



Developing Spiritual, Moral, Social and Cultural understanding at Halterworth, Wellow and Awbridge through the curriculum

including the promotion of British values of democracy, the rule of law, individual liberty, mutual respect, tolerance for those with different faiths and beliefs, and encouraging students to respect other people

<i>Spiritual</i>	<i>Moral</i>	<i>Social</i>	<i>Cultural</i>
<p>Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values</p> <p>Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible</p> <p>Use of imagination and creativity in their learning</p> <p>Willingness to reflect on their experiences.</p>	<p>Ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives</p> <p>Understanding of the consequences of their actions</p> <p>Interest in investigating, and offering reasoned views about, moral and ethical issues.</p>	<p>Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds</p> <p>Willingness to participate in a variety of social settings, co-operating well with others and being able to resolve conflicts effectively</p> <p>Interest in, and understanding of, the way communities and societies function at a variety of levels.</p>	<p>Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage</p> <p>Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities</p> <p>Interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.</p>

Opportunities in science

<p>Growth of plants and humans</p> <p>Opportunities for outdoor learning</p> <p>Visits and Visitors</p> <p>Residential trips</p> <p>Child- initiated learning</p> <p>Awe and wonder- trips and experiments , Earth and Space- size of the universe? Fossils</p> <p>Awareness of seasons and changing time</p> <p>Use of seasons to help understand and reflect on the world and the children's experiences</p> <p>Animals life cycles and caring for the environment</p> <p>Use of imagination and curiosity to find out information themselves using research and asking questions</p>	<p>Child-initiated learning</p> <p>Risk management and safety</p> <p>Respecting living things and their environments</p> <p>Importance of exercise and looking after our bodies including looking after teeth and healthy living</p>	<p>Group work</p> <p>Feedback and review</p> <p>Science Days</p> <p>Working with other schools</p> <p>Evaluating work and enquiry work</p> <p>Asking and answering questions</p>	<p>Finding out about different scientists from around the world</p> <p>Respect of beliefs when discussing aspects of science especially evolution and life and death.</p> <p>There is variation between all living things</p> <p>Open ended enquiries, not always an answer</p>
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<i>Tolerance</i>	<i>Rule of Law</i>	<i>Democracy</i>
<i>Those of different faiths and beliefs</i>	<i>Fairness, respect, and freedom of expression</i>	
Opportunities in science		
<p>Teaching of evolution- respect for others viewpoints and cultural beliefs</p> <p>Working collaboratively</p> <p>Learning from 'mistakes' and taking risks</p>	<p>Safety in science- CLEAPPS</p> <p>Hypothesising and making predictions</p> <p>Valuing views of others even if these do not follow your own views</p>	<p>Group work and enquiry</p> <p>Feedback and sharing conclusions</p> <p>Deciding on roles during experiments</p> <p>Learning from others</p>

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Opportunities in English

<p>Opportunities for awe and wonder – Inspired to Write, Exciting Writing.</p> <p>Active learning – peer and self assessment involves pupils in the learning process.</p> <p>Pupil choice – choices about writing.</p> <p>The chance to reflect on events, opinions, stories, drama scenarios and pictures/film clips is an important part of English lessons.</p> <p>Opportunities to plan and write collaboratively – including cross curricular writing.</p> <p>Visits to productions/visitors.</p> <p>Children's personal experiences influence learning in the classroom – stimulus.</p> <p>Purpose for writing – using current affairs to approach new issues and raise questions.</p>	<p>When considering different scenarios and points of view through drama, role play, stories and pictures, we encourage children to consider the consequences of different actions and explain why they think choices may be right or wrong.</p> <p>Using stories to discuss and debate moral issues.</p> <p>Debating ethical issues through drama and class assemblies to voice opinions.</p>	<p>Children are given opportunities to work collaboratively across year groups.</p> <p>Choice of stimulus promotes opportunities for exploring religious, ethnic and socio-economic backgrounds.</p> <p>Debating and writing about current social using non-fiction texts as a stimulus – school newspaper.</p> <p>Hampshire Illustrated Book Awards.</p> <p>Working with stakeholders – parent participation, governors.</p> <p>Class blogging - developing a 'sharing' community between the collaboration.</p>	<p>Exploring origins of words , grammar.</p> <p>Stories and resources are chosen are carefully selected so as not to challenge stereotypes and to actively challenge preconceptions.</p> <p>Productions</p> <p>Carefully chosen texts from other cultures to enhance understanding of our world.</p> <p>100 Word Challenge – promoting a global community.</p>
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Opportunities in English		
<p>Stories and settings chosen to support lessons which challenge stereotypes and preconceptions.</p>	<p>Techniques for lessons promote respect, listening as well as contributions and responding constructively to others. Stories used in English lessons i.e Window, The Selfish Giant and a range of traditional tales actively promote respect and fairness.</p> <p>Showing respect in speaking and listening – turn taking etc.</p>	<p>Teaching about rules, laws, models of decision making, power and democracy. Group work and enquiry Actively modelling democratic processes including debates, different forms of voting and the freedom of speech.</p>

