



Spiritual, Moral, Social and Cultural Policy

East Hoathly Church of England Primary School and
East Hoathly Nursery

This policy was reviewed in **November 2023**
This policy is due for review in **November 2025**

EAST HOATHLY CHURCH OF ENGLAND PRIMARY SCHOOL

Introductory Statement

Our School Vision:

The graphic features a background of a church building and a sunset sky with birds. At the top left is the school logo. The title 'Our Vision' is centered. Below it is a paragraph of text and a quote. Four icons (heart, star, globe, cross) represent the core values, each with a corresponding Bible verse. At the bottom, silhouettes of children and a dog are shown running in a field, with a dark banner containing the school's motto.

Our Vision

In our Church school, we learn through our values of Love, Strength, Wisdom and Truth. We aim for the highest standards and believe that by building a strong community, we can take care of everyone's wellbeing, achieving fullness of life.

"With God all things are possible" Matthew 19:26.

Love
"Let all that you do be done in love."
1 Corinthians 16:14

Strength
"Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go."
Joshua 1:9

Wisdom
"Let us learn together what is good"
Job 34:4

Truth
"And you will know the truth, and the truth will set you free."
John 8:32

Achievement For All, Learning Together, Learning For Life

Rationale

"Church schools must be distinctively Christian and inclusive communities, seeking to bring children from different backgrounds together as a distinctive expression of Christ's commandment to love one another..." (The Way Ahead)

The Spiritual, Moral, Social and Cultural (SMSC) policy along with the vision and core values set the whole ethos for East Hoathly CE Primary School and is integral to all areas of teaching and learning as it infiltrates the whole curriculum. It is especially important in a Church School that there is a strong sense of caring for the wellbeing of the whole school family and community and that each person feels valued as an individual. Although the school promotes the teaching of Christianity, we recognise that spiritual development is not limited to religious beliefs and knowledge but embraces a much wider code of beliefs and attitudes.

This policy should be read in conjunction with the Behaviour Policy, R.E. Policy, Equal Opportunities Policy and Collective Worship Policy. Spiritual, Moral, Social and Cultural development at East Hoathly CE Primary School should lead children to make their own informed decisions throughout life based on a strong basis of right and wrong, whilst respecting the views and beliefs of others.

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Spiritual, Moral, Social and Cultural development

At East Hoathly CE Primary School, we aim to provide a firm foundation of strong Christian values to prepare children for the society in which they live. This should be appropriate to their age so that at a later stage children will be equipped to make informed, wise decisions for themselves. It is important that the school works in close partnership with parents to share the values that we uphold whilst respecting that families may not share, nor wish to share, values imposed by the ethos of the school. It is expected however, that parents support our principles and policies whilst their child is in school.

Although we are a Church School, parents still maintain the right to withdraw their child from R.E. and worship. On admission to the school however, it is made clear to parents that Christianity permeates the whole curriculum and ethos of the school. It is not possible for their child to remain completely uninfluenced by day to day activities which include prayers at lunchtime and in the classroom at the end of each school day.

Aims

To foster Spiritual, Moral, Social and Cultural development through:

1. The ethos of the school.
2. The curriculum.
3. Collective worship.
4. Church links to the community.
5. The school's Christian values.

The ethos of the school

The ethos and atmosphere of the school reflect the Christian values and attitudes which characterise the community at East Hoathly CE Primary School. Pupils are positively encouraged to promote high standards of behaviour, a sense of community and to show love towards others. The ethos is a culmination of all aspects of school life and involves all personnel - pupils, staff, parents, Governors and the outside community in which the school is geographically situated, as well as links with local congregations. Behaviour and expectations are clearly set out in the Behaviour policy.

Spiritual, Social, Moral and Cultural development is recognised through the following:

Spiritual Development

Spiritual development should be embedded in every aspect of the life and work of a church school. It is important that spiritual development is seen as a lifelong process which is primarily a journey of discovery rather than a ladder to be climbed.

Through spiritual development, pupils can be enabled:

- To think about themselves, how they relate to other people, to the wider world in which they live and to God;
- To reflect beyond and within themselves on God's creation and the precious nature of human existence;
- To develop greater self-awareness and self-esteem;

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- To encounter a sense of awe, wonder and mystery: and,
- To experience opportunities for creativity, curiosity, freedom, imagination and response.

