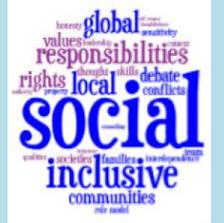
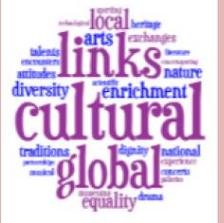


Tiverton Academy SMCV Overview 2016 2017



Pupils' spiritual, moral, social and cultural development has an important role in preparing children for adult life, employment and lifelong learning. It enables them to develop respect for and sensitivity to others, and enables children to challenge prejudice. SMSC contributes to children's well-being and promotes ways in which communities can live and work together.

At Tiverton Academy, we promote the children's SMSC development through both planned and spontaneous opportunities to capitalise upon learning and enrichment opportunities. The following is an example of some of the opportunities and experiences that we provide for the children within our academy.

Spiritual Development 	Moral Development 	Social Development 	Cultural Development 
<p>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</p> <p>sense of enjoyment and fascination in learning about themselves, others and the world around them</p> <p>use of imagination and creativity in their learning</p> <p>willingness to reflect on their experiences.</p>	<p>ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England</p> <p>understanding of the consequences of their behaviour and actions</p> <p>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.</p>	<p>use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds</p> <p>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</p> <p>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; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</p>	<p>understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others</p> <p>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</p> <p>knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</p> <p>willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities</p> <p>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.</p>

SMSC as defined by Ofsted

<https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015>

Science

consider the fact of life, growth, decay and death and how different organisms are dependent upon each other – EYFS Opportunities for outdoor learning (field) – following the growth of crab apples/ changes in leaves – following seasons/ observing spiders web/ animals/ butterflies. Year 1/2- being healthy, living things, habitats, characteristics of living things **All classes take part in outdoor learning, growing and looking after the field/ plants/ watering/ picking dead flowers/ leaves off plants to encourage regrowth

using senses to become aware of the world around them: Y1/2 - life processes and living things science theme, sensory trails, trips to think tank
appreciating the beauty of the natural world: N/R – Growing opportunities, potatoes/ plants/ flowers/ animals. Y1/2 – Our world/ Water/ All you can eat/ Living things – growth (IPC topics link) **Links to IPC topics – spring and summer time, watching and understanding growth of plants/ trees/ animals. Celebrating these in class assemblies/ Easter time/ harvest.

asking questions about life and its origins – As children ask and explore for all year groups

developing a sense of awe and wonder at the complexity and pattern in natural phenomena. Links to Art – Andy Goldsworthy; N/R – Facts of life/ life cycles; Y1/2 – Links to IPC topics (Our world); KS2: Reflections – what I know now/ what I want to find out/ what I would change – constantly asking these questions

being fascinated by how things work and what might happen - All year groups relate science topics to the real world. Questions to expanded on and explored as a premise
KS2: WOW experiments/ physics/ chemical reactions

encouraging a sense of wonder in scientific discovery - Outdoor learning and exploration

working with 'variables' – learning to test predictions, accept failure and try again - All year groups have the opportunity to think about what they would like to test. They evaluate their investigations, thinking about why things have happened and have the opportunity to discuss the unexpected. Learning to value and respect all forms of life; gardening beds in the playground; KS2: Allowing for predictions/ asking questions/ making observations

PSMHE & RE

Developing personal values and beliefs – weekly value assemblies (Y2-6) and classes discuss and produce work for display relating to the value; Y5&6 discussion of own beliefs through stories and CHIPS diversity texts; KS1 show and tell sessions

Exploring the values and beliefs of others – CHIPS diversity texts, stories in KS2 PATHS lessons

Understanding human feelings and emotions – CHIPS diversity texts and PATHS curriculum across the school; dot.com work in Y5&6

A sense of empathy with others, concern and compassion – role play in EYFS and KS1

