

SMSC in our Curriculum



Promoting basic important British values as part of pupils' spiritual, moral, social and cultural development

SMSC at OJS

Spiritual, moral, social and cultural education (SMSC) is not taught as a discreet subject in itself but rather it pervades all aspects of learning and aims to ensure our children learn to develop attitudes and beliefs that will make them well-rounded, tolerant, respectful, open-minded and informed future citizens.

These four strands are developed further through visiting speakers, festival and celebration days, Sports Day and charity events e.g. The Reindeer Run, Moreton in Bloom, 'Stick n Step'. In addition to quality-first teaching, pupil's behaviour, attitudes, achievement and self-esteem all play a big part in developing SMSC at Overchurch Junior School.

All curriculum subject areas have a responsibility and the potential to promote SMSC/personal development.

SMSC development is crucial for individual pupils and for society as a whole. Teachers see it as the heart of what education is about – helping pupils grow and develop as people, to be the best they can be. The importance has repeatedly been recognised by legislators; schools are required by law to promote pupils' SMSC development and inspectors are required to inspect it' (Ofsted 2004).

Spiritual Development

Pupils' spiritual development is shown by their:

- Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values
- Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences

Moral Development

Pupils' moral development is shown by their:

- Ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives
- Understanding of the consequences of their actions
- Interest in investigating, and offering reasoned views about, moral and ethical issues

Social Development

Pupils' social development is shown by their:

- 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 social settings, cooperating well with others and being able to resolve conflicts effectively
- Interest in, and understanding of, the way communities and societies function at a variety of levels

Cultural Development

Pupils' cultural development is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- Interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

Spiritual Development

English

- Year 6 Writing: Students engage with "A Story Like the Wind" (Flashback Narrative) and "Hansel & Gretel" (Dual Narrative), using imagination to explore themes of loss and resilience.
- Year 5 Writing: The text "FARThER" and accompanying "Setting Narrative" encourage pupils to reflect on personal dreams and aspirations.
- Year 4 Writing: The study of "Leaf" (Outsider Narrative) and "The Whale" (Setting Narrative) allows for awe and wonder at the natural world and the exploration of being "the other".
- Year 3 Writing: Texts like "The Iron Man" and "Into the Forest" foster a sense of mystery and reflection on the unknown.

Spanish

- Self-Expression and Identity: In the Year 3 "I'm learning Spanish" unit, pupils begin by learning how to express their own feelings and personal identity.

Science

- Awe and Wonder: As pupils progress to Year 5 and 6, the study of the "Solar System" and "The Planets" allows them to explore the scale of the universe through a different linguistic lens, fostering a sense of wonder.
- Awe and Wonder of the Natural World: In Year 5, the "Earth and Space" unit encourages students to describe the movement of planets and the spherical nature of celestial bodies, fostering a sense of wonder about the scale of the universe.
- Reflection on Life and Origins: Year 6 pupils study "Evolution and Inheritance," recognizing that living things have changed over millions of years and exploring how fossils provide a window into the deep past.
- Appreciation of Complexity: Units like "Plants: How does a garden grow?" (Year 3) and "Habitats: Circle of life" (Year 5) encourage pupils to reflect on the intricate life processes of reproduction and growth in the natural world

RE & World Views

- Reflection on Beliefs: Students develop spiritually by discussing and reflecting on key questions of meaning and belief, such as the origins of the universe, beliefs about God, and life after death.
- Sacred Spaces: In Year 6, pupils explore the purpose and symbolism of Buddhist temples and shrines, reflecting on how sacred spaces help people connect with their beliefs.
- Personal Transitions: Year 6 students use the symbolism of "enlightenment" to reflect on their own personal growth and transitions as they prepare for secondary school.
- Understanding Festivals: Across all year groups, pupils explore the deeper spiritual meanings behind major festivals like Christmas, Easter, Diwali, and Eid.

PSHE

- Self-Awareness and Reflection: Through the "My Happy Mind" program (e.g., "Meet Your Brain"), pupils learn to understand their own emotions, use "Happy Breathing" to regulate stress, and reflect on their personal strengths and "character virtues".
- Personal Identity: Units like "Self-Esteem" (Year 4) and "Appreciating Character" encourage pupils to reflect on what makes them unique and how to build self-worth.
- Mental Wellbeing: Reflection on how to support the "Hippocampus" and managing the "Amygdala" allows pupils to develop a spiritual sense of inner peace and mindfulness.