Activities should take place within the life and work of East Hoathly CE Primary School which:

- provide a safe and secure environment in which all pupils feel they are valued for the unique contribution each one of them can make
- encourage and promote participation in the life of the school in ways that contribute to the wellbeing of everyone
- ensure that pupils can express their beliefs, experiences, insights and feelings without a fear of ridicule, knowing that their ideas matter and are taken seriously
- respect the rights of pupils who do not wish to discuss personal or sensitive issues and enable pupils to share what they have in common and to celebrate their differences

Spiritual Development across the curriculum

In a church school, it is important there is evidence of spiritual development across the curriculum and that every curriculum area includes some aims and objectives which make spiritual development more explicit in the teaching and learning process.

We have developed 'Spiritual Journals'. These allow the children to have a time for reflection and to:

- develop the pupils' capacity for critical and independent thought
- foster the emotional life of individual pupils, particularly with regard to the experience and expression of their own feelings
- provide opportunities for the expression of imagination, inspiration, insight, empathy and understanding
- promote opportunities for moments of stillness, silence and reflection
- prepare learning materials and activities that encourage responses to Christian beliefs and ideas
- explore issues concerned with the value and nature of human life
- provide opportunities when pupils can reflect upon the inspiring quality of the world and focus on the power of nature or the creative imagination of human beings

Pupils who are developing spiritually are likely to be developing some or all of the following characteristics:

- a set of values, principles and beliefs, which may or may not be religious, which inform their perspective on life and their patterns of behaviour
- an awareness and understanding of their own and others' beliefs
- a love for themselves and for others
- a sense of empathy with others, concern and compassion
- an ability to show strength in defence of their beliefs
- a readiness to challenge injustice
- a respect for insight as well as knowledge and reason
- an understanding of feelings and emotions and their likely impact
- a fullness of life

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Moral Development

Moral development should be embedded in every aspect of the life and work of a church school. It is important that moral development is seen as an educational process which is concerned with developing the pupils' ability to make judgements about how they should behave and act; it should aim to help them understand the reasons for their behaviour and the consequences of their actions. Promoting moral development should form the basis of the way in which church schools prepare their pupils for life as adults who will have to make choices and decisions in an ever changing world.

Moral development is concerned with questions of intention, motive and attitude. Pupils should learn to distinguish 'right' from 'wrong', to develop a sense of personal identity and be encouraged to have an awareness of the moral traditions of others.

Moral Development in East Hoathly CE Primary School needs to take place within a Christian context.

The Bible provides an excellent foundation in determining a baseline for Christian moral truth:

- The Ten Commandments (Exodus 20.1-19)
- The teaching of Jesus in the Sermon on the Mount (Matthew 5-7)
- Jesus' summary of the Law (Matthew 22.37-39)
- The fruit of the Spirit (Galatians 5.22–23)

Moral Development across the curriculum

Opportunities for moral development can be said to be provided throughout the curriculum and the school when people are:

- treated positively and with love and respect
- helped to know about and have opportunities to consider the core values which underpin the ethos of the school
- encouraged to develop skills of listening and decision making with regard to moral issues
- made aware of moral dilemmas facing individuals and groups within society and the difficulties which may be encountered in the resolution of such dilemmas
- helped to be truthful and to recognise the importance of taking personal responsibility for their actions and the consequences

Moral Development in RE, PSHEe and Citizenship

In RE, teachers can use contemporary experience in the lives of the pupils, the school and the community, together with the teaching of world faiths and the lives of individuals, to provide within the RE curriculum opportunities for the development of:

- personal values in relation to the self and others, such as self-knowledge, self-control and responsibility e.g. a topic on forgiveness
- awareness of feelings which motivate action such as anger, hatred, greed, envy, love, joy, compassion, gratitude. One way to develop this awareness in RE would be through topics such as "Temptation" or "Bullying"
- human qualities such as sensitivity, love, co-operation, respect for persons and property. For example the study of the stories of some Nobel Peace Prize winners provides opportunities for considering these qualities

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- understanding of commitment and responsibility. This can be illustrated by story, example, lifestyle and practices within a faith community
- understanding of right and wrong. Exploring questions such as when we need rules, what the limits of rules might be, the meanings of punishment, justice and forgiveness and the application of religious codes such as the Ten Commandments (Jewish, Christian) or the Five Pillars of Islam (Muslim)
- a sense of justice. Exploring questions about what is fair. Examples might include work on fighting injustice and exploitation, defending the poor and outcast, strengthening the poor

Social Development

Through social development, pupils will be enabled:

- to relate positively to others and respect differing viewpoints and ideas
- to participate fully and take responsibility in the classroom and around the school
- to use appropriate behaviour in a range of situations
- to engage successfully in partnership with others
- to exercise personal responsibility and initiative
- to understand that, as individuals, we depend on family, school, church and society

