



Spiritual, Moral, Social and Cultural (SMSC)

Policy 2025

BLEAN PRIMARY SCHOOL

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At Blean Primary School we recognise the importance of promoting and developing Spiritual, Moral, Social and Cultural understanding in order to support children as they grow up, make decisions and aspire to be the best they can be.

Our school values are integral to learning at Blean and we are confident that SMSC provision is strongly enhanced through our curriculum and purposeful learning experiences. Children learn to articulate their feelings and justify them in both informal and formal settings and are given responsibility and trust to develop their confidence.

The spiritual, moral, social and cultural elements of pupils' development are interrelated and an integral element of our Blean Curriculum. Opportunities for SMSC development occur through teaching and learning within every school day and through character education.

Our broad and balanced curriculum, collective worship, sporting, musical, and enrichment activities, both within and beyond the school day, all contribute to the broad and balanced range of learning at Blean School which are exemplified in our motto '*Learning together to enjoy and achieve*'. Additionally, SMSC pervades our ethos and the day to day operation of the school, for example - the election of our school ambassadors and promotion of pupil voice through School Council.

What is SMSC?

The spiritual development of pupils is shown by their:

- 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
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives, and in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

The social development of pupils 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 communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that 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, 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

Spiritual Development is promoted through:

- Assemblies
- Religious Education Curriculum
- cross curricular links - especially science
- whole school collective worship
- use of Hooks and Authentic outcomes
- the butterfly garden
- the Wellbeing and Nurture approach

Moral development is promoted through:

- the school rules – Blean Bees with a focus on the Behaviour Curriculum
- class reward systems and house points
- Head Teacher/ DHT and AHT reward visits
- activities/events linked to online safety, anti-bullying, fire safety and safeguarding
- giving children responsibilities - Play Leaders, Sports Ambassadors, Eco Reps, School Council Reps, School ambassadors
- themed days, workshops
- school subscription to 'First News'
- RSE
- Drugs education including alcohol and tobacco in UKS2
- PSHE lessons
- class debates

- celebration/achievement assemblies

Social development is promoted through:

- the School Council and pupil questionnaires
- the school ambassador elections
- visits from outside agencies such as the Police and the Fire Service
- class behaviour systems that are aligned to the Blean Bees and the Behaviour curriculum
- a safe and supportive learning environment
- children who are encouraged to become good and valued citizens; this is particularly promoted through guiding children in becoming independent learners
- opportunities for children to plan, lead and evaluate assemblies
- the School ethos and behaviour policy
- developing an awareness about famous British figures through the history curriculum, 'Celebration of British Events' themed days
- community and sports events
- celebrating 'European Day of Languages'
- opportunities like the Olympics and the World Cup are used to study and learn about life and culture in different countries
- assemblies and school productions
- the 'Play Leading' scheme
- Bikeability Training
- opportunities for children's social skills to be developed during day and residential trips

Cultural development is promoted through:

- themed events
- drama activities
- the teaching of historical events through the history curriculum
- displays
- assemblies
- class blogs
- class trips
- REAL curriculum
- charity work
- extra curricular activities
- diversity is promoted throughout the school

Planning

In planning lessons, teachers are aware of the need to plan opportunities to promote a wide variety of spiritual, moral, social and cultural elements, including British values. Subject leaders have reflected on the opportunities that are linked to their subjects and these can be found in the appendix to this policy. These are not an exhaustive list and extra-curricular visits, collective worship, sporting, musical and pupil led groups (such as School Council and Ecoclub) also promote SMSC development and British values.

Monitoring

It is the responsibility of all staff to ensure that SMSC development is implemented through their medium and short term planning of the Blean Curriculum, extracurricular and enrichment opportunities. The SLT, including subject leaders, monitors the policy on a regular basis and reports to the governors, when requested, on the effectiveness of the policy. Monitoring is embedded through:

- observations of lessons
- Friday Blogs
- sections in our newsletters
- parent-share opportunities
- parent feedback
- productions
- pupil voice

