



## SMSC 2024-2025

**Resilient Individuals Possibilities World Citizens Confident Effective and Respectful Communicators**

**Fundamental  
British Values**

**Protected  
characteristics**

	<b>A Spiritual child will demonstrate</b>	<b>A Moral child will demonstrate</b>	<b>A Social child will demonstrate</b>	<b>A Cultural child will demonstrate</b>	<b>Fundamental British Values</b>	<b>Protected characteristics</b>
<b>Reception</b>	Is a curious child who embraces and celebrates diversity. They will show sensitivity to their own and others' needs.	A developing self-awareness and an ability to show sensitivity towards the wishes and needs of others. An understanding of how their behaviour affects others both positively and negatively.	Increasing ability to communicate confidently and clearly. They will work and play co-operatively with others and form positive bonds with adults and children.	Will be open and interested in engaging in cultural opportunities. They will develop their own ideas, take risks, use initiative, solve problems, seek out challenges and persist when challenges occur. Have knowledge of the cultural heritage that has shaped where they live.	Democracy The rule of law. Individual liberty Mutual respect & tolerance	Age Disability Gender reassignment Race Religion or belief Marriage or civil partnership Sex Sexual orientation Pregnancy and maternity
<b>Elements taught/evidence</b>	We learn about a range of culturally diverse celebrations and festivals including Christmas, Diwali, Chinese New Year and the Holi festival.	Caring for ourselves, for each other and for our school and the wider world is embedded in our EYFS.	High quality, meaningful interactions in our rich, stimulating environment are key to developing early communication.	Re units taught weekly. All about me and Me and My Family topics. Watching a theatre performance. Learning and performing poetry poems.	Exploring law through People Who Help Us. Learning about our Royal Family Classroom voting and democracy practised in the	Anti bullying week Show Racism the Red card Black History Month – October. Exploration of breaking down gender or ethnic

					classroom through routines.	stereotypes in careers, clothes and language.
Year 1 Year 2	<p><u>A set of values, principles and beliefs which may or may not be religious</u></p> <p><u>A respect for themselves and for others</u></p> <p>An increasing ability to reflect</p> <p>An expressive and/or creative impulse</p>	<p><u>Knows right from wrong</u></p> <p><u>Respect for other's needs, interest and feelings as well as their own</u></p> <p><u>An ability to think through the consequences of their own and others actions</u></p> <p>Confidence to act consistently in accordance with their own principles</p>	<p><u>Works successfully as a member of a group or team</u></p> <p><u>Takes advice offered by those in authority or counselling roles</u></p> <p><u>Shows respect for people, living things, property and the environment</u></p>	<p><u>An appreciation of the diversity of cultures</u></p> <p>Explores a range of cultures and beliefs through authentic experiences</p> <p>A sense of awe and wonder through a range of cultural experiences</p>	<p><b>Democracy</b></p> <p><b>The rule of law.</b></p> <p><b>Individual liberty</b></p> <p><b>Mutual respect &amp; tolerance</b></p>	<p><b>Age</b></p> <p><b>Disability</b></p> <p><b>Gender</b></p> <p><b>reassignment</b></p> <p><b>Race</b></p> <p><b>Religion or belief</b></p> <p><b>Marriage or civil partnership</b></p> <p><b>Sex</b></p> <p><b>Sexual orientation</b></p> <p><b>Pregnancy and maternity</b></p>
Elements taught/evidence	<p><b>Autumn Golden Rules</b></p> <p><b>RE Christianity</b> – Ask some questions about believing in God and offer some ideas of their own. Talk about issues of good and bad, right and wrong arising from the stories. Describe how a festival is celebrated. Describe what happens and what is being celebrated at Eid-ul Fitr. Describe what happens during Ramadan.</p> <p><b>Anti-bullying Week</b> 11<sup>th</sup> -15<sup>th</sup> Choose Respect Odd Sock Day, celebrating difference</p> <p><b>English</b> –‘We are Britain’ Benjamin Zephaniah Expressing ourselves through <b>Art/DT</b> – Street View/Chop, Slice, Mash</p>	<p><b>Autumn Golden Rules</b></p> <p><b>RE Christianity</b> - Talk about issues of good and bad, right and wrong arising from the stories.</p> <p><b>Anti-bullying Week</b> 11<sup>th</sup> -15<sup>th</sup> Choose Respect Odd Sock Day, celebrating difference</p> <p><b>World Mental Health Day</b> 10/10/24- Mental Health in the Workplace</p>	<p><b>Autumn Golden Rules</b></p> <p>Team work - group and paired activities in Science, PE, History/Geography, Maths and English</p> <p>Team work – collaborating on the Christmas play.</p> <p><b>PSHE Drug Awareness</b> - Talking about the people whose job it is to help keep us safe.</p> <p><b>Forest Schools - Outdoor Adventurous Activities (OAA)</b></p> <p>Team Building</p> <p>To co-operate and communicate with a partner to solve challenges.</p>	<p><b>Autumn</b></p> <p>In school - visiting theatre production</p> <p>Playscripts, Key Stage 1 performance</p>	<p><b>Autumn Golden Rules</b></p> <p>Voting for school councillors</p> <p>Voting on books at story time</p> <p><b>Anti-bullying Week</b> 11<sup>th</sup> -15<sup>th</sup> Choose Respect Odd Sock Day, celebrating difference</p> <p><b>English</b> –‘We are Britain’ Benjamin Zephaniah</p> <p><b>PSHE Drug Awareness</b> - Talking about rules and age restrictions that keep us safe.</p> <p><b>RE</b> – Respecting and tolerating the beliefs of others.</p>	<p><b>Autumn</b></p> <p><b>Anti-bullying Week</b> 11/11/24-15/11/24</p> <p><b>Show Racism the Red Card</b> – Exploration through the book ‘Elmer’.</p> <p>Selecting stories that include the protected characteristics. Ensuring a range of books in the class reading area.</p> <p><b>English</b> –‘We are Britain’ Benjamin Zephaniah</p> <p><b>RE Christianity</b> - Talk about some simple ideas about Christian beliefs about God and Jesus. Describe how a festival is celebrated. Describe what happens and what is being celebrated at Eid-ul Fitr</p>

