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| ***Y*** | ***Spiritual*** | ***Moral*** | ***Social*** | ***Cultural*** |
| R | Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values * We teach and celebrate a range of different festivals and celebrations throughout the year, this includes Hannukah, Thanksgiving, Christmas, Chinese New Year, Easter, Diwali etc

• Sense of enjoyment and fascination in learning about themselves, others and the world around them * Our first topic in the year was ‘me and my family’ we spend the first 4 weeks of the year celebrating each pupil as an individual and getting to know themselves.

• Use of imagination and creativity in their learning* The role play area is changed every few weeks to reflect our topic this area provides pupils with a vast range of opportunity for creativity and imagination. Outside continuous provision also enables children to role play practical jobs they have seen in their community.

• Willingness to reflect on their experiences.* We give pupils amble amounts of time to share their home life experiences during the day, this is done at registration, or home time but all experience stories are listened to throughout the day.
 | • Ability to recognise the difference between right and wrong, readily apply this understanding in their own lives, and in so doing, respect the civil and criminal law of England * Adults spend lots of time modelling play to pupils to support them in recognising right and wrong. We also use high quality story books which reflect these messages.

• Understanding of the consequences of their behaviour and actions * We continuously reinforce that actions have consequences and have high behaviour expectations. If a child has made a negative choice we will spend time supporting them to reflecting on this and how they could make a different choice in the future.

• Interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.* During all discussions we encourage all to share and ensure pupils viewpoints are not squashed.
 | • Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds • Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively • Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.* As practitioners we spend a large proportion of our time modelling play to pupils, this supports and develops their understanding of tolerance and how to negotiate with peers.
 | • Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others * Our first topic in the year is ‘me and my family’ we spend the first 4 weeks of the year celebrating each pupil as an individual and getting to know themselves.
* We also celebrate a range of different festivals throughout the year.

• Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain * We teach and celebrate a range of different festivals and celebrations throughout the year, this includes Hannukah, Thanksgiving, Christmas, Chinese New Year, Easter, Diwali etc

• Knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain * We do ask children to vote on certain discissions such as which book to read etc.

• Willingness to participate in and respond positively to artistic, sporting and cultural opportunities * All pupils are given the opportunity to share accomplishments with their peers.

• Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.* We celebrate a range of different festivals throughout the year. This includes Hannukah, Thanksgiving, Christmas, Chinese New Year, Easter, Diwali etc
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| ***Y*** | ***Spiritual*** | ***Moral*** | ***Social*** | ***Cultural*** |
| 1 | Children show empathy towards others from current and past periods of time PSHE, P4C, History and Geography (Our Kingdom and Life in the past).  A respect for themselves and others –R.E, P4C, PSHE and circle time Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values: Discovery RE, P4C   Sense of enjoyment and fascination in learning about themselves, others and the world around them: Geo, Hist, Science, Music, Art, DT, Computing (Our community, Our Kingdom and Life in the past).    Use of imagination and creativity in their learning: Art, English, DT, History    There is an increased ability for them to empathise with others and see beyond them self – PSHE, P4C – break times and circle times   | Ability to recognise the difference between right and wrong, readily apply this understanding in their own lives, and in so doing, respect the civil and criminal law of England: P4C, PSHE, English (through the story books and hypothetical situations), Assemblies and Break times.  Understanding of the consequences of their behaviour and actions: P4C, PSHE, class discussions, shine time as a consequence of good behaviour and right choices throughout the week. Risks and responsibilities, what does it mean to take risks? What are the impacts of taking risks? PSHE, P4C Ensuring children experience working with others in their year group – accepting different views and ideas: All subjects (working in small groups and partner workship). Aware of the impact they have on their local environment – learning about the oceans and how our way of life is affecting the environment: Geograophy, Science, P4C, PSHE   | Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds: PSHE, P4C, Play time, English (Hot seating).   Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively: Geo, Science, break time.  Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain: Through all subjects.  Discussions when conflict arises – children to talk to those involved and create a solution collaboratively: All class discussions, circle time, break times and after school clubs.  | Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others: History, geography(Our Kingdom and Life in the past)  Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain: PSHE, P4C, RE, English/Art, assemblies and collective worship(Our Kingdom and Life in the past).   Willingness to participate in and respond positively to artistic, sporting and cultural opportunities: Art, DT and PE.  Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities: RE, PSHE, collective worship/assemblies, P4C.   |

