St Mary's CE (Aided) Primary School
A Christ-centred school with a child-centred curriculum

Spiritual, Moral, Social & Cultural Policy

Updated: September 2022

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In our school our Christian vision shapes all we do.
St Mary's CE (Aided) Primary School is:

'A Christ-centred school, with a child centred curriculum' where wisdom and love guide and influence learning and teaching for our whole community.
We treasure each child and enable them to flourish, using their God-given potential, establishing a secure foundation for them to thrive in a rapidly changing world.

INTRODUCTION

This policy relates to the whole life of the school and is supported and complemented by the RHE, RE and Early Years policy, particularly the Personal, Social and Emotional Early Learning Goal. Of particular importance in promoting spiritual, moral, social and cultural development (SMSC) is the example set by adults in the school, the quality of relationships and the standard of daily collective worship.

- At St Mary's School the promotion of pupils' spiritual, moral, social and cultural development is considered to be a 'whole school' issue.

- Spiritual, moral, social and cultural development should be promoted not only through all the subjects of the curriculum, but also through the ethos of the school and collective worship.

- The development of positive values and attitudes is considered to be intrinsically linked with spiritual, moral, social and cultural development.

RATIONALE - LEGAL

The Education Act (2002) for state funded schools are required to teach basic curriculum: promote the spiritual, moral, social, cultural, mental and physical development of pupils at the school and at the school and of society: and prepare pupils at the school for opportunities, responsibilities and experiences of later life. Additionally, SMSC pervades our ethos and the day-to-day operation of the school – EG the election of school councillors and promotion of pupil voice through School Council.

- Provision for SMSC development will be inspected by both OFSTED and Section 48 inspectors (SIAMS) although the latter will concentrate more upon the spiritual and moral aspects.

- All maintained schools - including church schools - must provide a daily act of collective worship for all registered pupils.

RATIONALE- RELIGIOUS/EDUCATIONAL

- The connection between good results in the curriculum and high standards in SMSC development is widely acknowledged and is evident in a significant number of OFSTED reports.

- The SMSC aspects of education concentrate on the development of the pupil as an individual personality and as part of a community. We aim to enrich and extend the human existence of each child in relation to the development of their values, attitudes and beliefs.

DEFINITIONS

The definitions defined by OFSTED (2019) support us in describing the elements of SMSC

Spiritual development:
The spiritual development of pupils is shown by their:

- Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values

- Sense of enjoyment and fascination in learning about themselves, others and the world around them

- Use of imagination and creativity in their learning

- Willingness to reflect on their experiences

As a church school, we place special emphasis on the specific teaching and beliefs of the Christian faith, both within the daily life of the school and through the curriculum.

Moral Development

The moral development of pupils is shown by their:

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

- Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

Moral development, based on Christian principles, should enable pupils to become increasingly responsible for their own actions and behaviour.

Social development

The social development of pupils is shown by their:

- Use of a range of social skills in different contexts, for example working and socializing with other pupils, including those from different religious, ethnic and socio-economic backgrounds

- Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively

- Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs: they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The school provides a suitable environment for promoting social development within a Christian context. Pupils learn to lead, to use their initiative and to use individual skills and strengths when working together towards a common goal. The ability to be led, to support others and to recognise the different skills of other group members can be developed when children work co-operatively and care for others.

Cultural development

The cultural development of pupils is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others

- Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain

- Ability to recognize, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities

- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain

- Willingness to participate and respond positively to artistic, musical, sporting and cultural opportunities

Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in local, national and global communities.

Christian Distinctiveness

In St Mary's school, the Christian distinctiveness will permeate the four definitions of S, M, S, C development and the objectives of all other policies. This distinctiveness should be a natural extension of the school's mission statement and aims.

SPIRITUAL DEVELOPMENT

Aims for Spiritual Development

- the ability to listen and be still.
- the ability to transcend the mundane.
- the ability to sense the sacred, the holy, the Divine.
- the ability to reflect.
- the ability to sense wonder and mystery in the world.
- the ability to sense the special nature of human relationships.

Objectives for Spiritual Development

- to develop the skill of being physically still, yet alert.
- to develop the skill of being mentally still, concentrating on the present moment.
- to develop the ability to use all one's senses.
- to promote an awareness of and enjoyment in using one's imaginative potential.
- to encourage quiet reflection during a lesson or assembly.
- to develop individual self-confidence in expressing inner thoughts in a variety of ways.
- to consider the mystery of God and the wonder of his world.
- to find an inner confidence and peace.
- to reflect on one's own spiritual journey.

Provision for Spiritual Development

Staff provide a role model for the children by sharing in the joy of discovery and in the mystery of creation. As individuals, they may share something of their own spirituality with both colleagues and pupils.

a) **Within the Curriculum**, pupils will be able to explore:

- an imaginative approach to the world.
- a spirit of enquiry and open-mindedness.
- an approach to the holy or the sacred.
- an awareness of order and pattern in the world.

The school will:

- encourage pupils to express their creativity and imagination.
- foster a sense of respect for the integrity of each person.
- create an atmosphere which enables pupils and staff to speak freely about their beliefs.

b) **Within RE, Worship and RHE the school will:**

- allow pupils to investigate and reflect upon their own and others beliefs and values.
- provide opportunities for pupils to share what is meaningful and significant to them.
- provide opportunities for prayer/reflection/silence, the exploration of inner space.
- encourage a balance of music, speech, silence and the creative arts when exploring spiritual development.
- explore the case of symbol, image, allegory and metaphor in the curriculum.
- explore what commitment means.
- always invite a response and never coerce.

c) **Beyond the Formal Curriculum, the school will:**

- encourage pupils in personal conversations, and during discussions in lessons, to express such feelings as transcendence, wonder, transience and change, paradox and unease, injustice or inequality whilst listening carefully to others' questions and responses.
- treat pupils, staff, governors and visitors with respect, regardless of personal feelings.
- invite close involvement with the church, and regular participation in church services.
- provide opportunity for prayer, e.g before lunchtime.

