

Personal Development

MEPAL & WITCHAM



Together, we CARE!



"Be kind and loving to each other".

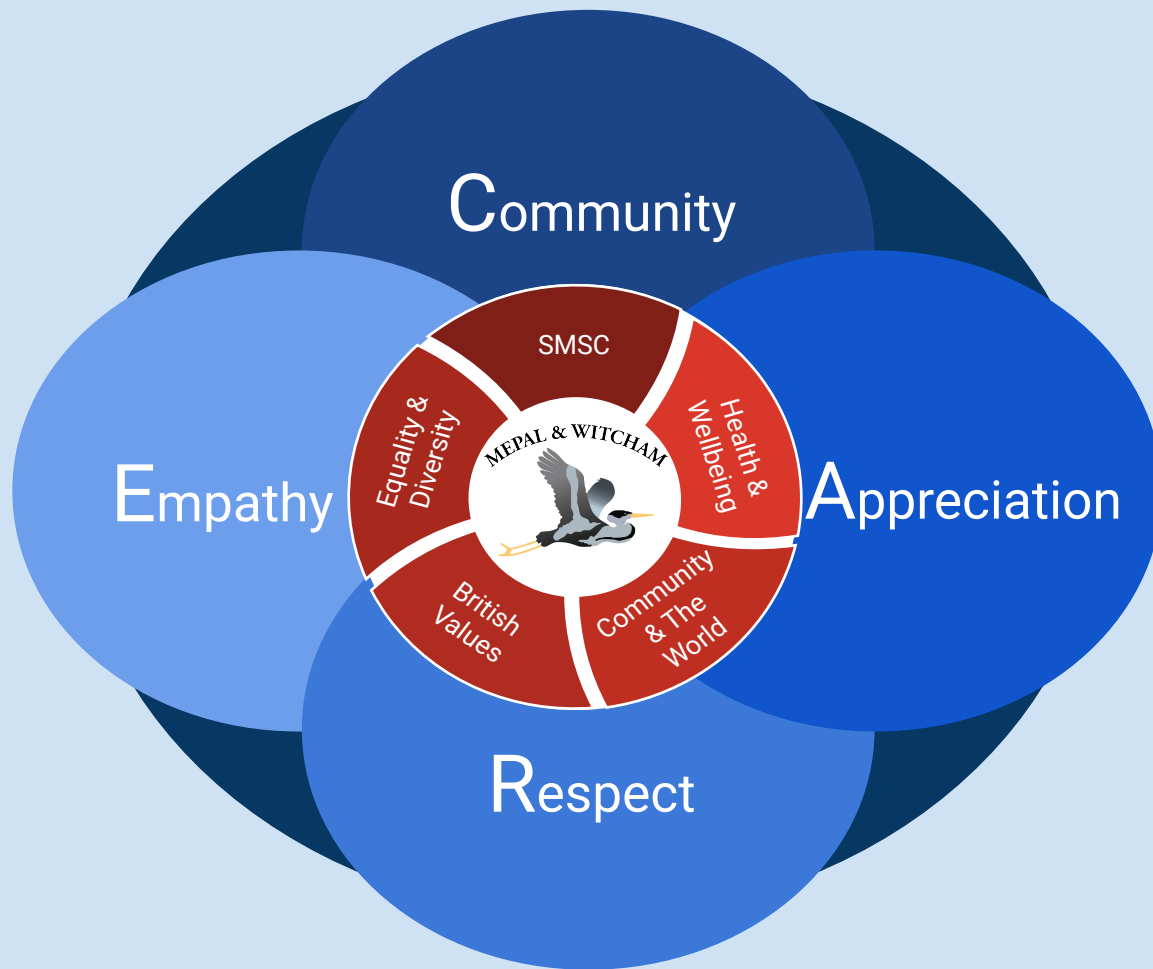
Ephesians 4:32 (ICB)

*“Be Kind and
Loving to Each
Other.”*









Personal Development CARE



SMSC	Health & Wellbeing	Community & The World	British Values	Equality & Diversity
Spiritual	Safeguarding & being safe	Partnerships with the Trust, Diocese & Church	Democracy	Teaching and Appreciating Protected Characteristics
Moral	Physical Health	Partnership with community	Rule of Law	
Social	Mental Health	Sustainability	Mutual Respect	School culture
Cultural - Cultural Capital	Relationships and Sex Education	Awareness of local and global issues	Tolerance of other faiths & Beliefs	Universal offer and SEND support
	Online Safety		Individual Liberty	Celebrating individuality