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| ***Y*** | ***Spiritual*** | ***Moral*** | ***Social*** | ***Cultural*** |
| 2 | Children show empathy towards others from current and past periods of time PSHE, P4C (Journey through Time, Around the World)Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values: Discovery RE, P4C Sense of enjoyment and fascination in learning about themselves, others and the world around them: Geo, Hist, Science, Music, Art, DT, Computing (Journey through Time, Around the World and London’s Burning!) Use of imagination and creativity in their learning: Art, English, DT, HistoryWillingness to reflect on their experiences: All – including marking and feedback.Children have the ability to reflect on their own and others’ achievements: All – also through assemblies.Increased ability for them to empathise with others and see beyond them self – PSHE, P4C – break times and circle timesA respect for themselves and others –R.E, P4C, PSHE and circle time | Ability to recognise the difference between right and wrong, readily apply this understanding in their own lives, and in so doing, respect the civil and criminal law of England: P4C, PSHE, English (Parliament Week), Assemblies and Break timesUnderstanding of the consequences of their behaviour and actions: P4C, PSHE, class discussions, shine time being a privilege that needs to be earned. Interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues: Hist, PSHE, P4C, Geo, RE (Around the World)Risks and responsibilities, what does it mean to take risks? What are the impacts of taking risks? PSHE, P4CRights and responsibilities – understanding of their rights as a child and identifying that not all have their rights acknowledged/respected. PSHE, P4C, Geo, English (Parliament Week and the BFG)Ensuring children experience working with others in their year group – accepting different views and ideas: All – through varied partner works and teacher groups.Aware of the impact they have on their local environment – learning about the oceans and how our way of life is affecting the environment: Geo, Science, P4C, PSHE  | Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds: PSHE, P4C, Play time, English (dramatization) Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively: Eco committee projects, Geo, Science, break time, clubs.Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain: All Discussions when conflict arises – children to talk to those involved and create a solution collaboratively: All, class discussions, circle time, break times, clubs, working and cooperating with LRS buddies. | Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others: Hist, geog, (Journey through Time and London’s Burning)Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain: PSHE, P4C, RE, English/Art BHM, assemblies and collective worship. (Journey through Time, Around the World, London’s Burning) Knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain: Class discussions, English (Parliament Week), History (Gunpowder Plot e.g. Treason)  Willingness to participate in and respond positively to artistic, sporting and cultural opportunities: Art, DT, PE, trips, community activities and projects. Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities: RE, PSHE, collective worship/assemblies, P4C  |

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| ***Y*** | ***Spiritual*** | ***Moral*** | ***Social*** | ***Cultural*** |
| 3 | Children show empathy towards others: PSHE, P4C (Rainforest topic)Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values: PSHE, P4C Sense of enjoyment and fascination in learning about themselves, others and the world around them: Geography, History, Science, Music, Art, DT, Computing (Amazon music topic)(PSHE – learning about others, kindness and empathy towards others) Use of imagination and creativity in their learning: Art, English, DT, History and Geography (Stone age topic and rainforest topic)Willingness to reflect on their experiences: All (Sharing and editing their work to make changes and celebrate what they have achieved)Children have the ability to reflect on their own and others’ achievements: All (Sharing and editing their work to make changes and celebrate what they have achieved, celebrating others achievements )A respect for themselves and others –R.E, P4C, PSHE, Geography (Rainforest topic) | To understand what is morally acceptable through discussions of debate and feelings, with opinions being discussed also: P4C, PSHE, Geography (Rainforest topic)Understanding of the consequences of their behaviour and actions: P4C, PSHE, class discussions and behaviour during lesson time. (Reinforcing the school rules and the high expectations of behaviour).Risks and responsibilities, what does it mean to take risks? What are the impacts of taking risks? PSHE, P4CRights and responsibilities – understanding of their rights as a child and identifying that not all have their rights acknowledged/respected. PSHE, P4C, Geography(Rainforest Topic)Ensuring children experience working with others in their year group – accepting different views and ideas: All (Encouraging different talk partners and to share their time with different children too – Group work).Aware of the impact they have on their local environment – learning about the oceans and how our way of life is affecting the environment: Geography, Science, P4C, PSHE, History (Rainforest topic and Stone age topic) | Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds: PSHE, P4C(Stone age topic) Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively: Eco committee projects, Geography, ScienceAcceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain: All Discussions when conflict arises – children to talk to those involved and create a solution collaboratively: All, class discussions(Group circle time where required to discuss the day/challenges/enjoyment of the day) | Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others: History (Rainforest and Stone age topic) Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain: PSHE, P4C, RE (Stone age topic and Rainforest topic) Knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain: class discussions (Voting on a book choice, class decisions, the bear that goes home every weekend) Willingness to participate in and respond positively to artistic, sporting and cultural opportunities: Art, DT, PE, community activities and projects. Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities: RE, PSHE, P4C  |