Understanding own potential, strengths and weaknesses – PATHS lessons; role play; values education; Dot.com in KS2

becoming familiar with what 'spiritual' means in the religions they learn about – year 1&2 'Let's Celebrate' unit

exploring the insights, beliefs and teaching of faith traditions – whole school visit to Elim church for Harvest, Christmas and Easter; stories in values assemblies

exploring beliefs and values, through stories, celebrations, rituals and practices – Foundation - Chinese New Year, Easter, Eid, Christmas, Diwali, Bonfire Night, Mothers' Day; Year 1&2 'Our World' IPC topic; Year 3&4 exploring different beliefs of children in the class; Stories in assemblies

appreciating the beauty and order of natural and human made world - awe and wonder through Y5 unit on the RE disposition 'appreciating beauty'; whole school playing in the snow when possible; Andy Goldsworthy work; EYFS, KS1 & KS2 use the field and have off site visits throughout the year.

responding to their world with awe and wonder – 'appreciating beauty' Y5 RE unit including sessions on places of worship and music/art inspired by religion/nature; Y3&4 'Gateways to the world'; EYFS through investigations and discovery (eg finding minibeasts on the field or using water in the playground), KS1 experimenting with how things work or how they are made& KS2

reflecting on what they learn about religions and associated religious stories in RE - (KS1/KS2)

developing their own beliefs and values – value assemblies; developing a sense of awe and wonder in KS1 & EYFS

valuing intuition - role play in EYFS and KS1, buddying on special days, playleaders

asking questions and responding to the challenging experiences of life, death, suffering, right and wrong - Easter Celebrations for whole school at the Elim church.

expressing their thoughts creatively - encouraging creative thinking in all RE lessons

encourage an understanding and respect for those who hold views different from their own - Large and Small Group Times, getting to know you, the things we like to do in EYFS and KS1, RE curriculum across the school

Humanities

reflect on goals and values e.g. whether the pursuit of fame, wealth or possessions brings fulfilment and happiness – Myths and legends; new year, story of Janus. Opportunities for independent learning & exploration – pupils choose their activities during nursery and pm reception lessons. New Year's resolutions, goals for the year / future. Y2 be aware of the influence of different faiths on life, culture and the landscape – Y1/2 Let's celebrate topic
appreciating and valuing their own identity – their links with the past and the impact of past events on their own present existence –
experiencing a sense of wonder by contact with the past (visits, artefacts) – Y5/6 Myths and Legends – Greeks and Egyptians visits to the Barber Institute.
valuing past human achievement and spirituality – Y2 Our world topic Neil Armstrong Biography
becoming aware of the concept of time-past, present, future and our part in it – Y3/4 Rainforest topic Debates about changes to the world environment. Sustainable development, deforestation.
reflect on the power and implications of the workings of nature e.g. the consequences of natural events such as earthquakes, flooding, hurricanes, volcanic eruptions – Y3&4 Active Planet IPC topic; Y2 the eclipse, poverty in Brazil, Olympics.
reflecting on a variety of landscapes and locations – Forest school sessions exploring natural environment and Autumn changes in EYFS.
reflecting on their own identity by studying their own locality – Chocolate topic Y3&4 Fairtrade chocolate (Bourneville visit).
celebrate and recognise the relevance of Black History – assemblies and work in class

The Arts: Art, Music, Dance, Drama and DT

exploring their feelings by listening to a wide variety of music and art: KS1 work with Claire Vaughan to explore artists in music KS2 chn work with Sarah Baker on composing and learning about music throughout the world and generations
appreciate the way that a person's spirit can be expressed in writing and performing music; KS1 work with Claire Vaughan to explore artists in music KS2 chn work with Sarah Baker on composing and learning about music throughout the world and generations. KS2 super choir – perform at the Symphony Hall – Music Gala
experiencing joy, satisfaction, creativity, use of imagination in creating and performing: Foundation – forest school and exploring nature and art
Artist focus across the school – this term we focused on Andy Goldsworthy- natural artwork pieces explored across the school.
studying the work of great artists as a source of inspiration and creativity –Andy Warhol, Kandinsky, O'Keefe, Picasso persevering and taking care, to produce something unique – a sense of achievement and worth – Stan's Café Y5 and 7 explored the world of writing a script and creating puppets to perform on stage. Super choir performing at the music gala. Y6 and 4 being part of a regional and national dance competitions and ranking in the top 30 schools