PE

- Personal Best and Growth: Across all year groups, a core aim is for pupils to "compare their performances with previous ones and demonstrate improvement to achieve their personal best," fostering self-reflection and a sense of personal accomplishment.
- Expression through Movement: In the Dance units (Years 3-6), pupils are encouraged to "create and perform a dance that expresses feelings linked to a theme," allowing for creative and imaginative expression.
- Awe and Challenge: Taking part in "outdoor and adventurous activity challenges" (Years 3-6) provides opportunities for pupils to experience a sense of awe at their own capabilities and the challenges of the natural environment.

Music

- Aesthetic Appreciation: Pupils develop their ability to "listen with attention to detail" and recall sounds, fostering an appreciation for the "interrelated dimensions of music" (pitch, duration, dynamics, etc.).
- Creative Expression: Through improvisation and composition for various purposes (e.g., responding to animations or themes like "Mountains"), pupils use their imagination to express feelings and ideas.
- Personal Performance: Playing and performing in "solo and ensemble contexts" allows pupils to develop self-confidence and a sense of personal achievement through musical "expression".

History

- Awe and Mystery of Ancient Civilizations: In Year 3 (Ancient Egyptians) and Year 4 (Ancient Maya), pupils explore the achievements, beliefs, and architecture of past societies, fostering a sense of wonder at human ingenuity and different worldviews.
- Reflection on Human Experience: Studying the Stone Age (Year 3) allows pupils to reflect on the fundamental nature of human life and survival, while the study of Baghdad (Year 6) highlights the "House of Wisdom" as a center for intellectual and spiritual growth.

Geography

- Awe and Wonder of Nature: In Year 3, pupils explore the power of the natural world through units on "Volcanoes & Earthquakes" and "Mountains & Rivers", fostering a sense of wonder at the Earth's physical forces.
- Reflection on the Environment: The Year 5 study of "National Parks" and "Rainforests" encourages pupils to reflect on the beauty and intrinsic value of diverse natural landscapes.
- Scale and Perspective: Learning about the "Northern & Southern Hemispheres" and the "Arctic & Antarctic Circles" (Year 5) helps pupils develop a sense of their place within the vastness of the global environment.

Computing

- Creative Digital Expression: Pupils use their imagination to "create a 3D model for a given purpose" (Year 6) and engage in "Desktop Publishing" (Year 3), allowing them to express their own ideas and designs through digital media.
- Awe of Technology: Exploring how computer networks and the internet "provide multiple services" and allow for instant global communication can foster a sense of wonder at human ingenuity.

Design & Technology

- Creativity and Innovation: Pupils are encouraged to design "innovative, functional, appealing products" that are fit for a specific purpose, allowing for personal expression and imagination in their designs.
- Awe of Human Ingenuity: By understanding how "key events and individuals in design and technology have helped shape the world," pupils can develop a sense of wonder at how human invention improves lives.
- Sense of Achievement: The process of taking a 2D pattern to a 3D prototype (Year 6) or creating a functioning electronic system fosters a sense of personal pride and spiritual fulfillment in the act of making.

Art

- Aesthetic Appreciation: Pupils develop their "visual language" and "awareness of different kinds of art, craft, and design". By exploring the work of artists like Claude Monet (Year 3) and Georgia O'Keeffe (Year 5), pupils learn to appreciate the beauty and atmosphere of the natural world.
- Self-Expression: Creating a "self-portrait collage in the style of Gustav Klimt" (Year 6) or exploring surrealism with Salvador Dalí (Year 6) allows pupils to express their inner thoughts and unique identities through abstract and imaginative forms.
- Sense of Wonder: Investigating "optical illusions" and "reverse perspective" with Patrick Hughes (Year 6) fosters a sense of wonder and curiosity about how we perceive the world.

Moral Development

English

- Year 6 Writing: Through "Rose Blanche" (Diary/Bravery Speech), students investigate the moral choices made during conflict and the ethical concept of bravery.
- Year 5 Reading: The History-The Victorians unit (Autumn 2) provides opportunities to discuss the moral implications of social structures and inequality.
- Year 4 Reading: The History-Vikings unit (Summer 2) allows pupils to examine the ethics of conquest and historical reputations.
- Year 3 Writing: Using "Fox" (Fable Narrative), students explore betrayal and the consequences of one's actions.