	<p><b>Music</b> – How can we make friends when we sing together?</p> <p><b>BIG RE DAY</b>- How do Christians around the World Celebrate Christmas?</p>		<p>To explore and develop teamwork skills. To develop communication skills. To use communication skills to lead a partner. To plan with a partner and small group to solve problems. To communicate with a group to solve challenges.</p>		<p><b>BIG RE DAY</b>- How do Christians around the World Celebrate Christmas?</p>	<p>Describe what happens during Ramadan.</p>
	<p><b>Spring Golden Rules Safer Internet Day</b> 11/2/25</p> <p><b>Children’s Mental Health Week</b> 3/2/25 – 9/2/25 theme is ‘Know Yourself, Grow Yourself’</p> <p><b>PSHE – Being Me</b> Identifying that everyone has different strengths. Recognising the ways in which they are the same and different to others. Recognising what makes them special. Identifying the ways in which we are all unique. Identifying what they are good at, what they like and dislike.</p> <p><b>Re Islam</b> - Talk about some simple ideas about Muslim beliefs about Allah. Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel.</p> <p><b>RE Faith Communities -</b> Recognise symbols of</p>	<p><b>Spring Golden Rules Safer Internet Day</b> 11/2/25</p> <p><b>Children’s Mental Health Week</b> 3/2/25 – 9/2/25</p> <p><b>PSHE – Being Me</b> Identifying that everyone has different strengths. Recognising the ways in which they are the same and different to others. Identifying what they are good at, what they like and dislike.2</p> <p><b>RE Faith Communities -</b> Recognise symbols of belonging from their own experience. Recognize symbols of belonging within different faiths.</p>	<p><b>Spring Golden Rules</b> Team work - group and paired activities in Science, PE, History/Geography, Maths and English</p> <p><b>Forest Schools - Outdoor Adventurous Activities (OAA)</b> Team Building - To co-operate and communicate in a small group to solve - To create a plan with a group to solve the challenges. - To communicate effectively and develop trust. - To work as a group to solve problems. - To work with a group to copy and create a basic map.</p>	<p><b>Spring Ramadan Morning</b> – Make a lantern, share traditional sweets.</p> <p><b>Re Islam</b> - Talk about some simple ideas about Muslim beliefs about Allah. Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel.</p>	<p><b>Spring Golden Rules</b> Voting for school councillors Voting on books at story time</p> <p><b>Safer Internet Day</b> 11/2/25</p> <p><b>Children’s Mental Health Week</b> 3/2/25 – 9/2/25</p> <p><b>RE – Respecting and tolerating the beliefs of others.</b></p> <p><b>PSHE – Being Me</b> Recognising the different groups they belong to. Identifying that everyone has different strengths. Recognising the ways in which they are the same and different to others. Recognising what makes them special. Identifying the ways in which we are all unique. Identifying what they are good at, what they like and dislike.</p> <p><b>Re Islam</b> - Talk about some simple ideas about Muslim beliefs about Allah. Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel.</p> <p><b>RE Faith Communities -</b></p>	<p><b>Spring</b> Selecting stories that include the protected characteristics. Ensuring a range of books in the class reading area.</p> <p><b>PSHE – Being Me</b> Recognising the different groups they belong to. Identifying that everyone has different strengths. Recognising the ways in which they are the same and different to others. Recognising what makes them special. Identifying the ways in which we are all unique. Identifying what they are good at, what they like and dislike.</p> <p><b>Re Islam</b> - Talk about some simple ideas about Muslim beliefs about Allah. Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel.</p> <p><b>RE Faith Communities -</b></p>