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Opportunities in Maths

<p>Developing deep thinking and questioning the way in which the world works promotes the spiritual growth of our students.</p> <p>☑ We are sensitive to students' individual needs and backgrounds and experience.</p> <p>☑ We aim to give all students an appreciation of the richness and power of maths.</p> <p>☑ Maths in Nature is embedded in Sequences, Patterns and Symmetry ☑ We promote a sense of wonder in the exactness of mathematics in the exploration of shapes, number patterns and real world examples.</p> <p>☑ We encourage the students to appreciate the enormity of the world of Mathematics as it has developed through time.</p>	<p>Within the classroom, we encourage respect and reward good behaviour. We value listening to others' views and opinions on problem solving.</p> <p>☑ We promote discussion about mathematical understanding and challenge assumptions, supporting students to question information and data that they are presented with.</p> <p>☑ We show the students that we are on a quest for truth by making predictions and following lines of enquiry, providing evidence of rules and patterns without jumping to conclusions.</p> <p>☑ We recognise how logical reasoning can be used to make decisions and choices that help them to learn in mathematics.</p> <p>☑ We explore and evaluate the effectiveness of statistics and graphs in presenting information accurately or to deliberately mislead.</p> <p>☑ We organise project work e.g. Year 6 stalls to support financial awareness, to help students use their maths to understand risk and real life economics.</p>	<p>In classrooms, we look for opportunities for pupils to use mini-whiteboards to promote self-esteem and build self-confidence.</p> <p>☑ We encourage collaborative learning in the classroom – in the form of listening and learning from each other and paired discussion / working partners in order to show that the result is often better than they could achieve alone.</p> <p>☑ We help pupils develop their mathematical voice and powers of logic, reasoning and explanation by offering explanations to each other.</p> <p>☑ We exhibit pupils work in classrooms on working walls and displays to share their good practice and celebrate achievement.</p> <p>☑ We participate annually in Team Maths Challenges e.g. Maths Plus and Mathletics.</p> <p>☑ Through mathematical games, puzzles and challenges, we encourage pupils to work collaboratively, take turns and develop a growth mindset.</p>	<p>We share the appreciation with the pupils that mathematics, its language, number systems and symbols have developed from many different cultures around the world: eg Egyptian, Indian, Islamic, Roman, Greek, Chinese and Russian roots.</p> <p>☑ We appreciate that mathematics contribute to our culture and technological developments.</p> <p>☑ We look to make explicit reference to Mathematicians contribution to progression of the subject as appropriate.</p> <p>☑ We investigate and research cross cultural patterns – tessellation, Islamic tiling.</p> <p>☑ We demonstrate diverse techniques eg for multiplication that have derived from different ancient civilisations. – Russian / Chinese multiplication, Napier's Bones etc.</p> <p>☑ We incorporate mathematics into cross-curricular topics.</p>
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Opportunities in Maths

<ul style="list-style-type: none"> • Understand what makes for good relationships with others. • Self awareness leading onto awareness of others, and tolerance of others/differences • Support pupils to develop their self-knowledge, self-esteem and self-confidence • Models for teaching promote a methodology which is inclusive, irrespective of stages of attainment or gender. 	<ul style="list-style-type: none"> • Techniques for lessons promote respect, listening as well as making contributions and responding constructively to others. • Actively promote respect and fairness • Models for teaching promote fairness and value the contribution of all class members equally. 	<ul style="list-style-type: none"> • Encourage pupils to become involved in decision-making processes and ensure they are listened to in school • Hold ‘mock elections’ so results can be analysed mathematically • Help pupils to express their views
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Opportunities in EARLY YEARS

The objectives set out in Development Matters and the early learning goals for PSED relate to developing a child’s personal, emotional and social development, and In Understanding the World, a child’s knowledge and understanding of their immediate world and the wider world around them. Expressive Arts and Design encourages children to use and develop their imagination in play.

<p>PSED Children are encouraged to talk about themselves in positive terms and to describe their abilities. They are encouraged to speak to others about their own needs, wants , interests and opinions and to show an interest in the opinions of others. This is done through Key Person activities in the classroom, circle time activities and reading books which encourage children to view situations from others’ points of view. Pictures are used as a stimulus to encourage children to reflect on different aspects of every day life.</p> <p>EAD Children are encouraged to take part in imaginative role play based on their own first hand experiences.</p>	<p>PSED Children are encouraged to empathise with others, to try to understand when they have upset another friend and to find ways to make amends. With adult support children are encouraged to negotiate and solve problems and to talk about their feelings. Children are encouraged to talk about and reflect on the consequences of their actions.</p> <p>PSED Children are encouraged to formulate a set of class rules for keeping safe in the classroom, on the playground and in the outside classroom.</p> <p>L Through books and discussions children are encouraged to express their views and to give opinions. Children are encouraged to listen carefully and politely to others.</p>	<p>PSED Children are encouraged to take responsibility by carrying out small tasks. They are encouraged to work as part of a group, sharing and taking turns.</p> <p>PSED Throughout the year children are supported to manage their behaviour in different situations and to take changes of routine in their stride.</p> <p>PSED Children are encouraged to take steps to resolve conflicts with other children. They are encouraged to play co-operatively and to take account of one another’s ideas about how to organise an activity.</p> <p>PSED Children are encouraged to form positive relationships with adults and other children.</p>	<p>UW Children are encouraged to show an interest in the lives of people around them. Visitors are invited into the classroom to enhance the learning provision. As part of the topic, All About Me, the children are introduced to a young baby and its mother. The children are encouraged to ask questions about a baby’s needs and development.</p> <p>UW Children are encouraged to show interest in different occupations and ways of life. To support role play experiences the children meet a health professionals who demonstrate some of their tasks and equipment to the children. Policemen talk about keeping safe and other community workers support the children’s learning as appropriate.</p> <p>Early Years places great emphasis on the unique child, recognising and celebrating difference. Children are read books to introduce them to different cultures, e.g. Handa’s Surprise and to learn about children with disabilities, e.g. Just Because. Each classroom has a display throughout the year “ Come and meet our families” to encourage children to recognises the differences in the people around them.</p> <p>UW Children are encouraged to know about similarities and differences between themselves and others and among families, communities and traditions. These discussions take place as part of Circle Time and in small group discussions.</p> <p>UW Children are encouraged to share about their family celebrations and to bring artefacts and pictures into school to share. Children are provided with opportunities to draw and write about their family experiences.</p> <p>UW Throughout the year children take part in significant festivals and activities, e.g. Harvest, Christmas, Chinese New Year.</p>
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Opportunities in EARLY YEARS