Spanish

- Empathy and Responsibility: In the Year 6 "Do you have a pet?" unit, the curriculum moves beyond vocabulary to discuss the care and naming of living things, encouraging a sense of responsibility.
- Social Rules: Learning the conventions of a new language (politeness, formal vs. informal address) helps pupils understand the underlying "rules" of social interaction and respect within different cultures.

Science

- Responsibility for Health: In the Year 6 "Humans: Healthy bodies" unit, pupils recognize the impact of diet, exercise, drugs, and lifestyle on their bodies, encouraging them to make informed, responsible moral choices regarding their own wellbeing.
- Environmental Awareness: In Year 4, the unit "Living things and their habitats" teaches pupils that environments can change and that these changes can "pose dangers to living things," fostering a sense of moral responsibility toward conservation.
- Safety and Care: Year 3 pupils learn that "light from the sun can be dangerous" and investigate ways to protect their eyes, emphasizing the importance of self-care and safety.

RE & World Views

- Justice and Injustice: Year 6 students identify examples of justice and injustice, using Christian parables and the Ten Commandments to explore how a fair world is built.
- Global Responsibility: Students learn about the work of Christian charities and how they fight injustice around the world.
- Ethical Living: In the "Worldviews on life after death" unit, students discuss how beliefs about "Judgement" affect the way people choose to live their lives.
- Caring for Others: Year 3 pupils study the story of the "Good Samaritan" and explore how various world religions emphasize showing care and concern for others.

PSHE

- Ethical Decision Making: Pupils are equipped with the skills to make "safe and informed decisions" regarding risks, including drug education and online safety.

- Rights and Responsibilities: Year 4 units on "The UN Convention on the Rights of the Child" teach pupils about universal rights and their own moral responsibility to respect the rights of others.
- Challenging Injustice: In Year 6, pupils learn to "question and challenge stereotypes" in the workplace and society, developing a sense of social justice.
- Honesty and Integrity: Themes of "Relate" and "Celebrate" focus on building honest, respectful relationships and understanding the moral consequences of actions like bullying.

PE

- Sporting Values: In Year 6 units like Hockey, pupils are explicitly taught to "explain key sporting values and identify when they have been used in performance," such as fairness and integrity.
- Rules and Fair Play: Through competitive games like Tag Rugby, Football, and Netball, pupils learn to play within "modified" rules, helping them understand the importance of rules and the consequences of breaking them.
- Self-Rescue and Safety: The Swimming curriculum focuses on "safe self-rescue," instilling a moral responsibility for one's own safety and the awareness of risks in water.

Music

- Respect for Artistry: Pupils are taught to "appreciate and understand a wide range of high-quality live and recorded music," which encourages respect for the discipline and the work of "great composers and musicians".
- Disciplined Practice: The focus on "accuracy, fluency, and control" in performance helps pupils understand the value of persistence, practice, and personal responsibility in achieving a goal.

History

- Investigating Injustice: In Year 6, the study of the British Empire involves understanding the "Transatlantic Slave Trade" and the moral implications of abolition and resistance.
- Ethics of Conflict and Suffering: During the World War Two unit (Year 6), pupils identify "all of the people who suffered during The Holocaust" and explore the moral impact of the Blitz and evacuation on children and families.
- Evaluating Power: Pupils engage in debates, such as "whether the British Empire was something to be proud of," encouraging them to form reasoned moral judgments based on historical evidence.

Geography

- Sustainability and Future Responsibility: In Year 6, the unit "Natural Resources, Energy & Sustainability" explicitly teaches pupils to evaluate the importance of renewable energy and sustainability for the future of the planet.
- Environmental Impact: Pupils investigate the "impact of geographical features on global cities" and the consequences of urbanisation (Year 6), encouraging them to consider the moral implications of human development.
- Ethical Fieldwork: During the "Traffic Study" (Year 6), pupils identify dangers and design safer routes for their community, fostering a sense of moral duty toward the safety and wellbeing of others.