	<p>belonging from their own experience. Recognize symbols of belonging within different faiths. Identify two ways people show they belong to each other when they get married. Respond to examples of cooperation between different people.</p> <p>Expressing ourselves through <b>PE</b> – gymnastic routines <b>Art/DT</b> – Flower Head/Beach Hut <b>Music</b> – How does music make the World a better place? How does music help us to understand our neighbours?</p>					<p>Recognize symbols of belonging within different faiths. Identify two ways people show they belong to each other when they get married. Respond to examples of cooperation between different people.</p>
	<p><b>Summer Golden Rules</b> Expressing ourselves through <b>Art/DT</b> – Portraits and Poses/Cut, Stitch and Join <b>Music</b> - What songs can we sing to help us through the day? How does music teach us about looking after our planet?</p> <p><b>RE Sacred Places</b> - Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used. Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe. Ask good questions during a school visit about what happens in a church.</p>	<p><b>Summer Golden Rules</b></p> <p><b>PSHE Money Matters</b> - Identifying different jobs that people do. Identifying the strengths/interests someone might need to do different jobs</p>	<p><b>Summer Golden Rules</b> Team work - group and paired activities in Science, PE, History/Geography, Maths and English</p> <p><b>Music</b> - How does music teach us about looking after our planet?</p> <p><b>RE Creation</b> – How can we look after our World?</p> <p><b>PE Net and Wall</b> - Emotional: honesty and fair play, determination, perseverance, honesty Social: support, co-operation, respect, communication Thinking: decision making, reflection,</p>	<p><b>Summer Visit to St George’s Church</b></p> <p><b>RE Sacred Places</b> - Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used. Ask good questions during a school visit about what happens in a church.</p>	<p><b>Summer Golden Rules</b> Voting for school councillors Voting on books at story time <b>RE</b> – Respecting and tolerating the beliefs of others. <b>PSHE Money Matters</b> - Understanding what money is. Recognising that people make different choices about how to save/spend money. Recognising the difference between needs and wants. Understanding how money can be looked after. Understanding that jobs help people to earn money to pay for things. Identifying different jobs</p>	<p><b>Summer</b> Selecting stories that include the protected characteristics. Ensuring a range of books in the class reading area. <b>RE Sacred Places</b> - Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used. Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe. Ask good questions during a school visit about what happens in a church.</p>