MORAL DEVELOPMENT

Aims for Moral Development

- to understand the principles lying behind decisions and actions.
- to be able to take moral decisions for themselves.
- to assume moral responsibility through belief and conviction.
- to be able to distinguish between right and wrong.

Objectives for Moral Development

- to tell the truth.
- to respect the rights and property of others.
- to keep a promise.
- to help those less fortunate than ourselves.
- to act with consideration towards others.
- to take responsibility for one's own actions.
- to exercise self-discipline.
- to develop high expectations.
- to develop positive attitudes.

- to conform to rules and regulations for the good of all.

Provision for Moral Development

a) **Within the Curriculum,** the school will

- encourage pupils to develop a personal view on ethical questions raised in science.
- provide opportunities for debate in literacy and across the curriculum.
- develop responsibility in learning and setting personal targets.

b) **Within RE, Worship and RHE**, the school will

- provide religious education lessons which emphasise the Christian moral perspective whilst also offering models of morality in other faiths.
- take part in daily collective worship which promotes Christian morals and values.
- use circle time to reflect on moral issues and challenges.
- plan a programme of themes for RHE to support moral development.

c) **Beyond the Formal Curriculum,** the school will

- set high expectations which will lead to raised awareness of high moral standards both inside and outside the classroom.
- encourage and recognise moral development through its Behaviour Policy.
- invite anti-drugs drama group into school.

SOCIAL DEVELOPMENT

Aims for Social Development

- to relate positively to others.
- to participate fully and take responsibility in the classroom and in the school.
- to use appropriate behaviour and language, according to the current situation.
- to engage successfully in partnership with others.
- to exercise personal responsibility and initiative.
- to understand that, as individuals, we depend on family, school and society.

Objectives for Social Development

- to share such emotions as love, joy, hope, anguish, fear and reverence.
- to show sensitivity to the needs and feelings of others.
- to work as part of a group.
- to interact positively with others through contacts outside school, eg. sporting activities, visits, church services, music festivals, etc.

- to develop an understanding of citizenship and to experience being part of a whole caring community.
- to show care and consideration for others by sharing and taking turns.
- to realise there are things that each person can do well.
- to respect others' values and appreciate others.

Provision for Social Development

a) **Within the Curriculum, the school will:**
- listen to the viewpoints and ideas of others.
- enable children to work in a variety of different groups.
- encourage pupils to respond positively.
- promote anti-bullying strategies and support.

b) **Within RE, Worship and RHE, the school will:**
- ensure that good behaviour is praised positively and rewarded publicly.
- encourage speaking and listening skills through PSCHE, including circle time.

c) **Beyond the Formal Curriculum the school will:**
- give pupils the chance to see caring in action and experience pastoral care from all staff.
- give opportunities to welcome or give a vote of thanks to visitors or when making a visit.
- provide opportunity for children to plan charity activities.
- invite drama group in to address bullying.

The importance of the link between relationships and behaviour should be emphasised. The quality of relationships between teachers, pupils, support staff, parents and governors, at all levels, is crucial. These relationships will be characterised by mutual respect, by positive attitudes, by the willingness to listen and understand and by the valuing of pupils.

CULTURAL DEVELOPMENT

The aims and objectives of cultural development relate to differing aspects of the word 'culture'.
Aims for Cultural Development
- to develop a sense of belonging to pupils' own culture and being proud of their cultural background.
- to respond to cultural events.
- to share different cultural experiences.
- to respect different cultural traditions.
- to understand codes of behaviour, fitting to cultural tradition.

Objectives for Cultural Development

- to develop an awareness and recognition of what a 'cultured person' appreciates in terms of music, art, drama, literature, etc.
- to develop an understanding of British cultural tradition, including Christianity.
- to appreciate the values and customs of other ethnic and faith groups which make up modern British society and the world beyond.
- to develop the ability to value current cultural enthusiasms, icons, music and media, critically and independently of peer pressure.

Provision for Cultural Development, the school will:

a) **Within the Curriculum**

- enable pupils to acquire a code of behaviour when visiting a church or churchyard for study.
- learn about another culture presented through a cross-curricular approach.
- provide resources from other cultures and across the world.
- have books and pictures which portray other cultures.
- provide other opportunities to learn a modern foreign language.
- encourage the sharing of experiences.

b) **Within RE, Worship and RHE, the school will:**

- provide opportunities to discuss and explore differences, similarities, equality, peer pressure and discrimination.
- look at and appreciate different styles of worship from around the world.
- provide religious artifacts and examine the practices of other religions.

c) **Beyond the Formal Curriculum, the school will:**

- house modern foreign language clubs.
- invite in musicians, artists, story teller, dancers (etc.) from a range of cultural traditions.
- make visits to encourage cultural development e.g. museums, other places of worship, art galleries.

LINKS WITH OTHER POLICIES

Other policies are closely linked to SMSC development, e.g.

- RHE
- Behaviour Policy
- Equal Opportunities Policy
- Racial Equality Policy

- Teaching and Learning Policy
- RE Policy
- Collective Worship Policy
- Individual Curriculum Policies
- Anti-bullying Policy
- Sex and Relationships Policy

Keeping our children safe and ensuring we prepare our children for life in modern Britain could not be more important. As a school, the Government has made our responsibilities clear and in that we have a duty to promote British Values.

The Government sets out the definition of British Values in the 2011 Prevent Strategy – values of developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance.