Activities should take place within the life of East Hoathly CE Primary School which allow pupils:

- to share emotions – love, joy, hope, anguish, fear, reverence, etc.
- to show sensitivity to the needs, feelings and wellbeing of others
- to work as part of a group
- to interact positively with others in contacts outside school – sporting activities, visits, church services, music festivals
- to develop an understanding of Citizenship and to experience being part of a whole caring community including school, town/village and church
- to show love, care and concern for others by sharing and taking turns
- to realise that there are things that each person can do well
- to celebrate success and give support when things are not going so well
- to show strength when faced with failure

Such activities include:

- circle time
- worship and prayer in large and small groups
- nurturing programme
- PSHE
- greeting and meeting of stakeholders
- buddies
- adults taking a positive lead in assisting pupils to resolve conflicts and to deal with failure
- fundraising and charity work
- residentials and off-site visits

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- celebrating success (e.g. Friday assembly, sharing assemblies, reward systems)
- certificates and letters home

Cultural Development

Cultural development should be embedded in every aspect of the life and work of East Hoathly CE Primary School. It is important that cultural development is seen as an educational process which is concerned as much with developing a sense of personal identity, as it is with encouraging an awareness of the cultural traditions of others. Promoting cultural development should form the basis of the way in which church schools prepare their pupils for life as adults in a multi-cultural society and as global citizens.

Through cultural development pupils can be enabled:

- to think about themselves, and how they relate to other people in the wider world
- to gain a knowledge and understanding of their own culture and traditions
- to experience opportunities for exploring beyond their own cultural traditions and broadening their cultural horizons and aspirations
- to reflect beyond and within themselves on God's creation and the diverse nature of humanity
- to recognise the importance of love and understanding in the Christian faith and of developing attitudes which challenge intolerance, prejudice and injustice

Activities should take place within the life and work of the school which:

- encourage pupils to understand, value and learn from the rich cultural diversity within and surrounding the school, and in the national and international context
- ensure that the breadth of the Christian tradition is introduced to pupils, bearing in mind their age and ability
- provide pupils' access to, enjoyment of and participation in, the cultural life of the school, the church and the wider community
- promote equal opportunities throughout the school (with regard, for example, to race, disability, age or gender)
- engender an atmosphere and understanding that encourages respect and acceptance of cultural diversity
- enable pupils to share what they have in common and to celebrate their differences

Collective Worship (see separate policy)

Daily collective worship is an important part of the day for our church school for it sets into context the whole ethos of the school of a caring Christian environment where all are valued. It is not simply a coming together as a school, but also an opportunity for all to share their beliefs and for some, to hear of Christianity for the first time. Of paramount importance to teaching in Collective Worship is that children know how to apply what they have learnt, and that they know that Christian principles are for every day. Therefore, we aim to develop a sense of community and responsibility to each other and that includes thinking about others and their needs. The school supports a range of

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charities throughout the year and visitors are encouraged frequently to either speak in assembly or to see the children in the classrooms.

Friday collective worship is one of celebration and children receive Head teacher awards, Learning Power certificates and other achievements are celebrated. Birthdays are also celebrated. These assemblies take place in East Hoathly Church. We also celebrate out of school achievements.

Prayer Spaces

There is an area within each class that that is set aside as a reflective area. This is changed regularly, but may include a Bible/prayer books; artefacts, a Biblical verse, children's work and interactive opportunities. This area reflects the Christian ethos and values of the school and encourages children to consider God in the midst of their busy school day. We have an outdoor prayer space which is in a dedicated area where children can have moments of quiet reflection.

Church links

Each week the Vicar from East Hoathly Church is responsible for leading/organising a weekly act of collective worship which is held in the church. The Harvest Festival Service is held in October to coincide with Harvest at East Hoathly Church. Children are encouraged to give, and emphasis is placed on helping others. The Christmas Service, Easter Service and Leaver's Service are all held at East Hoathly Church. The Spiritual, Moral, Social and Cultural development of pupils at East Hoathly CE Primary School is an integral part of the daily life of the school, with Christianity as the foundation faith and model which underpins the ethos of the whole school.