Personal Development CARE



SMSC

Spiritual

Moral

Social

Cultural - Cultural
Capital

Spiritual

- Spirituality Policy
- Triangle of Spirituality - Up, In and Out
- Whole school Spiritual Space
- Engagement with the local church and inviting worship leaders to lead worship
- Collective Worship with Biblical Scripture
- Collective Worship ambassadors
- Spaces for Reflection in class, including the weekly Big Question
- RE curriculum links with Theology and Philosophy, and across the whole curriculum
- Key events e.g. Harvest, Remembrance, Christingle, Advent, Easter, World Book Day, Senior Citizen's Afternoon Tea.
- A range of age-appropriate bibles for children to access and engage with.
- School trips
- Fundraising projects e.g. Children in Need, Litter Picks
- Afterschool clubs - Gardening/Eco team being Caretakers of God's World
- Celebration Assemblies incl. Y6 leavers
- Appreciation of language - vocabulary development across the curriculum

Moral

- School vision and values actively lived through policies and procedures, practised with the children daily.
- Behaviour curriculum.
- CARE Ambassador duties
- Working with PTA to support families with school trips and experiences
- PSHE & RE curriculum
- History curriculum when exploring the successes and fails of historical events and people e.g. WW2.
- Safeguarding links - keeping themselves and others safe
- Playtime support from staff - how to Be Kind and Loving to Eachother.
- Anti-bullying policy
- Staff supporting one another to fuel positive culture
- SENDco support for all children.
- Universal offer - high quality learning and feedback for all

Social

- CARE Ambassadors speaking on behalf of all children
- Staff, Parent and pupil questionnaires
- Investing in equipment to encourage social times
- PSHE and RE curriculum learning and applying strategies of our vision
- Older children supporting and playing with the younger children.
- PTA supporting the school and community for various events.
- Open door policy for all staff
- Strive for high quality communication between all stakeholders
- Supporting and welcoming the community e.g. Baby & Toddler Group, Senior Citizen Afternoon Tea, Volunteers reading with chn, Nativity, Supporting with Trips, participating in sports and music festivals/ tournaments, sports day.
- Breakfast club and variety of afterschool clubs
- Y5/6 Residential (1 x Activity; 1 x Cultural Capital)
- Curriculum welcoming debates and discussions about social issues

Cultural Cultural Capital

- Inclusive RE lessons for all.
- Celebrating of our community culture, living our vision out every day
- Art/ Music, French, History, Drama, Forest school (EYFS) - learning about different mediums of culture and to show appreciation and understanding.
- Church visits, incl Ely Cathedral for the whole school.
- Creation story in our Library for Pleasure - immersing all chn to the greatness of God
- Engaging in a range of events as listed previously.
- 3 x year RE festivals across a range of faiths e.g. Festival of Light
- Library for Pleasure area - dedicated time and space for reading for pleasure
- Afterschool clubs
- Sensory garden
- Diverse range of books.
- Various sources of media to act as stimuli to support our chn's learning.
- Celebrating all who take an active role being advocates of change.
- Swimming for Y5/ 6

Personal Development CARE



Health & Wellbeing

Safeguarding & being
safe

Physical Health

Mental Health

Relationships and Sex
Education

Online Safety

Safeguarding Being Safe

- Safeguarding policy
- DSLs
- All visitors vetted and informed of policy
- PSHE curriculum teaches about all types of safety e.g. personal, local, road etc.
- Key events e.g. Anti-bullying weeks, Mental Health Awareness Day
- School Premises secured; regular checks; fob access for authorised personnel
- Safeguarding CPD and checking of staff's knowledge.
- Vigilance from all staff at all times
- Newsletter with communication to parents about how to keep safe, awareness of road and water safety.
- School website for useful services and information.
- Cultural importance.
- Online safety
- Safeguarding support and annual audits from Central Team.
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Physical Health

- PE lessons taught by dedicated PE teacher.
- Morning fitness 3 x a week
- Forest school and PD development in EYFS
- Activities and Equipment for social times to encourage activity.
- Afterschool clubs
- Swimming lessons for Y5/6
- Bikeability
- Healthy lifestyles in PE and PSHE
- Promoting Health Eating in above curriculums and during lunch hall
- Various sporting festivals and events

