen pal letter exchange with a school in the south of France. The children learnt a lot about life in France and French culture Year 3 Candlemas pancake lesson and French break-fast experience to children a hand son experience about French culture

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<p style="text-align: center;">Art.:</p>	<ul style="list-style-type: none"> • Through exposure of a wide variety of great artists, children develop wonder and awe • Children develop admiration and respect for each other's work and achievements • Children begin to learn that a 'master piece' takes time and a high standard of work will take resilience and commitment, • Children will develop and be celebrated for their unique style. Our gifted, talented and enrichment art group provides an additional opportunity for this to be explored. • In FS/Year 1, exploring Autumn Adventures through natural forms and textures helps children reflect on the beauty of the changing seasons. Investigating artists like Gustav Klimt and David Hockney encourages awe and wonder in artistic expression. • Children learn to appreciate the seasons through the lens of artists like Turner and Escher, connecting their artwork to nature's cycles. 	<ul style="list-style-type: none"> • When looking at different artists, including through our culture connoisseurs, children are provided with an opportunity to discuss and debate pieces of art including moral issues which may be displayed through them • Children develop mutual respect and appreciation for each other's work and efforts • FS/Year 1 explores moral questions through their Spring is in the Air project, where students observe nature and reflect on the changing environment, considering the impact of weather and seasonal changes. • Year 6 examines the moral implications of war by studying artists like Picasso and Moore, fostering discussions on the effects of conflict and human suffering. • Through Art from Around the World in Year 4/5, children discuss the ethical implications of cultural appreciation versus appropriation, considering how 	<ul style="list-style-type: none"> • Pupils regularly work collaboratively in pairs, groups, teams • Pupils work celebrated in class and throughout the school and community including things such as our showcase and The Newbury show. • FS/Year 1 uses collaborative projects like creating mixed-media collages and designing moving aquariums to foster teamwork, communication, and respect for others' ideas. • Year 2/3's focus on self-portraits and creating comic book characters helps children reflect on personal identity while developing empathy for others' interests and personalities. • In Year 4/5, the study of architecture involves teamwork as children design spiritual spaces, encouraging collaboration and collective problem-solving. • The Beetle Boy project in Year 4/5 allows children to engage in group discussions and projects about nature and imagination, promoting social interaction and cooperative learning. 	<ul style="list-style-type: none"> • Children investigate and appreciate how different cultures, countries, beliefs and religions influence art pieces, movements and genres. This is further developed through our artist of the week in culture connoisseurs • FS/Year 1 explores global celebrations like Chinese New Year and Holi, teaching children about cultural diversity through art. They also engage with art inspired by figures like Arcimboldo, gaining insight into historical cultural practices. • In Year 2/3, the study of African art exposes students to different techniques and cultural practices, fostering respect for the rich diversity of African traditions and artistry. • Year 4/5's Art from Around the World helps children explore Indian and global art, emphasizing the importance of cultural appreciation and understanding traditions from different societies. • Year 6's exploration of war art brings in global perspectives,
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	<ul style="list-style-type: none">• Year 4/5's focus on creating a reflective space for the school encourages children to think about spiritual spaces and how they impact well-being.• Year 6's study of the rainforest and William Morris fosters reflection on nature's beauty, as well as humanity's responsibility in environmental preservation.	<p>to respectfully celebrate art from different traditions.</p> <ul style="list-style-type: none">• The publicity campaign in Year 6's Rainforest unit allows children to engage with moral issues regarding environmental threats and conservation.		<p>allowing children to connect with cultural narratives from different countries during periods of conflict, such as works by Kollwitz and Nash.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Life Skills . .</p>	<ul style="list-style-type: none"> • Individual Liberty and Identity foster self-reflection and understanding of personal beliefs and values. • The Environment encourages awe and responsibility for the natural world. • Children learn about a variety of different cultures, religions and celebrations • Through first aid training, children develop emotional Resilience: Learning how to help others in emergencies fosters resilience and the capacity to stay calm under pressure, encouraging students to reflect on their personal beliefs about responsibility and care • Visiting parliament encourages greater aspiration. Seeing Parliament in action can inspire students to think about their future and what they can achieve. It sparks a sense of possibility and aspiration, helping students to dream about contributing to society. 	<ul style="list-style-type: none"> • Mutual Respect and Relationships teaches empathy and understanding of actions' consequences. • Democracy introduces fairness and justice, while Risk encourages ethical decision-making. • Children consider their rights and responsibilities linked to UNCRC • Interactive first-aid training teaches students about the moral duty to assist others. It reinforces the concept of doing the right thing, even when it is difficult or inconvenient. • Understanding Law and Justice: A tour of Parliament exposes students to the law-making process, allowing them to see how moral principles are translated into legislation. It helps them understand the importance of justice, fairness, and ethical governance. 	<ul style="list-style-type: none"> • Democracy promotes active citizenship, while Diversity fosters inclusion and appreciation of different cultures. • Career and Finance prepares pupils for social and financial responsibility in the working world. • Learning with the Lords sessions provide an opportunity to communicate with a peer, learn about our democratic system and develop social skills • First aid teaching develops effective communication skills: Effective first aid relies heavily on clear communication. Students learn to give clear instructions, listen, and work with others efficiently, building their interpersonal and social skills. • Active Citizenship: Touring Parliament encourages students to become more engaged citizens. Understanding how laws are made and how they can influence decisions through voting and advocacy empowers them to actively participate in society. 	<ul style="list-style-type: none"> • Diversity and Identity encourage respect for different cultural backgrounds and heritage. • The Environment engages pupils with global issues like sustainability and responsibility. • Through Democracy pupils learn about how different societies are run across the world • Visits to Parliament teach children more about how our society is run and the history and significance of parliament
