



**Subject:** Assemblies

**Group:** WS - Whole School

**Title:** Worship Assemblies

**Description:** Members of the Church deliver assemblies to the school, sharing stories and supporting our school beliefs about Christianity.

**Date:** 05/09/2016

**Selected Criteria:** Democracy, Individual liberty, Mutual respect and tolerance, The rule of law

**Subject:** Children as Leaders

**Group:** WS - Whole School

**Title:** School Council

**Description:** School Council - Children across the school make decisions about the school, events taking place and talk about ways to develop the school.

Meetings take place throughout the year.

**Date:** 05/09/2016

**Selected Criteria:** Democracy, Individual liberty, Mutual respect and tolerance, The rule of law

**Subject:** Children as Leaders

**Group:** WS - Whole School

**Title:** Sports Council

**Description:** Children make decisions about sporting within our school and how to develop/improve sports within our school.

Meetings take place throughout the year.

**Date:** 05/09/2016

**Selected Criteria:** Democracy

**Subject:** Lessons

**Group:** WS - Whole School

**Title:** Thematic Curriculum

**Description:** Within our Thematic Curriculum, we cover all the National Curriculum objectives for Science, History, Geography, Art and Design and Technology. Many aspects of SMSC, British Values and PHSE are embedded with our teaching and learning to give our children rich and varied experiences throughout their school life.

**Date:** 05/09/2016

**Selected Criteria:** Democracy, Mutual respect and tolerance, The rule of law

**Subject:** Lessons

**Group:** WS - Whole School

**Title:** Religious Education

**Description:** Through Religious Education, children learn and develop through looking at religious beliefs and ideas and exploring other

faiths. They explore the concept of worship, wonder, praise, thanks, sadness and joy. They consider claims of truth and meaning. They experience biblical stories to teach moral codes of conduct and learn about the importance of being a good human being. Children also learn about celebrations, worship and rituals from different countries and world religions.

**Date:** 05/09/2016

**Selected Criteria:** Democracy, Individual liberty, Mutual respect and tolerance

**Subject:** Themed Days/Weeks

**Group:** WS - Whole School

**Title:** Remembrance Day

**Description:** Children and Staff celebrate Remembrance Day. They bring in a donation towards a poppy and wear this as a symbol of support for those who fought in the war.

**Date:** 11/11/2016

**Selected Criteria:** Democracy

**Subject:** Lessons

**Group:** WS - Whole School

**Title:** ICT / Computing

**Description:** Children are taught computing in line with National Curriculum expectations.

They develop skills necessary for 21st century life. They look at technologies around the world. They learn about keeping safe online and codes of conduct when using social media and use technology to inspire, reflect and amaze.

**Date:** 05/09/2016

**Selected Criteria:** Mutual respect and tolerance, The rule of law

# Criteria Covered by Groups

## All:

### PSHE

- 1.2 Maintaining physical, mental & emotional health & wellbeing
- 1.3 Managing risks to physical & emotional health & wellbeing
- 1.4 Keeping physically & emotionally safe
- 1.8 Identifying different influences on health & wellbeing
- 2.1 Developing & maintaining healthy relationships within a range of contexts
- 2.2 Recognising & managing emotions within a range of relationships
- 2.3 Recognising risky or negative relationships
- 2.4 Responding to risky or negative relationships
- 2.5 Respecting equality & diversity in relationships
- 3.1 Respecting self & others & behaving responsibly
- 3.2 Understanding rights & responsibilities within families, groups & as citizens
- 3.3 Knowing about different groups & communities
- 3.4 Respecting equality & being a productive member of a diverse community
- 3.7 Understanding how money plays an important part in people's lives

### SMSC

- CULTURAL: Exploring, understanding and respecting diversity
- CULTURAL: Participating and responding to cultural activities
- CULTURAL: Preparing for life in modern Britain
- CULTURAL: Understanding and appreciating personal influences
- MORAL: Developing and expressing personal views or values
- MORAL: Investigating moral values and ethical issues
- MORAL: Moral codes and models of moral virtue
- MORAL: Recognising right and wrong and applying it
- MORAL: Understanding the consequences of actions
- SOCIAL: Developing personal qualities and using social skills
- SOCIAL: Participating, cooperating and resolving conflicts
- SOCIAL: Understanding how communities and societies function
- SPIRITUAL: Developing personal values and beliefs
- SPIRITUAL: Exploring the values and beliefs of others
- SPIRITUAL: Understanding human feelings and emotions
- SPIRITUAL: Using imagination and creativity in learning

## 01 - Year 01:

### PSHE

- 1.1 Understanding what is meant by a healthy lifestyle
- 1.6 Making informed choices about health & wellbeing
- 1.8 Identifying different influences on health & wellbeing
- 2.1 Developing & maintaining healthy relationships within a range of contexts
- 3.1 Respecting self & others & behaving responsibly
- 3.3 Knowing about different groups & communities

### SMSC

- SOCIAL: Developing personal qualities and using social skills
- SOCIAL: Understanding how communities and societies function

## 02 - Year 02:

### SMSC

- SOCIAL: Developing personal qualities and using social skills
- SPIRITUAL: Experiencing fascination, awe and wonder

SPIRITUAL:Using imagination and creativity in learning

### **03 - Year 03:**

#### **PSHE**

- 1.1 Understanding what is meant by a healthy lifestyle
- 1.2 Maintaining physical, mental & emotional health & wellbeing
- 1.3 Managing risks to physical & emotional health & wellbeing
- 1.6 Making informed choices about health & wellbeing
- 1.8 Identifying different influences on health & wellbeing
- 2.1 Developing & maintaining healthy relationships within a range of contexts