English	
Spiritual	Social
Children - demonstrate they are reflecting on their experiences and learning from reflection, e.g. <i>2 stars and a wish/tickled pink, green for growth</i> - show they understand human feelings and emotions and how these affect others e.g. enjoyment, disappointment. - respect others e.g. feedback from peers or teacher. - accommodate difference and enable others to succeed. - ask questions, offer ideas and make connections. - display creativity and imagination, e.g. through their written work. - develop empathy towards characters – both real and fictional. - explore a range of different literature, including story and poetry, which explores human experience and response to life and death. - use stillness and imagination in drama and other activities to develop inner awareness. - express feelings and emotions through verbal and written communication knowing that words can influence feelings. - promote teaching styles which value pupils' questions and give them space for their own thoughts, ideas and concerns; - enable pupils to make connections between aspects of their learning and encouraging pupils to relate their learning to a wider frame of reference – for example, asking 'why?', 'how?' and 'where?' as well as 'what?'	Children - work well co-operatively. - take part in corporate experiences, e.g. World Book Day - demonstrate personal qualities such as thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence - participate within school and events in the wider community, such as Canterbury Festival Poetry and other writing competitions. - demonstrate leadership skills in collaborative tasks. - participate in discussions of right and wrong - moral issues visualised in children's literature. - develop skills of listening and forming evaluative judgements in discussion. - take part in circle time discussion of behaviour and relationships of different characters – both real and fictional. - use drama/role-play to explore characters and plot within different genres. - learn to listen and talk to each other constructively to move each other's learning on.

Moral	Cultural
Children • show an interest in investigating and offering reasoned views about moral and ethical issues. • develop circle time skills in speaking and listening. • enhance their social interaction through play. • become aware they are writing and communicating with an audience. • group drama work, reading and discussion of social issues in literature. • stories to create awareness of a variety of life experiences • recognise the unique value of each individual, e.g. <i>agree to disagree when looking at some non-fiction units, i.e. persuasion.</i> • listen and respond appropriately to the views of others in discussions • make informed and independent judgements when looking at different texts/genres. • explore the way different genders are portrayed in literature.	Children • extend knowledge and use of cultural language and imagery • provide opportunities to explore different cultures, e.g. through Black History Month and Cultural Evening • read and listen to stories and poetry from other cultures. • awareness of issues such as stereotyping and equal opportunities in literature. • understand how language can be used to empower or oppress people.

British Values

Children:

- develop a growing understanding of, and respect for, language and meanings in different cultures in line with British values.
- have the opportunity to read books with themes covering tolerance, mutual respect and democracy.
- will learn and recite poetry from other cultures, including classic British poetry.
- explore the meaning of concepts such as liberty, democracy and tolerance through discussion and debate.
- can have the freedom of choice over how they record their learning.

Maths

Spiritual

Children :

- Appreciate the beauty of mathematics eg. symmetry found in

Social

Children

- Work cooperatively in groups to solve a range of maths problems

nature, patterns, elegance of equations. • Use of creativity in solving unusual or non-routine mathematical problems • Are encouraged to take risks and flourish in a nurturing learning environment. • Be grateful for the contributions of important mathematicians and their impact on our world • Ask questions, offer ideas and make connections. • Develop a sense of curiosity about how mathematics can help us understand the world.	• Learn to manage competition through playing games in pairs and groups • Take on different roles within a group eg. Coordinator, Resource Manager, Reporter • Have the opportunity to be a leader within group work and develop leadership skills. • Appreciate how more can be achieved by working together than individually
Moral	Cultural
Children: Promote measures to prevent discrimination on the basis of religion, gender, sexual orientation, age and other criteria. • Use mathematics in helping to ask questions about moral choices we face today ie. global warming, resource depletion, etc. • Ask 'big questions'; asking 'why' and 'how' and relating responses to their own moral codes.	Children: Celebrate different cultures contributions to the field of mathematics: Egyptian, Greek, Chinese, Indian, Roman, etc. • Take part in mathematical activities which relate to different cultures: Rangoli patterns, Egyptian fractions, etc. • Demonstrate respect and appreciation for all cultures.
British Values	
All pupils are encouraged to achieve their maximum potential through Maths lessons and learn the importance of Maths in different aspects of life. Pupils of all abilities, are encouraged to believe they are able to achieve and this builds confidence and selfesteem. Group work encourages students to work as part of a team and helps them understand how different people solve problems in various ways. This also promotes the British values of mutual respect and support for one another. Whilst investigating and applying Maths to a range of situations, tolerance and resilience are promoted as pupils are encouraged to persevere, take risks and try different methods. Pupils will learn that Mathematics comes from different cultures. They study Egyptian fractions, Pythagoras and Fibonacci which all originate from different cultures. All pupils have the right to a safe and secure learning environment and to be treated with respect.	