Computing

- Digital Ethics and Copyright: In Year 6, pupils are taught to "explain ownership and use of images (copyright)" and the impact of linking to others' work, fostering a respect for intellectual property.
- Evaluating Online Content: Pupils learn to be "discerning in evaluating digital content," helping them develop the moral judgment needed to identify misinformation and unreliable sources.
- Consequences of Digital Actions: The curriculum covers the concept of a "digital footprint and online reputation" (Year 6), teaching pupils that their online actions have long-term moral and social consequences.

Design & Technology

- Ethical Sourcing: In the "Cooking and Nutrition" units, pupils learn about seasonality and "where and how a variety of ingredients are grown, reared, caught and processed," which introduces them to the ethics of food production and sustainability.
- Safety and Responsibility: Pupils are taught to "discuss basic food hygiene practices" and the "importance of following instructions to control risk," instilling a moral responsibility for the safety of themselves and others.
- Critical Evaluation: Pupils must justify their decisions about materials and methods, encouraging them to think critically about the consequences of their design choices.

Art

- Valuing Diversity in Expression: By studying a vast range of "great artists, architects and designers in history," pupils learn to value and respect diverse viewpoints and creative contributions.
- Persistent Practice: Improving "mastery of art and design techniques" (such as drawing, painting, and sculpture) requires pupils to show discipline, patience, and a commitment to personal growth.
- Ethical Observation: Using sketchbooks to "record observations and use them to review and revisit ideas" encourages an honest and thoughtful approach to the world around them.

Social Development

English

- Year 6 Writing: The outcome for "Dreams of Freedom" involves writing a "Letter about an issue from an MP," teaching students how to participate in democratic processes and social advocacy.
- Year 5 Writing: "Greta and the Giants" (Restorative Narrative) focuses on social responsibility, activism, and collective action for environmental change.
- Year 4 Writing: "The Journey" (Refugee Narrative) builds empathy by helping students understand the social challenges faced by displaced families.
- Year 3 Writing: The "Information Letter" based on "Dear Earth" teaches pupils to communicate effectively with the wider community about environmental concerns.

Spanish

- Collaborative Communication: A core requirement of the Spanish curriculum is for pupils to "engage in conversations; ask and answer questions; express opinions and respond to those of others".
- Real-World Application: Units like "At School" (Year 4) and "In the Town" (Year 5) teach pupils how to navigate social environments and interact with others in daily life scenarios.

Science

- Collaborative Inquiry: The curriculum requires pupils to "work scientifically" by reporting and presenting findings from enquiries in oral and written forms (Years 3-6), which builds essential communication and teamwork skills.
- Debate and Evidence: Pupils in Years 5 and 6 are taught to identify scientific evidence that supports or refutes arguments, helping them develop the social skills needed to engage in respectful, evidence-based discussions.
- Understanding Human Life: By studying the "Human Digestive System" (Year 4) and "Growing up and growing old" (Year 5), pupils gain a better understanding of the shared human experience and the different stages of life within a community.

RE & World Views

- British Values: Year 6 students specifically identify and explain British Values within the context of faith communities in the UK.
- Community Cohesion: The curriculum encourages pupils to reflect on the importance of interfaith dialogue and the contribution religion makes to community cohesion.
- Combatting Discrimination: Pupils are taught to use their social skills to combat religious prejudice and discrimination.
- Religious Influence on Action: Students consider how religious and other beliefs lead to specific social actions and concerns within a community.

PSHE

- **Building Relationships:** A major pillar of the curriculum is "RSE" (Relationships and Sex Education), which covers caring friendships, respectful relationships, and online relationships.
- **Communication Skills:** Through the "Relate" units, pupils learn active listening and how to build positive connections with others.
- **Community and Economic Awareness:** Pupils learn about the social aspects of money, including "value for money," interest, and how money affects emotions. They also explore different career paths and the social value of voluntary work.
- **Conflict Resolution:** Pupils are taught how to manage "sad, stressed or worried" emotions to maintain healthy social interactions.

PE

- **Teamwork and Cooperation:** A fundamental part of the PE curriculum is taking part in challenges "both individually and within a team" and applying principles for "attacking and defending" in groups.
- **Communication:** In Year 6 Hockey, students must "use communication skills when attacking and defending" to succeed as a collective unit.
- **Leadership and Tactics:** In Years 5 and 6, pupils use "tactical knowledge" and "strategies" to gain advantages in games like Dodgeball, requiring social coordination and leadership.