#### **SMSC**

CULTURAL:Exploring, understanding and respecting diversity  
CULTURAL:Participating and responding to cultural activities  
SOCIAL:Developing personal qualities and using social skills  
SOCIAL:Participating, cooperating and resolving conflicts  
SPIRITUAL:Using imagination and creativity in learning

### **06 - Year 06:**

#### **PSHE**

- 3.4 Respecting equality & being a productive member of a diverse community
- 3.5 Recognising the importance of respecting & protecting the environment

#### **SMSC**

MORAL:Developing and expressing personal views or values  
MORAL:Investigating moral values and ethical issues  
MORAL:Moral codes and models of moral virtue  
MORAL:Recognising right and wrong and applying it  
MORAL:Understanding the consequences of actions  
SOCIAL:Developing personal qualities and using social skills  
SOCIAL:Participating, cooperating and resolving conflicts  
SOCIAL:Understanding how communities and societies function  
SPIRITUAL:Using imagination and creativity in learning

### **EYFS - Early Years:**

#### **SMSC**

CULTURAL:Exploring, understanding and respecting diversity  
CULTURAL:Participating and responding to cultural activities  
CULTURAL:Understanding and appreciating personal influences  
MORAL:Developing and expressing personal views or values  
SOCIAL:Developing personal qualities and using social skills  
SOCIAL:Participating, cooperating and resolving conflicts  
SPIRITUAL:Developing personal values and beliefs  
SPIRITUAL:Exploring the values and beliefs of others  
SPIRITUAL:Using imagination and creativity in learning

### **KS1 - Key stage 1:**

#### **PSHE**

- 3.1 Respecting self & others & behaving responsibly

#### **SMSC**

MORAL:Recognising right and wrong and applying it  
MORAL:Understanding the consequences of actions  
SOCIAL:Developing personal qualities and using social skills  
SOCIAL:Participating, cooperating and resolving conflicts  
SOCIAL:Understanding how communities and societies function

SPIRITUAL:Using imagination and creativity in learning

## **KS2 - Key stage 2:**

### **PSHE**

- 3.3 Knowing about different groups & communities
- 3.4 Respecting equality & being a productive member of a diverse community

### **SMSC**

- CULTURAL:Exploring, understanding and respecting diversity
- CULTURAL:Participating and responding to cultural activities
- CULTURAL:Understanding and appreciating personal influences
- SOCIAL:Developing personal qualities and using social skills
- SOCIAL:Participating, cooperating and resolving conflicts
- SPIRITUAL:Experiencing fascination, awe and wonder
- SPIRITUAL:Using imagination and creativity in learning

## **TCH - Teaching Staff:**

### **PSHE**

- 1.3 Managing risks to physical & emotional health & wellbeing
- 2.2 Recognising & managing emotions within a range of relationships
- 2.3 Recognising risky or negative relationships
- 2.4 Responding to risky or negative relationships

### **SMSC**

- MORAL:Moral codes and models of moral virtue
- MORAL:Recognising right and wrong and applying it
- MORAL:Understanding the consequences of actions

## **WS - Whole School:**

### **British Values**

- Democracy
- Individual liberty
- Mutual respect and tolerance
- The rule of law

### **PSHE**

- 1.1 Understanding what is meant by a healthy lifestyle
- 1.2 Maintaining physical, mental & emotional health & wellbeing
- 1.3 Managing risks to physical & emotional health & wellbeing
- 1.4 Keeping physically & emotionally safe
- 1.5 Managing change, including puberty, transition & loss
- 1.6 Making informed choices about health & wellbeing
- 1.7 Knowing how to respond in an emergency
- 1.8 Identifying different influences on health & wellbeing
- 2.1 Developing & maintaining healthy relationships within a range of contexts
- 2.2 Recognising & managing emotions within a range of relationships
- 2.3 Recognising risky or negative relationships
- 2.4 Responding to risky or negative relationships
- 2.5 Respecting equality & diversity in relationships
- 3.1 Respecting self & others & behaving responsibly
- 3.2 Understanding rights & responsibilities within families, groups & as citizens
- 3.3 Knowing about different groups & communities
- 3.4 Respecting equality & being a productive member of a diverse community
- 3.5 Recognising the importance of respecting & protecting the environment
- 3.6 Understanding where money comes from, keeping it safe & managing it effectively
- 3.7 Understanding how money plays an important part in people's lives
- 3.8 Understanding of basic enterprise skills

## **SMSC**

CULTURAL: Exploring, understanding and respecting diversity

CULTURAL: Participating and responding to cultural activities

CULTURAL: Preparing for life in modern Britain

CULTURAL: Understanding and appreciating personal influences

MORAL: Developing and expressing personal views or values

MORAL: Investigating moral values and ethical issues

MORAL: Moral codes and models of moral virtue

MORAL: Recognising right and wrong and applying it

MORAL: Understanding the consequences of actions

SOCIAL: Developing personal qualities and using social skills

SOCIAL: Participating, cooperating and resolving conflicts

SOCIAL: Understanding how communities and societies function

SPIRITUAL: Developing personal values and beliefs

SPIRITUAL: Experiencing fascination, awe and wonder

SPIRITUAL: Exploring the values and beliefs of others

SPIRITUAL: Understanding human feelings and emotions

SPIRITUAL: Using imagination and creativity in learning