<p>Understand what makes for good relationships with others. Self awareness leading onto awareness of others and tolerance of others/difference. Emotional intelligence developed through self awareness and empathy. Stories and settings chosen to support lessons which challenge stereotypes and preconceptions. Models for teaching (Circle Time, P4C, discussions) promote a methodology which is inclusive, irrespective of levels of attainment, faiths or beliefs.</p>	<p>Techniques for lessons promote respect, listening as well as making contributions and responding constructively to others. Stories used in class story times actively promote respect and fairness. Models for teaching such as Circle Time promote fairness and value the contribution of all class members equally.</p>	<p>Children create a set of shared rules for keeping safe in their immediate environment. Children create shared risk assessments when taking part in school visits. Group work and enquiry to encourage children to listen to the views and opinions of others. Adults actively model democratic processes such as listening to others, not interrupting others and respecting the view of others.</p>
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Opportunities in Computing

<ul style="list-style-type: none"> • Explore creativity and imagination in the design and construction of digital products • Promote self-esteem through the presentation of your work to others • Explore how ideas in computing have inspired others. • Create digital products which incorporate your beliefs. 	<ul style="list-style-type: none"> • Encourage good etiquette when using digital technology including mobile devices and with due regard to e-safety. • Encourage respect for other people's views and opinions. • Encourage respect for the computer room and the equipment you use and how this affects others. • Encourage respect in the use of digital equipment and its impact on the environment – for example, ink and paper wastage. • Explore moral issues around the use of digital technology - For example, copyright and plagiarism. • Explore the promotion of moral issues through your digital products. 	<ul style="list-style-type: none"> • Encourage students to assist one another in problem solving. • Encourage appropriate social behaviours in the classroom including listening whilst others are talking and generally interacting as caring a community. • Encourage good practice and respect in the use of social networking. 	<ul style="list-style-type: none"> • Encourage the sensible use of digital technology in the classroom and homework situations given that you are currently living in a digitally cultural environment. • Encourage an awareness and appreciation of the digital divide and to be aware of differing cultural and spiritual or religious views towards the use of digital technology. • Empowering pupils to apply their ICT and computing skills and knowledge to the wider curriculum and acknowledge links between subjects. Co-ordinates in programming and their connections with Maths and Geography, for example.
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<ul style="list-style-type: none"> • Recognising the views of others /fact.v.opinion when researching on the internet. • When giving presentations based upon digital content children can show understanding of different views within the classroom. 	<ul style="list-style-type: none"> • Sharing opinion in public forums in a tolerant way, mindful of other opinions, recognising rule of law in expressing opinion. • Understanding E Safety rules and safe behaviour on internet. • Looking after equipment properly. 	<ul style="list-style-type: none"> • Group work and enquiry. • Working in teams with specific roles that allow for a fair and democratic creative process. • Opportunities to share work on wider platform eg class blogs

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Opportunities in History

Through history, we aim to arouse pupils' curiosity and enthusiasm about key events, artefacts and personalities in their community, Britain, Europe and the world. They acquire a chronological structure and language in order to provide a framework for understanding the past. The children understand the present in the light of the past and the influence that events in the past have had in shaping the present. Children are provided with access to a range of stimulating historical sources and first hand experience including site visits, themed days and artefacts.

<p>Through looking at a variety of sources, children will reflect on their own experiences and understanding to make decisions and informed opinions about the past.</p> <p>Children are encouraged to ask questions about the past</p> <p>They will listen to the ideas of others and use these to help inform and influence their own decisions.</p> <p>Planned visits/days to stimulate the children's curiosity and give them first hand experiences on which they can base their judgements</p>	<p>Children have a chance to debate issues where the wrong and right can be blurred, supporting their ideas and being confident that they are able to change their opinions as arguments develop</p> <p>When considering different scenarios and points of view through drama, role play, stories and pictures, we encourage children to consider the consequences of different actions and explain why they think choices may be right or wrong.</p> <p>Children see consequences from</p>	<p>Children respect that the views of others may be different to their own.</p> <p>The children have opportunity to collaborate with others, making decisions by working co-operatively together, making compromises</p> <p>Through history, e.g. Anglo Saxons and Romans, children learn of the difference in social structure</p> <p>Through Local History and current affairs, children share in historical events with the community</p>	<p>Through planning , visits, and themed days children appreciate the cultural diversity of different historical periods for example from religion to crafts.</p> <p>Involvement with community initiatives/celebrations which have a historical link.</p> <p>Events on a world scale to also be celebrated e.g. Olympic games when studying Ancient Greece</p>
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Respect the views of others and understand that a different view is equally valid.	Rights and responsibilities of citizens and leaders through history. The consequences of the decision made by individuals or groups of people. Analysing of sources for any evidence of bias.	Linked to curriculum e.g. democracy in Ancient Greece. Class decisions made through debates e.g. through the effectiveness of a leader or through a given scenario. Making decisions based around sources of evidence.

