

	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
After School Clubs	WS WS	WS WS	WS	All WS WS
Assemblies				
Children as Leaders	WS	WS	WS	WS
Class Projects				
Competitions				
Homework Project				
Lessons	WS WS WS	WS WS WS WS	WS WS WS WS	WS WS WS WS
Parent Association		All	All	All
Plays & Performances				
Sports Events		WS		
Staff Training/CPD			TCH	
Themed Days/Weeks	WS WS	WS	WS	WS WS
Trips & Excursions	01			
Visitors	03	03	03	

	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
After School Clubs		WS		WS
Assemblies				
Children as Leaders		WS		WS
Class Projects				
Competitions				
Homework Project				
Lessons	WS WS	WS WS WS WS	WS WS	WS WS WS WS WS
Parent Association				All
Plays & Performances				

	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
Sports Events				
Staff Training/CPD				
Themed Days/Weeks	WS	WS		WS WS
Trips & Excursions		01		01
Visitors		03		03

	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
After School Clubs	WS			
Assemblies				
Children as Leaders				
Class Projects				
Competitions				
Homework Project				
Lessons	WS WS WS WS WS	WS WS WS WS	WS WS WS	WS WS WS
Parent Association	All	All	All	All
Plays & Performances				
Sports Events				
Staff Training/CPD		TCH	TCH	TCH
Themed Days/Weeks	WS WS	WS WS	WS WS	WS WS
Trips & Excursions	01			
Visitors	03			

	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
After School Clubs		KS1		
Assemblies				
Children as Leaders				WS
Class Projects				
Competitions				
Homework Project				
Lessons	WS WS WS WS	WS WS WS WS WS	WS WS WS WS WS	KS2 WS WS WS WS WS WS WS
Parent Association	All	All	All	All
Plays & Performances				WS
Sports Events				
Staff Training/CPD				
Themed Days/Weeks		WS	WS	
Trips & Excursions		01		01 WS
Visitors				

	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
After School Clubs				
Assemblies				
Children as Leaders	WS			
Class Projects	06	06		
Competitions				All
Homework Project				
Lessons	KS2 WS WS WS WS WS	WS WS WS WS WS	WS WS WS	WS WS WS
Parent Association	All			
Plays & Performances				

	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
Sports Events				
Staff Training/CPD				
Themed Days/Weeks	WS			
Trips & Excursions	WS			
Visitors				

	3.8 Understanding of basic enterprise skills
After School Clubs	
Assemblies	
Children as Leaders	
Class Projects	
Competitions	
Homework Project	
Lessons	WS WS
Parent Association	
Plays & Performances	
Sports Events	
Staff Training/CPD	
Themed Days/Weeks	
Trips & Excursions	
Visitors	

Subject: After School Clubs

Group: WS - Whole School

Title: Yoga

Description: Childrens Yoga - children explore skills / techniques which help them to develop physically, mentally and emotionally.

Dates available throughout the year.

Date: 12/01/2017

Selected Criteria: 1.1 Understanding what is meant by a healthy lifestyle, 1.2 Maintaining physical, mental & emotional health & wellbeing, 1.4 Keeping physically & emotionally safe

Subject: After School Clubs

Group: WS - Whole School

Title: PE clubs

Description: Football, Volley Ball, Hockey, Gymnastics and Dance. Children have access to a range of sports across the year. They develop team working skills, the ability to follow rules and instructions and social skills.

Dates available throughout the year.

Date: 05/09/2016

Selected Criteria: 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, 1.6 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

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: 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, 1.6 Making informed choices about health & wellbeing, 1.8 Identifying different influences on health & wellbeing, 3.3 Knowing about different groups & communities, 3.4 Respecting equality & being a productive member of a diverse community

Subject: Lessons

Group: WS - Whole School

Title: PSHE

Description: Children engage in all aspects of Personal, Social and Health Education.

Date: 05/09/2016

Selected Criteria: 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

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: 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, 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

Subject: Lessons

Group: WS - Whole School

Title: Physical Education

Description: All children are taught the National Curriculum Objectives to meet the required expectations for Physical Education across a range of sporting activities.

Date: 05/09/2016

Selected Criteria: 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, 1.6 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, 2.2 Recognising & managing emotions within a range of 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

Subject: Themed Days/Weeks

Group: WS - Whole School

Title: Health Week

Description: Children participate in Health Week, where they explore all aspects of health including the body, mind and soul.

Date TBC.

Date: 19/06/2017

Selected Criteria: 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, 1.8 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

Subject: Themed Days/Weeks

Group: WS - Whole School

Title: Harvest Festival

Description: Children celebrate the Harvest Festival by praying, singing, and creating opportunities to help others, such as collecting food to share with those less fortunate.

Dates TBC

Date: 26/09/2016

Selected Criteria: 1.1 Understanding what is meant by a healthy lifestyle, 1.8 Identifying different influences on health & wellbeing, 3.4 Respecting equality & being a productive member of a diverse community

Subject: Trips & Excursions

Group: 01 - Year 01

Title: Kenyon Hall farm

Description: Kenyon Hall farm - exploring where food sources come from.