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| ***Y*** | ***Spiritual*** | ***Moral*** | ***Social*** | ***Cultural*** |
| 4 | Children show empathy towards others: PSHE, P4C (Ocean Explorer + Environment Topic)Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values: PSHE, P4C Sense of enjoyment and fascination in learning about themselves, others and the world around them: Geo, Hist, Science, Music, Art, DT, Computing (Ocean Explorer + Environment Topic)(Viking and Egyptian Topics) Use of imagination and creativity in their learning: Art, English, DTWillingness to reflect on their experiences: AllChildren have the ability to reflect on their own and others’ achievements: AllThere is an increased ability for them to empathise with others and see beyond the self – PSHE, P4C (Ocean Explorer + Environment Topic)A respect for themselves and others –R.E, P4C, PSHE | Ability to recognise the difference between right and wrong, readily apply this understanding in their own lives, and in so doing, respect the civil and criminal law of England: P4C, PSHE (Viking and Egyptian Topics)Understanding of the consequences of their behaviour and actions: P4C, PSHE, class discussions. Interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues: Hist, PSHE, P4C, Geo (Ocean Explorer + Environment Topic)Risks and responsibilities, what does it mean to take risks? What are the impacts of taking risks? PSHE, P4CRights and responsibilities – understanding of their rights as a child and identifying that not all have their rights acknowledged/respected. PSHE, P4C, GeoEnsuring children experience working with others in their year group – accepting different views and ideas: All Aware of the impact they have on their local environment – learning about the oceans and how our way of life is affecting the environment: Geo, Science, P4C, PSHE (Ocean Explorer + Environment Topic) | Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds: PSHE, P4C(Viking and Egyptian Topics) Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively: Eco committee projects, Geo, ScienceAcceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain: All Discussions when conflict arises – children to talk to those involved and create a solution collaboratively: All, class discussions | Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others: Hist (Viking and Egyptian Topics) Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain: PSHE, P4C, RE (Viking and Egyptian Topics) Knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain: class discussions  Willingness to participate in and respond positively to artistic, sporting and cultural opportunities: Art, DT, PE, community activities and projects. Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities: RE, PSHE, P4C (Viking and Egyptian Topics) |

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| ***Y*** | ***Spiritual*** | ***Moral*** | ***Social*** | ***Cultural*** |
| 5 | Children show empathy towards others: PSHE, P4CChildren have the ability to reflect on their own and others’ achievements - EngThere is an increased ability for them to empathise with others and see beyond themselves – PSHE, P4CPupils have an experience of places of religious worship – R.EA respect for themselves and others –R.E, P4C, PSHEAn awareness and understanding of their own and other’s beliefs – R.E***(WW2 – Beliefs over war and conflict, Space – P4C)*** Sense of enjoyment and fascination in learning about themselves, others and the world around them –Hist, Geo, Art, DTUse of imagination and creativity in their learning - AllWillingness to reflect on their experiences – AllEncouragement of the wonder andawe of the beauty of the Englishlanguage, as well as the simplicityand complexities of the Englishlanguage (drawing upon resources to help chn) – EngHelping children gain an insight in todifferent contexts, both similar anddifferent to their own personalbackgrounds – Eng/His WW2, evacuation in particularEncouraging a sense of curiosityabout how and why events in thepast happened and raises questionsas to what could have happened ifevents had had different results – WW2 Significant turning points in British history | ***(WW2/SPACE/Ancient Civilisations)*** Moral and ethical awareness. – PSHE, P4CRights and responsibilities – understanding of their rights as a child and identifying that not all have their rights acknowledged/respected. PSHE, P4C, GeoDiscussions about behaviour consequences and choices – class rulesP4C discussions – encouraging use of language and acknowledging others viewpoints.Group/paired work to encourage understanding of others and compromise - allEnsuring children experience working with others in their year group – accepting different views and ideas. Engaging in speaking and listeningactivities, which allow children toanswer and respond to keyquestions raised from moral issuescovered across a range of texts andmedia – Eng, HisUsing drama and role-play activitiesto develop understanding ofdifferent situations which may seemunethical or unfair – PSHE (teamwork, unfair role allocation, team building)Debating over climate change and ifit is worth it to further develop ashumans – raising issues over topical issues - Eng | Ensuring children experience working with a range of their peers – across classes and year groups – written, verbal and P.E tasks. Discussions when conflict arises – children to talk to those involved and create a solution collaboratively.Awareness of British Values and how they are reflected in school - Democracy – Y5 topic linked to Ancient Civilisations, school council, the rule of law – where are ‘laws’ needed (link to Ancient Civilisations)? Awareness of impact of choices – PCSO visits, individual liberty and mutual respect and tolerance of those with different faiths and beliefs – developed throughout R.E lessons – children with religious beliefs made ‘experts’ to share their knowledge.How to deal with conflict outside of the school setting - PSHETrips and visits to surrounding area – Hist/ScienceEncouraged to form ‘buddies’ with younger yearsLRS buddy training – supporting and listening to othersSharing of resources within theClassroom – displayed around the classroom to encourage chn to talk – allEncouraging self and peer review - Eng | Celebration of key events – Olympics (Ancient Civilisations)Discussions around the role of the government in Britain – democratic approach. Children will have the opportunity to discuss how social norms have developed throughout history. – Social Hierarchy in Ancient Civilisations topicEngaging in cross-curricular topics and writing about the cultures studied in topic-based lessons – Eng, His, Geo, Art, DT, Maths (WW2, Space and Ancient Civilisations)Learning about word origins and howthey came to be in the Englishlanguage – Eng/Top/Maths – Greek alphabet |