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Opportunities in Geography

<p>Opportunities for trips to different geographical features and locations to promote awe and wonder about the world around us.</p> <p>A chance to reflect on World events such as hurricanes, earthquakes, etc.</p> <p>Opportunity to explore the local area children may not be aware of.</p> <p>Reflecting on trips to different geographical locations and thinking about how they might have made them feel. Chance to compare different locations.</p>	<p>Opportunities to learn about the life opportunities in other countries and distribution of resources.</p> <p>Opportunities for learning about fair trade and why this is important.</p> <p>Conservation of a local area, recycling, saving energy and protecting the environment.</p> <p>Global warming and the moral use of resources.</p>	<p>A chance to reflect on World events such as hurricanes, earthquakes, etc.</p> <p>Opportunity to develop an understanding of different communities and social systems.</p> <p>Opportunities for school/ class trips to explore a different social setting.</p> <p>Creating possibilities for children to learn about and talk about their own social backgrounds and compare them with the social backgrounds of others.</p> <p>Opportunities to look at the geographical distribution of religion and poverty/ wealth and how this affects the people living in these locations.</p> <p>Impact of natural disasters on people's lives.</p>	<p>Opportunities to plan investigations about different geographical locations and how they have been shaped by the cultural background of the country.</p> <p>Opportunities to develop a deeper understanding of different cultures.</p> <p>Opportunities to discuss own culture when exploring the local area.</p> <p>Stories from the news about global disasters/ events.</p> <p>Stories and resources from different geographical locations to actively challenge preconceptions about different cultural stereotypes.</p>
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Opportunities in Geography		
<p>Opportunities to discuss different cultures/ beliefs and backgrounds and question misconceptions they may have about them.</p> <p>Developing a sense of security within the classroom that all views will be listened to and considered equally.</p>	<p>Laws of different geographical locations and how they differ. The impact these laws have on the people living there.</p>	<p>Sharing of global resources and how this is decided.</p>

<i>Spiritual</i>	<i>Moral</i>	<i>Social</i>	<i>Cultural</i>
<p>Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values</p> <p>Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible</p> <p>Use of imagination and creativity in their learning</p> <p>Willingness to reflect on their experiences.</p>	<p>Ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives</p> <p>Understanding of the consequences of their actions</p> <p>Interest in investigating, and offering reasoned views about, moral and ethical issues.</p>	<p>Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds</p> <p>Willingness to participate in a variety of social settings, co-operating well with others and being able to resolve conflicts effectively</p> <p>Interest in, and understanding of, the way communities and societies function at a variety of levels.</p>	<p>Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage</p> <p>Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities</p> <p>Interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.</p>

Opportunities in RE

<p>Discuss and reflect upon key questions of meaning and truth such as the origins of the universe, life after death, good and evil, the being of God and values such as justice, honesty and truth. Enquiry cycle.</p> <p>Learn and reflect upon important concepts, experiences and beliefs which are at the heart of religious traditions and practices. Special faith days.</p> <p>Consider how beliefs and concepts in religion may be expressed through the creative and expressive arts and sciences, contributing to personal and communal identity.</p> <p>Consider how religions perceive the values of human beings and their relationships with one another, with the natural world and with God. Awe and wonder aspect.</p>	<p>Value diversity and engage in issues of truth, justice and trust.</p> <p>Explore the influence on moral choices of family, friends and the media and how society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders.</p> <p>Consider what is of ultimate value to pupils through studying the key beliefs and teachings from religion on values and ethical codes of practice</p> <p>Study a range of moral issues, including those that focus on justice, to promote racial and religious respect. P4C</p> <p>Collective worship – in the news</p>	<p>Consider how religious beliefs lead to particular actions and concerns.</p> <p>Investigate social issues from religious perspectives, recognising diversity of viewpoint within and between religions</p> <p>Out in the community – gravestones</p> <p>P4C</p> <p>Events in the community</p>	<p>Promote cultural understanding from a religious perspective through encounters with people, literature, the creative and expressive arts and resources from differing cultures. Visits to different places of worship.</p> <p>Consider the relationship between religion and cultures and how religious beliefs contribute to cultural identity and practices</p> <p>Promote racial harmony and respect for all, combating prejudice and discrimination. P4C</p> <p>What does it mean to be British?</p> <p>Visitors to school Handling artefacts</p> <p>St. Georges Day, Remembrance Sunday</p>
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<i>Tolerance</i>	<i>Rule of Law</i>	<i>Democracy</i>
<i>Those of different faiths and beliefs</i>	<i>Fairness, respect, and freedom of expression</i>	
Opportunities in RE		
<p>Understand what makes for good relationships with others. Self awareness leading onto awareness of others and tolerance of others/difference. Emotional intelligence developed through self awareness and empathy. Stories and settings chosen to support lessons which challenge negative and positive stereotypes and preconceptions (typically British). Do we all share the same values?.</p> <p>Models for teaching (P4C, debates) promote a methodology which is inclusive, irrespective of levels of attainment, faiths or beliefs.</p> <p>Recognise different identities and experiences and that each person’s identity is unique.</p>	<p>Techniques for lessons promote respect, listening as well as making contributions and responding constructively to others. Stories used in RE actively promote respect and fairness.</p> <p>Models for teaching such as P4C promote fairness and value the contribution of all class members equally.</p>	<p>Group work and enquiry- peer group interaction Teaching about rules, laws, models of decision making, power and democracy.</p> <p>Actively modelling democratic processes including debates, P4C and the freedom of speech.</p>