Music

- **Ensemble and Collaboration:** A significant part of the curriculum involves performing in ensembles. Pupils learn that "to perform well, it is important to listen to the other members of your ensemble," fostering essential teamwork and social coordination.
- **Peer Feedback:** In Year 3, pupils begin to "evaluate my own work and the work of others," which develops the social skills needed to give and receive constructive feedback respectfully.
- **Inclusion:** The curriculum is designed with "SEND Adaptations" to ensure "every child can be a musician," promoting a social culture of inclusivity and mutual support.

History

- **British Identity and Values:** The curriculum traces the development of British society from the Iron Age through to the Viking and Anglo-Saxon struggle for the Kingdom of England (Year 4), helping pupils understand the social foundations of the UK.
- **Local Community Connection:** Pupils investigate how major events like the Transatlantic Slave Trade and World War Two specifically affected their "local area," building a sense of social belonging and historical context.
- **Social Roles and Change:** Studying the "role of women and Commonwealth soldiers" in WWII helps pupils understand how social structures and contributions evolve during times of crisis.

Geography

- Understanding Community Issues: The "Traffic Study in the local area" (Year 6) involves gathering information from people to understand different views and experiences, building social empathy and civic awareness.
- Global Citizenship: Pupils compare British cities with those on other continents (Year 6) and study "South America" (Year 5), helping them understand how people live in different social structures around the world.
- Human Geography: Exploring "Urbanisation and population distribution" (Year 6) and how land use has changed over time (Year 4) helps pupils understand the social factors that shape where and how people live.

Computing

- Safe and Respectful Communication: A core thread of the curriculum is learning to "use technology safely, respectfully and responsibly" and demonstrating "respectful and responsible behaviour when communicating online".
- Collaboration: Pupils work together to "design, write and debug programs" and "create a spreadsheet to plan an event" (Year 6), which requires social coordination, teamwork, and clear communication.
- Online Safety: Pupils are taught how to "respond to online content or communication that makes me feel uncomfortable or unsafe," building the social confidence to seek help and protect themselves and others.

Design & Technology

- User-Centered Design: Pupils must design products "aimed at particular individuals or groups," requiring them to develop empathy and social awareness to meet the needs of others.
- Collaborative Feedback: A key part of the evaluation process is to "consider the views of others when evaluating my own work," which builds social communication skills and the ability to handle constructive criticism.
- Collective Competition: Events like the 'DoughJS' pizza cooking competition (Year 6) encourage healthy social interaction and teamwork within a competitive but supportive environment.

Art

- Shared Culture and Identity: Studying L.S. Lowry (Year 6) allows pupils to engage with industrial social history and the cultural identity of the North of England.
- Collaborative Influence: Pupils are taught to "review and revisit ideas," which often involves discussing their work with peers and gaining inspiration from the techniques of others, such as Banksy (Year 4) or Takashi Murakami (Year 6).
- Respectful Critique: Evaluating the effectiveness of different mediums—such as "pencil, charcoal, paint, clay"—helps pupils develop the social skills needed to provide and receive constructive feedback on creative work.

Cultural Development

English

- Year 6 Reading: The History-War (Spring 1) and Geography-Coasts (Summer 1) units explore the cultural heritage of Britain and the impact of global events.
- Year 5 Reading: The "Other Cultures and Traditions" unit (Spring 2) is explicitly designed to broaden students' understanding of diverse global traditions.
- Year 4 Reading: Geography-Europe (Spring 1) and Myths and Legends (Spring 2) introduce students to the diverse cultural stories and geographical identities of the continent.
- Year 3 Reading: The History-Egyptians unit (Spring 1) and the text "Egyptology" allow students to explore and appreciate the cultural influences of ancient civilizations.

Spanish

- Global Citizenship: From Year 3, pupils are taught to "find Spain on a map of the world" and "name some countries in the Hispanic world," broadening their geographical and cultural horizons beyond their own experience.
- Traditions and Customs: In Year 5, pupils explicitly study "Spanish Customs", comparing and contrasting their own traditions with those of the Spanish-speaking world to foster an appreciation of cultural diversity.
- Linguistic Heritage: The curriculum encourages an appreciation of the "patterns and sounds of language through songs and rhymes," helping pupils value the artistic and oral heritage of another culture.