Science	
Spiritual	Social
Providing opportunities to wonder what is special about life, an awe at the scale of living things from the smallest micro organism to the largest tree and the interdependence of all living things and materials on Earth. Reflection and the emotional drive to know more and to wonder about the world and aesthetically appreciate its wonders including, for example the enormity of space and the beauty of natural objects or phenomenon, plants, animals, crystals, rainbows and the Earth from space etc. Promoting teaching styles which: value pupils' questions and give them space for their own thoughts, ideas and concerns; enable pupils to make connections between aspects of their learning; encourage pupils to relate their learning to a wider frame of reference – for example, asking why?, how? And where as well as what? Showing respect for the different opinions expressed by others, for example regarding creation.	Encouraging pupils to work co-operatively and develop team working skills in practical work and to share the results to improve reliability. Developing team working skills and taking responsibility in that team. Pupils taking responsibility for their own and others' safety. Consideration of the benefits and drawbacks of scientific and technological developments and the social responsibilities.
Moral	Cultural
Encouraging pupils to take responsibility for their actions; for example in respect of property, care of the environment and developing codes of behaviour. Encouraging pupils to become increasingly curious, to develop open mindedness to suggestions of others and to make judgements on evidence not prejudice.	Thinking of scientific discoveries as part of our culture as great as music and films with credit given to scientific discoveries made by other cultures. Science is seen as a contemporary activity with developments being made all over the modern world by both men and women in many different cultures (now and in the past).

Encouraging children to use their understanding of the world in a positive manner. Begin to understand that moral dilemmas are often involved in scientific developments. When considering the environment the use of further natural resources and its effect on future generations is an important moral consideration. Looking into future options for the production of electricity, alternative fuels and methods to reduce pollution with discussions about how these can improve peoples' lives and the environment in general.	Investigating the historical impact of scientists from around the world linked to famous discoveries.
British Values	
Pupils should learn how citizens can influence decision making for example human impact on the environment or through P4C questions 'Should we colonise Mars?'. Develop the ability to take full and active part in practical lessons but keeping to the rules to keep safe and others safe. Recognise that some of the most important scientific discoveries have come from other parts of the world eg Spencer Silver, Ruth Benerito Respect the views of others (and freedom of others to hold different beliefs) for example in issues such as genetically modified crops or the impact of pollution	

RE	
Spiritual	Social
Children • use religious words and phrases to recognise and name features of religious life and practice. • recall religious stories. • recognise symbols and other verbal and visual forms of religious expression. • suggest meanings for a range of forms of religious expression. • talk about their own experiences and feelings, what they find interesting or puzzling and what is	Children • work collaboratively to explore the practices and beliefs of different religions. • ask and respond sensitively to, questions about their own and others' experiences and feelings. • identify and describe the impact religion has on believers' lives. • describe what inspires and influences themselves and others. • express their own and others' views on the challenges of belonging to a religion.

of value and concern to themselves and others. □ express their own and others' views on the challenges of belonging to a religion.	□ demonstrate personal qualities such as thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence.
Moral	Cultural
Children • In relation to matters of right and wrong, they recognise their own values and those of others. • make links between values and commitments and their own attitudes and behaviour. • raise and suggest answers to questions of identity, belonging, meaning, purpose, truth, values and commitments. • explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions. • model positive relationships and interactions (eg fairness, integrity, respect for other people) when exploring other religion.	Children: • ask and respond sensitively to questions about their own and others' experiences. • make links between beliefs and sources, including religious stories and sacred texts. • Identify and describe the impact religion has on believers' lives. • express their own and others' views on the challenges of belonging to a religion. • consider the challenges of belonging to a religion in the contemporary world, focusing on values and commitments.
British Values	
• Pupils will show tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation for and respect for their own and other cultures. • To encourage respect for other people. • Enable pupils to develop their self-knowledge, self-esteem and self-confidence. • To understand that the freedom to choose and hold other faiths and beliefs is protected in law. • Acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.	
History	
Spiritual	Social
Children :	Children:

• Are encouraged to take risks and flourish in a nurturing learning environment. • Experience 'awe and wonder' moments when History is brought to life through active enquiry and experience of artefacts. • Express their awe and wonder at historical events and themes through different media across the curriculum (drama, art, Literacy, music). • Explore the mystery of how and why past events happened. • Realise the significance of past events and people and how they have impacted on our lives today. • Explore values and beliefs from the past and compare and contrast these to values and beliefs from today. • Respect others. • Accommodate and celebrate difference. • Ask questions, offer ideas and make connections.	• Work collaboratively in a range of settings to investigate and follow lines of enquiry through active learning. • Apply the Building Learning Power model to demonstrate attributes such as collaboration, empathy & listening, inter-dependence and imitation. • Adopt different roles within group work (including leader, scribe, question master and Steps to Success checker). • Develop skills of compromise and negotiation during collaborative learning. • Have the opportunity to be a leader within group work and develop leadership skills. • Consider what society in the past has contributed to society today.
Moral	Cultural
Children • Promote measures to prevent discrimination on the basis of religion, gender, sexual orientation, age and other criteria. • Comment on and debate moral questions stemmed from past events. • Reflect upon past events and consider their own moral opinions. • Develop a sense of empathy with historical figures (e.g. through drama, diary writing). • Ask 'big questions'; asking 'why' and 'how' and relating responses to their own moral codes. • Explore models of moral virtue through key historical figures.	Children • Develop a greater understanding of how events in history have shaped our multi-cultural society. • Celebrate our multi-cultural society (e.g. through Cultural Evening, Black History Month, religious celebrations and class topics). • Explore and discover cultures from around the world and how they have changed over time. • Demonstrate respect and appreciation for all cultures. • Are immersed in culture through crosscurricular links with, for example, Art, DT, Literacy, Maths and Music.