	<p><b>PE Net and Wall</b> - Emotional: honesty and fair play, determination, perseverance, honesty</p> <p>Social: support, co-operation, respect, communication</p> <p>Thinking: decision making, reflection,</p>		<p><b>PSHE Being Safe</b> - Talking about rules and age restrictions that keep us safe.</p> <p>Recognising risk and what action to take to minimise harm.</p> <p><b>Forest Schools - Outdoor Adventurous Activities (OAA)</b></p> <p>Team Building</p> <ul style="list-style-type: none"> <li>- To co-operate and communicate in a small group to solve - To create a plan with a group to solve the challenges.</li> <li>- To communicate effectively and develop trust.</li> <li>- To work as a group to solve problems.</li> <li>- To work with a group to copy and create a basic map.</li> </ul>		<p>that people do.</p> <p>Identifying the strengths/interests someone might need to do different jobs</p> <p><b>PSHE Being Safe</b> - Talking about rules and age restrictions that keep us safe.</p> <p>Recognising risk and what action to take to minimise harm.</p>	
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	A Spiritual child will demonstrate	A Moral child will demonstrate	A Social child will demonstrate	A Cultural child will demonstrate		
Year 3 Year 4	<p><u>A set of values, principles and beliefs which may or may not be religious</u></p> <p><u>A respect for themselves and for others</u></p> <p><u>An understanding of feelings and emotions and their likely impact</u></p> <p>Shows resilience, persistence and courage</p>	<p><u>Knows right from wrong</u></p> <p><u>Respect for other's needs, interest and feelings as well as their own</u></p> <p><u>An ability to think through the consequences of their own and others actions</u></p> <p>A desire to explore their own and others views</p>	<p><u>Works successfully as a member of a group or team</u></p> <p><u>Takes advice offered by those in authority or counselling roles</u></p> <p><u>Shows respect for people, living things, property and the environment</u></p>	<p>An appreciation of the diversity of cultures</p> <p>Openness to new ideas and beliefs</p> <p>A sense of personal enrichment through encounter with cultural media and traditions from a range of cultures</p> <p>Use language and understand images/icons for example in music, art</p>	<p>Democracy</p> <p>The rule of law</p> <p>Individual liberty</p> <p>Mutual respect &amp; tolerance</p>	<p>Age</p> <p>Disability</p> <p>Gender</p> <p>Race</p> <p>Religion or belief</p> <p>Marriage or civil partnership</p> <p>Sex</p> <p>Sexual orientation</p> <p>Pregnancy and maternity</p>