PE

Learning the different emotions in sport and how this can affect the way we perform (winning and losing) – Yearly sports day throughout the school.
Learning how the body moves and the different ways to move around in the space. – Dance lessons are taught across the school.
Promoting/Encouraging a healthy life style – Change for life club.
Learning about working as a team and over to overcome differences – Team games- invasion games taught in PE across the whole school.

ICT

enjoying the quality of work that they can produce – coding in all classes from year 2-6.
capacity to capture children's imagination – using iPads – photography workshop, using iMovie, puppets pals upper key stage 2.
being challenged by the changing demands of new technology – KS1 bee bots, iPad, Macs – year 6 working with Animation Nation creating own animations. Also year 6 being visited by special effects specialist.
exercising creativity in response to information gathering, data handling, simulations, and presentations – all classes from year 2-6 to use iPads as a source to research.

Section 2: Moral Development

Pupils' moral development is shown by their

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- 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.



Literacy

recognising and discussing the example set by good and bad characters in stories – Reading 'The gingerbread man' – choices; looking at persuasive writing and what influences it can have for good and evil – Y5/6 Macbeth – moral decisions and dilemmas. Street child – children's rights and slave trade. hearing/reading stories with moral themes e.g. 'good over evil, weak over strong, wise over foolish' hearing and writing stories where there are two sides to an argument – dilemma stories, Macbeth Y5&6 evaluating the influences of characters and plots on themselves – Conscience alley/character dilemmas and hot-seating based on key texts linked to IPC topic. Celebrating different decisions dramatising situations which raise moral issues – Role play stories. circle time discussions of behaviour and relationships – relate to stories: Macbeth, After Tomorrow, Firework Maker's Daughter discussion of right and wrong – moral issues in literature – Highwayman – betrayal and moral decisions; Erika's story – persecution / hope; Character discussion in stories – Olivia, Snow Maiden, Gelert showing respect for the environment – A forest , deforestation and the implications for the environment; Environmental issues (rainforest, developments, fair trade) writing about informed and independent judgements – Moral issues and debate , the circus. Nursery 'Me and my friend' writing assignment

Maths

developing a respect for truth, investigations – problem solving initiative encouraging sense of personal responsibility for their own learning in class and through homework – children expectations of what they need to do and to hand homework in on time working together – developed throughout the school – Kagan teams - peer support /mixed ability groupings to develop a collaborative ethos to have confidence to try different methods – 4 a Day, lessons involving most suitable way to calculate a problem, problem solving whole school focus

Science

relating their understanding of science to their personal health e.g. personal hygiene, drugs, diet, exercise – In all year groups re-inforced during PE lessons, educating children on exercise, how to be healthy, brushing teeth, personal hygiene. Healthy living week/ day focuses. Understanding that science has an impact on life – healthy eating/ exercise; N/R - 10 ways I could look after the world around me – watering plants/ recycling/ reusing/ not wasting water looking at health and safety issues – incorporated into all lessons where applicable; understanding the consequences of actions, wearing goggles/ on the environment considering how to treat living things and the environment with care and sensitivity – gardening club, class pets, Reception mini beast topic, growing bed, cooking from produce grown **Linking to IPC topic (our world/ water/ growth** investigation in groups, sharing expertise and skills - working in groups during science investigations, cooperative learning structures/ team work Science as a co-operative activity requiring communication and interaction - Growing flowers and vegetables as a whole school project/Health for life initiative – living things

PSHME & RE

Developing and expressing personal views or values – Values education and assemblies