	□ Investigate authentic accounts of attitudes, values and traditions of diverse cultures over time.
British Values	
Within our school there is a focus on Black and British History during Black History Month. The contribution that black British citizens have made to create and support British Values are celebrated, for example Claudia Jones's involvement in the creation of the Notting Hill Carnival to celebrate multi-cultural diversity and how Walter Tull, the first British black professional football player in the top leagues and first mixed race officer in the army, exemplified British Values with acts of heroism in WWI. The children gain understanding of how a democratic political system works within Year 5 through how the nature of Athenian democracy compares with a modern democratic system and in Year 6 where a highlight of their year is a visit to the Houses of Parliament where they gain a further insight into the British Values of democracy and the rule of law.	

Geography	
Spiritual	Social
Spiritual education in Geography inspires awe and wonder at the natural world: both at the physical and human features. It also inspires wonder of the natural environment such as rivers, mountains, hills, volcanoes and the effect of weather and climate. It also includes the effect that the environment continues to have on settlement and peoples' daily lives. There are many ways in which geography can contribute towards spiritual development, The study of real people in real places, and of our relationship with the environment, is at the heart of the geography curriculum. There are many occasions when we can give pupils the opportunity to reflect on their own values and beliefs, and those of others. For example, we can give pupils opportunities to think about the feelings of a child living in a squatter settlement, or the victims of a natural hazard; to reflect on the beauty of a landscape, or the richness of an environment; and to explore their own	Social education in Geography involves the study of real people in different societies. In looking at their own locality and others in the world, pupils' sense of identity and community can be strengthened. Activities in the geography classroom -pair work, group work, role-play, geographical games - foster good social behaviour and self - discipline. Through fieldwork, geography makes a distinctive contribution to social development. Outside of the classroom, pupils need a greater degree of self-discipline and a successful trip often relies on each member of the group making a contribution. Geography also has a key role in developing an understanding of citizenship. For example, decision making exercises introduce pupils to the planning process in a town or city; learning about international trade fosters a sense of the interdependence of people and places; and through geography pupils develop a knowledge and understanding of the

feelings about the people, places and environments they are learning about.	concept of sustainable development, and the skills to act upon their understanding.
Moral	Cultural
Moral education in Geography provides opportunities for pupils to recognise that development takes place within a global context and that local decisions affect and are affected by decisions and processes in other countries for example river pollution. Issues of justice, fairness and democracy are central and can be debated in terms of pupils' own experiences as well as using geographical issues as contexts. Most geographical issues have a moral dimension. Environmental relationships, in particular, provide a wealth of opportunities for distinguishing a moral dimension; for example, should the rain forest be exploited? Should open cast mining be allowed in an area of outstanding natural beauty? Other opportunities include the allocation of overseas aid, the use of genetically modified crops, and coastal management strategies - do we protect the coast at all cost or do we allow some parts of the coastline to be reclaimed by the sea ? Discussion, role-play and decision making exercises enable pupils to explore such issues, In doing so they will learn about the views held by society, and by various groups within society, and will develop their own attitudes and values in relation to these.	Cultural education in Geography involves the study of real people in real places in the present. It provides opportunities for multicultural education through recognising commonalities and differences. It also encourages pupils to reflect on their own personal reality of sense of space. Through its study of real people in real places, geography makes a major contribution to cultural development. Pupils learn about the characteristics of their local area, and why it is like that, and contrast where they live with more distant localities, in this country and abroad. A sense of place requires a knowledge and understanding of the cultural traditions of the people who live there. For example, for younger pupils this could be knowing about different styles of dress while older pupils might explore different attitudes towards the environment
British Values	
British Values The 2013 Ofsted Geography subject-specific guidance states that outstanding achievement in geography is demonstrated by: <i>'Pupils are able to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.'</i> Geography and global learning have a contribution to make in the following areas:	