Mental Health

- Pastoral support from all staff
- Mental Health Leader - Headteacher
- All policies and procedures take Mental Health into consideration
- CARE Ambassadors to work with chn to support and value pupil voice
- Mental Health Awareness day
- Nurturing and supportive school culture
- SENDCO and Headteacher support for chn and families in need.
- Children taught about positive self-image and self-worth.
- Children taught about the dangers of social media
- Broad and balanced curriculum

Relationships & Sex Education

- Safeguarding policy - robust identification process from staff.
- PSHE
 - Y1/2 look at names of body parts, hygiene and looking after themselves; why relationships are important with one another.
 - Y3/ 4 the changes there bodies will go through, and the beginnings of the human life cycle; how relationships happen and support adults create nurturing environments.
 - Y5/ 6 the names and functions of the reproductive organs, different forms of conception, and the impact of relationships on growing and development.
- Vision of being kind and loving being upheld at all times.
- All staff working with families to support positive relationships with their children and with school.

Online Safety

- Part of the computing curriculum taught to the whole school.
- Factsheets and useful tips shared with parents through newsletters
- Online safety advice and support on the school website.
- Filtering and Monitoring provided by TalkStraight to ensure all access on school devices are monitored, and insecure websites are filtered out.

Personal Development CARE



Community & The World

Partnerships with the
Trust, Diocese &
Church

Partnership with
community

Sustainability

Awareness of local
and global issues



Partnerships

Trust, Diocese, PTA, Church

- Central Team of DEMAT provide high quality CPD for all staff, allowing them to flourish and develop continuously.
- Shared planning following the PKC curriculum supports expertise and wellbeing.
- Central services from the Trust supporting the operations of the whole school.
- Trust sports festivals and competitions.
- Partnership with Kings Ely Music director for regional music festivals and carol concerts.
- Access to additional external CPD e.g. Evidence Bites with Key Guest speakers.
- Clergy from local church (St Marys, Mepal) sometimes lead Collective Worship, and assist with other events.
- Clergy part of governing body.
- Support from the Diocese of Ely with our spirituality and engagement with wider faiths.

Partnerships

Local community incl parents/carers

- Strong links with the PTA, who are all parents of the school.
- Various events and activities scheduled across the year for children and community to engage with.
- Raising funds that then subsidise cost of trips and experiences for our community.
- Connecting with the local community - weekly coffee mornings with Headteacher and SENDco; Baby & Toddler group for parents with young children; Senior Citizen's afternoon tea; remembrance day with the community.
- Social media and newsletters to connect with the wider community
- Establishing links with the Ely Standard Newspaper
- CARE Ambassadors working and promoting key events by leading e.g. selling poppies; gathering views for fundraising i.e. Children In Need.
- Inviting parents in to events e.g. celebration assemblies, sports days, Open evenings, Parents' evenings, reading with children.

Sustainability

Awareness of Local and Global Issues

- Eco team/ Gardening Club running weekly. They manage and develop our sensory garden all year through.
- Litter pickers of our children engaging outside of the school to help with the community.
- Celebrations of children being advocates of change and stewards of God in their community involvement e.g. family planting trees in the local area; family supporting with food bank deliveries.
- Forest School developing in EYFS
- Repurposed materials used for construction in EYFS.
- Separate labelled bins on the playground to encourage recycling.
- Geography and RE curriculum promoting the CARE of God's world, looking at Key figures like Greta Thunberg and David Attenborough., as well as key topics like Deforestation in Y3/4
- Weekly Big Question considers philosophical questions which lead themselves well to the current global and local issues e.g. Is it better to give or receive? And then discussing how this links in with AntiBullying and Children in Need.
- Whenever there is a particular world issue, we always consider the impact and how best to communicate this with our children at age-appropriate levels e.g. the war in Gaza, knowing we have some children and staff of Jewish faith.
- PSHE raises awareness to local issues e.g. fire safety, road safety and water safety (being surrounded by many rivers and floodplains)
- Across the curriculum, looking at key figures and moments in history e.g. Democracy in History, and how it has evolved from Ancient Greeks and the impact this has on modern day society in line with the latest election of Labour party. Then following this same approach to allow children to select their CARE Ambassadors.

