



LDBE
Lichfield Diocesan
Board of Education



Mid-Trent
Multi Academy Trust

Spiritual, Moral, Social and Cultural Education Policy

‘But the fruit of the Spirit is love, joy, peace, forbearance, kindness, goodness, faithfulness, gentleness and self-control.’

Galatians 5:22-23

April 2022



St Andrew's CE
Primary School



Colwich CE Primary
School



St Peter's CE Primary
School



Flourish Early
Education

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1.0	LGB	28.03.2019	LGB Spring 2019
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What is SMSC?

SMSC stands for spiritual, moral, social and cultural development. Spiritual, Moral, Social and Cultural (SMSC) development is the over-arching umbrella that encompasses personal development across the whole curriculum and all schools must show how well their pupils develop in these areas.

The effectiveness of the school's provision for SMSC is evaluated regularly through Ofsted and SIAMS inspections.

Vision Statement

'Opening Doors with Learning, Faith and Care'

Through actively opening doors for everyone in our community, we remove barriers and support all to appreciate 'life in all its fullness' (John 10:10).

As a learning community, we nurture and grow each other as individuals, encouraging all to stretch themselves spiritually, morally, intellectually, emotionally, socially and physically in order to achieve more than they dreamed possible.

We understand that our adventures may be littered with challenges, but with friendship, perseverance and courage we know that 'we can do all things through Christ who strengthens us' (Philippians 4 v 13).

Through implementing this policy, we ensure that our vision is realised by providing all learners with a curriculum which supports all to develop themselves 'spiritually, morally, intellectually, emotionally, socially and physically' in order to achieve 'more than they dreamed possible' and appreciate 'life in all its fullness (John 10:10)'

Intent

Through our provision of effective SMSC education, our learners will become resilient, independent and thoughtful, able to overcome life's challenges, in order to create a world of community, acceptance, collaboration and kindness.

At St. Peter's CE Primary School, we consider the pupils spiritual, moral, social and cultural development to be at the centre of our school ethos and the responsibility of the whole curriculum.

We strive to provide and maintain for our pupils an education that provides opportunities so that they can 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 and an appreciation of the diversity and richness of other cultures.

We believe spiritual, moral, social and cultural development is promoted through the school ethos, the climate of the school, collective worship, all curriculum areas, behaviour policy, extra-curricular and other activities.

Aims of SMSC

To encourage pupils to develop their own beliefs and values about life and religion

- To promote an appreciation of alternative individuals and shared beliefs.
- To develop appropriate personal and social behaviour in response to other cultures and environments.
- To develop an awareness of oneself in terms of thoughts, feelings, emotions, responsibilities and experiences and the development of self-respect.
- To recognise and value the worth of all individuals irrespective of gender, ethnicity, sexuality or religion thus developing a sense of community and the ability to build relationships with others.
- To promote curiosity in order to make sense of the world.

Spiritual Development

To talk about spirituality is, essentially, to talk about something which is beyond words. Rabbi Hugo Gryn defines spirituality as:

*‘Spirituality is like a bird; if you hold it too tightly, it chokes; if you hold it too loosely, it flies away.
Fundamental to spirituality is the absence of force.’*

Rabbi Hugo Gryn

As a result of adopting this definition, we understand that our role in developing learners spirituality is to expose them to multiple opportunities to experience spirituality throughout their learning adventure and wider school life at St. Peter’s. If we view spirituality as a developing photograph, the more we expose learners to opportunities to develop spiritually, the clearer their spiritual self will become. But, like a photograph, this will happen at different times for each individual learner.

To make conversations about spirituality more accessible to every member of our school community, we explore the models of spirituality identified by Liz Mills (Windows, Mirrors, Doors) and also Andrew Rickett (Self, Others, Beauty and Beyond). We see spiritual development as an important element of a pupil’s education and fundamental to other areas of learning.

Through our provision for Spiritual Development, we aim to provide opportunities that will enable learners to:

- Reflect on and develop their own personal beliefs and values, especially on questions about religion, life’s purpose, personal and social actions.
- Enhance their spiritual awareness through quiet / reflection spaces;
- Experience stilling / mindfulness through the curriculum;
- Sustain their self-esteem in their learning experience;
- Develop their capacity for critical and independent thought;
- Foster their emotional life and express their feelings;
- Empathise with others;
- Discuss their beliefs, feelings, values and responses to personal experiences;
- Form and maintain worthwhile satisfying relationships that cherish themselves, and others, as uniquely and wonderfully made (Strand 5 SIAMS 2021 Revised Evaluation Schedule)

- Form healthy relationships where they offer dignity and respect to others (Strand 5 SIAMS 2021 Revised Evaluation Schedule)
- Reflect on, consider and celebrate the wonders and mysteries of life.