The Curriculum

Spiritual, Moral, Social and Cultural aspects are found in all areas of the curriculum and in cross-curricular themes but especially through the R.E. scheme of work which incorporates teaching and learning on aspects of relationships and feelings as well as introducing religious knowledge and elements of worship. Pupils are encouraged to question, investigate and discuss from an early age and the main curriculum is taught through a termly topic. This enables the pupils to explore their knowledge and faith in a wider sense. Specific areas covered by curriculum subjects are detailed in Appendix 1



SMSC Across the Curriculum at East Hoathly School

| | Spiritual | Moral | Social | Cultural |
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| English | <ul style="list-style-type: none"> • look at stories which tell of achievement against the odds which have the capacity to inspire • hearing imaginative, mystical, fantasy stories which take them outside of the mundane • playing with different forms of language and how words sound • enjoying writing in various poetic forms about the natural and human made world • listening to poetry • working with storytellers, actors and writers to stimulate imagination and creativity • expressing their personal thoughts views, beliefs, opinions and feelings • empathising with the emotions of characters in stories including through imaginative play and roleplay • expressing their inner self in relation to others through drama | <ul style="list-style-type: none"> • recognising and discussing the example set by good and bad characters in stories • looking at persuasive writing and what influences it can have for good and evil • hearing/reading stories with moral themes e.g. 'good over evil, weak over strong, wise over foolish' • hearing and writing stories where there are two sides to an argument • using writing frames for persuasive writing • evaluating the influences of characters and plots on themselves • dramatizing situations which raise moral issues • circle time discussions of behaviour and relationships • discussion of right and wrong – moral issues in literature | <ul style="list-style-type: none"> • hearing/reading stories about a wide range of relationships e.g. friendships, families, school • hearing/reading stories which illustrate the influence of pressure groups e.g. 'Dear Greenpeace' • writing letters to 'important' people in local and national government • learning to work co-operatively in groups for discussion and completing a task • developing communication skills • producing work for different audiences • exploring gender issues in literature • stories to create an awareness of a variety of life experiences e.g. deafness • circle time skills – speaking & listening • group drama work- social issues | <ul style="list-style-type: none"> • hearing/reading novels stories and poems from a variety of cultures and traditions • using information books which reflect the multi-cultural nature of Britain • talking and writing about the cultures they come from and their influence • using stimulus from the arts (music, poetry, dance, drama, painting etc.) to produce discussion, various forms of writing and drama • exploring a variety of creation stories • awareness of issues such as stereotyping and equal opportunities in literature • language and meanings in different cultures |