Objectives for the development of SMSC (DFE 2014)

- Enable St Mary's pupils to develop their self-knowledge, self-esteem and self-confidence;
- Enable St Mary's pupils to distinguish between right and wrong and to respect the civil and criminal law of England;
- Encourage our pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- Encourage respect for other people; and encourage respect for democracy and support for participation in the democratic processes; including respect for the basis on which law is made and applied in England.

RESPONSIBILITIES

The Governing Body is responsible for:

- ensuring that the Church Foundation of the school is honoured and that the SMSC Development Policy promotes an ethos based on Christian principles and practice.
- ensuring that the SMSC is put into practice and monitored by the Ethos Committee
- engaging an appropriate inspector to carry out the Section 48 Inspection of a Church School (SIAMS).

The School Development Plan should include a section on SMSC development that gives an indication of planned developments in all four aspects and arrangements for review.

PLANNING

In planning lessons, teachers are aware of the need to plan opportunities to promote a wide variety of spiritual, moral, social and cultural elements, including British values. Subject leaders have reflected on the opportunities that are linked to their subjects and these can be found in the appendix to this policy. These are not an exhaustive list and extra-curricular visits, collective worship, sporting and musical and pupil led groups (such as School Council and Eco Council) also promote SMSC development and British values.

MONITORING AND EVALUATING

Spiritual, moral, social and cultural development is an on-going process. This could include observations, work scrutiny, pupil interviews, sections in the school newsletter, sharing assemblies, productions, pupil voice, staff discussions, looking at the school environment and feedback from parents, visitors and governors. The school will self-review materials such as West Sussex and Ofsted to monitor, evaluate and assess SMSC.

ROLE OF CO-ORDINATOR

The Head and Deputy have responsibility for overseeing the planning, the provision and the monitoring and evaluation of SMSC development. They will keep in touch with national developments and will act in an advisory capacity, supporting colleagues. Staff meetings may be used for discussion and the update of information. They will understand the impact that good spiritual, moral, social and cultural development can have on the school as a whole.

REVIEW

The Governing Body will formally review this policy three years from the date of its adoption. Informal Review may be necessary in the interim and should take place as and when required.

English

Spiritual	Social
Children	Children
• demonstrate they are reflecting on their experiences and learning from reflection, e.g. 2 stars and a wish/live marking policy	• work well co-operatively.
• show they understand human feelings and emotions and how these affect others e.g. enjoyment, disappointment.	• take part in corporate experiences, e.g. World Book Day, Roald Dahl Day
• respect others e.g. feedback from peers or teacher.	• demonstrate personal qualities such as thoughtfulness, honesty, respect for difference, moral principles, independence and inter-dependence
• accommodate difference and enable others to succeed.	• participate within school and events in the wider community, such as Canterbury Festival Poetry and other writing competitions.
• ask questions, offer ideas and make connections.	• demonstrate leadership skills in collaborative tasks.
• display creativity and imagination, e.g. through their written work.	• participate in discussions of right and wrong - moral issues visualised in children's literature.
• develop empathy towards characters – both real and fictional.	• develop skills of listening and forming evaluative judgements in discussion.
• explore a range of different literature, including story and poetry, which explores human experience and response to life and death.	• take part in circle time discussion of behaviour and relationships of different characters – both real and fictional.
• use stillness and imagination in drama and other activities to develop inner awareness.	• use drama/role-play to explore characters and plot within different genres.
• express feelings and emotions through verbal and written communication knowing that words can influence feelings.	• learn to listen and talk to each other constructively to move each other's learning on
• promote teaching styles which value pupils' questions and give them space for their own thoughts, ideas and concerns;	
• enable pupils to make connections between aspects of their learning and encouraging pupils to relate their learning to a wider frame of reference – for example, asking 'why?', 'how?' and 'where?' as well as 'what?'	

Moral	Cultural
Children	Children
• show an interest in investigating and offering reasoned views about moral and ethical issues.	• extend knowledge and use of cultural language and imagery

• develop circle time skills in speaking and listening.	• provide opportunities to explore different cultures, e.g. through Black History Month and International Day.
• enhance their social interaction through play times.	• read and listen to stories and poetry from other cultures.
• become aware they are writing and communicating with an audience.	• awareness of issues such as stereotyping and equal opportunities in literature.
• group drama work, reading and discussion of social issues in literature.	• understand how language can be used to empower or oppress people.
• stories to create awareness of a variety of life experiences	
• recognise the unique value of each individual, e.g. agree to disagree when looking at some non-fiction units, i.e. persuasion.	
• listen and respond appropriately to the views of others in discussions	
• make informed and independent judgements when looking at different texts/genres.	
• explore the way different genders are portrayed in literature.	

British Values
Children:
• develop a growing understanding of, and respect for, language and meanings in different cultures in line with British values.
• have the opportunity to read books with themes covering tolerance, mutual respect and democracy.
• will learn and recite poetry from other cultures, including classic British poetry.
• explore the meaning of concepts such as liberty, democracy and tolerance through discussion and debate.
• can have the freedom of choice over how they record their learning

Maths	
Spiritual	Social
• Appreciate the beauty of Mathematics, eg. symmetry found in Forest Schools and learning walks • Work cooperatively in groups to solve a range of Maths problems, eg nature, patterns, elegance of equations.	• Learn to manage competition through playing games in pairs and groups • Take on different roles within a group eg. Coordinator, Resource Manager, Reporter • Have the opportunity to be a leader within group work and develop leadership skills.