Personal Development CARE



British Values

Democracy

Rule of Law

Mutual Respect

Tolerance of other
faiths & Beliefs

Individual Liberty

Democracy

- Links directly with CARE Values
- Democracy strand within the History curriculum that goes all the way across school.
- Practised in election of CARE Ambassadors.
- Staff, pupil and parent questionnaire to ascertain views and thoughts.
- Community voting for our vision: Be Kind and Loving to Each Other.
- Staff have regular opportunities to discuss with Headteacher key events, practices and policies to ensure it is a centralised approach e.g. several adaptations to the timetable and the way we deliver lessons; split class approach for an improved universal offer; decided on trips and experiences across the school year.

Rule of Law

- Encourage chn to discuss and project their views
- Create opportunities for discussion.
- Teaching the importance of justice and social responsibility
- Links directly with CARE Values
- PSHE curriculum around why rules and laws help keep us safe.
- Behaviour curriculum
- Staff code of conduct and relevant policies
- Be consistent and fair with our decisions and ensuring we stick to them e.g. committing to following up conversations, actions and abiding by the same rules we set ourselves.
- Support chn in understanding right from wrong.
- Using real-life examples and biblical stories to guide thinking and correction.

Mutual Respect

- Promoting and living by our equality policy.
- Links directly with CARE Values
- Behaviour curriculum - modelled and expected from all stakeholders.
- PSHE & RE curriculum teaching respect, how to earn it and how to give it.
- Collective worship discussing respect.
- Trips and experiences practising Respect outside of school.
- Showing respect through Remembrance services.
- Support pupils developing respect for themselves, others and the wider world - links to our Triangle of Spirituality.

Tolerance

Individual Liberty

- Links directly with CARE Values
 - Robust RE curriculum that studies and celebrates a range of faiths.
 - Equality policy ensuring all chn of faith and none are welcomed and valued.
 - Key festivals across the year to celebrate and observe different faiths e.g. a day on the Festival of Light.
 - PSHE about positive and healthy relationships.
 - Regular opportunities for our children to show CARE daily e.g. Y6s helping Reception chn outside; chn supporting our pupil with decreased mobility.
 - Robust SEND systems to ensure we are supporting all chn in need.
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- Support pupils to develop their self-knowledge, self-esteem, self-confidence;
 - CARE Ambassadors acting as the voice for our children.
 - Questionnaires to offer another platform of voice.
 - Regular encouragement and support from staff to ensure our pupils have confidence and opportunity to make informed decisions where appropriate.
 - Encourage pupils to take responsibility for their behaviour, as well as knowing their rights;
 - Model freedom of speech through pupil participation, while ensuring protection of vulnerable pupils and promoting critical analysis of evidence
 - Challenge stereotypes;
 - Implement a strong anti-bullying culture through our behaviour curriculum
 - E-Safety units of work are taught throughout school and parents and staff receive training/ support on these.

Personal Development CARE



Equality & Diversity

Teaching and
Appreciating
Protected
Characteristics

School culture

Universal offer and
SEND support

Celebrating
individuality

Teaching & Appreciating Protected characteristics

School Culture

- Equality policy and Accessibility plan
- Welcome of pupils from faith or none, including a range of ethnicities and backgrounds.
- Providing various opportunities through the curriculum e.g. trips, experiences and the different careers taken to support the aspirations of our children.
- Inviting the local community of businesses to our Local Career's Day to inspire children.
- PSHE curriculum: Diversity and Communities
- Interviewing processes to welcome candidates regardless of ethnicity or faith.
- SENDco support to teachers and parents with their child's learning.
- Anti-bullying week, Mental Health Day, Muscular Dystrophy Awareness Day, Adapting school Disabled Toilet to support key pupil, World Book Day, Children in Need - CARE Ambassadors chose 'Crazy Hair' and 'Wear something Spotty' as they wanted to celebrate how unique we all are.
- Integral and is the foundation of all operations.
- Behaviour curriculum is supportive of this.
- Policies and procedures reflective of this.
- Open door policy with all staff.
- Coaching and Feedback to regularly support teachers and HLTAs.
- All actively involved, regardless of job status.
- Parents and PTA involved to contribute to the kind and loving culture we have.
- Environments regularly undergoing work to improve and reflect the pride we take in our work with one another.
- Breakfast club and afterschool clubs to engage with chn
- Lowering our Preschool age to 2 to welcome more families and children.

