



PSHE and Citizenship Policy

Philosophy and Aims

Personal and social development is an integral aspect of the curriculum at Ruislip Gardens. Under section 78 of the Education Act 2002 and the Academies Act 2010 such a curriculum:

- *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and*
- *prepares pupils at the school for the opportunities, responsibilities and experiences of later life.*

At Ruislip Gardens Primary School we recognise that the personal development of pupils, spiritually, morally, socially and culturally (SMSC) plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop:

- their own values and beliefs,
- spiritual awareness,
- high standards of personal behaviour,
- a positive, caring attitude towards other people,
- an understanding of their social and cultural traditions
- an appreciation of the diversity and richness of the cultures.

SMSC is a dimension of the whole school experience which makes the curriculum relevant, stimulating, creative and fun. It enriches each subject and the ethos of Ruislip Gardens and is an essential ingredient of school success.

It equips pupils with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component is providing opportunities for our pupils to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future (establishing an environment where BRITISH VALUES are upheld and promoted).

PSHE is an integral part of the curriculum contributing to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

We therefore plan for and make use of opportunities that will enable them to develop the following:

- Confidence and responsibilities and making the most of their abilities
- Knowledge and understanding about health and healthy lifestyles
- Personal, social and practical skills, preparing them to take an active role as citizens
- Their self esteem
- Acceptable moral standards throughout their lives
- Good relationships and respecting the differences between people

This is achieved by:

- Promoting a happy and safe atmosphere which reaches out to the children, the staff and all who come into the school's environment
- Encouraging and supporting the involvement of parents, of the Governing Body, external agencies, volunteers and the local community in the development of the PSHE curriculum



- Providing the pupils with a planned programme of PSHE activities which includes SEAL, QCA Citizenship, Coram Life Education (the Life Bus) and The Christopher Winter Project (SRE).
- Giving pupils a voice
- PSHE planned in conjunction with other relevant subjects to ensure consistency and continuity for all our pupils. These include science, computing, citizenship, physical education and art, design and technology.
- Our management of day to day incidents thereby ensuring that pupils are taught about how to keep themselves safe
- The support and teaching given by the Learning Mentor team
- Staff CPD on health and wellbeing issues
- Whole school and phase assemblies
- Participation in daily acts of collective worship
- Assessing, recording and monitoring impact and outcomes

Curriculum Overview

Using the PSHE Association guidelines, the programme of study is based on three core themes within which there is overlap and flexibility. These three themes are:

1. **Health and Wellbeing**
2. **Relationships**
3. **Living in the Wider World**

The overarching concepts and essential skills that will be taught are summarised as follows:

Health and Wellbeing:

Pupils should be taught:

- What is meant by a healthy lifestyle How to maintain physical, mental and emotional health and wellbeing
- How to manage risks to physical and emotional health and wellbeing
- Ways of keeping physically and emotionally safe
- About managing change, including puberty, transition and loss
- How to make informed choices about health and wellbeing and to recognise sources of help with this
- How to respond in an emergency
- To identify different influences on health and wellbeing

Relationships:

Pupils should be taught:

- How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
- How to recognise and manage emotions within a range of relationships
- How to recognise risky or negative relationships including all forms of bullying and abuse
- How to respond to risky or negative relationships and ask for help
- How to respect equality and diversity in relationships

Living in the Wider World:

Pupils should be taught:

- About respect for self and others and the importance of responsible behaviours and actions
- About rights and responsibilities as members of families, other groups and ultimately as citizens
- About different groups and communities To respect equality and to be a productive member of a diverse community
- About the importance of respecting and protecting the environment
- About where money comes from, keeping it safe and the importance of managing it effectively



- How money plays an important part in people's lives
- A basic understanding of enterprise.

Learning opportunities and Planning

The three core themes outlined above are achieved by using a scheme of work following a whole school spiral curriculum model. It is laid out in a two year programme to allow for a wider and deeper coverage of PSHE education and Citizenship and is divided into twelve half-term topics, six in Year A and six in Year B. The focus in Year A is mainly on personal and interpersonal relationships and health issues. This is widened out in Year B to include social and economic relationships, including international relationships. The range of topics ensure a comprehensive coverage of most PSHE education and Citizenship issues which would include community and participation, safety (including e-safety), health education (inc. SRE and Drugs Education), difference and diversity, personal relationships, the environment, financial capability, globalisation, social injustice, growth and change.