Our curriculum for Spiritual Development is delivered through:

- School vision and values
- All Curriculum Subjects, but specifically through Religious Education, PSHE, History, Geography, Science (See individual curriculum statements)
- Daily acts of collective worship (See collective worship policy)
- Regular spirituality drop-down days
- Behaviour policy
- School culture and ethos
- Informal opportunities for stillness, meditation and prayer

Specific examples of how Spiritual Development is delivered in each age phase is included in the SMSC long term plan available on our school website: <https://www.st-peters-hixon.staffs.sch.uk/learning-adventure/smsc/>

Moral Development

As a Church school, we pride ourselves on developing learners' moral compass, supporting learners to recognise the difference between right and wrong (informed by our school and wider Christian values) and support them in applying this understanding every day in their thoughts, words and actions.

Through our provision for Moral Development, we aim to provide opportunities that will enable learners to:

- Acquire an understanding of the difference between right and wrong and of moral conflict;
- Develop a concern for others and the will to do what is right;
- Tell the truth and keep promises (unless there is a safeguarding issue);
- Respect the rights and property of others;
- Act with consideration towards others;
- Take personal responsibility for their actions;
- Have self-discipline and reflect on the consequences of their actions;
- Develop knowledge, skills, understanding, qualities and attitudes in order for them to make responsible moral decisions and to act on them, including helping those less fortunate than themselves;
- Learn forgiveness and reconciliation that encourages good mental health, and enables all to flourish and live well together (Strand 4 SIAMS 2021 Revised Evaluation Schedule);
- Understand the meaning of 'good disagreement' (Strand 4 SIAMS 2021 Revised Evaluation Schedule).
- Understand social justice and a concern for the disadvantaged and how they can challenge injustice (Strand 3 SIAMS 2021 Revised Evaluation Schedule)

Our curriculum for Moral Development is delivered through:

- School vision, values, culture and ethos
- All Curriculum Subjects, but specifically through Religious Education, PSHE, History, Geography, Science (See individual curriculum statements)
- Daily acts of collective worship (See collective worship policy)
- Annual class Social Action Projects

- Behaviour policy
- Lunchtime Big Questions

Specific examples of how Moral Development is delivered in each age phase is included in the SMSC long term plan available on our school website: <https://www.st-peters-hixon.staffs.sch.uk/learning-adventure/smsc/>

Social Development

As a Church school at the heart of our community, it is important to us to engender a sense of society and belonging in all our learners. Our programme of Social Development encourages our learners to develop the skills and personal qualities necessary for individuals to live and function effectively in society.

Through our provision for Social Development, we aim to provide opportunities that will enable learners to:

- Develop the ability to be aspirational, resilient and persevere when things go wrong (Strand 3 SIAMS 2021 Revised Evaluation Schedule)
- Overcome barriers to their own learning and to make positive choices (Strand 3 SIAMS 2021 Revised Evaluation Schedule)
- Become courageous advocates for change in their local, national & global communities (Strand 3 SIAMS 2021 Revised Evaluation Schedule)
- Use of a range of social skills in a wide range of different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- Participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- Take an interest in, and understanding of, the way communities and societies function at a variety of levels.
- Connect the schools ethical and charitable activities to its vision and values (Strand 3 SIAMS 2021 Revised Evaluation Schedule)
- Ask the 'big questions' about life that develop their understanding of disadvantage, deprivation and the exploitation of the natural world (Strand 3 SIAMS 2021 Revised Evaluation Schedule)
- Engage in diocesan and other global companion/world links (Strand 3 SIAMS 2021 Revised Evaluation Schedule)

Our curriculum for Social Development is delivered through:

- Daily opportunity for free-play at break and lunch time
- Leadership at all levels
- School vision, values, culture and ethos
- All Curriculum Subjects, but specifically through Art, Design and Technology, Physical Education (See individual curriculum statements).
- Annual class Social Action Projects and whole-school charity projects
- Behaviour policy

Specific examples of how Social Development is delivered in each age phase is included in the SMSC long term plan available on our school website: <https://www.st-peters-hixon.staffs.sch.uk/learning-adventure/smsc/>

Cultural Development

As part of a multi-cultural local and global community, developing learners understanding of, respect for and acceptance of difference and diversity is central to our work in creating God's Kingdom on Earth. At St. Peter's we work together to create a world of community, acceptance, collaboration and kindness.