Universal offer & SEND offer

Celebrating Individuality

- SENDco 1 day a week and shared with another school in the trust.
 - Increased partnerships with hub schools with the Trust for networking around localised issues.
 - Timetable changes to increase our First-Quality-Teaching approach for all chn e.g. ratio 1:15 for Maths and Phonics from Y1 - 6; Reception are already 1:15.
 - Support staff supporting with welcoming into school; 1:1 support for High Needs pupil.
 - APDRS for chn on SEND register, or considering SEND need.
 - Staff CPD from SENDco
 - SENDco and Headteacher working with families e.g. EHA, EHCPs, Targeted Support, Home visits.
 - Website with useful links and signposts to services.
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- Celebration chn's choices and decisions in school to make the school and community a better place e.g. Hedgehog awareness.
 - Celebrating chn and families being advocates of change e.g. raising awareness for St John's Air Ambulance by taking part in a sponsored run.
 - Children In Need - Crazy Hair Day, as voted by CARE Ambassadors.
 - PSHE, History and RE curriculum explores various individuals throughout time who had fought and stood for their own values and beliefs e.g. Anne Askew, Rosa Parks etc.
 - Welcoming and inviting children to pray and take part in Collective Worship, but respect individual choices to being open minded and curious.

Personal Development CARE



SMSC

Spiritual

Moral

Social

Cultural - Cultural
Capital

SMSC across the curriculum

English

Spirituality

- Opportunities for personal reflections through the writing of diaries and recounts
- Responding to literature e.g. "How would you feel if you were a character in the story?"
- Appreciating the beauty of language e.g. through poetry.
- Opportunities to be creative in writing.
- Appreciating the element of wonder in literature.
- Reading for Pleasure within our Spiritual Space

Moral

- Considering different perspectives e.g. debating concepts whether they are right and wrong e.g. suffragettes.
- Exploring stimuli for thinking about the consequences and points of view right or wrong behaviour e.g. Y5/6 writing about the 3 little pigs.
- Completing work around traditional tales and stories which deal with right and wrong.
- Opportunities for debate.

Social

- Taking different roles in group discussions and learning how to negotiate and agree to differ.
- Writing letters.
- Communicating with others in different ways to convey emotions in writing and speech.
- Participating in group/ paired tasks such as role plays and presentations.
- Opportunities to engage with nature e.g. Y3/4 setting description walk in the woods.

Cultural

- Sharing texts from around the world about different cultures/ in different languages.
- Appreciating the value of great works e.g through the trust reading canon.
- Studying and writing reports about different countries.
- Empathy with authors and the characters in stories and plays.
- Understanding heroes and heroines in literature.

Maths

Spirituality

- Developing a sense of awe and achievement in solving problems.
- Real-life examples on how Maths relates to the world around them.
- Exploring the wonder of pattern and order, shape and regularity.
- Etymology of Tri (trinity) - Using maths to support understanding of the Trinity (God the Son, God the Father, and God the Holy Spirit. But there is only ONE God. Thus, the term: "Tri" meaning three, and "Unity" meaning one, Tri+Unity = Trinity.

Moral

- Discussing money - spending and saving.
- Looking at fractions and considering unequal shares/ fairness.
- Completing investigations/ open ended tasks which allow children to work together e.g., conducting surveys.

Social

- Completing investigations/ open ended tasks which allow children to work together e.g, conducting surveys, partner work, partner editing and feedback.
- Using mathematical language to discuss similarities and differences between people e.g. tall / short.
- Respecting resources.
- Sharing thoughts when reasoning.

Cultural

- Learning about number systems such as Roman numerals.
- Exploring how mathematical language is universal and used across the world.
- Learning about the tessellation of shapes to form cultural patterns etc.
- Using exchange rates for foreign travel.

Science

Spirituality

- Library for Pleasure showing the Science & Religion of Creation.
- Understanding that wonder and curiosity is the foundation for science.
- Looking at the process of growing and changing and the miracle of our uniqueness.
- Creating opportunities for children to ask questions which Science cannot always answer
- Wondering at the universe and beyond.
- Questions of beginning, creation and evolution.
- Reflecting on the living world (living things and habitats).
- Understanding the regularity and order in science

Moral

- Appreciating that, to investigate fairly, commitment and honest observation are crucial.
- Considering the ethical implications of environmental problems e.g. pollution, climate change, destruction of rainforests, etc.
- Discussing the ethical implications of investigations.
- Discovering the limits of experimentation.
- To appreciate birth, life, death and renewal.