(SEE APPENDIX 1 for the colour-coded curriculum overview showing the balance of PSHE education, Citizenship and SEAL over the two years.)

The SEAL themes have been adhered to in calendar order and are intended to be supportive of, and therefore integrated into, the wider PSHE education or Citizenship focus rather than a stand-alone topic. Where possible, the topics are linked to whole school/calendar events which might be taking place and which provide a further opportunity to link with and reinforce the PSHE education focus of the half-term.

Years 1 and 2 follow the same units of work, as do Years 3 and 4 and Years 5 and 6. The scheme has as its premise a dedicated PSHE education teaching slot of 30-40 minutes per week and an average of 6 sessions per half-term. It is intended for KS1 and KS2 as ample coverage of PSED themes already occurs in EYFS.

PSE is covered in the EY Foundation Stage as part of Personal, Social and Emotional Development. Teachers use Development Matters (2012) to plan activities and areas focusing on self-confidence and awareness, feelings and behaviour and making relationships. Children are assessed in these areas at the end of Reception.

Equal Opportunities and Special Educational Needs

In Ruislip Gardens Primary School, all pupils are valued and we are committed to equal access to the whole curriculum. Throughout our programme of study, we promote positive attitudes towards all disabilities, cultures and gender and challenge stereotypical behaviour.

Particular care is taken to ensure that vulnerable pupils, including those with special educational needs, will receive their entitlement to PSHE, Citizenship and SEAL education. Teachers focus on developing confidence and skills to manage situations requiring decision-making. They identify the particular needs of each pupil and adapt and differentiate the programme of study accordingly.

Research confirms that if supported, valued, self-aware pupils can be 'in the moment' of the classroom and learn more effectively, they can maintain their motivation and they can realise their potential.

Assessment

Integral to effective teaching and learning in this area is using assessment to identify prior knowledge and understanding and have a sense of what the pupils themselves want and need to know. The previous National Curriculum end of key stage statements for KS1 and KS2 remain as guidelines for summative assessment (SEE APPENDIX 2).

Embedded within the scheme of work, there are 'end of key stage assessment activities' containing ideas and activities for individual pupils, pairs or small group work which will help record pupil work against each end of key stage statement for PSHE (except where those statements are met using SEAL activities).

Staff also monitor acquisition of skills, knowledge and attitude development through activities such as pupil self and peer assessment, surveys, verbal and written feedback and observation.

Development Plans:

- To review and update resources
- To develop more links with external agencies
- To use the Life Bus annually
- To develop the role of the School Council, Road Safety Officers and Eco Warriors



- To investigate and incorporate use of Go Givers online materials



RUISLIP GARDENS SCHEME OF WORK FOR PSHE, CITIZENSHIP, SEAL AND SCARF CURRICULUM OVERVIEW –WHOLE SCHOOL SPIRAL CURRICULUM OVER TWO YEARS