Science

- Scientific Heritage: Through the study of "Evolution and Inheritance" and "Light," pupils engage with the legacy of scientific discoveries that have shaped modern global culture.
- Universal Language of Science: Pupils learn to use "recognised symbols" for electrical circuits and standard units of measurement (such as degrees Celsius), introducing them to the international, culturally-transcendent language of the scientific community.
- Human Impact on the World: Exploring how "common appliances run on electricity" (Year 4) or the uses of "everyday materials" (Year 5) helps pupils understand the cultural and technological evolution of modern society.

RE & World Views

- Modern Britain: In Year 6, pupils identify the different faiths in modern Britain and discuss how faith in the UK has changed over time.
- Diverse Traditions: Pupils encounter people, literature, and the creative arts from different cultures, such as the study of Sikhism (Year 4), Islam (Year 5), and Buddhism (Year 6).
- Global Perspective: Units like "Geography of Religion" (Year 4) and "Islam in the World Today" (Year 5) help pupils understand the global cultural impact of different faith traditions.
- Shared Similarities: Students are taught to recognize both similarities and differences within and between religions, fostering a broad cultural awareness.

PSHE

- Diversity and Inclusion: The curriculum emphasizes "respectful relationships" and celebrating differences within families and the wider community.
- Societal Structures: Year 6 pupils explore "Careers and Aspirations," learning about the diverse range of jobs in modern society and how cultural influences might shape career decisions.
- Global Citizenship: By studying the "UN Convention on the Rights of the Child," pupils develop an awareness of global cultural standards for the protection and wellbeing of children.
- Challenging Cultural Stereotypes: Pupils are taught to identify and challenge stereotypes regarding gender and ability in the world of work.

PE

- Traditional and Modern Sports: Pupils encounter a wide range of sports that are significant to British and global culture, including Cricket, Rounders, Football, and Tennis.
- Dance Heritage: By performing dances using a "range of movement patterns," pupils explore an art form that is deeply rooted in various cultural traditions.
- Inclusion in Sport: The curriculum aims to "play competitive games, modified where appropriate," ensuring that the culture of sport in the school is inclusive and accessible to all pupils regardless of their starting point.

Music

- Diverse Traditions: The curriculum explicitly requires pupils to appreciate music "drawn from different traditions" and "different parts of the world," helping them understand how music reflects various cultural identities.
- Musical History: Pupils develop an "understanding of the history of music," learning how different genres and styles have evolved over time and across different cultures.
- Cultural Vocabulary: By learning terms like "master drummer," "polyrhythms," and "syncopation," pupils engage with the specific language and techniques of diverse musical heritages.

History

- Diverse Global Heritages: Pupils explore cultures far removed from their own, including Ancient Greece (Year 5), the Early Islamic Civilisation in Baghdad (Year 6), and the Benin Kingdom (Year 5), appreciating their unique contributions to world history.
- Cultural Exchange: The study of the Silk Road (Year 6) and Bronze Age trading (Year 3) demonstrates how the movement of goods and ideas across borders has historically shaped global culture.
- Legacy and Influence: Pupils learn how Britain has influenced world history through inventions and the founding of the Commonwealth, helping them understand their own cultural heritage within a global framework.

Geography

- Appreciating Diverse Regions: The curriculum requires pupils to study a "region in a European country, and a region within North or South America" (Year 5), fostering an appreciation for geographical and cultural diversity.

- European Heritage: In Year 4, the "Europe" unit allows students to identify the environmental regions and key physical/human characteristics of various European countries.
- Global Interconnectedness: Studying the "distribution of natural resources" (Year 6) and "World Trade" helps pupils understand how different cultures and nations are linked through economic and environmental needs.

Computing

- The Global Web: By understanding "computer networks including the internet," pupils learn how the World Wide Web offers opportunities for global "communication and collaboration," transcending cultural boundaries.
- Digital Society: The unit "Digital Me: Smart, Safe & Social" (Year 6) explores the risks and benefits of social media, helping pupils understand the cultural impact of social platforms on modern society.
- Universal Language of Code: Learning to code using "sequence, selection, and repetition" introduces pupils to a modern, global language that is used across all cultures to solve problems and create technology.

