

Spiritual	Social
<p>Children</p> <ul style="list-style-type: none"> • demonstrate they are reflecting on their experiences and learning from reflection, e.g. 2 stars and a wish/live marking policy • show they understand human feelings and emotions and how these affect others e.g. enjoyment, disappointment. • respect others e.g. feedback from peers or teacher. • accommodate difference and enable others to succeed. • ask questions, offer ideas and make connections. • display creativity and imagination, e.g. through their written work. • develop empathy towards characters – both real and fictional. • explore a range of different literature, including story and poetry, which explores human experience and response to life and death. • use stillness and imagination in drama and other activities to develop inner awareness. • express feelings and emotions through verbal and written communication knowing that words can influence feelings. • 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?' 	<p>Children</p> <ul style="list-style-type: none"> • work well co-operatively. • take part in corporate experiences, e.g. World Book Day, Roald Dahl Day • demonstrate personal qualities such as thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence • participate within school and events in the wider community, such as Canterbury Festival Poetry and other writing competitions. • demonstrate leadership skills in collaborative tasks. • participate in discussions of right and wrong - moral issues visualised in children's literature. • develop skills of listening and forming evaluative judgements in discussion. • take part in circle time discussion of behaviour and relationships of different characters – both real and fictional. • use drama/role-play to explore characters and plot within different genres. • learn to listen and talk to each other constructively to move each other's learning on

Moral	Cultural
<p>Children</p> <ul style="list-style-type: none"> • show an interest in investigating and offering reasoned views about moral and ethical issues. • develop circle time skills in speaking and listening. • enhance their social interaction through play times. • become aware they are writing and communicating with an audience. • group drama work, reading and discussion of social issues in literature. • 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. 	<p>Children</p> <ul style="list-style-type: none"> • extend knowledge and use of cultural language and imagery • provide opportunities to explore different cultures, e.g. through Black History Month and International Day. • read and listen to stories and poetry from other cultures. • awareness of issues such as stereotyping and equal opportunities in literature. • understand how language can be used to empower or oppress people.
<p>British Values</p> <p>Children:</p> <ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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. • 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. 	<ul style="list-style-type: none"> • 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. • Appreciate how more can be achieved by working together than individually
Moral	Cultural
<p>Promote measures to prevent discrimination on the basis of religion, gender, sexual orientation, age and other criteria.</p> <ul style="list-style-type: none"> • 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. 	<p>Celebrate different cultures contributions to the field of mathematics: Egyptian, Greek, Chinese, Indian, Roman, etc.</p> <ul style="list-style-type: none"> • Take part in mathematical activities, which relate to different cultures: Rangoli patterns, Egyptian fractions, etc. • Demonstrate respect and appreciation for all cultures
British Values	
<p>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.</p>	

Science	
Spiritual	Social
<ul style="list-style-type: none"> • 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 natural 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 	<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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 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 	<ul style="list-style-type: none"> • 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).

<p>environment in general.</p> <ul style="list-style-type: none"> 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 '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
<p>Children</p> <ul style="list-style-type: none"> 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 and what is 	<p>Children</p> <ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> In relation to matters of right and wrong, they recognise their own values and those of others. <ul style="list-style-type: none"> 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, 	<ul style="list-style-type: none"> ask and respond sensitively to questions about their own and others' experiences. make links between beliefs and sources, including religious stories and sacred texts. <ul style="list-style-type: none"> 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

<p>recognising diversity in forms of religious, spiritual and moral expression, within and between religions.</p> <ul style="list-style-type: none"> • model positive relationships and interactions (eg fairness, integrity, respect for other people) when exploring other religion. 	<p>the contemporary world, focusing on values and commitments.</p>
<p>British Values</p>	
<p>Pupils will show tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation for and respect for their own and other cultures.</p> <ul style="list-style-type: none"> • 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. 	

<p>History</p>	
<p>Spiritual</p>	<p>Social</p>
<ul style="list-style-type: none"> • 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 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. 	<ul style="list-style-type: none"> • 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. • 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.
<p>Moral</p>	<p>Cultural</p>
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

<p>moral opinions.</p> <ul style="list-style-type: none"> • 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. 	<p>and how they have changed over time.</p> <ul style="list-style-type: none"> • 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.
<p>British Values</p>	
<p>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, 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.</p>	

<p>Geography</p>	
<p>Spiritual</p>	<p>Social</p>
<ul style="list-style-type: none"> • 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 of 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. 	<ul style="list-style-type: none"> • 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. concept of sustainable development, and the skills to act upon their understanding.
<p>Moral</p>	<p>Cultural</p>
<ul style="list-style-type: none"> • Moral education in Geography provides 	<ul style="list-style-type: none"> • Cultural education in Geography involves the

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 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.