• Use of creativity in solving unusual or non-routine Mathematical problems • Are encouraged to take risks and flourish in a nurturing learning environment. • Be grateful for the contributions of important mathematicians and their impact on our world • Ask questions, offer ideas and make connections. • Develop a sense of curiosity about how Mathematics can help us understand the world.	• Appreciate how more can be achieved by working together than individually
Moral	**Cultural**
Promote measures to prevent discrimination on the basis of religion, gender, sexual orientation, age and other criteria. • Use Mathematics in helping to ask questions about moral choices we face today ie. global warming, resource depletion, etc. • Ask 'big questions'; asking 'why' and 'how' and relating responses to their own moral codes.	Celebrate different cultures contributions to the field of Mathematics: Egyptian, Greek, Chinese, Indian, Roman, etc. • Take part in Mathematical activities, which relate to different cultures: Rangoli patterns, Egyptian fractions, etc. • Demonstrate respect and appreciation for all cultures

British Values

- All pupils are encouraged to achieve their maximum potential through Maths lessons and learn the importance of Maths in different aspects of life.

- Pupils of all abilities, are encouraged to believe they are able to achieve and this builds confidence and self-esteem.

- Group work encourages students to work as part of a team and helps them understand how different people solve problems in various ways. This also promotes the British values of mutual respect and support for one another.

- Whilst investigating and applying Maths to a range of situations, tolerance and resilience are promoted as pupils are encouraged to persevere, take risks and try different methods.

- Pupils will learn that Mathematics comes from different cultures. They study Egyptian fractions, Pythagoras 8 and Fibonacci which all originate from different cultures.

- All pupils have the right to a safe and secure environment and to be treated with respect.

Science	
Spiritual	**Social**
• Providing opportunities to wonder what is special about life, an awe at the scale of living things from the smallest microorganism to the largest tree and the interdependence of all living things and materials on Earth. • Reflection and the emotional drive to know more and to wonder about the world and aesthetically appreciate its wonders including, for example the enormity of space and the beauty of national objects or phenomenon, plants, animals, crystals, rainbows and the Earth from space etc. • Promoting teaching styles which: value pupils' questions and give them space for their own thoughts, ideas and concerns; enable pupils to make connections between aspects of their learning; encourage pupils to relate their learning to a wider frame of reference – for example, asking why?, how? And where as well as what? • Showing respect for the different opinions expressed by others, for example regarding Creation	• Encouraging pupils to work co-operatively and develop team-working skills in practical work and to share the results to improve reliability. • Developing team-working skills and taking responsibility in that team. • Pupils taking responsibility for their own and others' safety. • Consideration of the benefits and drawbacks of scientific and technological developments and the social responsibilities.
Moral	**Cultural**
• Encouraging pupils to take responsibility for their actions; for example in respect of property, care of the environment and developing codes of behaviour. • Encouraging pupils to become increasingly curious, to develop open mindedness to suggestions of others and to make judgements on evidence not prejudice. • Encouraging children to use their understanding of the world in a positive manner. Begin to understand that moral dilemmas are often involved in scientific developments. When considering the environment the use of further natural	• Thinking of scientific discoveries as part of our culture as great as music and films with credit given to scientific discoveries made by other cultures. • Science is seen as a contemporary activity with developments being made all over the modern world by both men and women in many different cultures (now and in the past).

resources and its effect on future generations is an important moral consideration. • Looking into future options for the production of electricity, alternative fuels and methods to reduce pollution with discussions about how these can improve peoples' lives and the environment in general. • Investigating the historical impact of scientists from around the world linked to famous discoveries.	

British Values

- Pupils should learn how citizens can influence decision-making, for example human impact on the environment or through 'Big Fat Questions' such as 'Should we colonise Mars?'.

- Develop the ability to take full and active part in practical lessons but keeping to the rules to keep safe and others safe. Recognise that some of the most important scientific discoveries have come from other parts of the world, eg Spencer Silver, Ruth Benerito

- Respect the views of others (and freedom of others to hold different beliefs) for example in issues such as genetically modified crops or the impact of pollution.

RE	
Spiritual	Social
Children • use religious words and phrases to recognise and name features of religious life and practice. • recall religious stories. • recognise symbols and other verbal and visual forms of religious expression. • suggest meanings for a range of forms of religious expression. • talk about their own experiences and feelings, what they find interesting or puzzling.	Children • work collaboratively to explore the practices and beliefs of different religions. • ask and respond sensitively to, questions about their own and others' experiences and feelings. • identify and describe the impact religion has on believers' lives. • describe what inspires and influences themselves and others. • express their own and others' views on the challenges of belonging to a religion. 10 of value and concern to themselves and others. • express their own and others' views on the challenges of belonging to a religion.

	• demonstrate personal qualities such as thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence.
Moral	Cultural
• In relation to matters of right and wrong, they recognise their own values and those of others. • make links between values and commitments and their own attitudes and behaviour. • raise and suggest answers to questions of identity, belonging, meaning, purpose, truth, values and commitments. • explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions. • model positive relationships and interactions (eg fairness, integrity, respect for other people) when exploring other religions.	• ask and respond sensitively to questions about their own and others' experiences. • make links between beliefs and sources, including religious stories and sacred texts. • Identify and describe the impact religion has on believers' lives. • express their own and others' views on the challenges of belonging to a religion. • consider the challenges of belonging to a religion in the contemporary world, focusing on values and commitments.

British Values
Pupils will show tolerance and harmony between different cultural traditions by enabling them to acquire an appreciation for and respect for their own and other cultures. • To encourage respect for other people. • Enable pupils to develop their self-knowledge, self-esteem and self-confidence. • To understand that the freedom to choose and hold other faiths and beliefs is protected in law. • Acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour.