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| <p>Maths</p> | <ul style="list-style-type: none"> • having fun with numbers and data • appreciating the beauty and perfection of mathematics • recognising 'eureka' moments • wondering at the beauty of order and patterns; symmetry in the natural world e.g. flowers, crystals • noticing naturally occurring mathematical forms e.g. hexagons in snowflakes and in honeycombs • engage in increasingly challenging problem solving activities, persevere to overcome difficulties and experience the pleasure and satisfaction in reaching a solution | <ul style="list-style-type: none"> • developing a respect for truth • understanding that statistics, in many shapes and forms, can be misused to prove a particular viewpoint • encouraging sense of personal responsibility for their own learning in class and through homework | <ul style="list-style-type: none"> • acquiring skills to help them take financial responsibility • collecting data in groups • planning small budgets • learning how to solve problems which can improve peoples' living conditions • looking at practical applications of mathematics e.g. conducting and analysing surveys • Maths games for social interaction, taking turns and sharing • recognising maths skills as a tool for society | <ul style="list-style-type: none"> • learning that numbers are a symbol system and different cultures have different systems (e.g. Arabic, Roman) • discovering mathematical patterns in art from a wide variety of cultural contexts e.g. Islamic patterns, mosaic, Greek and Rangoli patterns • investigating mathematical problems using a variety of cultural contexts • counting in a different language |
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| <p>Science</p> | <ul style="list-style-type: none"> • consider the fact of life, growth, decay and death and how different organisms are dependent upon each other • using senses to become aware of the world around them • to develop a sense of awe and wonder through exploring the beauty, delicacy, enormity and variety of the created universe of the natural world • asking questions about life and its origins • developing a sense of awe and wonder at the complexity and pattern in natural phenomena • being fascinated by how things work and what might happen • encouraging a sense of wonder in scientific discovery • working with 'variables' – learning to test hypotheses, accept failure and try again • learning to value and respect all forms of life • ethical issues – medical, nuclear, environmental and the pursuit of truth in science v value of human life • to consider the ways in which light, sound and water are used as symbols for religious rituals | <ul style="list-style-type: none"> • looking at good and bad uses of drugs • moral issues in the human food chain • moral issues surrounding animals, including pets • recognising the need for a fair test • exploring the consequences of certain action e.g. decomposition • investigating the laws of nature • the scientific skills of making predictions, observing and drawing conclusion are helpful in considering moral issues • consider topics where science and religions both have something to say e.g. about the origins of the world, issues in medical ethics • to understand the need to treat all living things with respect | <ul style="list-style-type: none"> • relating their understanding of science to their personal health e.g. personal hygiene, drugs, diet, smoking, exercise • looking at health and safety issues • considering how to treat living things and the environment with care and sensitivity • looking at the ways in which the environment needs protection • exploring why they need to look after the environment • exploring the part played by science in civilisation • investigation in groups, sharing expertise and skills • Science as a co-operative activity requiring communication and interaction | <ul style="list-style-type: none"> • recognising similarity and differences between themselves and other pupils • developing scientific ideas through various aesthetic media e.g. machines in Dance • becoming aware that scientific discovery is worldwide and not a 'western' phenomena • creation stories from different cultures alongside scientific stories • scientific development in relation to others – water supplies, new varieties of flowers and food crops |
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| <p>RE</p> | <ul style="list-style-type: none"> • becoming familiar with what ‘spiritual’ means in the religions they study e.g. use of silence and meditation • to give opportunity for reflection, and to consider miracles and other faith stories • exploring the insights, beliefs and teaching of faith traditions • exploring beliefs and values, through stories, celebrations, rituals and practices • reflecting on what they learn about religions • developing their own beliefs and values • valuing intuition • to develop spiritual awareness of God through worship and prayer • appreciating the beauty and order of natural and human made world and the marvellous world of God’s creation • to develop spirituality through a sense of awe and wonder • responding to their world with awe and wonder • asking ultimate questions – responding to the challenging experiences of life, death, suffering, goodness, evil and be challenged by the different answers offered by Christianity • expressing their thoughts creatively • being aware of things other than the material and physical • encourage an understanding and respect for those who hold views different from their own | <ul style="list-style-type: none"> • to use the model of Jesus to learn how to treat others in accordance with The Lord’s Prayer and 10 Commandments • looking at the examples set by characters in religious stories • discussing the moral teaching of founders and leaders • exploring key themes in religious stories e.g. good and evil • reflecting on the teaching in moral codes: what is right and wrong? • learning that there may be more than one side to moral argument | <ul style="list-style-type: none"> • learning about different religious communities and how they work together • hearing religious stories which show a variety of relationships • understanding how religious moral codes bind a community together • exploring events e.g. ceremonies and festivals, which bring communities together • discussing religious attitudes to social and environmental issues • knowing and understanding importance of family and traditions within religious faiths • to learn about people who gave their lives for others, in particular missionaries and those who gave their lives for their faith. | <ul style="list-style-type: none"> • exploring Britain as a multi-faith, multi-cultural society • discussing how peoples’ beliefs and cultural traditions affect the way they live their lives e.g. food, dress • exploring religious traditions in their own community and how these shape people’s lives • using the arts as a stimulus • representing work in various artistic forms • meeting people of a variety of faiths and cultures and visiting places of worship • looking at different attitudes to animals and environment in different cultures |
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| DT | <ul style="list-style-type: none"> ● recognising their own creativity and that of others ● developing thinking and reasoning skills ● making decisions about usefulness, beauty, cost-effectiveness ● persevering and taking care, to produce something unique – a sense of achievement and worth ● appreciating variety, beauty, ingenuity, achievement, magnificence, and simplicity in design ● designing with the needs of others in mind ● creating something good out of ‘rubbish’ | <ul style="list-style-type: none"> ● considering how a product affects society and the environment e.g. weapons (now and through history), factories, convenience foods, packaging and recycling ● looking at how products are manufactured and advertised (e.g. exploitation in the market) ● evaluating who benefits from new products e.g. disposable nappies, round tea bags ● considering issues of health and safety | <ul style="list-style-type: none"> ● learning to treat the ideas and finished products of others with respect ● developing the skill of cooperation in designing, planning and making ● working on projects that consider the social aspects of design e.g. wheel chair access ● looking at social changes in technology e.g. mobility ● considering the impact of design and technology on society ● ensuring variety in content and tasks to provide access and scope for success for girls and boys | <ul style="list-style-type: none"> ● considering the aesthetic principles of design ● appreciating design and technology from a wide variety of cultural contexts ● developing awareness that design can communicate and reflect cultural identity ● looking at how design in Britain is influenced by different cultures ● being aware of differing cultural attitudes to certain products e.g. food, clothes ● designs for different climates ● instruments from different countries e.g. cooking utensils |
| Art | <ul style="list-style-type: none"> ● using their senses as inspiration for creativity ● expressing their feelings through a variety of art media ● studying the work of great artists as a source of inspiration and creativity ● exercising the imagination ● using the environment as a source of inspiration ● appreciate the religious impulse present in some great works of art and the way that religious traditions have expressed themselves in painting, sculpture and architecture | <ul style="list-style-type: none"> ● reflecting on social and moral issues portrayed in works of art ● considering how art is manipulated by the media e.g. advertising ● debating whether or not anything is permissible for Art’s sake ● looking at the value of Art – is it everyone? Should we spend so much public money on it? | <ul style="list-style-type: none"> ● looking at public works of art past and present ● evaluating the uses that society makes of art ● looking at how works of art portray the societies they came from ● group collage e.g. murals | <ul style="list-style-type: none"> ● learning about art from a variety of cultural contexts and the role it plays ● recognising that different societies have diverse views of beauty and worth ● experimenting with a variety of influences to express their own cultural identity ● Visiting exhibitions and art galleries to view art from different cultures ● art as an expression of culture e.g. nativity pictures on Christmas cards |