<i>Spiritual</i>	<i>Moral</i>	<i>Social</i>	<i>Cultural</i>
<p>Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values</p> <p>Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible</p> <p>Use of imagination and creativity in their learning</p> <p>Willingness to reflect on their experiences.</p>	<p>Ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives</p> <p>Understanding of the consequences of their actions</p> <p>Interest in investigating, and offering reasoned views about, moral and ethical issues.</p>	<p>Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds</p> <p>Willingness to participate in a variety of social settings, co-operating well with others and being able to resolve conflicts effectively</p> <p>Interest in, and understanding of, the way communities and societies function at a variety of levels.</p>	<p>Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage</p> <p>Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities</p> <p>Interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.</p>

Opportunities in PSHE

PSHE education makes a significant contribution to students' personal development alongside the contribution of all other subjects and curriculum experiences. All National Curriculum subjects provide opportunities to promote students' spiritual, moral, social and cultural development. Explicit opportunities to promote students' development in these areas are provided in the non-statutory framework for personal, social and health education and citizenship.

The objectives set out in the early learning goals relating to developing a child's personal, emotional and social development, as well as developing a child's knowledge and understanding of the world relate to the PSHE and Citizenship curriculum through Key Stage 1 and 2.

<p>The chance to reflect on events, opinions, stories, drama scenarios and pictures/film clips is an important part of PSHE lessons, including friendships, safety, relationships, bullying, goals, exercise and the consequences of decision making. PSHE lessons and techniques such as Circle time, draw & write, collaborative activities and Philosophy for Children encourage reflection in a positive, non judgemental way. Teachers encourage children to make contributions and to listen to those of others. This helps to ensure an ethos of mutual respect and tolerance.</p> <p>Learning about ourselves leads to being able to learn about others and develop a sense of empathy. Self awareness is one of the 4 essential components of emotional intelligence. Our models for teaching PSHE and the progression through our programmes of study focus first on ourselves, the others before looking in abstract.</p>	<p>When considering different scenarios and points of view through drama, role play, stories and pictures, we encourage children to consider the consequences of different actions and explain why they think choices may be right or wrong, safe or dangerous. We encourage them to explore this in a safe environment before being able to apply these to their own lives. Scenarios include the uses of medicines/drugs, keeping safe around others, managing risks and decisions about relationships/friendships.</p> <p>Collective worship based on activities "In the News" and Philosophy for Children sessions actively encourage pupils to verbalise and contribute their reasoned views in a structured, democratic environment. Including the language of rights and responsibilities from early lessons on wants and needs, helps pupils see how their own moral values can relate to those of others beyond their own experience.</p>	<p>PSHE planning on areas such as wants/needs, rights/responsibilities and rules/laws helps us teach pupils about the way that societies function. Practical lessons in some year groups on how to operate without laws reinforce this. We teach pupils about different models of decision making and democracy/government/rule. The structure of techniques in PSHE lessons such as Circle Times and organised debates with group/team roles give pupils the skills and setting to participate and co-operate. They also reduce the 'risk' of offering contributions as written responses which will be kept are not used universally. This helps increase participation.</p> <p>PSHE lessons which encourage action and help pupils develop and form relationships give pupils the skills to work in different social contexts. Lessons are also designed in a way (Circle Time) to encourage conflicts to be resolved.</p> <p>We teach PSHE to pupils regardless of their ability. This inclusive approach models active participation.</p>	<p>Stores, films and pictures from the news encourage pupils to consider a range of cultural influences.</p> <p>Visiting speakers such as health professionals, police, childline and fire safety workers talk about their roles in supporting a positive community beyond the immediate cultural setting of the school and it's environment.</p> <p>PSHE lessons which build a sense of self worth through developing self awareness, discussing aims, strengths and goals, help to also develop empathy and awareness of others. This encourages tolerance and respect for cultural diversity in the immediate (class) setting before this is extended wider, beyond the pupils' own experience.</p> <p>Stories and resources chosen are carefully selected so as not to promote stereotypes and to actively challenge preconceptions.</p>
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<i>Tolerance</i>	<i>Rule of Law</i>	<i>Democracy</i>
<i>Those of different faiths and beliefs</i>	<i>Fairness, respect, and freedom of expression</i>	<i>Respect for democracy and support for participation in the democratic process</i>
Opportunities in PSHE		
<p>Understand what makes for good relationships with others. Self awareness leading onto awareness of others and tolerance of others/difference. Emotional intelligence developed through self awareness and empathy. Stories and settings chosen to support lessons which challenge stereotypes and preconceptions. Models for teaching (Circle Time, P4C, debates) promote a methodology which is inclusive, irrespective of levels of attainment, faiths or beliefs.</p>	<p>Techniques for lessons promote respect, listening as well as making contributions and responding constructively to others. Stories used in PSHE lessons such as Something Else, 2 monsters, the selfish crocodile and From the Other Side actively promote respect and fairness. Models for teaching such as Circle Time promote fairness and value the contribution of all class members equally.</p>	<p>Teaching about rules, laws, models of decision making, power and democracy. Group work and enquiry Actively modelling democratic processes including debates, different forms of voting and the freedom of speech.</p>