YEAR A	We're all stars!	Be friendly, be wise	Dear Diary	Daring to be different	Living long, living strong	Joining in and joining up
1	Devising a class charter Getting to know each other Problem-solving Looking after each other Happy playtimes Making choices SCARF 1.2	Making friends Falling out with a friend Managing anger Anti-bullying Hazards in the home and fire safety SCARF 1.5 Road safety	Asking for help Feeling loved and cared for Managing uncomfortable feelings Thoughts, feelings and behaviour Dealing with worries Supporting each other	Our likes and dislikes Feeling proud Being special Recognising worries Staying calm and relaxed Standing up for myself SCARF 1.6	SRE: keeping clean SRE: growing and changing SRE: families and care Looking after our teeth Staying healthy SCARF 1.1, 1.3 Setting a simple goal	Listening effectively Expressing opinions Knowing right and wrong Needs of living things Developing responsibility – looking after animals Who else looks after animals? SCARF 1.4
3	Devising a class charter Gifts and talents SCARF 3.6 Exploring feelings Working cooperatively Happy playtimes Having opinions	The importance of friends SCARF 3.5 Falling out with a friend Managing anger Anti-bullying What to do in an Emergency E-safety	Knowing where to go for help Taking responsibility Making wise choices Managing uncomfortable feelings Dealing with worries Supporting each other	Similarities and differences Feeling good about yourself Surprises Hopeful and disappointed Hiding or showing feelings Standing up for myself	SRE: male and female differences SRE: personal space SRE: family differences Feeling happy Staying healthy Overcoming barriers to reaching goals SCARF 3.2, 3.3, 3.4	Jobs at home and in school Representation – local council Voting and debating Having a say in the school community Voluntary, community and pressure groups Fund-raising
5	Devising a class charter Gifts and talents Exploring feelings Working cooperatively Communication skills Role models	Different types of friends Conflict resolution Managing anger Anti-bullying First Aid SCARF 5.1, 5.2, 5.4	Knowing where to go for help Managing uncomfortable feelings Put-downs and boost ups Breaking friends Forgiveness Supporting each other	Differences of opinion Agreeing and disagreeing Risky choices Standing out from the crowd Being assertive	SRE: puberty SRE: male and female changes SRE: puberty and hygiene The concept of well-being Being an effective learner Role models SCARF 5.6	Anti-social behaviour and the consequences of crime SCARF 5.3 Rules and laws The local courts Voting and debating Having a say in the school community Fund-raising Scarf 5.5, 5.7



RUISLIP GARDENS SCHEME OF WORK FOR PSHE, CITIZENSHIP, SEAL AND SCARF CURRICULUM OVERVIEW –WHOLE SCHOOL SPIRAL CURRICULUM OVER TWO YEARS

YEAR B	It's our world!	Say no!	Money matters	Who likes chocolate?	Growing up	People around us
2	Devising a class charter Getting to know each other SCARF 2.1 Communities we belong to Saving energy around school Recycling Pollution	Drugs Ed: medicines SCARF 2.1 Drugs Ed: household substances Drugs Ed: the dangers of smoking Drugs Ed: the dangers of alcohol Feeling safe Anti-bullying SCARF 2.4	Why do we have money? Keeping money safe Can I afford it? Wants and needs What does it mean to be rich? Setting a simple goal	Foods from around the world Customs and rituals Special day foods and celebrations How much chocolate do we eat? Where does chocolate come from? Fair trade principles	SRE: differences: boys and girls SRE: differences: male and female SRE: naming body parts Being unique Making change happen Changing our behaviour	Special people People who help us Feeling lonely SCARF 2.3 Different kinds of families Difficult choices People and places around the world SCARF 2.5, 2.6
4	Devising a class charter SCARF 4.1 Understanding rules and laws Saving energy (1) Saving energy (2) Climate change (1) Climate change (2) SCARF 4.2	Drugs Ed: risk taking SCARF 4.4 Drugs Ed: legal and illegal drugs SCARF 4.6 Drugs Ed: effects of smoking Drugs Ed: effects of alcohol Keeping safe (gangs) Anti-bullying SCARF 4.3	Keeping track of my money Paying for goods Family expenses Planning and budgeting Charity work Fund-raising for charity	The real cost of chocolate What is fair trade? Consumer power The media and information Advertising Recognising and challenging stereotypes	SRE: growing and changing SRE: body changes and reproduction SRE: what is puberty? Wishes, hopes and dreams Positive and unwelcome change SCARF 4.5	Similarities and differences How we are all connected Living and working cooperatively Recognising and challenging prejudice Gender stereotypes Contributing to society-jobs people do
6	Devising a class charter Understanding democracy Environmental awareness and responsibility Climate change (1) Climate change (2) Sustainability issues SCARF 6.1	Drugs Ed: risk taking and dealing with pressure Drugs Ed: legal and illegal drugs Drugs Ed: say no to smoking Drugs Ed: attitudes to alcohol Keeping safe (knives) Anti-bullying	Earning money Value for money Lending and borrowing money Achieving goals Deductions and expenses Poverty	Rich and poor nations Trade across the world Global footprints Food shortages and hunger Fairness and responsibility Reporting the news	SRE: puberty and reproduction SRE: relationships and reproduction SRE: conception and pregnancy SRE: being a parent Common responses to change Transition and moving on	National, religious and ethnic identities in the UK Different types of relationships Stereotyping and judgment Put-downs and conflict Ending friendships Forgiveness Scarf 6.2, 6.3, 6.4, 6.5, 6.6