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 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
<ul style="list-style-type: none"> • 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 in art often by making mistakes that learning begins. • Accommodate differences and enable others to succeed – children are supportive of each other when working either individually or in a group. 	<ul style="list-style-type: none"> • 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 Scarecrow, MP 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 3d 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 3d 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
<ul style="list-style-type: none"> • Model positive relationships and interactions e.g. 	<ul style="list-style-type: none"> • Engage with a range of images and artefacts from

<p>fairness, integrity, respect for people, resolution of differences of opinion/ideas– e.g. sharing equipment and ideas.</p> <ul style="list-style-type: none"> • 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 peer’s 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 	<p>different contexts, e.g. religious artefacts – Hindu murti, statues and images of Ganesh, Jewish artefacts – Torah, Star of David</p> <ul style="list-style-type: none"> • 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., e.g. • 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
<p>Providing opportunities to wonder at human achievement reflecting on ingenious products and inventions and the diversity of materials.</p> <p>Encouraging pupils to work co-operatively, Providing opportunities for team building activities that develop</p>	<p>Giving pupils the opportunity to explore and develop belief in themselves. Encouraging pupils to explore and develop what animates themselves or others.</p> <p>Developing a climate and ethos within which all pupils can grow and flourish, respect others and be respected.</p> <p>Enable pupils to make connections between aspects of</p>

<p>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.</p>	<p>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.</p>
<p>Moral</p>	<p>Cultural</p>
<p>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’ 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</p>	<p>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. 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.</p>
<p>British Values</p>	
<p>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 by for example by examining the influence of British designers (such as Cath Kidston, Yinka Shonibare) 18 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.</p>	

<p>PE & Sport</p>	
<p>Spiritual</p>	<p>Social</p>
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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

<ul style="list-style-type: none"> • accommodate difference and enable others to succeed. • ask questions, offer ideas and make connections eg healthy lifestyles. • display creativity and imagination in developing sequences. 	<p>Partnership events in the wider community.</p> <ul style="list-style-type: none"> • demonstrate leadership skills by acting as a house or team captain or by leading warm ups, skills practices and officiating in games.
Moral	Cultural
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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	
<p>British Values:</p> <ul style="list-style-type: none"> • 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. 	

PHSE/RHE/E4S	
Spiritual	Social
<ul style="list-style-type: none"> • 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 bereavement group • Reflect on money and the extent to which it brings happiness • Use debate and discussion skills • Question and learn from questioning 	<ul style="list-style-type: none"> • 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 conflict effectively • Learn about respecting other's point of view • Learn about gender equality • Know how to resist peer pressure and coercion

<ul style="list-style-type: none"> • Develop empathy • Use self-reflection • Reflect on the experience of others • Learn strategies for managing negativity • Set challenging goals and aspirations 	<ul style="list-style-type: none"> • Take responsibility for their own and others safety • Develop interpersonal skills • Use a variety of approaches when working as a team • Develop communication skills, including assertiveness and how this differs from aggressive and passive behaviour • Compromise and know strategies for this
Moral	Cultural
<ul style="list-style-type: none"> • Learn about restorative justice approaches • Know what to do when they see someone being bullied • Learn about the difference between right and wrong • 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 relationships. 	<ul style="list-style-type: none"> • Learn about the role Black British individuals have played in enriching our culture • Share their own personal interests, both inside and outside the classroom • Learn about Fairtrade and the experience of food and goods producers in different parts of the world.
British Values	
<p>Children</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • value all languages and are therefore learning 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
<ul style="list-style-type: none"> • 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 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. 	<ul style="list-style-type: none"> •work well co-operatively. • take part in corporate experiences e.g. group activities and performances • demonstrate personal qualities such as thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence • participate in school and events in the wider community e.g. Harvest Fayre, visits to Anchorage Nursing Home • demonstrate leadership skills in musical group activities
Moral	Cultural
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • address discrimination on the grounds of race, religion, gender, sexual orientation, age and promote equality. • Express different cultures through music. E.g. Visits from musical groups • Recognise musical talents in ourselves and 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' viewpoint and accept different points of view

Computing	
Spiritual	Social
<ul style="list-style-type: none"> • are able to express their feelings and appreciation of ingenuity/innovation/beauty through different media. 	<ul style="list-style-type: none"> • 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 problem. • 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.
Moral	Cultural
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 in online communities positively 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.