- developing knowledge and understanding of, and mutual respect and tolerance for their own and other cultures in a range of places; for example by developing knowledge of diverse places and people, and understanding the geographical processes leading to change eg. within the study of North America in Year 5 and South America in Year 6
- investigating and understanding geographical processes that affect and interconnect the lives of those in the community, locality and wider world; for example local area studies in KS1 where the children study local issues such as the Blean village playground and in KS2 how we link to other areas of the world such as when looking at fairtrade and how we can engage with the concept during relevant focus weeks
- values such as tolerance, mutual respect, liberty and responsibility are also international values, enlightened by developing global knowledge and understanding, and Britain's engagement with the wider world. Global learning helps pupils consider the place of Britain and 'Britishness' within international and global contexts, including the idea of multiple identities for example looking at cross curricular issues in Year 5 when the 'Windrush' era is explored and the children learn how other cultures are assimilated into the British culture

Art & Design	
Spiritual	Social
Children: • Demonstrate they are reflecting on their experiences and learning from reflection. They express their opinions about their own and their peer's work. • Show they understand human feelings and emotions and how these affect others e.g. enjoyment, disappointment, feelings of 'awe' and 'wonder' in their own and other's artwork. • develop aesthetic appreciation – through theme, style and resources • Respect others e.g. feedback from peers, or teachers is listened to and considered sensibly. Children are able to accept that in art often by making mistakes that learning begins. • Accommodate differences and enable others to succeed – children are supportive of each other when working either individually or	Children: • Work cooperatively with partners and in structured and unstructured groups to produce meaningful pieces of artwork. • Take part in corporate experiences e.g. workshops organised in school, an art workshop to support a theme (Black history month, International week, or externally e.g. with Kent College • Demonstrate personal qualities such as thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence • Participate in school events and local competitions in the wider community e.g. gardening society, Whitefriars Christmas card competition . • Demonstrate leadership skills by acting as an "art expert" in class

collaboratively on a project, such as a hall display. • Ask questions, offer ideas and make connections for example observational drawings of Tudor/Stuart houses and The Great Fire of London (Houses were built out of wood, so burned very quickly) or Joan Miro's vibrant use of primary colours – linked to Spanish vocabulary colours. • Display creativity and imagination in developing a design – such as for a 3d pop up card to mark an occasion such as Christmas, Mother's Day, or developing a pirate diorama as part of the Yr 2/3 Pirate transition project, or a 3d pop up model of a Greek god. • Ask and answer questions about the starting points for their work, and develop their ideas. • Review what they and others have done and say what they think and feel about it (2 stars and a wish) • Identify what they might change in their current work or develop in their future work.	• Investigate the possibilities of a range of materials and processes e.g in printing with a variety of materials, marbling using different surfaces, painting using different brushes and textures of paint • Investigate different kinds of art, craft and design (for example, in the locality, in original and reproduction form, during visits to museums, galleries and sites, on the internet)
Moral	Cultural
Children • Model positive relationships and interactions e.g.fairness, integrity, respect for people, resolution of differences of opinion/ideas– e.g. sharing equipment and ideas. • Recognise and respect rules and codes of good practice when using equipment. (for example observing each other's work, two stars and a wish when studying peer's work, together with how to use sharp objects such as scissors appropriately, how to clean and store paintbrushes) • Demonstrate self discipline – for example children will follow success	Children: • Engage with a range of images and artefacts from different contexts, e.g. religious artifacts – Hindu murti, statues and images of Ganesh, Jewish artifacts – Torah, Star of David • recognise the varied characteristics of different cultures and using them to inform their creating and making. –such as Rangoli patterns and Mendi from the Hindu religion, African tingatinga art, Aboriginal art patterns • Understand the role of the artist, craftsperson and designer in a

criteria identified for a particular task. □ Show an interest in investigating and offering reasoned views about moral and ethical issues. E.g. Studying artists with spiritual or religious themes, such as War paintings or “The Great Wave off Kanagawa” (Japanese print), industrial painting s by L S Lowry.	range of cultures, times and contexts. • Will investigate visual, tactile and other sensory qualities of their own and others work., e.g. • Students will develop their knowledge and understanding of artists ideas and concepts identifying how meanings are conveyed., for example the economic struggle between East and Western culture in Katsushika Hokusai’s “The Great Wave off Kanagawa”, Joan Miro’s surrealist paintings and statues.
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British Values

The Art and Design Curriculum at Blean Primary school delivers British values through having a sense of enjoyment and fascination in learning about the world around us and participating actively in artistic and creative activities.