**Appendix 2 : End of Key Stage Statements for summative assessment**

KS1 Statements	KS2 Statements
Recognise and describe some of their own feelings	Recognise and acknowledge their own worth and that of others
Express positive qualities about themselves Express positive qualities in others	Listen to and explain their views confidently, demonstrate respect for others' views
Give an opinion with reasons	Describe how they face new challenges positively
Be able to explain why some things keep them healthy	Know that there are physical and emotional changes at puberty, and can say what some of these are
Be able to say why a familiar situation is safe or unsafe	Talk about a range of jobs that people have, and some of the skills that different jobs might require
Recognise bullying, know that it is wrong, and how to get help	Know why it's important to save money, and talk about different ways to save
Recognise that their behaviour has an effect on others	Use their understanding to make positive choices that will affect their physical and mental health and well-being
Demonstrate respect for differences and similarities	Can describe different ways of dealing with peer influence and peer pressure and explain why this is important
Know how family and friends care for one another	Be able to assess risk to self in familiar situations
	Identify some of the effects of some substances and legal and illegal drugs Can describe different skills needed for good relationships
	Can recognise the impact of negative behaviour and can list ways of challenging it
	Demonstrate that they value the contribution that different people make to society



Spiritual, Moral, Social and Cultural Development

Ruislip Gardens Primary School

We believe that the ethos of our school underpins the SMSC development of all learners. SMSC is central to the life and work of our school, (including through Collective Worship)

Please see our school website for further information: www.ruislipgardensschool.co.uk

Subject	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
Mathematics	<p>By making connections between pupils' mathematical skills and real life; for example, creating bar charts to compare how a child in The Gambia spends their day with how children at Ruislip Gardens spend their time (Year 2)</p> <p>By considering pattern, order, symmetry and scale in both the man made and natural world.</p> <p>Quantum Theatre</p>	<p>By engaging pupils playfully; for example, in unequal shares of resources, why might someone be upset if they received less than other people?</p> <p>By reflecting on data that has moral and ethical implications; for example at harvest time, pupils consider the percentage of people around the world suffering from hunger (Year 6)</p> <p>Quantum Theatre</p>	<p>By the sharing of resources within the classroom, the negotiating of responses and group problem solving.</p> <p>By analysing social data e.g. on poverty and bullying, including cyber bullying in anti-bullying week.</p> <p>Quantum Theatre</p>	<p>By asking questions about the history of maths: for example, 'What did the Greeks discover that we still use in maths today?' (Year 5)</p> <p>Quantum Theatre</p>

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English	<p>In responding to a poem, story or text; pupils can be asked, 'I wonder what you think happens next?' 'How would you feel if you were the person in the story?' 'Where have you met these ideas before?'</p> <p>By appreciating the beauty of language. (Power of Reading, Shakespeare workshops and our Storytelling focus)</p>	<p>By exploring stimulus for thinking about the consequences of right and wrong behavior; pupils can speculate and apply their learning to their own lives. When they do this they are developing their speaking, listening and higher order thinking skills.</p> <p>By considering different perspectives.</p>	<p>By supporting conceptual and language development through an understanding of and debates about social issues e.g. the use of social media. (KS2 Assemblies)</p> <p>By providing opportunities for talk in a range of settings, especially through Power of Reading, class assemblies, Forest School and the children working with the Wizard theatre company.</p>	<p>By pupils telling stories from their own cultures and backgrounds creating the idea that 'everyone has a story to tell'</p> <p>By providing opportunities for pupils to engage with texts from different cultures e.g. creation stories from around the world, myths and legends, poems from other cultures etc. (Storytelling Week each year)</p>