History	
Spiritual	Social
• Are encouraged to take risks and flourish in a nurturing learning environment. • Experience 'awe and wonder' moments when History is brought to life through active enquiry and experience of artefacts. • Express their awe and wonder at historical events and themes through different media	• Work collaboratively in a range of settings to investigate and follow lines of enquiry through active learning. • Apply the Building Learning Power model to demonstrate attributes such as collaboration, empathy & listening, inter-dependence and imitation.

across the curriculum (Drama, Art, Literacy, Music). • Explore the mystery of how and why past events happened. • Realise the significance of past events and people and how they have impacted on our lives today. • Explore values and beliefs from the past and compare and contrast these to values and beliefs from today. • Respect others. • Accommodate and celebrate difference. • Ask questions, offer ideas and make connections.	• Adopt different roles within group work (including leader, scribe, question master and Steps to Success checker). • Develop skills of compromise and negotiation during collaborative learning. • Have the opportunity to be a leader within group work and develop leadership skills. • Consider what society in the past has contributed to society today.
Moral	Cultural
• Promote measures to prevent discrimination on the basis of religion, gender, sexual orientation, age and other criteria. • Comment on and debate moral questions stemmed from past events. • Reflect upon past events and consider their own moral opinions. • Develop a sense of empathy with historical figures (e.g. through drama, diary writing). • Ask 'big questions'; asking 'why' and 'how' and relating responses to their own moral codes. • Explore models of moral virtue through key historical figures.	• Develop a greater understanding of how events in history have shaped our multi-cultural society. • Celebrate our multi-cultural society (e.g. through International Day, Black History Month, religious celebrations and class countries and topics). • Explore and discover cultures from around the world and how they have changed over time. • Demonstrate respect and appreciation for all cultures. • Are immersed in culture through cross curricular links with, for example, Art, DT, Literacy, Maths and Music. • Investigate authentic accounts of attitudes, values and traditions of diverse cultures over time.
British Values	
• Within our school there is a focus on Black and British History during Black History Month. • The contribution that black British citizens have made to create and support British Values are celebrated, for example Mary Seacole and the first mixed race officer in the army, and exemplified British Values with acts of heroism in WWI. • The children gain understanding of how a democratic political system works within Year 5 through how the nature of Athenian democracy compares with a modern democratic system.	

Geography	
Spiritual	**Social**
• Spiritual education in Geography inspires awe and wonder at the natural world: both at the physical and human features. It also inspires wonder of the natural environment such as rivers, mountains, hills, volcanoes and the effect of weather and climate. • It also includes the effect that the environment continues to have on settlement and peoples' daily lives. • There are many ways in which Geography can contribute towards spiritual development. The study of real people in real places, and our relationship with the environment, is at the heart of the Geography curriculum. • There are many occasions when we can give pupils the opportunity to reflect on their own values and beliefs, and those of others. For example, we can give pupils opportunities to think about the feelings of a child living in a squatter settlement, or the victims of a natural hazard; to reflect on the beauty of a landscape, or the richness of an environment.	• Social education in Geography involves the study of real people in different societies. In looking at their own locality and others in the world, pupils' sense of identity and community can be strengthened. • Activities in the Geography classroom - pair work, group work, role-play, geographical games - foster good social behaviour and self - discipline. • Through fieldwork, Geography makes a distinctive contribution to social development. Outside of the classroom, pupils need a greater degree of self-discipline and a successful trip often relies on each member of the group making a contribution. • Geography also has a key role in developing an understanding of citizenship. For example, decision-making exercises introduce pupils to the planning process in a town or city, learning about international trade fosters a sense of the interdependence of people and places and through Geography pupils develop a knowledge and understanding of the feelings about the people, places and environments they are learning about, concepts of sustainable development and the skills to act upon their understanding.
Moral	**Cultural**
• Moral education in Geography provides opportunities for pupils to recognise that development takes place within a global context and that local decisions affect and are affected by decisions and processes in other countries for example river pollution. Issues of justice, fairness and democracy are central and can be debated in terms of pupils' own	• Cultural education in Geography involves the study of real people in real places in the present. It provides opportunities for multicultural education through recognising commonalities and differences. • It also encourages pupils to reflect on their own personal reality of sense of space. Through its study of real people

experiences as well as using geographical issues as contexts.

- Most geographical issues have a moral dimension. Environmental relationships in particular provide a wealth of opportunities for distinguishing a moral dimension; for example, should the rain forest be exploited? Should building be built in an area of outstanding natural beauty?

- Other opportunities include the allocation of overseas aid, the use of genetically modified crops, and coastal management strategies - do we protect the coast at all cost or do we allow some parts of the coastline to be reclaimed by the sea?

- Discussion, role-play and decision making exercises enable pupils to explore such issues, In doing so they will learn about the views held by society, and by various groups within society, and will develop their own attitudes and values in relation to these.

in real places, Geography makes a major contribution to cultural development. Pupils learn about the characteristics of their local area, and why it is like that, and contrast where they live with more distant localities, in this country and abroad.

- A sense of place requires a knowledge and understanding of the cultural traditions of the people who live there. For example, for younger pupils this could be knowing about different styles of dress while older pupils might explore different attitudes towards the environment.

British Values

The 2013 Ofsted Geography subject-specific guidance states that outstanding achievement in Geography is demonstrated by: 'Pupils are able to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.' Geography and global learning have a contribution to make in the following areas:

• developing knowledge and understanding of, and mutual respect and tolerance for their own and other cultures in a range of places; for example by developing knowledge of diverse places and people, and understanding the geographical processes leading to change, eg. within the study of North America in Year 6 and South America in Year 4.

• investigating and understanding geographical processes that affect and interconnect the lives of those in the community, locality and wider world; for example local area studies in KS1 where the children study local issues, such as the St Mary's village playground, and in KS2 how we link to other areas of the world, such as when looking at Fairtrade, and how we can engage with the concept during relevant focus weeks

• values such as tolerance, mutual respect, liberty and responsibility are also international values, enlightened by developing global knowledge and understanding, and Britain's engagement with the wider world. Global learning helps pupils consider the place of Britain and 'Britishness' within international and global contexts, including the idea of multiple identities, for example looking at cross-curricular issues.