Social

- Taking responsibility for your own and other's safety when completing practical work.
- Learning about personal hygiene and staying healthy.
- Caring for plants and animals.
- Respecting/ listening to each other when completing collaborative practical activities.
- Taking on board different viewpoints when talking about theories.
- Sharing ideas and results.
- Respecting and looking after Scientific equipment.
- Learning about ourselves.

Cultural

- Being aware of how we need to care for the world in which we live.
- Asking questions about the way in which scientific discoveries from around the World have affected our lives.
- Looking at a range of scientists from around the world.
- Explore belief in science and the faith of scientists.
- To appreciate the impact of scientific achievements.

Computing

Spirituality

- Using technology to amaze and inspire.
- Wondering at the power of the digital age e.g. use of internet etc.
- Wondering at the ease of gathering and sharing information.
- Appreciating the wonder of worldwide instant communication.

Moral

- Learning how to keep safe online.
- Exploring the moral issues around the use of data.
- Learning about the consequences of misusing data and the internet.
- Learning about the legal aspects of the internet / online usage e.g., cyber bullying, e-safety etc.

Social

- Discussing the impact of computing on the ways people communicate.
- Using digital links to view and connect with other schools and communities.
- Gathering information to support ideas and debates.
- Communicating with other people in different ways.
- Looking after and caring for IT equipment.
- Sharing equipment with other people fairly.

Cultural

- Exploring human achievements and creativity in relation to worldwide communications.
- Learning about use of technology around the world and how access to it varies across cultures.
- Appreciating the speed of the growth of knowledge.
- Understanding the accessibility of knowledge and contact with other people worldwide.

PE



Spirituality

- Using dance/movement as an expression of emotion.
- Being aware of one's own strengths and limitations.
- Being aware of how winning / losing can affect our feelings.

Moral

- Discussing fair play and the value of teamwork.
- Developing qualities of self discipline, commitment and perseverance.
- Accepting loss and the importance of losing - links to self-regulation.
- Understanding the consequences of actions.
- Evaluating own and other's performance.

Social

- Developing a sense of belonging and self-esteem through teamwork.
- Developing a sense of community identity through taking part in inter-school events.
- Learning how to lead sports fairly.
- Morning fitness 3 x week
- Caring for PE resources.
- Picking teams and captains.
- Respecting a referee's decision.
- Creating and following the rules of games.

Cultural

- Learning about the history of sport, and where they originate from.
- Exploring rituals surrounding sporting activities.
- Exploring why different sports are played in different countries/ by different cultures.

Spirituality

- Learning about the Trinity and reflecting on God who lives without the limitations of a three-dimensional universe. He is spirit.
- Reflecting on spiritual ideas, experiences and concepts such as worship, wonder, praise, prayer etc.
- Participating in prayer.
- Wondering at religious icons.
- Understanding and generating curious in other world faiths
- Looking at religious beliefs and ideas expressed through the arts.
- Philosophy - considering ultimate questions of meaning and purpose.
- Exploring the idea of mystery and questions with no clear answers.

Moral

- Using Biblical and other religious stories to teach moral codes of conduct.
- How our CARE values is theologically rooted and underpins all that we do and strive to do.
- Learning about British Values and their importance in developing good human beings.
- Appreciating how sacred texts can inform people's way of life.
- Understanding that we can choose whether or not to follow a religion.

Social

- Asking questions about the social impact of religion.
- Learning how to effectively communicate their own beliefs, values and attitudes.
- Having links to religious people in the community for example our clergy.
- Learning to respect those of different faiths.
- Developing a sense of people, places, things, books, actions and ideas held by religious believers to be holy.
- Exploring ideas of commitment and belonging to groups and institutions.

Cultural

- Learning about and from celebrations, worship and rituals from different countries and world religious.
- Learning to value religious and cultural diversity.
- Visiting places of worship.
- Welcoming visitors of all religions.
- Understanding and accepting those of different faiths and cultures – how they may eat or dress differently / how they may fast as part of their culture or religion.
- Learning about cultural occasions e.g., Diwali, Chinese New Year, Eid etc.
- Understanding differing forms of worship.

History

Spirituality

- Considering how things would be different if the course of events had been different.
- Looking at local history and the impact of this on local people.
- Awe and wonder around handling artefacts and places to visit.
- Understanding that they are part of history.
- Developing a sense of being in touch with past people, things and ideas.
- Understanding the nature and importance of invention and exploration.