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Science	<p>By demonstrating openness to the fact that some answers cannot be provided by Science.</p> <p>By creating opportunities for pupils to ask questions about how living things rely on and contribute to their environment.</p> <p>By using theatre company productions (Science Museum) which encourage our pupils to open up questions about the size of the universe and how it might have been formed.</p>	<p>By offering pupils the chance to consider the wonder of the natural world and the inventions which have made the world a better place.</p> <p>By considering that not all developments have been good because they have caused harm to the environment and to people. (Year 5 and 6)</p> <p>By encouraging pupils to speculate about how science can be used both for good and evil.</p>	<p>By using opportunities during Science lessons to explain how to keep other people safe and how they might protect a younger or vulnerable young person.</p> <p>By exploring the social dimension of scientific advances e.g. environmental concerns, medical advances, energy processes. (Year 6)</p>	<p>By asking questions about the ways in which scientific discoveries from around the world have affected our lives. There is a rich heritage of scientific discoveries from Hindu, Egyptian and Muslim traditions. (RE lessons)</p>

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<p>History</p>	<p>By considering how things would be different if the course of events had been different; for example what difference would it have made if the Romans had not invaded Britain or if the Normans had not been successful in 1066?</p> <p>By looking at the history of Andover and investigating the reasons why there are Iron Age hill forts etc. (Year 3)</p> <p>By speculating about how we mark important events from history and the people who shaped them e.g. Guy Fawkes on the 5th November, Remembrance Day.</p>	<p>By exploring the results of right and wrong behaviour in the past e.g. wars.</p> <p>By considering some of the characteristics of people who have had a bad influence and caused suffering to others. What have others done to stop injustice? Studying the influence of RAF Northolt.</p> <p>By going beyond the facts and asking pupils to make hypotheses and pose questions such as ‘what if...?’ ‘what would have turned a tragedy into a triumph?’ etc.</p>	<p>By giving the trigger for discussions about how groups and communities organised themselves in the past e.g. Ancient Greeks (Year 5).</p> <p>By considering questions about social structure in the past, for example, What might pupils say about the rights of children in Victorian times? (Year 1 and Year 6) Is it important that society looks after young children? Are there people in the world who still don’t get a fair deal?</p> <p>By encouraging pupils to talk to their parents and grandparents; for example, when learning about war through exploration of Remembrance.</p>	<p>By exploring the history of the Ruislip area. Regular visits from past pupils and other members of the local community.</p> <p>By investigating how culture is shaped by history, exploring the ‘cultural heritage’ and in particular the Christian Influence on British culture.</p> <p>By taking pupils on visits to heritage sites e.g. Stonehenge (Year 3)</p> <p>Knowledge of UK’s democratic parliamentary system and its central role in shaping our history and values.</p>

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Geography	<p>By using Google maps and asking pupils to imagine what it might be like to live in different parts of the world e.g. The Gambia in Year 2.</p> <p>By making links with history when exploring the environment and speculating on why the landscape is as it is i.e. in the local area study in Year 1.</p> <p>By comparing their lives with pupils living in other countries or other part of the UK, possibly through a schools linking programme.</p>	<p>By considering how people treat the environment; posing questions such as, 'How are we changing our surroundings – are some things for the better and others for the worse?' Who benefits and who suffers? What should be our personal response to these? Who should look after our environment?</p> <p>By maintaining our Eco school status.</p>	<p>By providing positive and effective links with the community, both locally in Ruislip (part of the Grand Cluster) and through linking with other schools with different demographics both in the UK and globally.</p> <p>By considering social responsibility e.g. care for the environment in Year 2 and impact of traffic on the local area in Year 1.</p>	<p>By making links with other countries through schools linking and cultural theme days e.g. The Gambia in Year 2.</p> <p>By exploring cultures that have had, and still have an impact on the local area e.g. Polish community (Polish War Memorial)</p>