- Tolerance is promoted through listening to each other’s ideas, creative responses and understanding of different cultures and styles within art.
- Children are encouraged to question and explore whilst maintaining tolerance and respect for the views of others.
- Children discuss and work in the style of a wide variety of artists and designers.
- British art is promoted throughout the school– for example Cath Kidston ,Yinka Shonibare , John Tenniel and Turner are studied in KS2.

This extends beyond the classroom with a wide range of visits and experiences to art galleries, and local events (Whitefriars art competitions, Inspire Art project and the Kent Big Picture project, Scarecrow and Christmas Tree exhibitions in the local community.

- Children have the opportunity to work independently and as a team to build resilience and self-esteem through tasks, sharing ideas and resources, (paint, pastels, clay, textiles)
- Peer-assessment is embedded in the Art and Design curriculum which encourages pupils to support each other.

DT	
Spiritual	Social
Providing opportunities to wonder at human achievement reflecting on ingenious products and inventions, the diversity of materials and ways in which	Encouraging pupils to work co-operatively, Providing opportunities for team building activities that develop the skill of collaborative working and reflect the principles of a democratic society.

design technology can improve the quality of life. Develop determination to succeed eg finding solutions to problems and in doing so improve lives. Giving pupils the opportunity to explore and develop belief in themselves. Encouraging pupils to explore and develop what animates themselves or others. Developing a climate and ethos within which all pupils can grow and flourish, respect others and be respected. Enable pupils to make connections between aspects of their learning eg use of triangles to develop a strong structure due to mathematical knowledge Encourage pupils to relate their learning to a wider frame of reference – for example, asking why?, how? And where as well as what? In doing so, enhance their understanding of why technological advancements have occurred.	Helping pupils to develop personal qualities which are valued in civilised society, eg thoughtfulness, honesty, respect for difference, moral principles. Building independence and resilience through the development of design to solve a problem. Providing opportunities for pupils to exercise leadership and responsibility when working collaboratively and in doing so recognising others' strengths and sharing ideas and resources for greater overall development. Providing positive and effective links with the world of work and wider community.
Moral	Cultural
Encouraging pupils to take responsibility for their actions; for example in respect of property, care of the environment and developing codes of behaviour. Awareness of moral dilemmas created by technological advancements; the impact of 'winners and losers' ethos'	Recognising and nurturing particular gifts and talents. Reinforcing the school's cultural values through displays, posters and exhibitions etc. Understanding how different cultures have contributed to technology
British Values	
<u>British values in Design Technology</u> In Design Technology, children are given the opportunity to be creative and inventive through practical and investigative activities. At Blean Primary school, children take part in the Jamie Oliver "Food Revolution", learning about British food and food from other cultures, as well as sharing and respecting each other in a collaborative activity. Through both project work and cross curricular topics children are encouraged to investigate existing British products (such as the British postal stamp) or designs and learn or improve on new skills and techniques. Children study British designers such as Cath Kidston. Children then have the opportunity to use their acquired knowledge to design their own products and further develop their ideas through modification and evaluation. Democracy is incorporated by for example by examining the influence of British designers (such as Cath Kidston, Yinka Shonibare)	

Individual liberty - children are taught to express their opinions in terms of their designs. Sustainability is emphasised by encouraging the use of recycled products, together with environmental issues – materials, manufacturing and sourcing

Mutual respect and tolerance of those with different faiths and beliefs is embedded in children's learning in Design Technology.

Design work is inclusive of other religions and does not offend in terms of colours, imagery and texts.

PE & Sport	
Spiritual	Social
Children: • demonstrate they are reflecting on their experiences and learning from reflection. • show they understand human feelings and emotions and how these affect others eg enjoyment, disappointment. • respect others eg feedback from peers, coaches or teacher. • accommodate difference and enable others to succeed. • ask questions, offer ideas and make connections eg healthy lifestyles. • display creativity and imagination in developing sequences, choreography.	Children • work well co-operatively. • take part in corporate experiences eg sports day, team activities, residential activities. • demonstrate personal qualities such as thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence • participate in school and events such as Sports Partnership events in the wider community. • demonstrate leadership skills by acting as a house or team captain or by leading warm ups, skills practices and officiating in games.
Moral	Cultural
Children: • model positive relationships and interactions eg fairness, integrity, respect for people, resolution of conflict. • Recognise and respect rules and codes and demonstrate sportsmanship eg by shaking hands after matches, applauding opposition, fair play. Understand infringements such as penalties and red cards as a consequence (with good grace). • demonstrate self- discipline and recognise to achieve in sport training and application is needed.	• address discrimination on the grounds of race, religion, gender, sexual orientation, age and promote equality. • Express of different cultures through dance.