Date: 12/06/2017

Selected Criteria: 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

Subject: Visitors

Group: 03 - Year 03

Title: Warburtons Healthy Eating Workshop

Description: Children take part in a healthy eating workshop, where they look at the origins of healthy food and take part in creating a healthy meal.

Date TBC.

Date: 01/06/2017

Selected Criteria: 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

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: 1.2 Maintaining physical, mental & emotional health & wellbeing, 1.3 Managing risks to physical & emotional health & wellbeing, 1.4 Keeping physically & emotionally safe, 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, 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

Subject: Parent Association

Group: All

Title: Parent E-safety workshop

Description: Parents are invited to attend an E-safety workshop, where they will be taught how to help keep their children safe online.

Date: 30/01/2017

Selected Criteria: 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

Subject: Sports Events

Group: WS - Whole School

Title: Sports Day

Description: All children take part in a range of sporting events. They work as a team and individually to compete in different categories.

Dates TBC.

Date: 19/06/2017

Selected Criteria: 1.2 Maintaining physical, mental & emotional health & wellbeing

Subject: Staff Training/CPD

Group: TCH - Teaching Staff

Title: E-Safety Training

Description: E-Safety Training

Date: 30/01/2017

Selected Criteria: 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

Subject: After School Clubs

Group: All

Title: Breakfast Club

Description: Breakfast Club

Date: 05/09/2016

Selected Criteria: 1.4 Keeping physically & emotionally safe

Subject: Themed Days/Weeks

Group: WS - Whole School

Title: Safer Internet Day

Description: As a school, we explore the use of technology and how to stay safe as users. Children take part in a range of technology based activities and workshops throughout the day.

Date TBC.

Date: 01/05/2017

Selected Criteria: 1.4 Keeping physically & emotionally safe, 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, 3.1 Respecting self & others & behaving responsibly, 3.2 Understanding rights & responsibilities within families, groups & as citizens

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: 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

Subject: After School Clubs

Group: KS1 - Key stage 1

Title: Board Games

Description: Children participate in a range of board games. They work as a team and individually, developing skills to follow rules and instructions.

Dates available throughout the year.

Date: 05/09/2016

Selected Criteria: 3.1 Respecting self & others & behaving responsibly

Subject: Lessons

Group: WS - Whole School

Title: Literacy

Description: All children are taught Literacy in line with National Curriculum expectations. Within Literacy, they listen to and share stories, make a creative response to life through written words, experience and value the contribution of different cultures and literature around the world, They reinforce reading and writing rules related to home, school and their community and take part in activities that focus on speaking and listening.

Date: 05/09/2016

Selected Criteria: 3.1 Respecting self & others & behaving responsibly, 3.3 Knowing about different groups & communities

Subject: Lessons

Group: KS2 - Key stage 2

Title: Modern Foreign Languages

Description: Across KS2, children are taught MFL which meet the required National Curriculum Objectives. Children explore another culture, their ways of life and how their society functions through use of language.

Date: 05/09/2016

Selected Criteria: 3.3 Knowing about different groups & communities, 3.4 Respecting equality & being a productive member of a diverse community

Subject: Lessons

Group: WS - Whole School

Title: Music

Description: All children are taught music as a discrete subject, following the required National Curriculum Objectives. They experience the technical elements of music as well as explore music from other cultures.

Date: 05/09/2016

Selected Criteria: 3.3 Knowing about different groups & communities

Subject: Plays & Performances

Group: WS - Whole School

Title: Choir

Description: Children come together and practise singing a range of songs. They visit various locations to share their songs.

Dates available throughout the year.

Date: 05/09/2016

Selected Criteria: 3.3 Knowing about different groups & communities

Subject: Trips & Excursions

Group: WS - Whole School

Title: Local Church Visits

Description: All children get the opportunity to visit the local church and take part in services throughout the year.

Dates TBC.

Date: 05/09/2016

Selected Criteria: 3.3 Knowing about different groups & communities, 3.4 Respecting equality & being a productive member of a diverse community

Subject: Class Projects

Group: 06 - Year 06

Title: Play Leaders

Description: Year 6 children support other children from lower year groups and staff to undertake a range of different responsibilities eg: playground duties, helping out in the dinner halls etc...

Date: 05/09/2016

Selected Criteria: 3.4 Respecting equality & being a productive member of a diverse community, 3.5 Recognising the importance of respecting & protecting the environment

Subject: Lessons

Group: WS - Whole School

Title: Maths

Description: All year groups develop skills linked to money. It is embedded within the maths curriculum. At different levels, children explore where it comes from, keeping it safe, management and the role it plays within people's lives.

Taught periodically across the year.

Date: 05/09/2016

Selected Criteria: 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

Subject: Competitions

Group: All

Title: Harvest Bake Off

Description: Staff and children are invited to take part in a bake off competition where we celebrate harvest time. We also raise money to help others.

Date TBC

Date: 27/09/2016

Selected Criteria: 3.7 Understanding how money plays an important part in people's lives

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