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RE	<p>By experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religion and world views – Christianity and Hinduism in KS1 extending to include Judaism and Islam in KS2.</p> <p>By asking and responding to questions of meaning and purpose.</p> <p>By considering ‘big questions’ about God and the world.</p> <p>By exploring spiritual practices such as worship and prayer, and considering the impact of these on believers and communities.</p>	<p>By exploring morality including rules, teachings and commands such as The School Behaviour Policy, The Ten commandments, the sayings (hadith) of Muhammad in Year 6.</p> <p>By investigating the importance of service to others in Christianity, Sikhism, Hinduism and Buddhism.</p> <p>By exploring religious perspectives and responses to evil and suffering in the world</p> <p>By asking questions about the purpose and meaning of reconciliation and salvation e.g. exploring Yom Kippur and the Christian Easter story</p>	<p>By exploring the qualities which are valued by our school as well as a civilized society – thoughtfulness, honesty, respect for difference, independence and interdependence.</p> <p>By asking questions about the social impact of religion at an age appropriate level</p>	<p>By exploring similarities and differences between faiths and cultures - Christianity and Hinduism in KS1 extending to include Judaism and Islam in KS2.</p> <p>By considering in particular. different cultural expressions of different religions.</p> <p>By learning about UK Saints, especially through celebration of these in worship.</p> <p>By engaging with text, artefacts and other sources from different cultures and religious backgrounds.</p>

Subject	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
<p>PSHE/ Circle Time/ Themed Days and Weeks</p>	<p>By developing an awareness of and responding to others' needs and wants.</p> <p>By exploring meaning and purpose for individuals and society.</p> <p>By developing resilience and inner strength. By exploring spiritual practices such as worship and prayer, and considering the impact of these on believers and any relevance to their own life</p> <p>Life Bus lessons and annual visit</p>	<p>By exploring what is right and wrong and to work out what we need to do in this particular community to make sure everyone thrives.</p> <p>By making explicit links to the school's distinctive ethos</p> <p>Life Bus lessons and annual visit</p>	<p>By helping pupils to engage in a democratic process for agreeing the rules for community life e.g. creating class charters each new school year.</p> <p>By creating opportunities for pupils to exercise leadership and responsibility through membership of School Council, JRSOs, MRSOs, ECO Warriors, Year 6 Circle Time Leaders, Playground Rangers, Reading Buddies. Pupils might be asked 'Why do we think this is important?' 'What could we do about it?' 'Who would like to take it further?'</p> <p>Life Bus lessons and annual visit</p>	<p>By exploring how different cultures can offer great insights into how we lead our lives.</p> <p>By providing pupils with opportunities to make choices about aspects of classroom and school life.</p> <p>Life Bus lessons and annual visit</p>

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<p>Art and Design</p>	<p>By providing plenty of rich opportunities for pupils both to explore the spiritual dimension and natural phenomena e.g. Northern Lights, the sea.</p> <p>By exploring different artists' interpretations of a key figure or event and asking what the artist was trying to convey e.g. Jesus in RE.</p> <p>By exploring ideas, feelings and meaning to make sense of them in a personal way in their own creative work, and to make connections with others.</p> <p>By promoting the process of 'reviewing and evaluating'; for example, visiting a museum and associated follow-up</p>	<p>By exploring how emotions and inner feelings are expressed through painting, sculpture and architecture.</p> <p>By responses to and use of visual images to evoke a range of emotions.</p>	<p>By sharing of resources.</p> <p>By exploring social conflict and resolution.</p> <p>By exploring art as a powerful social tool e.g. in advertising, in representing particular groups.</p> <p>By learning to value different ideas and contributions and develop respect for the ideas and opinions of others and to work on collaborative projects.</p>	<p>By experiencing a wide range of creative media from around the world.</p> <p>By developing aesthetic and critical awareness at an age appropriate level.</p> <p>Helping pupils to recognize how images and artefacts can have an influence on the way people think and feel, and to understand the ideas, beliefs and values behind their making.</p> <p>By working towards Artsmark award.</p>