Understanding the consequences of our own and other's actions – Dot.com in KS2; CHIPS diversity texts; PATHS stories; Class/school rules; zone board and gold stars Y2-6; PATHS child as role model and giving/receiving compliments; Y5&6

A willingness to express views on ethical issues – Loudmouth drama workshops

Ability to make responsible and reasonable judgements based on moral dilemmas – PATHS conflict resolution across the school

looking at the examples set by characters in religious stories – Easter Story, Eid Al Adha, Rama and Sita, Chinese New Year Story

discussing the moral teaching of founders and leaders – KS1/KS2 RE lessons and assemblies

exploring key themes in religious stories – good and evil or sacrifice in Values Assemblies, RE lessons

developing their understanding of what is right and wrong – Y5 RE unit on 'Living by Rules'

sharing – Treasure in EYFS, show and tell in KS1.

Humanities

discussing and evaluating the qualities, skills and attitudes of famous people from the past – Y1 Guy Fawkes Y1&2 – Neil Armstrong / The Queen

looking at what we mean by truth in history – evaluating sources in KS2; viewpoints of writers in Slave Trade sources

developing awareness of local, national and world issues – Natural disasters and comic relief

encounter with ideas and encouragement to think through a moral stance on issues e.g. war and peace – Y5/6 Victorians, treatment of children, children's rights.

evaluating the effects of human actions on their environment, including their own e.g. litter – recycling Y6

consider the moral and practical issues of pollution, conservation and sustainability of our environment – Rainforest – impact on the environment, animal welfare; conservation and sustainability; Y3&4 Our world and Rainforest topics.

celebrate and recognise the relevance of Black History – Y5&6 The slave trade. Y2 Black history month – Nelson Mandela Assembly

The Arts: Art, Music, Dance, Drama and DT

Chn considering how a product affects society and the environment - year 3 and 4 saving the planet IPC topic deforestation. Looking at the topic through images, music =, drama and links to literacy

Nursery and Reception – watercolour artwork of pollution and the story of the forest.

Moral decisions, what is going on in the world? Refugee crisis, migrations. What is right and wrong – year 5 & 6 After Tomorrow and Macbeth, linked to Literacy and Humanities.

considering how art is manipulated by the media e.g. advertising –persuasive adverts – year 3 and year 4 chocolate – advertising and packaging.

Investigating the values placed on the different kinds of music- working with music teachers. workshops across all classes. In addition, years 2, 3 and 4 take on keyboards and year 4 do whole class clarinets, whereas year 5 and 6 do steel band.

Talking about what songs mean and looking at any moral messages – nativity singing, music lessons, and singing assembly.

PE

Learning the rules for the games and why we have these rules – Every year across the school learn the rules in PE lessons.

Developing a sense of fair play and how we put this into games

Learning about how to win fairly – Regular football matches against other schools.

ICT

considering the consequence of misuse, know about e-safety – whole school safety day ,assemblies, displays, within ICT lessons, CEOP materials, e-safety

considering how to treat living things and the environment with care and sensitivity – gardening club, class pets, trips to the farm/ growing beds/ vegetables
looking at the ways in which the environment needs protection - looking after our environment/ the world/ the field/ animals/ plants/ vegetables
exploring why they need to look after the environment - Year 2 community explorers topic
investigation in groups, sharing expertise and skills - sharing of investigation outcomes from the Collins science units.
science as a co-operative activity requiring communication and interaction - Growing flowers and vegetables as a whole school project/Health for life initiative – living things **MAD
science assemblies and after school clubs/ bloodhound projects/ KES summer school/ healthy living week