Art & Design	
Spiritual	Social
• Demonstrate they are reflecting on their experiences and learning from reflection. They express their opinions about their own and their peer's work. • Show they understand human feelings and emotions and how these affect others, e.g. enjoyment, disappointment, feelings of 'awe' and 'wonder' in their own and other's artwork. • develop aesthetic appreciation – through theme, style and resources • Respect others, e.g. feedback from peers or teachers is listened to and considered sensibly. Children are able to accept that learning in Art often begins by making mistakes. • Accommodate differences and enable others to succeed – children are supportive of each other when working either individually or in a group.	• Work cooperatively with partners and in structured and unstructured groups to produce meaningful pieces of artwork. • Take part in corporate experiences, e.g.workshops organised in school, an Art workshop to support a theme (Black History Month, International Day), or externally, e.g. with Petworth Art Society. • Demonstrate personal qualities such as thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence. • Participate in school events and local competitions in the wider community, e.g gardening society, Peace Poster with The Rotary Club, Harvest scarecrows, MP's Christmas card competition. • Demonstrate leadership skills by acting as an "art expert" in class collaboratively on a project, such as a hall display. • Ask questions, offer ideas and make connections, for example observational drawings of Tudor/Stuart houses and The Great Fire of London (Houses were built out of wood, so burned very quickly). • Display creativity and imagination in developing a design – such as for a 3-D pop-up card to mark an occasion such as Christmas, Mother's Day, or developing a superhero diorama as part of the Yr 1/2 Superhero transition project, or a 3-D pop-up model of a Greek god. • Ask and answer questions about the starting points for their work, and develop their ideas. • Review what they and others have done and say what they think and feel about it (2 stars and a wish) • Identify what they might change in their current work or develop in their future work. • Investigate the possibilities of a range of materials and processes, e.g in printing with a

	variety of materials, marbling using different surfaces, painting using different brushes and textures of paint
	• Investigate different kinds of art, craft and design (for example, in the locality, in original and reproduction form, during visits to museums, galleries and sites, on the internet)
Moral	Cultural
• Model positive relationships and interactions e.g. fairness, integrity, respect for people, resolution of differences of opinion/ideas– e.g. sharing equipment and ideas. • Recognise and respect rules and codes of good practice when using equipment, for example observing each other's work, two stars and a wish when studying peers' work, together with how to use sharp objects such as scissors appropriately, how to clean and store paintbrushes • Demonstrate self-discipline – for example children will follow success	• Engage with a range of images and artefacts from different contexts, e.g. religious artefacts – Hindu murti, statues and images of Ganesh, Jewish artefacts – Torah, Star of David • recognise the varied characteristics of different cultures and using them to inform their creating and making. –such as Rangoli patterns and Mendi from the Hindu religion, African art, Aboriginal art patterns • Understand the role of the artist, craftsperson and designer in a criteria identified for a particular task. • Show an interest in investigating and offering reasoned views about moral and ethical issues. e.g. Studying artists with spiritual or religious themes, such as War paintings or "The Great Wave off Kanagawa" in Y5 (Japanese print), Y3 industrial paintings by L S Lowry. Range of cultures, times and contexts. • Will investigate visual, tactile and other sensory qualities of their own and others work. • Students will develop their knowledge and understanding of artists ideas and concepts identifying how meanings are conveyed, for example the economic struggle between East and Western culture in Katsushika Hokusai's "The Great Wave off Kanagawa".
British Values	
The Art and Design Curriculum at St Mary's Primary school delivers British values through having a sense of enjoyment and fascination in learning about the world around us and participating actively in artistic and creative activities. • Tolerance is promoted through listening to each other's ideas, creative responses and understanding of different cultures and styles within art.	

- Children are encouraged to question and explore whilst maintaining tolerance and respect for the views of others.

- Children discuss and work in the style of a wide variety of artists and designers.

- British art is promoted throughout the school. This extends beyond the classroom with a wide range of visitors from Novium Museum and experiences to art galleries, and local events (Petworth art competitions, Scarecrow and Christmas Tree exhibitions in the local community.

- Children have the opportunity to work independently and as a team to build resilience and self-esteem through tasks, sharing ideas and resources, (paint, pastels, clay, textiles)

- Peer-assessment is embedded in the Art and Design curriculum that encourages pupils to support each other. Providing opportunities to wonder at human achievement reflecting on ingenious products and inventions and the diversity of materials.

DT	
Spiritual	Social
- Providing opportunities to wonder at human achievement reflecting on ingenious products and inventions and the diversity of materials. - Encouraging pupils to work co-operatively, Providing opportunities for team building activities that develop the skill of collaborative working and reflect the principles of a democratic society. - Design technology can improve the quality of life. - Develop determination to succeed eg finding solutions to problems and in doing so improve lives.	- Giving pupils the opportunity to explore and develop belief in themselves. - Encouraging pupils to explore and develop what animates themselves or others. - Developing a climate and ethos within which all pupils can grow and flourish, respect others and be respected. - Enable pupils to make connections between aspects of their learning eg use of triangles to develop a strong structure due to mathematical knowledge - Encourage pupils to relate their learning to a wider frame of reference – for example, asking why? How? And where as well as what? - In doing so, enhance their understanding of why technological advancements have occurred.
Moral	Cultural
- Encouraging pupils to take responsibility for their actions; for example in respect of property, care of the environment and developing codes of behaviour. - Awareness of moral dilemmas created by technological advancements; the impact of 'winners and losers' ethos'	- Helping pupils to develop personal qualities which are valued in civilised society, eg thoughtfulness, honesty, respect for difference, moral principles. - Building independence and resilience through the development of design to solve a problem.