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| ***Y*** | ***Spiritual*** | ***Moral*** | ***Social*** | ***Cultural*** |
| 6 | Children show empathy towards others: PSHE, P4CChildren have the ability to reflect on their own and others’ achievements - EngThere is an increased ability for them to empathise with others and see beyond the self – PSHE, P4CPupils have an experience of places of religious worship – R.EA respect for themselves and others –R.E, P4C, PSHEAn awareness and understanding of their own and other’s beliefs – R.E***(Evolution and Inheritance, Natural Disasters)*** Sense of enjoyment and fascination in learning about themselves, others and the world around them –Hist, Geo, Art, DTUse of imagination and creativity in their learning - AllWillingness to reflect on their experiences - All | ***(Natural Disasters)*** Moral and ethical awareness, giving foreign aid to others, discussions about socio-economic differences between countries. Risks and responsibilities, what does it mean to take risks? What are the impacts of taking risks? – PSHE, P4CRights and responsibilities – understanding of their rights as a child and identifying that not all have their rights acknowledged/respected. PSHE, P4C, GeoDiscussions about behaviour consequences and choicesP4C discussions – encouraging use of language and acknowledging others viewpoints.Group/paired work to encourage understanding of others and compromise. (English – crime and punishment, evolution)Ensuring children experience working with others in their year group – accepting different views and ideas. Aware of the impact they have on their local environment – creating bird feeders, ‘Bug Hotel’. Identifying their impact on the environment and identifying ways to reduce it. | Ensuring children experience working with a range of their peers – across classes and year groups – written, verbal and P.E tasks. Discussions when conflict arises – children to talk to those involved and create a solution collaboratively.Awareness of British Values and how they are reflected in school - Democracy – Y5 topic covered, school council, the rule of law – where are ‘laws’ needed? Awareness of impact of choices – PCSO visits, individual liberty and mutual respect and tolerance of those with different faiths and beliefs – developed throughout R.E lessons – children with religious beliefs made ‘experts’ to share their knowledge. (transition activities)How to deal with conflict outside of the school setting - PSHEVisits from local secondary schools.Encouraged to form ‘buddies’ with younger yearsLRS buddy training – supporting and listening to others | Awareness of leadership - in home, school and the wider context – how can they be leaders.Celebration of key events – Olympics, passing of key characters, ***(Natural Disasters)*** Awareness of global issues that impact on children’s lives e.g Floods, natural disasters, povertyDiscussions around the role of the government in Britain – democratic approach PSHE, EnglishOpportunities for children to create their own sporting activities – give compulsory skills to include but freedom to create an activity involving skills. P.EAwareness of different beliefs, traditions and cultures, including cultural beliefs (Evolution and inheritance) |