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Religious Education...</p>	<ul style="list-style-type: none"> • FS2 & Year 1 explore the questions "What makes us special?" and "Why is Christmas important?" (Christianity), fostering a sense of self-awareness and reflection on the importance of family, love, and religious celebrations. • Year 2 & Year 3 study "Why do people choose to follow Jesus?" (Christianity) and "Why are the Gurus important to Sikhs?", encouraging children to reflect on their own beliefs and the significance of religious leaders. • Year 4 & Year 5 engage with "How significant is the role of symbols in Christianity?", helping them explore the deeper meaning of religious symbols and their personal spiritual impact. • Year 6 explores the question "How can music and the arts express religious beliefs?", encouraging creativity and spiritual expression through artistic forms. 	<ul style="list-style-type: none"> • FS2 & Year 1 examine "How does God want Christians to look after the world?" (Christianity), fostering a sense of responsibility for environmental stewardship and moral decision-making. • Year 2 & Year 3 discuss "How can the Bible guide us?", providing moral teachings that encourage children to reflect on values like kindness, respect, and compassion. • Year 4 & Year 5 explore forgiveness with "Is forgiveness always possible for Christians?", promoting moral reasoning about reconciliation, forgiveness, and making amends. • Year 6 addresses the moral significance of life and death with "Does faith give people a different perspective on life and death?", encouraging deeper moral reflection on mortality, purpose, and the afterlife across different faiths. 	<ul style="list-style-type: none"> • FS2 & Year 1 explore "How do people celebrate?" (Hindu Dharma), learning about the social importance of festivals and traditions from different cultures, fostering mutual respect and understanding. • Year 2 & Year 3 engage in discussions about "Why do people go on religious journeys?", which promotes understanding of social and cultural traditions that bring people together in shared acts of faith. • Year 4 & Year 5 study "How do beliefs and traditions give Jewish people a sense of belonging?", helping children understand the social aspects of religious communities and the role of belonging. • Year 6 examines "Is Christianity still a strong religion 2000 years after Jesus?", encouraging discussions about the influence of religion on society and cultural identity over time. 	<ul style="list-style-type: none"> • FS2 & Year 1 explore "What makes places special?" (Christianity, Islam, Hindu Dharma), fostering an understanding of diverse sacred spaces and their significance in different cultures. • Year 2 & Year 3 study "How important is the role of symbols in Sikhi?", encouraging appreciation for cultural diversity and the significance of religious symbols across traditions. • Year 4 & Year 5 focus on "How do beliefs and traditions give Jewish people a sense of belonging?", promoting cultural awareness of Jewish practices, festivals, and the importance of heritage. • Year 6 examines "What is the best way for a Muslim to show commitment to God?", promoting a deep understanding of Islamic practices and the cultural significance of religious observances across the world.
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Computing...	<ul style="list-style-type: none"> • Creativity and Imagination: The computing curriculum fosters creativity through coding, problem-solving, and digital design. This helps students explore abstract concepts, think deeply, and create unique digital content, encouraging personal expression and curiosity about the world. • Awe and Wonder: By exposing students to the power and potential of technology, such as artificial intelligence, virtual reality, and machine learning, the curriculum nurtures a sense of awe and wonder. This helps students appreciate the complexity and intricacies of the world around them. 	<ul style="list-style-type: none"> • Ethical Use of Technology: The curriculum emphasizes responsible use of technology. Students are taught about the ethical implications of computing, including topics such as data privacy, cyberbullying, and the consequences of hacking and digital crime. • Digital Citizenship: Lessons on online safety and the responsible use of digital platforms help students make informed, moral decisions about their online behaviour, promoting respect for others and for digital property. 	<ul style="list-style-type: none"> • Collaboration and Teamwork: The curriculum encourages group work through collaborative coding projects, problem-solving tasks, and participation in digital communities. Students develop interpersonal skills as they learn to work together on complex computing tasks, enhancing their ability to communicate and cooperate with others. • Online Communication: Students are taught how to communicate effectively and respectfully in online spaces, which is increasingly important in a digital society. This includes developing an understanding of the impact of their words and actions on others in both local and global contexts. 	<ul style="list-style-type: none"> • Global Awareness: The curriculum promotes an understanding of how technology shapes cultures worldwide, helping students appreciate cultural diversity and the global nature of technological advancement. For example, students learn how different societies use technology to address local and global issues.
Outdoor Learning...	<ul style="list-style-type: none"> • Nature Exploration fosters awe, curiosity, and reflection on the natural world, deepening a sense of connection to the environment. 	<ul style="list-style-type: none"> • Environmental Responsibility teaches care for nature and ethical decision-making, helping pupils understand the consequences of human actions on the planet. 	<ul style="list-style-type: none"> • Teamwork and Cooperation in outdoor activities promotes communication, problem-solving, and social skills through collaborative challenges. 	<ul style="list-style-type: none"> • Cultural and Environmental Diversity encourages appreciation of different ecosystems and traditions, fostering respect for the planet and its cultural connections.