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| PE | <ul style="list-style-type: none"> • experiencing and reflecting on feelings of determination, exhilaration and enjoyment • learning to appreciate and enjoy the way their bodies work and can be used to express emotion (e.g. in dance) • gaining a sense wonder at personal physical achievement • developing positive attitudes towards themselves • learning to know and challenge their own physical limits • developing a healthy body and a healthy mind • understanding that body, mind and spirit influence each other • enjoy and know the quality of stillness • shared activities/team work developing a sense of belonging | <ul style="list-style-type: none"> • reflecting on the need for rules • to be aware of appropriate acceptable behaviour at sports fixtures • developing a sense of fair play and positive sporting behaviour • considering the issues around enhancing performance (including the use of drugs) • reflecting on values surrounding 'competition' (including 'winning at all costs') • developing an understanding of the feelings of others through reflecting what it is like to win or lose • to empathise through the celebration of achievement and supporting in failure • examining issues in sport such as: racism, sporting heroes as role models, sportswear etc. | <ul style="list-style-type: none"> • learning how to manage feelings and controlling aggression when working with others • developing social skills of cooperation, responsibility, communication, personal commitment, loyalty and team work • learning how to handle success and defeat with dignity • discovering the role of sport/dance in society • learning to take responsibility e.g. as team leader/coach • looking at how people show they belong to a group e.g. sportswear, team strip etc. • considering the social aspects of sport (e.g. leisure) • awareness of others' needs, particularly physical | <ul style="list-style-type: none"> • learning dances from different traditions, including their own • playing traditional games and recognising their importance locally, nationally and internationally • understanding the importance of activities for different cultures • exploring the contribution of sport/dance to the arts • being aware of different cultural attitudes towards aspects of physical activity • considering sub-cultures in sport – teams adopting names of international sides |
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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">History</p> | <ul style="list-style-type: none"> • be aware of the influence of the church on life, culture and the landscape • appreciating and valuing their own identity – their links with the past and the impact of past events on their own present existence • experiencing a sense of wonder by contact with the past (visits, artefacts) • valuing past human achievement and spirituality • becoming aware of the concept of time past, present, future and our part in it • raising and addressing questions arising from war/suffering about human nature | <ul style="list-style-type: none"> • evaluating the qualities, skills and attitudes of famous people from the past • considering moral issues from past societies e.g. child labour in Victorian times • looking at what we mean by truth in history – studying primary sources • developing awareness of local, national and world issues • encounter with ideas and encouragement to think through a moral stance on issues e.g. war and peace • to develop an awareness of moral issues through considering the effects of people’s decisions, inventions and actions on our lives and on our world | <ul style="list-style-type: none"> • developing empathy through learning to see things from other perspectives • learning how past societies were organised and functioned • reflect on the spiritual, religious and moral issues which are implicit or explicit in topics e.g. influence of religious beliefs on everyday • learning about social issues in past societies e.g. slavery, empire | <ul style="list-style-type: none"> • learning how other civilisations (e.g. Greeks, Romans) have contributed to their own culture • looking at how cultures change • exploring the cultural values that under pinned past societies • appreciating the arts; from the past and links to the present • stories of religious leaders and their influences on cultures • appreciating that different ages in history have diverse views of beauty and worth |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Geography</p> | <ul style="list-style-type: none"> • to develop a sense of awe and wonder by discovering the world around us • raise questions about the ambiguous nature of some achievements e.g. Great Wall of China, Pyramids • reflect on the power and implications of the workings of nature e.g. the consequences of natural events such as earthquakes, flooding, hurricanes, volcanic eruptions • reflecting on a variety of landscapes and locations • reflecting on their own identity by studying their own locality • gaining a sense of their own place and their own values • developing awareness of interdependence and responsibility • damaging and sustaining the planet | <ul style="list-style-type: none"> • evaluating the effects of human actions on their environment, including their own e.g. litter • consider the moral and practical issues of pollution, conservation and sustainability of our environment • engaging in discussion and action on improving their environment • discussing moral issues on the theme of settlement e.g. inequality, dilemmas of development | <ul style="list-style-type: none"> • studying their own locality and its relationship to the wider world • evaluating what services are provided for residents • discussing issues surrounding citizenship and social justice • looking at environmental pressure groups • to become aware of features which provide for social and leisure activities through learning about our environment | <ul style="list-style-type: none"> • learning how people differ in their response to their environment • finding out about contrasting localities, in Britain and in the wider world • exploring how various landscapes provide inspiration for the arts • evaluate cultural influences in their own environment • to develop cultural awareness through looking at life in different countries, cultures, customs, music, homes, clothes and traditions |