PSHME & RE

Developing personal qualities and using social skills – values assemblies; Foundation taking turn, sharing, role play; values education; Kagan co-operative learning structures (whole school); EYFS taking responsibility for tidying up and making sure the gate is closed
Participating and co-operating with others – Kagan co-operative learning structures (whole school); team work tasks; class- and team-building sessions in each class each half term
Resolving conflict – PATHS conflict resolution through lessons and assemblies; role play
Appreciate the rights and responsibilities of individuals within the wider social setting –
Speaking confidently about different topics – Y5&6 Dot.com Values vs Violence; CHIPS diversity texts
taking turns – sharing in EYFS through Small and Large Group Times, circle time games KS1, values education, fairness e.g. what is fair and why?
learning about different religious communities and how they work together – RE across the school using the dispositions and main faith groups from the Birmingham Agreed Syllabus.
hearing religious stories which show a variety of relationships – values assemblies, RE lessons, Helen Buckley assemblies
understanding how religious moral codes bind a community together – RE lessons KS2
exploring events e.g. ceremonies and festivals, which bring communities together – celebration assemblies each half term, parents invited; Harvest; Y5&6 Dot.com Values vs Violence; smaller scaled celebrations in EYFS based around music and singing.
knowing and understanding importance of family and traditions within religious faiths – throughout the school, all year celebrations of various festivals; year 3 study of festivals and celebrations
discussing religious attitudes to social and environmental issues – KS2; sending home Friendship bears in EYFS
charity, fundraising opportunities – cake sales Red Nose Day, Harvest food contributions, Sport Relief non- uniform day (whole school)
Faith celebrations – Parties for Eid, Diwali, Christmas (whole school), Chinese New Year in EYFS & Y1

Humanities

developing empathy through learning to see things from other perspectives – Y1/2 Our World Topic – differences across the world; rainforest indigenous peoples; chocolate farmers in Rainforest topic
learning how past societies were organised and functioned – Tudors; Egyptians; Ancient Greeks
learning about social issues in past societies e.g. use of children for work – Victorians
studying their own locality and its relationship to the wider world – EYFS Human influence on the natural world – the development of Selly Oak as a town.
discussing issues surrounding citizenship and social justice – WW1&2 in Y5&6; environmental issues and saving the world in Y3&4; slavery and jewish persecution in Y5&6
celebrate and recognise the relevance of Black History – Nelson Mandela and Black History month; slave trade

The Arts: Art, Music, Dance, Drama and DT

looking at public works of art past and present through visits to Art galleries and looking at pictures/photographs – year 5 & 6 visit Barber Institute gallery project.
learning to treat the ideas and finished products of others with respect – year 4 and 6 took part in 'The Great Big Dance Off'
developing the skill of co-operation in designing, planning and making – year 4,5 & 6 work with theatre company 'Stan's Café; working in collaboration
book bench – work done throughout the school to bring together ideas, designs and creation.
Looking at how music can be a powerful tool to bind groups together e.g. School Choir, Class Assemblies,
Children learning to play the clarinets and keyboard in year 2, 3 and year 4 - performing at the Symphony Hall

PE

Reflecting on why we have rules and the older children refereeing the games with these rules. – Year 5 and 6 in PE lessons

Developing a sense of fair play in and outside of school. – Regular sports competitions outside of school (Sainsbury's school games Level 3 hockey final) Y3/4 Multiskills competition at Shenley Academy.

Sports coaches across the whole school.

Learning about performing in different environments – Great Big Dance off national winners 2016 at the Alexandra theatre.

ICT

learning to express themselves clearly and communicate effectively – year 2 video presentation on programmes and coding

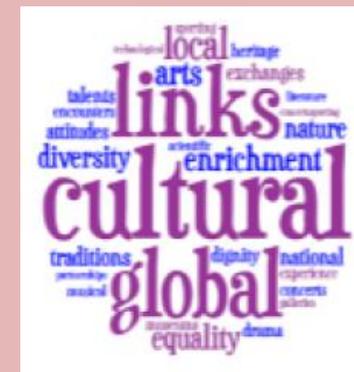
considering the impact, good and bad, of ICT on society – CEOP in year 1 to year 6

poster design for safety – KS2 during safety day

Section 4: Cultural Development

Pupils' social development is shown by their

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- 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
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- 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.