• Recognising and nurturing particular gifts and talents. • Reinforcing the school's cultural values through displays, posters and exhibitions etc. • Understanding how different cultures have contributed to technology	• Providing opportunities for pupils to exercise leadership and responsibility when working collaboratively and in doing so recognising others' strengths and sharing ideas and resources for greater overall development. • Providing positive and effective links with the world of work and wider community.

British Values

British values in Design Technology In Design Technology, children are given the opportunity to be creative and inventive through practical and investigative activities.

- At St Mary's Primary school, children take part in the Jamie Oliver "Food Revolution", learning about British food and food from other cultures, as well as sharing and respecting each other in a collaborative activity.

- Through both project work and cross-curricular topics children are encouraged to investigate existing British products (such as the British postal stamp) or designs and learn or improve on new skills and techniques.

- Children study British designers such as Cath Kidston. Children then have the opportunity to use their acquired knowledge to design their own products and further develop their ideas through modification and evaluation.

- Democracy is incorporated, for example, by examining the influence of British designers (such as Cath Kidston, Yinka Shonibare)

- Individual liberty - children are taught to express their opinions in terms of their designs. Sustainability is emphasised by encouraging the use of recycled products, together with environmental issues – materials, manufacturing and sourcing.

- Mutual respect and tolerance of those with different faiths and beliefs is embedded in children's learning in Design Technology. Design work is inclusive of other religions and does not offend in terms of colours, imagery and texts.

PE & Sport

Spiritual	Social
• demonstrate they are reflecting on their experiences and learning from reflection. • show they understand human feelings and emotions and how these affect others eg enjoyment, disappointment. • respect others eg feedback from peers, coaches or teacher. • accommodate difference and enable others to succeed.	• work well co-operatively. • take part in corporate experiences eg sports day, team activities, residential activities. • demonstrate personal qualities such as thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence • participate in school and events such as Sports Partnership events in the wider

• ask questions, offer ideas and make connections eg healthy lifestyles. • display creativity and imagination in developing sequences.	community. • demonstrate leadership skills by acting as a house or team captain or by leading warm ups, skills practices and officiating in games.
Moral	Cultural
• model positive relationships and interactions eg fairness, integrity, respect for people, resolution of conflict. • Recognise and respect rules and codes and demonstrate sportsmanship eg by shaking hands after matches, applauding opposition, fair play. Understand infringements such as penalties and red cards as a consequence (with good grace). • demonstrate self- discipline and recognise to achieve in sport training and application is needed.	• address discrimination on the grounds of race, religion, gender, sexual orientation, age and promote equality. • Express of different cultures through dance. • Show an interest in investigating and offering reasoned views about moral and ethical issues eg use of drugs in sport, match fixing, racism, logos, sporting heroes.

British Values:

• Pupils demonstrate mutual respect to their peers.

• Pupils work collaboratively with peers and demonstrate good teamwork.

• Pupils show sportsmanship and are gracious in defeat.

• Pupils recognise and praise the efforts and achievements of others.

• Pupils show respect for the rule of law within sports and the role of a referee/umpire and the need for safety rules.

• Pupils appreciate different cultures and their contribution to sporting history.

RHE/E4S	
Spiritual	Social
• Value and respect the 'specialness' of their own bodies • Know ways of finding calmness eg Contemplating Toolkit, prayer corners, Bishop's Garden, Reading Shack • Express their own opinion based on their reflections • Reflect on the experience of 'losing' someone through bereavement, eg work with ELSA in	• Learn about and respect others learning choices and styles of learning • Communicate their successes and the next steps in their learning with peers, adults and parents/carers • Learn about friendship and being a good friend • Learn how to use restorative justice to resolve

bereavement group	conflict effectively
• Reflect on money and the extent to which it brings happiness	• Learn about respecting other's point of view
• Use debate and discussion skills	• Learn about gender equality
• Question and learn from questioning	• Know how to resist peer pressure and coercion
• Develop empathy	• Take responsibility for their own and others safety
• Use self-reflection	• Develop interpersonal skills
• Reflect on the experience of others	• Use a variety of approaches when working as a team
• Learn strategies for managing negativity	• Develop communication skills, including assertiveness and how this differs from aggressive and passive behaviour
• Set challenging goals and aspirations	• Compromise and know strategies for this
Moral	Cultural
• Learn about restorative justice approaches	• Learn about the role Black British individuals have played in enriching our culture
• Know what to do when they see someone being bullied	• Share their own personal interests, both inside and outside the classroom
• Learn about the difference between right and wrong	• Learn about Fairtrade and the experience of food and goods producers in different parts of the world.
• Know that they are responsible for their own behaviour so that they and others can do their best learning	
• Support and learn about a variety of charities	
• Engage in charitable acts	
• Learn about self-responsibility and their responsibility to others	
• Learn about the consequences of anti-social behaviour • Learn about different types of family	
• Learn about stereotyping	
• Learn about homophobia	
• Consider the images of sex created by the media	
• Address stereotypical attitudes to sex and relation	
nships.	

British Values
Children

• Make links between the British rule of law and the purpose of our School and class rules

• Learn about the role law enforcement and the rule of law plays in preserving British values

• Engage in the democratic process of electing School council representatives, Eco Reps and other leadership roles in the school

• Further tolerance and harmony and support equality for all through their study of notable Black Britons and their experience

• Learn about notable Britons from different faiths

• Learn about peaceful challenges to injustice

• Learn about the importance of public institutions

• Learn about how public services can be held to account

• Learn about the Suffragettes and their role in the history of British democracy

• Find out about the role of Parliament in British society.