Through our provision for Cultural Development, we aim to provide opportunities that will enable learners to:

- Recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society
- Understand, accept, respect and celebrate difference and diversity within our school community, locality and wider society. (Strand 5 SIAMS 2021 Revised Evaluation Schedule)
- Understand themselves through learning about and appreciating the wide range of cultural influences that have shaped their own heritage
- Participate in a wide range of cultural opportunities
- Develop positive attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.
- Develop an understanding of their own social and cultural environment
- Live positively within a culture of mutual respect, with respect for their own culture and that of others
- Take an interest in others' ways of doing things and curiosity about differences
- Gain the knowledge, skills, understanding, qualities and attitudes that they need to understand, appreciate and contribute to culture.

Our curriculum for Cultural Development is delivered through:

- School vision, values, culture and ethos
- Daily acts of Collective Worship
- All Curriculum Subjects, but specifically through Art, English, History, PSHE and Religious Education, Modern Foreign Language (See individual curriculum statements).
- Regularly spirituality drop down days (Eg. Wonderfully Made, Light)
- Engagement with cultural projects and global links
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Specific examples of how Cultural Development is delivered in each age phase is included in the SMSC long term plan available on our school website: <https://www.st-peters-hixon.staffs.sch.uk/learning-adventure/smsc/>

Organisation

We believe spiritual, moral, social and cultural development takes place across all subject curriculum areas and every opportunity is taken by teachers to ensure regular opportunities for learners to:

- Talk about personal experiences and feelings;
- Express and clarify their own ideas and beliefs;
- Speak about difficult events;
- Share thoughts and feelings with other people;
- Explore relationships with friends, family and others;
- Consider others needs and behaviour;
- Show empathy;
- Develop self-esteem and a respect for others;
- Develop a sense of belonging;

- Develop the skills and attributes that enables them to develop socially, morally, spiritually and culturally

Specific examples of how SMSC Education is delivered in each age phase is included in the SMSC long term plan available on our school website: <https://www.st-peters-hixon.staffs.sch.uk/learning-adventure/smsc/>

Roles and Responsibilities

SMSC Lead (Mrs C Pilkington) is responsible for supporting and leading spiritual, moral, social and cultural development in our school, including monitoring opportunities for SMSC development across the curriculum and beyond.

This role also includes:

- Ensuring personal knowledge and expertise are kept up-to-date by participating in CPD and shared good practice
- Providing and sourcing in-service training for staff as necessary
- Ensuring all staff are familiar with the expectations for SMSC
- Acquiring and organising appropriate resources to support delivery of the SMSC curriculum
- Monitoring and evaluating the effectiveness of SMSC across the school including gathering evidence to support judgements for SMSC within school self-evaluations (SIAMs and Ofsted) and subject audits.

Monitoring and Evaluation

The school's SMSC lead reviews this policy every 3 years (or sooner if guidance/ provision changes) and this is reviewed at school level by the Local Academy Committee (LAC). Once reviewed by the LAC, a recommendation to approve is received by the CEO, who has the power to approve on behalf of the MAT Board.

Parents and carers are invited to evaluate and comment upon the school's SMSC curriculum through responding to an annual parent questionnaire, the outcomes of which are reviewed by the school's LAC.

The school's LAC is responsible for ensuring that this policy is implemented effectively and that practice is consistent with the school's Christian vision, through receiving of regular reports and conducting monitoring and support visits in school as requested by the LAC.

Publication and Review

This policy is made available to parents/carers through publication on the school website and available to staff and LAC members through publication on the Mid-Trent MAT Policies Hub.

This policy is scheduled to be reviewed **every 3 years** or more frequently if guidance or provision undergoes significant changes.

This policy as last reviewed on 25.04.2022 by Charlotte Pilkington, Headteacher on behalf of Mid-Trent MAT.

Policy approved by the CEO on 29.04.2022.

Policy due for review on, or before, 25.04.2025.

Vision and Values

'Opening doors with learning, faith and care'

Compassion, Perseverance, Courage, Thankfulness, Respect, Friendship



SMSC Education at St. Peter's CE Primary School

Opening doors with learning,
faith and care

Through actively opening doors for everyone in our community, we remove barriers and support all to appreciate 'life in all its fullness' (John 10:10).

As a family, we nurture and grow each other as individuals, encouraging all to stretch themselves **spiritually, morally**, intellectually, emotionally, **socially, culturally** and physically in order to achieve more than they dreamed possible.

We understand that our adventures may be littered with challenges, but with friendship, perseverance and courage we know that 'we can do all things through Christ who strengthens us' (Philippians 4 v 13).