Literacy

hearing/reading novels stories and poems from a variety of cultures and traditions – [EYFS Guyfawkes](#); [Y1/2 Stories and poems from a variety of cultures](#)
using information books which reflect the multi-cultural nature of Britain – [Y1/2 Stories and poems from a variety of cultures](#); [Talking and writing about their cultures](#).
talking and writing about the cultures they come from and their influence – [Stories from different cultures](#).
using stimulus from the arts (music, poetry, dance, drama, painting etc.) to produce discussion, various forms of writing and drama – [Non-fiction fact files linked to famous artists](#)
exploring a variety of creation stories – [Y5&6 Myths and Legends unit](#); [Aboriginal story](#)
awareness of issues such as stereotyping and equal opportunities in literature – [Link to PATHS](#)
language and meanings in different cultures – [Fly Eagle, Fly](#); [Anansi \(Story Thief\)](#)
ability to relate to others who are similar or different – [historical differences in Private Peaceful](#)
opportunities to participate in cultural activities – [book bench](#); [book day](#)

Maths

learning that numbers are a symbol system and different cultures have different systems (e.g. Greek numbers)- [roman numerals in Yr5/6](#)
discovering mathematical patterns in art from a wide variety of cultural contexts e.g. Islamic patterns, mosaic, Greek and Rangoli patterns – [festivals and celebrations across the whole school](#), [artist focus of the year](#)
investigating mathematical problems using a variety of cultural contexts – [daily lessons linked to creative curriculum work/science lessons as well](#)
counting in a different language – [shared languages in all classrooms](#), [German taught in KS2](#)

Science

recognising similarity and differences between themselves and other pupils – [N/R – self/ peer portraits/ looking after our bodies/ me and my friend](#)
[Y1/Y2 – recognising differences in each other and the world around us/ Categories of living things](#)
scientific development in relation to others – [water supplies, new varieties of flowers and food crops](#) – [Linking to IPC topics – Our world/ Water – scientific writing/ plant life cycles](#);

Y3/4 – Discovery of the dinosaurs/evolution/creation

PSHME & RE

Exploring, understanding and respecting diversity – stories in assemblies; CHIPS diversity texts (whole school)

Understanding and appreciating personal influences – assemblies; Dot.com scheme in KS2; PATHS biographies in Y5&6

Accord dignity and respect to other people's values and beliefs – values education; valuing children teaching others about their own cultures (beliefs, food, music, dance, stories, traditions); own clothes/music/food for celebration parties (Christmas/Eid/Diwali)

learning about their own culture through story, and play – Christmas performances and classroom learning throughout the school.

exploring Britain as a multi-faith, multi-cultural society – through 'equality' disposition; Eid art in KS1; RE lessons

discussing how peoples' beliefs and cultural traditions affect the way they live their lives – EYFS children wear/show traditional clothes at key times during the year, have traditional food tasting sessions, dance to traditional music, mendhi hands. KS1/KS2 relating to the Ramadan or the Five Ks of Sikhism.

exploring religious traditions in their own community and how these shape people's lives – RE threads running throughout the school according to the Birmingham Agreed Syllabus.

using the arts as a stimulus – EYFS Chinese New Year Art and videos relating to the preparation and celebrating of Chinese New Year, watching a dragon dance ceremony, listening to the Chinese New Year song.

representing work in various artistic forms – drama, art

meeting people of a variety of faiths and cultures and visiting places of worship – visitors invited to do assemblies, Y5 RE unit including places of worship

Humanities

looking at how cultures change – Y3/4 – Explorers and adventurers topic. The impact of historical discoveries (Drake's drummer boy)

finding out about contrasting localities, in Britain and in the wider world – Y1/2 Our World Topic – differences across the world

exploring how various landscapes provide inspiration for the arts – link to artist of the term e.g. Lowry

evaluate cultural influences in their own environment –

celebrate and recognise the relevance of Black History –

The Arts: Art, Music, Dance, Drama and DT

looking at public works of art past and present through visits to Art galleries and looking at pictures/photographs – year 5/6 visit to barber institute

learning to treat the ideas and finished products of others with respect – all pupils had access to the school concerts, which take place at the local church. All classes and parents come together to perform or watch the show.

developing the skill of co-operation in designing, planning and making – dance – all classes learn and take part in different from different time periods. Also links to literacy and history through the class novel.