Design & Technology

- Technological Heritage: The curriculum requires pupils to "understand how key events and individuals in design and technology have helped shape the world," connecting them to the global history of innovation.
- Culinary Traditions: Through "Cooking and Nutrition," pupils engage with different ingredients and recipes, which can reflect various cultural traditions and the global nature of modern diet.
- Aesthetics and Design: By selecting materials for their "aesthetic qualities" and ensuring "high-quality finish," pupils explore the cultural standards of beauty and functionality in product design.

Art

- Global Artistic Heritage: The curriculum introduces pupils to a wide variety of global cultural influences, including Romero Britto (Brazilian pop art), Faith Ringgold (African-American story quilts), and Hokusai (Japanese printmaking).
- Historical Legacy: Pupils learn about the evolution of art through history, from Leonardo da Vinci and Wassily Kandinsky to modern architects like Frank Gehry and Norman Foster.
- Appreciation of Styles: By exploring styles ranging from Frida Kahlo's portraits to William Morris's patterns and M.C. Escher's tessellations, pupils develop a broad and rich understanding of the world's diverse cultural and artistic heritage.

British Values

The promotion of Fundamental British Values (Democracy, The Rule of Law, Individual Liberty, and Mutual Respect and Tolerance) is woven into the fabric of the curriculum. Whilst we promote these values through general ethos and assemblies, they are explicitly taught and reinforced through specific subject content.

1. Democracy

Focus: Understanding how citizens can influence decision-making and the importance of democratic processes.

- Geography (Year 6): In the unit "Natural Resources, Energy & Sustainability," pupils evaluate the importance of different energy sources. This allows for debates on how societies make collective decisions about the environment and the future of the planet.
- History (Year 6): During the study of the British Empire, pupils engage in debates about its legacy and the transition to the modern Commonwealth, exploring how power, governance, and national identity have evolved democratically over time.
- RE (Year 6): Within the "Faith Communities in the UK" unit, students explicitly identify and explain what British Values are, discussing how various groups participate in the democratic life of the country.
- PSHE: Pupils learn about their "voice" in society through the UN Convention on the Rights of the Child, developing the communication skills necessary to express views and listen to others in a democratic community.

2. The Rule of Law

Focus: Appreciating that the law protects citizens and understanding the difference between civil, criminal, and religious law.

- Computing (Year 6): Pupils learn about the legalities of the digital world, specifically Copyright and Ownership, understanding the laws that protect intellectual property.
- PSHE & RSE: This value is reinforced through Online Safety and Drug Education, where pupils learn that actions have both social and legal consequences and that rules exist to protect their wellbeing.
- History: Pupils trace the development of societal structures from the Stone Age to the Iron Age, seeing how the introduction of tools and organized farming led to the first established "rules" and social orders.
- PE: In all competitive games (e.g., Tag Rugby, Netball, Hockey), pupils must adhere to official rules. They learn that rules ensure fairness and that the authority of the official must be respected.

3. Individual Liberty

Focus: The freedom to choose and hold faiths/beliefs and the development of self-knowledge and confidence.

- RE: The curriculum explicitly teaches that individuals have the right to hold different faiths or no faith at all. By studying Buddhism and Islam, pupils learn to respect the liberty of others to follow their own spiritual paths.
- PSHE: The "My Happy Mind" program focuses on building personal "character virtues" and self-esteem, empowering pupils to make independent and informed choices about their lives.
- Art & Music: These subjects provide a platform for creative liberty. Pupils are encouraged to develop their own "visual language" and "improvise and compose," fostering the confidence to express a unique individual identity.

4. Mutual Respect and Tolerance

Focus: Encouraging respect for those with different faiths and beliefs (or none) and challenging discrimination.

- RE: This is a core vehicle for this value. Pupils are taught to "combat religious prejudice and discrimination" and reflect on how interfaith dialogue contributes to community cohesion.
- Spanish: Learning a modern foreign language and studying "Spanish Customs" (Year 5) fosters an appreciation for different cultures and encourages pupils to be global citizens.
- Art: The curriculum features a diverse array of international artists (e.g., Romero Britto, Hokusai, Faith Ringgold), teaching pupils to celebrate and respect different cultural heritages and artistic traditions.
- Reading/Writing: Students use diverse "Vehicle Texts" that explore different perspectives and human experiences, helping them to build empathy and respect for people from all backgrounds.