<i>Spiritual</i>	<i>Moral</i>	<i>Social</i>	<i>Cultural</i>
<p>Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values</p> <p>Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible</p> <p>Use of imagination and creativity in their learning</p> <p>Willingness to reflect on their experiences.</p>	<p>Ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives</p> <p>Understanding of the consequences of their actions</p> <p>Interest in investigating, and offering reasoned views about, moral and ethical issues.</p>	<p>Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds</p> <p>Willingness to participate in a variety of social settings, co-operating well with others and being able to resolve conflicts effectively</p> <p>Interest in, and understanding of, the way communities and societies function at a variety of levels.</p>	<p>Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage</p> <p>Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities</p> <p>Interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.</p>

Opportunities in PE

<p>The chance to reflect on performance is key in PE and games lessons. The children will reflect on their teamwork, participation and role. We will set personal and whole class goals at the start of a unit and evaluate whether we have reached them throughout the unit and at the end.</p> <p>It is crucial to abide by the rules for the activity children are participating in. We learn to respect the rules and enjoy our activity.</p> <p>It is critical that children challenge themselves – this could be through increasing the difficulty of their activity or creating a new activity which progresses their learning.</p> <p>In PE and games we reflect, via self assessment, peer assessment and teacher assessment, in a non judgemental way so children can challenge themselves to their next steps.</p>	<p>In a range of different activities the children will be faced with choices of what is right and wrong, eg, do I dive for a penalty? Children will be taught the rules of a sport/activity and we will discuss our right choices. We will discuss how making the correct choice is beneficial for both parties/teams. When you win, you win fairly.</p> <p>If we are participating in a sport and a child makes the wrong choice we will discuss the consequences to their actions. For example, if someone is sent off their team will be without a player (this will be particularly evident in stage 2 games).</p>	<p>It is key that children have the opportunity to work with a range of children throughout lessons as well as outer school activities. Sports isn't about just playing with your mates.</p> <p>We will continuously mix children and ask children to resolve issues with an adult acting as a supervisory role. We will discuss how teams don't always get on but they need to adapt to work together and this is what creates a team.</p>	<p>We have the opportunity to participate in a number of different activities like: cricket, hockey, football, rugby, Kidditch, handball etc. We will always discuss how National teams achieve in these sports.</p> <p>When we discuss our role models in sports they will come from a range of different ethnicities. As well as this we will also celebrate the successes of British athletes during the Paralympics.</p> <p>In our Sports day children all participate in a range of different activities. As well as this all children are expected to participate in games and PE lessons. Even those who are not in suitable kits will be given a specific role to their activity.</p> <p>When we explore a range of different sports we will discuss where the sport has originated, where it is popular and which countries excel.</p>
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<i>Tolerance</i>	<i>Rule of Law</i>	<i>Democracy</i>
<i>Those of different faiths and beliefs</i>	<i>Fairness, respect, and freedom of expression</i>	

Opportunities in PE

<p>Children will understand that tolerance is pivotal in teamwork. They will respect their team and also be tolerant of the different levels of skill and ability. The key to a good team is a respectful and happy team and the children will be taught to understand this.</p> <p>Not only will they be taught to be tolerant of their team but they will also be respectful and tolerant of the other team. All activities will be an enjoyable through respect of the rules and tolerance of others.</p>	<p>Children will be taught the rules of each activity they participate in. We will discuss the importance of the rules and why we should abide by them. We will identify the importance of respect in their activity and how this achieves a more enjoyable experience.</p> <p>Although children will be taught the skills to a sport, they will be encouraged to be creative and imaginative throughout. It is important as a sports person to express yourself freely.</p>	<p>We will teach about the rules of the sport, the power of decision making and playing fairly.</p> <p>Children will work in groups and we will model how they can fairly make decisions.</p> <p>When we evaluate a performance children will have the opportunity to agree and disagree with what was said. It is important that all children feel they have a voice however they will be taught to take positive criticism.</p>
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<i>Spiritual</i>	<i>Moral</i>	<i>Social</i>	<i>Cultural</i>
<p>Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values</p> <p>Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible</p> <p>Use of imagination and creativity in their learning</p> <p>Willingness to reflect on their experiences.</p>	<p>Ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives</p> <p>Understanding of the consequences of their actions</p> <p>Interest in investigating, and offering reasoned views about, moral and ethical issues.</p>	<p>Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds</p> <p>Willingness to participate in a variety of social settings, co-operating well with others and being able to resolve conflicts effectively</p> <p>Interest in, and understanding of, the way communities and societies function at a variety of levels.</p>	<p>Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage</p> <p>Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities</p> <p>Interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.</p>