As a school we also focus on a new artist each term- each class will delve deep into the life of the artist and research their life and recreate their own interpretations.

Andy Warhol, Van Gogh, Georgia O'Keefe, Picasso, Banksy, Kandinsky and Andy Goldsworthy.

Investigating the values placed on the different kinds of music- working with music teachers. workshops across all classes. In addition, years 2, 3 and 4 take on keyboards and year 4 do whole class clarinets, whereas year 5 and 6 do steel band.

Talking about what songs mean and looking at any moral messages – nativity singing, music lessons, and singing assembly.

PE

Learning different dance styles from across the world in dance classes. – Street dance, Ballroom, Latin, Bhangra, Charleston etc.

Creating dances to celebrate different special occasions – Christmas dance Gifted and talented club.

Learning about famous sports stars of all different cultures.

ICT

finding out about the world from information resources e.g. CD-ROM, Internet – Using Scratch and the Switched On scheme. Work through International Primary Curriculum (IPC). The curriculum helps children to understand different cultures; Y3/4 Gateways to the World, Y5/6 Time Tunnel, Victorians, researching the local community and those in Germany, USA and Europe during war.

Wider School Life

We believe that where there is a positive climate for learning, just about everything we do will contribute to the pupils' spiritual, moral, social and cultural development.

Opportunities through	Spiritual	Moral	Social	Cultural
Collective worship	reflection on their own beliefs and values, and those of others	influence of values on behaviour	celebrating together	Celebration of own and others' religious and cultural traditions.
Management of Behaviour	sense of well-being in a secure and fair environment	recognition of difference between right and wrong	living together in the school community understanding of responsibility and rights in the wider community	recognising the culture of their school community recognise the culture of the wider community and its contribution to the school
Class and School Rules	learning respect for themselves and others and that holding values matters	living by the rules for the benefit of each other	fostering good relationships and respect for property	communities need values and rules for living together
Awards and Merits systems	sense of being appreciated	positive actions and behaviour awarded	recognising the worth and achievement of others	reinforcement of the cultural values of the community
Equal opportunities: SEND, gender, multicultural, multi ethnic	values of mutual respect, equal worth good relationships a sense of being included	recognising values and beliefs that may be different from their own challenging prejudice and stereotyping	diversity society challenging discrimination equal opportunities for boys, girls, FSM, SEND, etc encouragement of complete integration	richness and diversity of cultures
Community Link	being involved, playing a part and participating	recognition of the needs of others, e.g. harvest gifts to local food banks etc.	working together	insight into one's own and other cultures
Extra – curricular activities including visits / visitors	sense of achievement and enjoyment when pursuing an interest, talent or skill	channelling interests, talents or skills positively	team working, meeting others, working with interest groups	extending interests, talents and cultural pursuits
School Council library and Eco Awareness	views and values recognised	making decisions	representation and democracy	belonging, playing a part in school life / community life
Preparation for adult life	personal skills self-worth self-expression knowing oneself inspiration	right and wrong behaviour actions have consequences responsibilities and roles care for the environment as a moral imperative	social skills being a good citizen democratic process a better society / environment working together in groups and teams	appreciation of environment, art, music, literature aesthetic and creative qualities

Lunchtime and after school clubs	good relationships sense of well-being in a secure environment sense of self-worth	recognition of needs of others making decisions caring for each other rules of mealtimes	eating and sharing together using social skills meeting other children from different classes	belonging to a group Understanding a range of cultural activities e.g. arts, music.
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