Moral

- Learning about significant people/ events from the past who have influenced today's society e.g Rosa Parks
- Appreciating how situations of injustice have provoked people to rise up and bring change in the world e.g Greta Thunberg
- Understanding the consequences of events in history.
- Learning to debate about the rights and wrongs of events such as battles in history.

Social

- Appreciating how values in Britain have formed and evolved over time and have resulted in changes in law, attitudes and expectations.
- Encouraging children to talk to the community etc. About their experiences when learning about history.
- Learning about British Leaders and monarchs and what they have taught us about social etiquette.
- Looking after / caring for historical artefacts.
- Understanding the concepts of war and peace.

Cultural

- Learning about ways of life in different time periods.
- Knowing significant local, national and global historical events.
- Respecting values of different cultures and how their values have developed over time.
- Learning about the British parliament and monarchy and the changes over time.
- Understanding how to interpret history.
- Developing empathy with people from other times in history.

Geography

Spirituality

- Marvel at the awe and wonder in the different weather and seasonal patterns.
- Using maps and other resources to imagine what it might be like to live in other parts of the world which are different to ours e.g., areas with natural disasters or extreme climates etc.
- Awe and wonder at how the world has changed and developed.
- Wondering at the similarities and differences around the world – time zones; cultures; impact of wars; different extremes such as deserts; rainforests; areas with glaciers; volcanoes, mountains etc.
- Wonder at the diversity- of environments and people.

Moral

- Considering how people use/ treat the environment.
- Acting to make the world a more sustainable place e.g., recycling.
- Discussing the impact and effect of man on earth/ on the moon/ space travel.
- Considering impact of geographical activities such as deforestation etc.
- Understand the beliefs behind particular causes and campaigns.

Social

- Developing map reading skills essential for later life.
- Understanding more about themselves and their place in their immediate, local and global community.
- Understanding the social impact of over-population and what can and can't be changed.
- Raise questions about the care of the environment.
- Develop empathy with people from other parts of the world.
- Develop an understanding of the world's economic development.

Cultural

- Developing empathy and positive attitudes towards people of all cultures, recognising that often people have common needs and similar challenges.
- Looking at causes and effects of migration and immigration and how land use has changed over time.

PSHE

Spirituality

- Learning about the process of growth from young to old.
- Considering special people and their influence on our lives.
- Considering how it feels to belong and how we belong to different groups.
- Developing a positive outlook for the future.
- Developing resilience and inner strength.
- Developing an awareness of and an ability to respond to others wants and needs.

Moral

- Respecting and understanding the importance of British Values and what it means to be a British citizen.
- Learning about what constitutes a healthy lifestyle.
- Becoming aware of social injustice and how to make a difference.
- Thinking about change and loss and the impact of these on our lives.
- Developing a strong awareness of bullying issues, their impact and how to tackle them.
- Nurturing a sense of self-worth, self-identity and personal responsibility so that children can begin to learn how to make sound moral, social, spiritual and cultural choices.

Social

- Exploring likes and dislikes and comparing these between different people.
- Learning about personal hygiene.
- Learning rules for keeping physically and emotionally safe.
- Sharing opinions and listening to the views of others.
- Playing and working cooperatively.
- Developing resolution strategies.
- Discussing money and the concepts of spending and saving.
- Recognising the rights of others and preparing to take responsibility in society.
- Learning how to resolve conflict.
- Investigating fairness and right and wrong, kind and unkind.

Cultural

- Hearing stories from different cultures and countries.
- Learning about viewpoints of people with different beliefs.
- Developing an awareness of the shared value of communities and where there might be conflicting values.
- Respecting and valuing diversity.

Music

Spirituality

- Considering how music makes us feel.
- Expressing one's self and connecting with music reflective of the mood required e.e.g morning fitness with upbeat music, but soft music in the spiritual space.
- Expressing delight by creating own music.
- Appreciating beauty, truth and goodness in music.
- Expressing, interpreting and exploring deep feelings and profound beliefs.
- Exploring the effects of music on the emotions and senses.

Moral

- Exploring how music can convey human emotions such as sadness, joy, anger etc.
- Appreciating the self-discipline required to learn a musical instrument.

Social

- Exploring how an orchestra works together.
- Discussing what would happen if musicians in a band/ group didn't co-operate.
- Appreciating how music is used in different ways in different settings e.g., for pleasure, for worship, to help people relax.
- Showing a cooperative work ethic when participating in events such as Ely Arts Festival; DEMAT Carol Concert etc.
- Understanding that music is a way of expressing mood.