Modern foreign languages (MFL)	
Spiritual	Social
• Explore the different and similar ways that people have developed to express themselves and ideas e.g. language intonation, gesturing, traditions and customs etc. • look at the simplicity and the complexity of these ideas and the ways in which we learn and construct our languages. • demonstrate they are reflecting on their experiences and learning from reflection. • show they understand human feelings and emotions and how these affect others e.g. enjoyment, disappointment. • respect others e.g. addressing stereotypes • learn about religious celebrations and festivals in Spanish speaking countries and reflect on their meaning and significance.	• communicate for a purpose with people from other cultural and social backgrounds. • learn about the social element of languages, both from learning about other societies and learning together in the classroom • undertake projects on different countries and express our ideas to others e.g. presentations, leaflets, poster etc. • take part in educational exchanges (e.g. letters from SL) to give them the opportunity to become involved with another culture and speak another language. • demonstrate personal qualities such as thoughtfulness, honesty, respect for difference, moral principles, independence etc. • participate in school events (e.g. International day, Spanish festivals) Take part in events in the wider community (e.g. After School Clubs and MFL trips).

	• exhibit leadership skills by acting as an MFL Pupil Consultant e.g. supporting others with their language skills and book sharing)
Moral	Cultural
• make a personal response to right and wrong based on their vehicle of languages. • consider the messages about every aspect of life including moral development that the language gives them. • consider other peoples' responses to moral issues. • model positive relationships and interactions eg fairness, integrity, respect for people, resolution of conflict. • recognise and respect cultural rules and codes e.g. physical contact during a conversation in Spain is a typical way of communicating that is not considered an invasion of personal space.	• value all languages and therefore learn to understand and respect other people. • look at cultural festivals (e.g. Christmas) and seeing how these are celebrated in different countries as well as looking at festivals such as Day of the Dead in Mexico. • explore the similarities as well as the differences between countries and cultures. • express different cultures through cross-curricular links, e.g. flamenco dance in P.E. or Spanish songs in Music. • address discrimination on the grounds of race, religion, gender, sexual orientation, age and promote equality. • Develop an understanding and appreciation for the cultural diversity within our school community.

British Values
Key British Values are openly promoted through the teaching and learning of MFL at St Mary's School. • Values such as tolerance, mutual respect, liberty and responsibility are also international values and by gaining an appreciation of the countries where the language the children are studying (Spanish) is spoken, they are encouraged to reflect on other cultures and ways of life and embrace different socio-cultural and economic contexts. • Through this, we are helping to ensure that our children remain open to the world around them and have a better grasp of the links and connections between countries and societies, highlighting the need for democracy, mutual respect and tolerance. • We aim for our children to begin to understand, appreciate and celebrate the varied customs, festivals and national characteristics that make every society so unique.

Music	
Spiritual	Social
• demonstrate they are reflecting on their experiences and learning from reflection. • show they understand human feelings and emotions and how these affect others e.g.	•work well co-operatively. • take part in corporate experiences, e.g. group activities and performances

enjoyment, disappointment when creating and listening to music. • respect others, e.g. feedback from peers, coaches or teacher when evaluating performances. • accommodate difference and enable others to succeed following performances. • ask questions, offer ideas and make connections. • display creativity and imagination in developing musical sequences.	• demonstrate personal qualities such as thoughtfulness, honesty, respect for difference, moral principles, independence and inter-dependence • participate in school and events in the wider community, e.g. Harvest Fayre, visits to the Anchorage Nursing Home • demonstrate leadership skills in musical group activities
Moral	Cultural
• model positive relationships and interactions e.g. fairness, integrity, respect for people, resolution of conflict when working in groups. • Recognise and respect rules and codes and demonstrate 'good' audience etiquette. • demonstrate self- discipline and recognise that application is needed to achieve when learning an instrument. • Show an interest in investigating and offering reasoned views about moral and ethical issues, e.g. use of drugs, racism and musical heroes.	• address discrimination on the grounds of race, religion, gender, sexual orientation or age and promote equality. • Express different cultures through music, e.g. visits from musical groups • Recognise musical talents in ourselves and in others.
British Values	

The St Mary's Curriculum promotes tolerance and understanding of other cultures by incorporating learning about music from other cultures, eg African drumming during Black History month. • Children learn to sing in different languages including our school and community and Christmas songs in Spanish. • Children are taught how to be an appreciative and supportive audience who listen attentively and supportively whilst others perform, eg in our celebration assemblies. • Children work collaboratively in groups and are encouraged to listen to others' viewpoints and accept different points of view

Computing	
Spiritual	Social
• are able to express their feelings and appreciation of ingenuity/innovation/beauty through different media.	• reflect on their own and others' lives and the impact ICT has on this • demonstrate they are reflecting on their experiences and learning from reflection. • respect the efforts and feedback of others and appreciate different ways in solving problems.

Moral	Cultural
• investigate the impact of digital inclusion, who is it available to, and the digital divide locally, nationally and globally. • consider accessibility issues when evaluating appropriateness of digital products. • develop their understanding of the development of online communities	• Learning about the wider world. • Accessing information about the wider world through the internet. • Exploring the sights and sounds of other cultures and its implications for an individual's learning, leisure and social interactions • learn that the growth of social networking has potential risks as well as benefits. • use their knowledge of right and wrong in the media i.e. violence, bias, images and messages etc. model positive relationships and interactions, fairness, integrity, respect for people. • discover how to select their sources and decide on how much credence can be placed in them. • Creating and sharing information about other cultures • Exploring how ICT connects us with and in different environments.

British Values
Pupils are taught about: • Online 'netiquette' – how to engage positively in online communities and how to be a respectful digital citizen (appreciate the viewpoints of others) • How to select information from online sources that reflect different viewpoints (engagement with democracy) • The dangers of the internet are taught and what to do with any online uncomfortable behaviour or material they see (contribute positively to life in modern Britain) • Cyber-bullying and the legal implications.

Above this, continuing from previous page:

• accommodate the ideas of others and enable others to succeed.
• ask questions, offer ideas and make connections
• gain an appreciation of the innovations and achievements of past individuals.