Opportunities in Languages

<p>Children will reflect on their own experiences of visits to other countries where languages other than English are spoken. Through reflection and discussion of these experiences they will ignite an interest in the world around them.</p> <p>Learning about other cultures where our new language is spoken will offer the opportunity to develop mutual respect, tolerance and empathy for others.</p> <p>Use of creative role play will bring language to life and add relevance to learning.</p>	<p>Growing awareness of current affairs in our countries of interest will offer the opportunities to debate and consider moral and ethical issues.</p> <p>As a result of this debate they will be able to reflect on issues in their own environment.</p>	<p>Social skills will be developed through the use of role play, working and socialising with pupils within own class and potentially with partner schools both locally and abroad.</p> <p>Through research either on the internet or through visitors and overseas connections (via Skype?) children will question and develop an understanding of similarities and differences in communities and societies where our taught language is spoken.</p>	<p>Through research either on the internet or through visitors and overseas connections (via Skype?) children will question and develop an understanding of differences and similarities between their own cultural heritage and those of the partner country.</p> <p>Children will be able to use opportunities of studying French artists, authors and music to both enhance their linguistic ability and further their understanding of the cultural heritage of France and other French speaking countries.</p> <p>A themed cultural day across the whole school will offer opportunities to experience and reflect on the similarities and differences between cultures.</p>
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<i>Tolerance</i>	<i>Rule of Law</i>	<i>Democracy</i>
<i>Those of different faiths and beliefs</i>	<i>Fairness, respect, and freedom of expression</i>	
Opportunities in Languages		
<p>Learning about other cultures where our new language is spoken will offer the opportunity to develop mutual respect , tolerance and empathy for others.</p>	<p>Techniques for lessons promote respect, listening to, as well as making contributions and responding constructively to others.</p> <p>Through awareness of current affairs in our countries of interest children will evaluate respect, fairness and freedom of expression</p>	<p>Respect is shown for co-learners within the classroom to honour and consider all ideas.</p> <p>Children will learn to debate issues where there are differences of opinion particularly when considering cultural differences.</p>

<i>Spiritual</i>	<i>Moral</i>	<i>Social</i>	<i>Cultural</i>
<p>Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values</p> <p>Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible</p> <p>Use of imagination and creativity in their learning</p> <p>Willingness to reflect on their experiences.</p>	<p>Ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives</p> <p>Understanding of the consequences of their actions</p> <p>Interest in investigating, and offering reasoned views about, moral and ethical issues.</p>	<p>Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds</p> <p>Willingness to participate in a variety of social settings, co-operating well with others and being able to resolve conflicts effectively</p> <p>Interest in, and understanding of, the way communities and societies function at a variety of levels.</p>	<p>Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage</p> <p>Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities</p> <p>Interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities</p>

Opportunities in Music

<p>The chance to reflect on events, opinions, composers, music, songs, instruments through Collective Worship and assemblies. The chance for children of all abilities to partake in collaborative activities and encourage reflection in a positive, non judgemental way.</p> <p>Teachers encourage children to make contributions and take part in performances and to listen to those of others. This helps to ensure an ethos of mutual respect and tolerance.</p> <p>Use of imagination and creativity through composing and improvisation.</p> <p>Working as part of a team, listening to others and reflecting upon their own experiences. Enhance their sense of enjoyment through playing as part of group and feeling part of a team. (Choir, Orchestra, Recorders, class performances).</p>	<p>When considering different viewpoints about various pieces of music and the impact they have on individuals. We encourage children to consider and respect the viewpoints of others with regards to personal preferences.</p> <p>Opportunities to learn about historical attitudes to different types of music, for example Jazz, rap, gospel, slave songs, spiritual songs.</p>	<p>The structure of techniques in music give pupils the skills and setting to participate and co-operate. This helps increase participation as music lessons are generally practical. Music lessons which encourage action and help pupils develop and form relationships give pupils the skills to work in different social contexts.</p> <p>Children of all abilities have access to the music curriculum, and it is often an area where the less able achieve. This inclusive approach models active participation. Through participation at religious venues (Singing/playing in Romsey Abbey, Wellow Church) promotes an understanding of the way that communities and societies function at a variety of levels.</p> <p>Music is used as a way to celebrate achievements eg; reward assemblies, visiting guests, WW1 commemorations, parent visitors.</p>	<p>Music or events from the news (eg 10 Pieces, Last Post, Olympic Ceremony, Current pop Music, adverts, religious occasions) encourage pupils to consider a range of cultural influences.</p> <p>Visiting Musicians such as Roger the governor, parents, staff, peri teachers, Rock steady.</p> <p>Music lessons which build a sense of self worth through developing self awareness, discussing skills, strengths and goals, help to also develop empathy and awareness of others, particularly relating to performing. Music and resources chosen are carefully selected so as to understand, accept, respect and celebrate diversity and cultural differences.</p>
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<i>Tolerance</i>	<i>Rule of Law</i>	<i>Democracy</i>
<i>Those of different faiths and beliefs</i>	<i>Fairness, respect, and freedom of expression</i>	
Opportunities in Music		
<p>Awareness and appreciation of other cultures through learning about musicians and different genres. This is reinforced with a set programme of weekly music for assemblies which offers all KS1 and KS2 pupils a broad coverage of music from around the world.</p> <p>When composing and listening, pupils are taught how to respond to the work of others, taking into account the impact of their words.</p> <p>Performances are high profile – concerts and assemblies offer pupils the chance to experience performances, helping them to develop a sense of empathy which ties in with promoting tolerance.</p> <p>Pupils are also taught that different pupils may have different opinions about pieces of music.</p>	<p>Freedom of expression is promoted as children have the opportunity to compose and perform creative work. Respect is encouraged and developed through positive and considered reflection.</p> <p>Working in a group context, either as a whole class or as part of a composition group or ensemble requires sets of clear rules and fairness/respect which are always communicated clearly by teachers.</p>	<p>Pieces of group work such as composition and performances allow children to ensure and explore the value of all contributions in a group.</p> <p>Participation by all, as in a democratic system, is encouraged and enabled through initiatives such as whole school/key-stage singing or Listen2Me.</p> <p>Turn taking, sharing and the safe use of equipment</p>