Cultural

- Listening to and learning songs from other cultures.
- Appreciating the work of composers and musicians from a variety of times and places.
- Encouraging pupils to listen and respond to traditions from around the world
- Appreciating musical expression from different times and places.
- Giving opportunities to perform.
- Understanding artistic creativity.
- Expressing personal response and preference.

Art

Spirituality

- Responding to the world through painting/drawing.
- Exploring different artists' interpretations of a key figure or event and asking what the artist was trying to convey.
- Appreciating and evaluating art.
- Showing an awareness of surroundings by sketching scenery and landscapes.
- Expressing, interpreting and exploring deep feelings and profound beliefs.
- Exploring the effects of the arts on the emotions and senses.

Moral

- Encouraging the use of visual images to evoke a range of emotions.
- Accepting that it is ok to make mistakes and to redraft work.

Social

- Sharing resources.
- Exploring art as a powerful social tool e.g., in advertising. - Working as a team to evaluate or improve artwork.
- Helping each other when improving work at all stages of the design.
- Understanding that art is a way of expressing mood.

Cultural

- Considering how other cultures use art to express their values and beliefs.
- Appreciating the work of artists from a variety of times and places.
- Reflecting on the cultural significance of famous pieces of art.
- Appreciating art and artists from around the world.
- Understanding artistic creativity.
- Expressing personal response and preference.

Design & Technology

Spirituality

- Enjoying and celebrating personal creativity.
- Reviewing and evaluating created things.
- Appreciating existing products and expressing awe and wonder at how they came to be invented.

Moral

- Asking questions about the effect of technological change on human life and the world around them.
- Learning about nutrition and how to cook as a life skill.
- Accepting that it is ok to make mistakes and the learning that can come from redrafting or starting again.

Social

- Co-operating when working on a group design.
- Undertaking market research to seek a view.
- Taking time to help each other.
- Sharing resources/ tools and equipment.
- Caring for D&T materials and tools.

Cultural

- Considering cultural influences on design.
- Looking at recipes for traditional meals from around the world.
- Experiencing food/ cooking from around the world.
- Working with textiles from around the world.
- Researching, appreciating and evaluating existing products from different cultures.

Languages (French)

Spirituality

- Developing a sense of awe at the beauty of language.
- Understanding that languages develop over time.
- Appreciate the beauty of language as a way to convey meaning

Moral

- Understanding the importance of correct pronunciation to ensure the correct meaning is portrayed.
- Understanding what and how learning another language shows that we care and appreciate how others communicate.

Social

- Learning the skill of communicating in a different language.
- Conversing with each other with simple sentences to show how connection and relationship can still happen through other mediums.

Cultural

- Looking at similarities and differences between our culture and classical culture.
- Allowing children to develop an appreciation of language.
 - Exploring the origins of words that we brought over and adapted from the 11th Century onwards.

Spirituality

- Developing self-confidence, self-awareness and independence e.g. when making choices in continuous provision and when sharing ideas in whole class time.
- Talking about and beginning to appreciate feelings e.g. when talking through disagreements.
- Marvelling at the world around us and the weather e.g. discussing what you might wear in different weathers; understanding freezing and melting; experiencing changing colours of autumn leaves.
- showing imagination and using expression when moving to music.
- Showing imagination when role playing cultural events.

Moral

- Understanding the importance of sharing and taking turns e.g., during busy learning; abiding by the rules.
- Developing an ability to resolve issues e.g., when talking through problems.
- Showing that children can understand others e.g. demonstrating good listening during adult led sessions.
- Showing empathy towards other people's points of view e.g. when talking through issues; hot-seating.
- Understanding right and wrong
- Having an awareness of and participating in recycling.

Social

- Participating in turn taking games e.g. in PE.
- Learning to share resources e.g. during learning and when talking through issues; during tidy up time.
- Caring for resources.
- Using manners when listening to and responding to others.
- Working as part of a team e.g. PE.
- Listening to and responding to others e.g. during carpet time
- Learning to talk about own significant events and celebrations and responding to others appropriately.
- Participating in the Nativity performance.

Cultural

- Sharing information about own special events – celebrations, birthdays, festivals etc.
- Taking part in role plays about cultural events e.g. in the home corner.
- Participating in special events
- Learning about other cultures, especially in RE and PKC curriculum.
- Learning about important people from history and within the community e.g. people who help us