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| <p>Computing</p> | <ul style="list-style-type: none"> • wondering at the speed and complexity of developments in ICT • enjoying the quality of work that they can produce • being challenged by the changing demands of new technology • exercising creativity in response to information gathering, data handling, simulations, and presentations • for many pupils ICT has the capacity to capture imagination | <ul style="list-style-type: none"> • considering the consequence of misuse • evaluate the uses of computer for both good and evil e.g. violent games, pornography, chat rooms, attitudes to the environment • looking at issues around freedom and privacy e.g. Data Protection Act | <ul style="list-style-type: none"> • learning to express themselves clearly and communicate effectively • working co-operatively e.g. class newspaper • considering the impact, good and bad, of ICT on society • examining gender bias in ICT materials and attitudes • reflect on the way using a computer can either isolate people from one another or bring people together e.g. Internet • how can technology help the disabled? • using date handling skills to promote understanding of social issues • poster design for safety | <ul style="list-style-type: none"> • finding out about the world from information resources e.g. Internet • communicating with pupils from other parts of Britain and the wider world eg video conferencing, Email • discussing how information arises out of a cultural context eg how the presentation of a site on the World Wide Web reflects the culture of its creators • communicating with artists, writers, and actors, etc |
| <p>PSHE</p> | <div style="text-align: center;">  <p>UK-3-11-SMSC-and-Emotional-Literacy-IV</p> </div> | | | |



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| <p>Music</p> | <ul style="list-style-type: none"> • to develop a sense of awe, wonder and appreciation through the media of music • to understand the significant role of music in worship • promote discipline, inner strength and resilience through practice to achieve an ideal sound or technique • appreciate that a religious impulse has often been present in the creation of great works of music • exploring their feelings by listening to a wide variety of music • appreciating the use of sound and silence • experiencing joy, satisfaction, creativity, use of imagination in creating and performing music • appreciating the power of music to take them beyond the commonplace • appreciate the way that a person's spirit can be expressed in writing and performing music | <ul style="list-style-type: none"> • investigating the values placed on the different kinds of music • considering the issue of noise pollution how music is used • looking at songs which have been written dealing with a variety of social and moral issues (blues, folk) • evaluating how music can influence (sub cultural, advertising) • looking at the notion of elitism in music • learning about and from the lives of musicians | <ul style="list-style-type: none"> • learning to compose and perform together • looking at how music can be a powerful tool to bind groups together eg School Production • investigating what musical groups exist in their locality eg Jazz band, brass bands, church choir • exploring how various societies use music eg for national occasions • develop sensitivity and responsiveness to others, a sense of shared commitment and group identity through the experience of live music, making and participation in performances eg class/school concert | <ul style="list-style-type: none"> • listening to music from a wide variety of cultures • exploring how music 'belongs' to a particular cultures or sub-culture eg opera, bhangra, heavy metal... • exploring what music is on offer in their own locality • considering different notions of 'tuneful' in different cultures • listening to and using instruments from other cultures • to respect and value cultural diversity • to be aware of cultural heritage through listening to a variety of music from other countries and cultures • to learn about our own heritage by listening and responding to a range of music and songs |
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The Broader Curriculum:

Where there is a positive climate for learning, just about everything a school does will contribute to pupils' spiritual, moral, social and cultural development.