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Music	<p>By allowing pupils to show their delight and curiosity in creating their own sounds.</p> <p>By making links between their learning in RE, Geography etc. with music being played as background i.e. Christmas Carols, African music.</p> <p>By considering how music makes one feel and can 'move us' deeply. (Choirs visiting local</p>	<p>By exploring how music can convey human emotions such as sadness, joy, anger etc.</p> <p>By appreciating the self-discipline required to learn a musical instrument e.g. peripatetic lessons and Recorder club.</p>	<p>By exploring how an ensemble or orchestra works together By discussing and experimenting with what would happen if musicians in a band/group didn't co-operate.</p> <p>By appreciating how music is used in different ways in different settings e.g. for pleasure, for worship, to help people relax.</p> <p>Membership of choirs and participation in Class assemblies and Christmas and Summer Productions.</p>	<p>By giving all pupils an opportunity to learn a musical instrument and to take part regularly in singing in each worship and for longer periods on a Thursday morning in Hymn Practice each week.</p> <p>By encouraging pupils to listen and respond to traditions from around the world e.g. Music lessons.</p> <p>By appreciating musical expression from different times and places.</p>



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Drama	By allowing for insight, self-expression and the chance to walk in someone else's shoes e.g. Wizard theatre, Power of Reading role play opportunities. Cat's Grin Theatre	By expressing what it feels like to be wronged and what remedies might make things better for the injured e.g. during Anti-bullying Week. Cat's Grin Theatre	By exploring similarities and differences and how respect for others can be expressed. By building self-esteem and encouraging self worth. Cat's Grin Theatre	By taking different roles from other backgrounds. By using different dramatic conventions to encourage empathy. Cat's Grin Theatre



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Design and Technology	By enjoying and celebrating personal creativity. By reviewing and evaluating created things.	By raising questions about the effect of technological change on human life and the world around them.	By exploring dilemmas that individuals may face and developing practical solutions to these problems By making a contribution to the Winter market.	By considering cultural influences on design By asking questions about functionality v aesthetics.



Subject	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
Computing	<p>By wondering at the power of the digital age e.g. use of the internet</p> <p>By understanding the advantages and limitations of ICT.</p> <p>By using the internet as a gateway to big life issues.</p>	<p>By exploring the moral issues surrounding the use of data.</p> <p>By considering the benefits and potential dangers of the internet – e.g. campaigns for charities and injustice as a force for good. Cyber bullying as a danger (Anti-bullying week and booklets distributed to every family)</p> <p>By considering the vision of those involved in developing the web.</p>	<p>By links through digital media services with other schools and communities.</p> <p>By highlighting ways to stay safe when using on line services and social media</p> <p>By being prepared to work with technology to forge new relationships.</p> <p>By discussing the impact of ICT on the ways people communicate e.g. Skype.</p>	<p>By exploring human achievements and creativity in relation to worldwide communications.</p> <p>By developing a sense of awe and wonder at human ingenuity.</p>



Subject	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
PE	<p>By delighting in movement, particularly when pupils are able to show spontaneity.</p> <p>By taking part in activities such as dance, games and gymnastics which help pupils to become more focused, connected and creative.</p> <p>By being aware of one's own strengths and limitations e.g. Year 4 swimming lessons, participation in Sports Day.</p> <p>A-Life week and Forest School</p>	<p>By discussing fair play and the value of team work.</p> <p>By developing qualities of self-discipline, commitment and perseverance.</p> <p>By developing sportsmanship e.g. through shaking the hand of a competitor at the end of an event, regardless of the result.</p> <p>A-Life week and Forest School</p>	<p>By developing a sense of belonging and self-esteem through team work to create a dance, participate in a race etc.</p> <p>By developing a sense of community identity through taking part in inter school events.</p> <p>By offering a variety of extra-curricular sporting activities that are cross phase/year group, enabling pupils' to work together in a variety of different groupings and contexts.</p> <p>A-Life week and Forest School</p>	<p>By learning about the history of sport, and where they originate from e.g. The Olympics when studying the Greeks.</p> <p>By making links with national and global sporting events such as the World Cup and the Olympics.</p> <p>By exploring rituals surrounding sporting activities e.g. medal ceremonies.</p> <p>A-Life week and Forest School</p>