□ Show an interest in investigating and offering reasoned views about moral and ethical issues eg use of drugs in sport, match fixing, racism, logos, sporting heroes.	
British Values	
British Values: • Pupils demonstrate mutual respect to their peers. • Pupils work collaboratively with peers and demonstrate good teamwork. • Pupils show sportsmanship and are gracious in defeat. • Pupils recognise and praise the efforts and achievements of others. • Pupils show respect for the rule of law within sports and the role of a referee/umpire and the need for safety rules. • Pupils appreciate different cultures and their contribution to sporting history.	

PHSE	
Spiritual	Social
Children • Value and respect the 'specialness' of their own bodies • Know ways of finding calmness • Express their own opinion based on their reflections • Reflect on the experience of 'losing' someone through bereavement • Reflect on money and the extent to which it brings happiness • Use debate and discussion skills • Question and learn from questioning • Develop empathy • Use self-reflection • Reflect on the experience of others • Learn strategies for managing negativity • Set challenging goals and aspirations	Children • Learn about and respect others learning choices and styles of learning • Communicate their successes and the next steps in their learning with peers, adults and parents/carers • Learn about friendship and being a good friend • Learn how to use restorative justice to resolve conflict effectively • Learn about respecting other's point of view • Learn about gender equality • Know how to resist peer pressure and coercion • Take responsibility for their own and others safety • Develop interpersonal skills • Use a variety of approaches when working as a team • Develop communication skills, including assertiveness and how this differs from aggressive and passive behaviour

	☐ Compromise and know strategies for this
Moral	Cultural
Children • Learn about restorative justice approaches • Know what to do when they see someone being bullied • Learn about the difference between right and wrong • Know that they are responsible for their own behaviour so that they and others can do their best learning • Support and learn about a variety of charities • Engage in charitable acts • Learn about self-responsibility and their responsibility to others • Learn about the consequences of anti-social behaviour • Learn about different types of family • Learn about stereotyping • Learn about homophobia • Consider the images of sex created by the media • Address stereotypical attitudes to sex and relationships	Children • Learn about the role Black British individuals have played in enriching our culture • Share their own personal interests, both inside and outside the classroom • Learn about Fair Trade and the experience of food and goods producers in different parts of the world
British Values	
Children • Make links between the British rule of law and the purpose of our School and class rules • Learn about the role law enforcement and the rule of law plays in preserving British values • Engage in the democratic process of electing School council representatives and other roles in the school • Further tolerance and harmony and support equality for all through their study of notable Black Britons and their experience • Learn about notable Britons from different faiths • Learn about peaceful challenges to injustice • Learn about the importance of public institutions	
☐ Learn about how public services can be held to account	

- Learn about the Suffragettes and their role in the history of British democracy
- Find out about the role of Parliament in British society

Modern foreign languages (MFL)	
Spiritual	Social
Children: • Explore the different and similar ways that people have developed to express themselves and ideas e.g. language intonation, gesturing, traditions and customs etc. • look at the simplicity and the complexity of these ideas and the ways in which we learn and construct our languages. • demonstrate they are reflecting on their experiences and learning from reflection. • show they understand human feelings and emotions and how these affect others e.g. enjoyment, disappointment. • respect others e.g. addressing stereotypes • learn about religious and pagan celebrations and festivals in Spanish speaking countries and reflect on their meaning and significance.	Children: • communicate for a purpose with people from other cultural and social backgrounds. • learn about the social element of languages, both from learning about other societies and learning together in the classroom • undertake projects on different countries and express our ideas to others e.g. presentations, leaflets, poster etc. • take part in educational exchanges (e.g. letters / Face Time / Skype) to give them the opportunity to become involved with another culture and speak another language. • demonstrate personal qualities such as thoughtfulness, honesty, respect for difference, moral principles, independence etc. • participate in school events (e.g. European Day of Languages, Cultural evening) and take part in events in the wider community (e.g. After School Clubs and MFL trips). • exhibit leadership skills by acting as an MFL Pupil Consultant e.g. supporting others with their language skills.
Moral	Cultural

Children: • make a personal response to right and wrong based on their vehicle of languages. • consider the messages about every aspect of life including moral development that the language gives them. • consider other peoples' responses to moral issues. • model positive relationships and interactions eg fairness, integrity, respect for people, resolution of conflict. • recognise and respect cultural rules and codes e.g. physical contact during a conversation in Spain is a typical way of communicating that is not considered an invasion of personal space.	Children • value all languages and are therefore learning to understand and respect other people. • look at cultural festivals (e.g. Christmas) and seeing how these are celebrated in different countries as well as looking at festivals such as Day of the Dead in Mexico. • explore the similarities as well as the differences between countries and cultures. • express different cultures through cross-curricular links e.g. flamenco dance in P.E. or Spanish songs in Music. • address discrimination on the grounds of race, religion, gender, sexual orientation, age and promote equality. • Develop an understanding and appreciation for the cultural diversity within our school community.
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British Values

British Values

-Key British Values are openly promoted through the teaching and learning of MFL at Blean School.