Positive Behaviour for Learning Policy

Golden Rule: 'Do Unto Others as you would have them do unto you'

Regular rewards for demonstrating positive behaviour and opportunity for timely forgiveness and reparation.

Extra-Curricular and Enrichment Opportunities

Wide variety of extra-curricular activities offered to all each half-term. Residential visits for Year 4 and Year 6 learners. Spirituality days and arts participation.

Collective Worship

Daily acts of collective worship developing Christian values, including opportunities for reflection, thoughtfulness and prayer. Opportunities to ask and answer big questions and apply learning in context.

Children as Champions of Change

Annual child-choice social action projects within each class, child-led action and real opportunity to make a difference within local and global community. School council projects and charitable giving.

The Curriculum

Opportunities for learners to make choices in learning, work together, support others, develop compassion and understanding for others, experience challenge and learn about other cultures.

Whole-Child Development Programme

PSHE Curriculum, St. Peter's Promise, Drop down days and theme weeks (inc. wonderfully made, Anti-bullying, PFEG, E.Safety, Mental Health)

Leadership at all Levels

- ★ School Council ★ Worship Council
- ★ Play Leaders ★ Table Leaders
- ★ Classroom Monitors
- ★ Roles and Responsibilities



Spiritual Development

Spiritual Development involves: Developing children's sense of self, unique potential, understanding of self: including strengths and areas of development, curiosity about themselves and their place in the world, fundamental questions.

- **Experiencing fascination, awe and wonder:** Is shown by pupils' sense of enjoyment and fascination in learning about themselves, others and the world around them.
- **Exploring the values and beliefs of others:** Is shown by pupils' knowledge of, and respect for, different people's faiths, feelings and values
- **Understanding spiritual-self:** Is shown by pupils' ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- **Understanding human feelings and emotions:** Is shown by pupils' willingness to reflect on their experiences
- **Using imagination and creativity in learning:** Is shown by pupils' use of imagination and creativity in their learning

	Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Autumn	Emotional Register Building blocks of Friendship Reception Social Action Project: Climate Change RE Aut 1: Why is the world God so important to Christians RE Aut 2: Why do Christians perform nativity plays at Christmas? PSHE Aut 2: Happy and Healthy Me TOPIC: All About me TOPIC: What makes me special? TOPIC: The Arctic (Awe and Wonder)	Kindness Advent Calendar RE Aut 1: What do Christians believe God is like? RE Aut 2: What are festivals and why do we have them? PSHE Aut 2: Happy and Healthy Me History: The First World War (Remembrance) Y1 English: Dogger by Shirley Hughes	Kindness Advent Calendar Year 4 Social Action Project: Macmillan Cancer Appeal Y3 RE Aut 1: What is the Trinity? Y3RE Aut 2: How special is the relationship Jews have with God? Y4 RE Aut 1: What do Christians learn from the creation story? Y4 RE Aut 2: What is the Trinity? PSHE Aut 2: Happy and Healthy Me History: Ancient Egypt (Pyramids, Gods and rituals) Y4 English: Asha and the Spirit Bird by Jasbinder Bilan	Kindness Advent Calendar Y5/6 RE Aut 1: What does it mean if God is holy and loving? Y5/6 RE Aut 2: What would Jesus do? PSHE Aut 2: Happy and Healthy Me History: Early Civilizations (Awe and Wonder) Science: Physics – Forces English: Balanced Arguments Y5/6 English: Wonder by R.J. Palacio Science: Biology – Evolution and Inheritance
	Spirituality Day: Light (inc. Diwali); Collective Worship Themes: Friendship, Perseverance, Thankfulness, Compassion; Open the Book Worship; Christmas Church Service; Early Years and Key Stage 1 Nativity; Golden Book Worship; Harvest Festival; Charitable Giving: House of Bread, Children in Need Katharine House Hospice; Extra-Curricular Activities: Choir, Art; Celebrations: Harvest, Christmas, Diwali; Golden rule behaviour system and opportunities for forgiveness.			
Spring	Chinese New Year Emotional Register Easter Drop Down Day RE Spr 1: What makes people special? RE Spr 2: Why do Christians put a cross in the Easter garden? PSHE Spr 2: Me and Other People TOPIC: Fairy Tales and New Year	RE Spr 1: Was it always easy for Jesus to show friendship? RE Spr 2: Why does Easter matter to Christians? PSHE Spr 2: Me and Other People Y2 English: How to Live Forever by Colin Thompson Science: Plants and Animals	Year 3 Social Action Project: Refugees with ASHA North Staffordshire. Y3 RE Spr 1: What is it like to follow God? Y3RE Spr 2: Why do Christians call the day Jesus died 'Good Friday'? Y4 RE Spr 1: What can we learn about Islam from a Mosque? Y4 RE Spr 2: What is it like to follow God? PSHE Spr 2: Me and Other People History: Early Britain (Stonehenge) Y3 English: Firework Maker's Daughter	Year 5 and 6 Social Action Project: Recycling with Tranquillity local recycling hub. Y5/6 RE Spr 1: How important is it for Jewish people to do what God asks them to do? Y5/6 RE Spr 2: What did Jesus do to save human beings? PSHE Spr 2: Me and Other People History: The Tudors Science: Earth and Space. Y5/6 English: Kensuke's Kingdom by Michael Morpurgo Geography: Volcanoes and Earthquakes Geography: The Amazon
	Spirituality Day: Journeys, Collective Worship Themes: Respect, Courage, Trust, Truthfulness, Justice; Open the Book Worship; Easter Church Service and Holy Communion; Mother's Day Tea, Golden Book Worship; Charitable Giving: Ukraine Appeal, Comic relief, Extra-Curricular Activities: Singing, Celebrations: Epiphany, Chinese New Year, Valentine's Day, Mothering Sunday, Lent, Holy Week, Easter, Ramadan, Passover, Holi. Golden rule behaviour system and opportunities for forgiveness.			
Summer	Emotional Register RE Sum 1: What makes places special? RE Sum 2: What can we learn from stories? PSHE Sum 1: Me and My relationships PSHE Sum 2: Me in the World TOPIC: TOPIC:	Year 1 and 2 Social Action Project: Share a Pencil RE Sum1: What is the Good News that Jesus brings? RE Sum 2: What do Muslim's Believe? PSHE Sum 1: Me and My relationships PSHE Sum 2: Me in the World History: Making a Difference (Awe and Wonder – Human endeavour) Y2 English: Black Dog by Levi Pinfold Y1 English: The Snail and the Whale	Y3 RE Sum 1: What kind of world did Jesus want? Y3RE Sum 2: What can we learn from a Synagogue? Y4 RE Sum 1: When Jesus left, what was the impact of Pentecost? Y4 RE Sum 2: How is life like a journey? (Study of Christianity and Judaism) PSHE Sum 1: Me and My relationships PSHE Sum 2: Me in the World History: Early Britain (Stonehenge) Science: Earth and Space. Y3 English: Leon and the Place Between	Y5/6 RE Sum 1: What kind of king is Jesus? Y5/6 RE Sum 2: What is the best way for Jews to show commitment to God? PSHE Sum 1: Me and My relationships PSHE Sum 2: Me in the World Y5/6 English: The Island by Armen Greder Y5/6 English: If by Rudyard Kipling
	Spirituality Day: Water (linked to St. Peter's Day), Collective Worship Themes: Forgiveness, Service, Generosity; Open the Book Worship; St. Peter's Day Church Service; Golden Book Worship; Charitable Giving: Feed the Hungry, Extra-Curricular Activities: Art; Celebrations: Father's Day, Summer Solstice, St. Peter's Day. Golden rule behaviour system and opportunities for forgiveness.			



Moral Development

Moral Development involves: teaching children about right and wrong, moral conflict, a concern for others, will to do what is right, reflect on the consequences of their actions and learn how to forgive themselves and others, ethics, debate and managing complex questions.

- **Investigating moral values and ethical issues:** Is shown by pupils' interest in investigating, and offering reasoned views about, moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.
- **Recognising right and wrong and applying it:** Is shown by pupils' ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England.
- **Understanding the consequences of actions:** Is shown by pupils' understanding of the consequences of their behaviour and actions.

	Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Autumn	Reception Social Action Project: Climate Change Establishing class rules and expectations PSHE Aut 1: Me and My School PSHE Aut 2: Happy and Healthy Me TOPIC: The Arctic Rec English: Lost and Found by Oliver Jeffers (Caring for the planet) Rec English: Elmer (Difference and Diversity)	Establishing class rules and expectations PSHE Aut 1: Me and My School PSHE Aut 2: Happy and Healthy Me History: The First World War Y1 English: Cops and Robbers (Right and Wrong) Y2 English: Dear Greenpeace by Simon James (Caring for the planet) Y2 English: The Tin Forest by Helen Ward (Caring for the planet)	Establishing class rules and expectations Year 4 Social Action Project: Macmillan Cancer Appeal PSHE Aut 1: Me and My School PSHE Aut 2: Happy and Healthy Me History: Ancient Egypt Y3 English: The Fantastic Flying Books of Mr. Morris Lessmore by W.E. Joyce (Caring for the World) Y4 English: Protest! How people have come together to change the world. By Alice Hawthorth-Booth and Emily Hawthorth-Booth (Moral issues)	Establishing class rules and expectations PSHE Aut 1: Me and My School PSHE Aut 2: Happy and Healthy Me History: Early Civilizations Y5/6 English: Debate and balanced argument Y5/6 English: War Horse by Michael Morpurgo (Morality of war) Y5/6 English: Once by Morris Gleitzman (Morality of war)
	Collective Worship Themes: Friendship, Perseverance, Thankfulness, Compassion; Charitable Giving: Ukraine Appeal, Comic relief; Extra-Curricular Activities: Cycling ; Celebrations: Harvest, Golden rule behaviour system and opportunities for forgiveness and reparation; Macmillan coffee morning event; Establishing class and school rules for living well together; Lunchtime Big Questions.			
Spring	PSHE Spr 1: Me and My Safety PSHE Spr 2: Me and Other People TOPIC: People who help us (inc. visitors from police and fire service).	PSHE Spr 1: Me and My Safety PSHE Spr 2: Me and Other People History: Life in London Y2 English: The Great Paper Caper by Oliver Jeffers (Recycling) Y2 English: Diary of a Killer Cat (Moral Dilemma)	Year 3 Social Action Project: Refugees with ASHA North Staffordshire. PSHE Spr 1: Me and My Safety PSHE Spr 2: Me and Other People History: Early Britain Y4 English: Varmints by Helen Ward (deforestation) Geography: Climate Change	Year 5 and 6 Social Action Project: Recycling with Tranquillity local recycling hub. PSHE Spr 1: Me and My Safety PSHE Spr 2: Me and Other People History: The Tudors Y5/6 English: We Refugees by Benjamin Zephaniah Y5/6 English: I have a dream by Martin Luther King Jr. Y5/6 English: Refugees by Brian Bilston
	Collective Worship Themes: Respect, Courage, Trust, Truthfulness, Justice; Charitable Giving: Ukraine Appeal, Comic relief; Extra-Curricular Activities: Sign-Language ; Celebrations: Harvest, Golden rule behaviour system and opportunities for reparation; Safer Internet Day; Lunchtime Big Questions.			
Summer	PSHE Sum 1: Me and My relationships PSHE Sum 2: Me in the World TOPIC: TOPIC:	Year 1 and 2 Social Action Project: Share a Pencil PSHE Sum 1: Me and My relationships PSHE Sum 2: Me in the World History: Making a Difference	PSHE Sum 1: Me and My relationships PSHE Sum 2: Me in the World History: Early Britain	PSHE Sum 1: Me and My relationships PSHE Sum 2: Me in the World History (Year A): World War 2 History (Year B): Crime and Punishment Y5/6 English: Debate and balanced argument Y5/6 English: The Island by Armen Greder Y5/6 English: Extinct Dunkleosteus by Ben Garrod
	Collective Worship Themes: Forgiveness, Service, Generosity; Charitable Giving: Feed the Hungry; Extra-Curricular Activities: Forest Schools ; Celebrations: Harvest, Golden rule behaviour system and opportunities for forgiveness and reparation;; Establishing class and school rules for living well together; Fairtrade fortnight, Sport Relief, Lunchtime Big Questions; Walk to School Week.			



Social Development

Social Development involves: making children aware of responsibilities, rights of being members of families and communities (local, national and global), ability to relate to others and to work with others for the common good, belonging and participate, active contribution to the democratic process, communities.

- **Developing personal qualities and using social skills:** Is shown by pupils' use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.
- **Participating, cooperating and resolving conflict:** Is shown by pupils' willingness to participate in a variety of social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.
- **Understanding how communities and societies function:** Is shown by pupils' acceptance of and engagement with the FBVs of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

	Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Autumn	Emotional Register Learning through play Reception Social Action Project: Climate Change Worship: Building blocks of friendship PSHE Aut 1: Me and My School PSHE Aut 2: Happy and Healthy Me TOPIC: All About me TOPIC: What makes me special?	School Council Elections Playtime and Lunchtime Paired and group learning opportunities PSHE Aut 1: Me and My School PSHE Aut 2: Happy and Healthy Me Geography: What is it like to live in Hixon? Y1 English: Elmer (Difference and Acceptance) Y2 English: The Koala who Could (Courage)	School Council Elections Play Leaders Table Leaders Worship Council Paired and group learning opportunities Year 4 Social Action Project: Macmillan Cancer Appeal PSHE Aut 1: Me and My School PSHE Aut 2: Happy and Healthy Me Y3 English: You're a Bad Man Mr Gum	School Council Elections Play Leaders Table Leaders Worship Council Paired and group learning opportunities PSHE Aut 1: Me and My School PSHE Aut 2: Happy and Healthy Me Y5/6 History (Year B): Ancient Greece (Democracy) Y5/6 English: Wonder by R.J. Palacio (Difference and Acceptance)
	Collective Worship Themes: Friendship, Perseverance, Thankfulness, Compassion; Charitable Giving: Ukraine Appeal, Comic relief; Extra-Curricular Activities: Choir, Lego Play; Celebrations: Harvest, Golden rule behaviour system and opportunities for forgiveness and reparation; Interventions: Nurture groups, HOPE counselling, External Counselling.			
Spring	Emotional Register Learning through play PSHE Spr 1: Me and My Safety PSHE Spr 2: Me and Other People TOPIC: People who help us	Playtime and Lunchtime Paired and group learning opportunities PSHE Spr 1: Me and My Safety PSHE Spr 2: Me and Other People Music: Listening, appreciation & responding to music Y2 English: The Owl who was afraid of the dark (Overcoming fear)	School and Worship Council Meetings Play and table Leaders Paired and group learning opportunities Year 3 Social Action Project: Refugees with ASHA North Staffordshire. PSHE Spr 1: Me and My Safety PSHE Spr 2: Me and Other People (Making Choices (bullying), Healthy living, Developing a positive sense of one's self, Understanding of self & others).	School and Worship Council Meetings Play and table Leaders Paired and group learning opportunities Year 5 and 6 Social Action Project: Recycling with Tranquillity local recycling hub. PSHE Spr 1: Me and My Safety PSHE Spr 2: Me and Other People (Developing a positive sense of one's self; Understanding of self & others; Conflict resolution)
	Collective Worship Themes: Respect, Courage, Trust, Truthfulness, Justice; Charitable Giving: Ukraine Appeal, Comic relief; Extra-Curricular Activities: Singing, Football, Basketball, Archery, Dodgeball; Celebrations: Harvest, Golden rule behaviour system and opportunities for reparation; Safer Internet Day; Anti-Bullying Week; Multi-school sports competitions, Children's Mental health-Week, Interventions: Nurture groups, HOPE counselling, External Counselling.			
Summer	Emotional Register Learning through play PSHE Sum 1: Me and My relationships PSHE Sum 2: Me in the World Raising Butterflies	Year 1 and 2 Social Action Project: Share a Pencil Playtime and Lunchtime Paired and group learning opportunities PSHE Sum 1: Me and My relationships PSHE Sum 2: Me in the World History: Making a Difference Y1 English: Lost and Found (Kindness)	School and Worship Council Meetings Play and table Leaders Paired and group learning opportunities PSHE Sum 1: Me and My relationships PSHE Sum 2: Me in the World Y4 English: Voices in the Park (Difference and Acceptance)	School and Worship Council Meetings Play and table Leaders Paired and group learning opportunities PSHE Sum 1: Me and My relationships PSHE Sum 2: Me in the World Y5/6 English: The Boy at the Back of the Class by Onjali Q. Rauf (Difference and Acceptance)
	Collective Worship Themes: Forgiveness, Service, Generosity; Charitable Giving: Feed the Hungry; Extra-Curricular Activities: Forest Schools, Girls' Football, Tri-Golf, Non-Contact Boxing, Athletics, Cricket; Celebrations: Harvest, Golden rule behaviour system and opportunities for forgiveness and reparation; Inter and Intra sports competitions, PFEW week; Interventions: Nurture groups, HOPE counselling, External Counselling; UNICEF Day for Change.			



Cultural Development

Cultural Development involves: Giving children opportunities to experience cultural traditions, respect for their own culture and that of others, an interest in differences, understand, appreciate and contribute to culture.

- **Exploring, understanding and respecting diversity:** Is shown by pupils' interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.
- **Participating in and responding to cultural activities:** Is shown by pupils' willingness to participate in, and respond to, for example, artistic, musical, sporting, and cultural opportunities.
- **Valuing commonality in modern-Britain:** This is shown by pupils' ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities.
- **Understanding and appreciating personal influences:** Is shown by pupils' understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
- **Understanding and appreciating diversity in modern-Britain:** This is shown by pupils' understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain.
- **Knowledge of History of British culture:** This is shown by pupils' knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.

	Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Autumn		History: The First World War RE Aut 2: What are festivals and why do we have them? Art (Year A): Drawing (<i>Louis Wain, Nancy McKrosky</i>) Art (Year B): Painting (<i>Mark Rothko, Piet Mondrian, Hans Hoffman</i>) Y1 English: Handa's Surprise Y2 English: Talkin' Turkeys by Benjamin Zephaniah	History (Year B): Ancient Egypt History (Year A): Romans Art (Year B): Painting (Paul Cezanne) Y3RE Aut 2: How special is the relationship Jews have with God? Y4 English: The Fastest Boy in the World by Elizabeth Laird	History: Early Civilizations History (Year B): Ancient Greeks Geography (Year A): Country Study – Italy Geography (Year B): Country Study – Brazil Art (Year A): Drawing (<i>Paul Klee</i>) Art (Year B): Painting (<i>Claude Monet, Picasso Guernica</i>). Year 5/6 English: Boy Overboard by Morris Gleitzman Year 5/6 English: Once by Morris Gleitzman
Spirituality Day: Light (inc. Diwali); Collective Worship Themes: Friendship, Perseverance, Thankfulness, Compassion; Celebrations: Harvest, Christmas, Diwali,				
Spring	Chinese New Year RE Spr 1: What makes people special? PSHE Spr 2: Me and Other People	PSHE Spr 2: Me and Other People History (Year A): Life in London History (Year B): Kings and Queens Art (Year A): Sculpture (<i>Susan Beatrice, Edouard Martinet</i>) Art (Year B): Printing (<i>Jan Griffier</i>) Y2 English: Last Stop on Market Street by Matt de la Peña and Christian Robinson Y2 English: The Way Back Home by Oliver Jeffers	Year 3 Social Action Project: Refugees with ASHA North Staffordshire. Y4 RE Spr 1: What can we learn about Islam from a Mosque? PSHE Spr 2: Me and Other People History: Early Britain History (Year A): Saxons PE: Dance from other cultures and traditions. Art (Year A): Sculpture (<i>Giuseppe Arcimboldo, Sokari Douglas Camp, El Anatsui, Barbara Hepworth</i>) Art (Year B): Printing (<i>Roy Lichtenstein</i>) Y4 English: Lionboy by Zizou Corder	Year 5 and 6 Social Action Project: Recycling with Tranquillity local recycling hub. Y5/6 RE Spr 1: How important is it for Jewish people to do what God asks them to do? PSHE Spr 2: Me and Other People History (Year A): The Tudors History (Year B): Victorian Britain PE: Dance from other cultures and traditions. Y5/6 English: Macbeth by William Shakespeare Y5/6 English: The Arrival by Sean Tan
Spirituality Day: Journeys, Collective Worship Themes: Respect, Courage, Trust, Truthfulness, Justice; Charitable Giving: Ukraine Appeal, Comic relief, Celebrations: Epiphany, Chinese New Year, Valentine's Day, Mothering Sunday, Lent, Holy Week, Easter, Ramadan, Passover, Holi.				
Summer	RE Sum 1: What makes places special? RE Sum 2: What can we learn from stories? PSHE Sum 2: Me in the World	Year 1 and 2 Social Action Project: Share a Pencil RE Sum 2: What do Muslim's Believe? PSHE Sum 2: Me in the World History: Making a Difference Geography: What is it like to live in Kenya? Art (Year A): Collage (<i>Sorolla, Peder Koryer</i>) Art (Year B): Human form (<i>Damien Hurst, Julian Opie</i>)	Y3RE Sum 2: What can we learn from a Synagogue? Y4 RE Sum 2: How is life like a journey? (Study of Christianity and Judaism) PSHE Sum 2: Me in the World History (Year A): Vikings Geography (Year A): Country Study – Spain Geography (Year B): Country Study – Finland Art (Year B): Architecture (<i>Frank Lloyd Wright, Zara Hadid</i>) Y3 English: The Magic Box by Kit Wright Y4 English: Boy in the Tower by Polly Ho-Yen	Y5/6 RE Sum 2: What is the best way for Jews to show commitment to God? PSHE Sum 2: Me in the World History: World War 2 Art (Year A): Photography (<i>Hannah Hoch, Peter Kennard, Jerry Uelsmann, Jenny Holzer Edward Weston Edvard Munch</i>) Art (Year B): Architecture (<i>Hundertwasser</i>) Y5/6 English: The Boy at the Back of the Class by Onjali Q. Rauf Year 5/6 English: The Unforgotten Coat by Frank Cottrell Boyce
Spirituality Day: Water (linked to St. Peter's Day), Collective Worship Themes: Forgiveness, Service, Generosity; Charitable Giving: Feed the Hungry, Celebrations: Father's Day, Summer Solstice, St. Peter's Day, Queen's Platinum Jubilee.				