<i>Spiritual</i>	<i>Moral</i>	<i>Social</i>	<i>Cultural</i>
<p>Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values</p> <p>Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible</p> <p>Use of imagination and creativity in their learning</p> <p>Willingness to reflect on their experiences.</p>	<p>Ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives</p> <p>Understanding of the consequences of their actions</p> <p>Interest in investigating, and offering reasoned views about, moral and ethical issues.</p>	<p>Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds</p> <p>Willingness to participate in a variety of social settings, co-operating well with others and being able to resolve conflicts effectively</p> <p>Interest in, and understanding of, the way communities and societies function at a variety of levels.</p>	<p>Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage</p> <p>Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities</p> <p>Interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.</p>

Opportunities in Art

<p>In looking at creative works, pupils have time to reflect on the themes and emotions that are communicated. In learning about different artists and what has inspired them, they are able to learn more about the world around them.</p> <p>Pupils produce creative work and their work in sketch books encourages reflection over time and review.</p>	<p>In exploring work of different artists from different times and cultures, pupils are able to consider and discuss moral and ethical issues. For example, the use of food in art. This is developed further with visits to art galleries where works which consider controversial themes are discussed.</p>	<p>Collaborative work in lessons, in pupils' own sketch books and when contributing to larger shared pieces teaches children the value and the skills of working together. This includes working with pupils from contrasting key stages and classes. Opportunities for artwork by pupils across local schools are exploited and work is shared with the community (library, lantern parade, Romsey Show).</p>	<p>The study of a range of artists allows pupils to describe similarities and differences across different disciplines and cultures.</p> <p>Opportunities to participate in cultural events such as the Romsey Show and Lantern parade are offered.</p> <p>Pupils are encouraged to reflect on each others' work which promotes respect and tolerance of different work and styles.</p>
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<i>Tolerance</i>	<i>Rule of Law</i>	<i>Democracy</i>
<i>Those of different faiths and beliefs</i>	<i>Fairness, respect, and freedom of expression</i>	
Opportunities in Art		
<p>Awareness and appreciation of other cultures through learning about artists, and using work from a range of artists as stimuli. Pupils are taught how to respond to the work of others, taking into account the impact of their words.</p> <p>Pupils are also taught that different pupils may have different opinions about works of art, or the issues which inspire them.</p>	<p>Freedom of expression is promoted as children have the opportunity to produce creative work. Respect is encouraged and developed through positive and considered reflection.</p>	<p>At times, group pieces of art work are undertaken which require conversations and discussion about the equality of opportunity to participate, and how group decisions are made.</p> <p>Children learn how to debate issues and contribute ideas as part of a larger community.</p>

<i>Spiritual</i>	<i>Moral</i>	<i>Social</i>	<i>Cultural</i>
<p>Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values</p> <p>Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible</p> <p>Use of imagination and creativity in their learning</p> <p>Willingness to reflect on their experiences.</p>	<p>Ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives</p> <p>Understanding of the consequences of their actions</p> <p>Interest in investigating, and offering reasoned views about, moral and ethical issues.</p>	<p>Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds</p> <p>Willingness to participate in a variety of social settings, co-operating well with others and being able to resolve conflicts effectively</p> <p>Interest in, and understanding of, the way communities and societies function at a variety of levels.</p>	<p>Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage</p> <p>Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities</p> <p>Interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.</p>

Opportunities in DT

<p>Reflecting on products and inventions, the diversity of materials and ways in which design can improve the quality of our lives</p> <p>Developing a sense of curiosity through dis-assembly/deconstruction of products</p> <p>Evaluation of products – does it meet the criteria – self and peer review and reflection</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<ul style="list-style-type: none"> • Awareness of the moral dilemmas created by technological advances • Use of sustainable materials – e.g. make do and mend focus, reduce, reuse, recycle • Consider the 'journey' of products eg food miles, mas imports, toys from China etc • Fair Trade products and associated issues 	<p>Opportunities to work as a team, recognising others' strengths, sharing equipment.</p> <p>Make healthy choices in designing menus e.g. to a tight budget</p>	<ul style="list-style-type: none"> • How different cultures have contributed to Technology • Creating a range of savoury dishes and developing culinary skills from across different cultures and time periods • Exploring products from a range of times, countries and cultures and religions eg puppets, buildings, clothing, bags and purses
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<i>Tolerance</i>	<i>Rule of Law</i>	<i>Democracy</i>
<i>Those of different faiths and beliefs</i>	<i>Fairness, respect, and freedom of expression</i>	
Opportunities in DT		
Respect for products and practices from other countries and cultures	Tolerance of other's work and their views about our products in evaluation Use of 'constructive criticism'	Group work and enquiry Allocating roles in group work Turn taking and safe use of equipment Valuing the contribution of others