-Values such as tolerance, mutual respect, liberty and responsibility are also international values and by gaining an appreciation of the countries where the language the children are studying (Spanish) is spoken, they are encouraged to reflect on other cultures and ways of life and embrace different socio-cultural and economic contexts.

-Through this, we are helping to ensure that our children remain open to the world around them and have a better grasp of the links and connections between countries and societies, highlighting the need for democracy, mutual respect and tolerance.

-We aim for our children to begin to understand, appreciate and celebrate the varied customs, festivals and national characteristics that make every society so unique.

Music

Spiritual

Children

- demonstrate they are reflecting on their experiences and learning from reflection.

Social

Children

- work well co-operatively.

• show they understand human feelings and emotions and how these affect others e.g. enjoyment, disappointment when creating and listening to music. • respect others e.g. feedback from peers, coaches or teacher when evaluating performances. • accommodate difference and enable others to succeed following performances. • ask questions, offer ideas and make connections. • display creativity and imagination in developing musical sequences.	• take part in corporate experiences e.g. group activities and performances • demonstrate personal qualities such as thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence • participate in school and events in the wider community e.g. Langton Music Centre Events. • demonstrate leadership skills in musical group activities.
Moral	Cultural
Children • model positive relationships and interactions e.g. fairness, integrity, respect for people, resolution of conflict when working in groups. • Recognise and respect rules and codes and demonstrate 'good' audience etiquette. • demonstrate self- discipline and recognise that application is needed to achieve when learning an instrument. • Show an interest in investigating and offering reasoned views about moral and ethical issues e.g. use of drugs, racism and musical heroes.	Children • address discrimination on the grounds of race, religion, gender, sexual orientation, age and promote equality. • Express different cultures through music. E.g. Visits from musical groups • Recognise musical talents in ourselves and others.
British Values	
The Blean Curriculum promotes tolerance and understanding of other cultures by incorporating learning about music from other cultures eg African drumming during Black History month. Children learn to sing in different languages including our school and community and Christmas songs in Spanish. Children are taught how to be an appreciative and supportive audience who listen attentively and supportively whilst others perform eg in our celebration assemblies. Children work collaboratively in groups and are encouraged to listen to others' viewpoints and accept different points of view – values of democracy.	

Computing	
Spiritual	Social
Children • are able to express their feelings and appreciation of ingenuity/innovation/beauty through different media. • reflect on their own and others' lives and the impact ICT has on this • demonstrate they are reflecting on their experiences and learning from reflection. • respect the efforts and feedback of others and appreciate different ways in solving problem. • accommodate the ideas of others and enable others to succeed. • ask questions, offer ideas and make connections • gain an appreciation of the innovations and achievements of past individuals.	Children • through different demonstrate personal qualities such as thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence. • investigate what it means to socialise using ICT media – the benefits and the pitfalls to it. • discuss the impact of the use of digital devices on the way we interact with others. • look at security risks to our personal data and how to reduce these risks. • consider the social responsibilities for those using digital devices – responsible for social good.
Moral	Cultural
Children • investigate the impact of digital inclusion, who is it available to, and the digital divide locally, nationally and globally. • consider accessibility issues when evaluating appropriateness of digital products. • develop their understanding of the development of online communities	Children • Learning about the wider world. • Accessing information about the wider world through the internet. • Exploring the sights and sounds of other cultures

and its implications for an individual's learning, leisure and social interactions • learn that the growth of social networking has potential risks as well as benefits. • use their knowledge of right and wrong in the media i.e. violence, bias, images and messages etc. model positive relationships and interactions, fairness, integrity, respect for people. • discover how to select their sources and decide on how much credence can be placed in them.	• Creating and sharing information about other cultures • Exploring how ICT connects us with and in different environments
British Values	
Pupils are taught about: • Online 'netiquette' – how to engage in online communities positively and how to be a respectful digital citizen (appreciate the viewpoints of others) • How to select information from online sources that reflect different viewpoints (engagement with democracy) • The dangers of the internet are taught and what to do with any online uncomfortable behaviour or material they see (contribute positively to life in modern Britain) • Cyber bullying and the legal implications.	