| Opportunities through | Spiritual | Moral | Social | Cultural |
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| Collective Worship | <ul style="list-style-type: none"> • reflection on their own beliefs and values and those of others | <ul style="list-style-type: none"> • influence of the school and Christian values on behaviour | <ul style="list-style-type: none"> • celebrating together | <ul style="list-style-type: none"> • celebration of own and others' religious and cultural traditions |
| Management of behaviour | <ul style="list-style-type: none"> • Sense of wellbeing in a secure and fair environment | <ul style="list-style-type: none"> • Recognition of the difference between right and wrong | <ul style="list-style-type: none"> • Living in the school community together | <ul style="list-style-type: none"> • Recognising the culture of the school community |
| Codes of Conduct: Class and Golden Rules | <ul style="list-style-type: none"> • Learning respect for themselves and others and holding values that matter (Love, Strength, Wisdom, Truth) | <ul style="list-style-type: none"> • Living by the rules for the benefit of each other | <ul style="list-style-type: none"> • Fostering good relationships and respect for people and property | <ul style="list-style-type: none"> • Communities need values and rules for living together |
| Awards and rewards | <ul style="list-style-type: none"> • Sense of being appreciated and valued | <ul style="list-style-type: none"> • Positive actions and behaviour are rewarded | <ul style="list-style-type: none"> • Recognising the worth and achievement of others | <ul style="list-style-type: none"> • Reinforcement of the cultural values of the community |
| Equal opportunities: SEND, gender, multi-cultural and multi-ethnic | <ul style="list-style-type: none"> • Values of mutual respect and equal worth • Good relationships • A sense of inclusion | <ul style="list-style-type: none"> • Recognising values and beliefs that may be different from their own • Challenging prejudice and stereotyping | <ul style="list-style-type: none"> • Diversity in society • Challenging discrimination • Equal opportunities for boys and girls | <ul style="list-style-type: none"> • Richness and diversity of cultures |
| Community Links | <ul style="list-style-type: none"> • Being involved, participating, playing a part | <ul style="list-style-type: none"> • Recognition of the needs of others | <ul style="list-style-type: none"> • Working together | <ul style="list-style-type: none"> • Insight into one's own and other cultures |
| Extra-Curricular activities | <ul style="list-style-type: none"> • Sense of achievement and enjoyment when pursuing an interest, skill or talent | <ul style="list-style-type: none"> • Channelling interests, talents or skills positively | <ul style="list-style-type: none"> • Team work, meeting others, working with interest groups | <ul style="list-style-type: none"> • Extending interests, talents and cultural pursuits |
| Pupils as leaders: Pupil Governors, RE Council, Peer Mediators | <ul style="list-style-type: none"> • Views and values recognised | <ul style="list-style-type: none"> • Decision making skills | <ul style="list-style-type: none"> • Representation and democracy | <ul style="list-style-type: none"> • Belonging, playing a part in school life, community life |



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| <p>Preparation for adult life: PSHE and Citizenship, Sustainable development, Culture and Creativity</p> | <ul style="list-style-type: none"> • Personal skills • Self-worth • Self-expression • Knowing oneself • inspiration | <ul style="list-style-type: none"> • right and wrong behaviour • actions and consequences • roles and responsibilities • care for the environment as a moral imperative | <ul style="list-style-type: none"> • social skills • being a good citizen • democratic process • a better society/environment • working together in groups and teams | <ul style="list-style-type: none"> • appreciation of environment, art music, literature • aesthetic and creative qualities |
| <p>Thrive, Therapeutic Thinking, Empowerment</p> | <ul style="list-style-type: none"> • develop a sense of identity, well-being and security from positive relationships with trusted adults • being able to self-regulate and increase emotional wellbeing • knowing yourself, having a positive sense of self, developing self-belief and self esteem • developing morals and values and internal structures | <ul style="list-style-type: none"> • understanding rights and responsibilities and know about cause and effect • exploring power with responsibility and understanding the need for rules • understanding consequences and contexts • learning to think before acting and being able to problem solve | <ul style="list-style-type: none"> • Development of skills to allow to relate to others and develop social wellbeing • To feel good about themselves and know how they matter to the community • Being receptive to new experiences and relationships • Adapting to different roles and relationships | <ul style="list-style-type: none"> • Develop curiosity, interest and understanding about the world and people around then • Enjoying diversity and difference |
| <p>Forest School</p> | <ul style="list-style-type: none"> • Resilience, well-being, confidence, self-esteem • Holistic growth • Creates healthy, creative, independent learners | <ul style="list-style-type: none"> • Promotes play and exploration • Gives children risk and challenge • Children can access supported consideration of risks and how they affect them and others around them | <ul style="list-style-type: none"> • Social skills- talking and listening in an outdoor space • Working together as a pair or group e.g.: games, using tools, building dens | <ul style="list-style-type: none"> • Cultural capital of local landscape and village environment • Creative processes of hands on making and woodcraft activities • Child led imaginative play and ideas about choosing activities and opportunities in the woodland |