	<p>A respect for insight as well as for knowledge and reason</p> <p>A sense of empathy with others</p> <p>An awareness and understanding of their own and other's beliefs</p>	<p>A commitment to personal values in areas which are considered right by some and wrong by others</p>	<p>Shares views and opinions with others and works towards consensus</p> <p>Participates in activities relevant to the community</p> <p>Reflects on their own contribution to society</p> <p>Exercises responsibility</p> <p>Adjusts to a range of social contexts by appropriate and sensitive behaviour</p>	<p>literature, which have significance and meaning in a culture</p> <p>Regard for the heights of human achievements in all cultures and societies</p>		
<p><b>Elements taught/evidence</b></p>	<p><b>Autumn Events=</b>  <b>Dot Day-</b> 15/9/24  <b>Growth mindset intro.</b>  <b>Black History month</b> Oct. 24  <b>Anti-bullying week-</b> 11<sup>th</sup> -15<sup>th</sup>  Choose Respect  Odd Sock Day, celebrating difference  <b>Ongoing=</b>  Class rules discussion and dojo points  Restorative practise  Well-being check ins and emotional support, zones of regulation  Message monster  Circle time  Project Evolve  World Mental Health Day  Weekly assembly, Picture News  RE- What does it mean to be a Christian in Britain today?  BIG RE DAY- How do Christians around the world celebrate Christmas?  PSHE- Drug education</p>	<p><b>Autumn Events=</b>  <b>Black History month</b> Oct. 24  <b>Anti-bullying week-</b> 11<sup>th</sup> -15<sup>th</sup>  Choose Respect  Odd Sock Day, celebrating difference  <b>Parliament week-</b> 18-24<sup>th</sup> November 2024  <b>World Mental Health Day</b> 10/10/24- Mental Health in the Workplace  <b>Ongoing=</b>  Class rules discussion and dojo points  Restorative practise  Well-being check ins and emotional support, zones of regulation  Project Evolve  RE- What does it mean to be a Hindu in Britain today?  BIG RE DAY- How do Christians around the</p>	<p><b>Autumn Weekly playtime in the woodland area,</b> to celebrate nature and friends and exercise outdoors  Restorative practise  School council – local litter picking planning  Reader leaders- supporting reading throughout the school  Worship Monitors- leading discussion and prayer  Positivity messages in a Christmas postbox  <b>Teamwork-</b> group and paired activities throughout the curriculum</p>	<p><b>Autumn</b>  <b>In school-</b> theatre visit at Christmas  <b>Art-</b> Looking at famous artworks during Colour and Contrast unit  Looking at pottery work of the Bell Beaker people of the Bronze Age and creating our own.  Ongoing art postcard pick and display in class.  <b>Black History Month-</b> October, a range of black composers during registration  <b>Music scheme-</b> composing, rock and roll  <b>Music listening in assembly-</b> an ongoing range of composers</p>	<p><b>Autumn</b>  RE- What does it mean to be a Hindu in Britain today?  BIG RE DAY- How do Christians around the world celebrate Christmas?  <b>Dot Day-</b> 15/9/24- ish  <b>Show Racism the Red Card day</b>  <b>Anti-bullying week-</b> 11<sup>th</sup> -15<sup>th</sup>  Choose Respect  Odd Sock Day, celebrating difference  <b>World Mental Health Day</b> 10/10/24- Mental Health in the Workplace  RE- What does it mean to be a Hindu in Britain today?  What does it mean to be a Christian in Britain today?  BIG RE DAY- How do Christians around the</p>	<p><b>Autumn</b>  <b>Selecting stories that include the protected characteristics to read and share in classroom book corner.</b>  <b>Show racism the red card,</b> wear red day  <b>Black History month</b> Oct. 24  <b>Anti-bullying week-</b> 11<sup>th</sup> -15<sup>th</sup>  Choose Respect  Odd Sock Day, celebrating difference  <b>World Mental Health Day</b> 10/10/24- Mental Health in the Workplace  RE- What does it mean to be a Hindu in Britain today?  What does it mean to be a Christian in Britain today?  BIG RE DAY- How do Christians around the</p>

	<p>- <b>Being Me, self-identity and self-worth</b></p>	<p>world celebrate Christmas?</p> <p><b>PSHE- Drug education -Being Me, self-identity and self-worth</b></p>	<p>Performances in church for Harvest and Christmas Oracy strategies, Kagan Talking Squares etc</p> <p>Harvest assembly, giving to the local foodbank</p> <p>Discuss the work of the Derbyshire Wildlife Fund and pick an animal to sponsor for the year</p> <p><b>DT-</b> to cook ratatouille as a class</p> <p><b>PE-</b> Dance/ Hockey/ gymnastics/ fitness</p>		<p><b>Black History month</b> Oct. 24 <b>Parliament week-</b> 18-24<sup>th</sup> November 2024 <b>Ongoing=</b> Class rules discussion and dojo points Restorative practise Well-being check ins and emotional support, zones of regulation</p> <p><b>Project Evolve</b></p>	<p>world celebrate Christmas?</p> <p><b>PSHE -Being Me, self-identity and self-worth</b></p>
	<p><b>Spring Golden Rules Safer Internet Day</b> 11/2/25 <b>Children’s Mental Health Week</b> 3/2/25 – 9/2/25, theme is ‘Know Yourself, Grow Yourself’</p> <p><b>Growth Mindset- read and discuss ‘ish’ by Peter Reynolds</b></p> <p><b>Ongoing=</b> Class rules discussion and dojo points Restorative practise Well-being check ins and emotional support, zones of regulation Message monster Circle time Picture News Project Evolve</p>	<p><b>Spring Safer Internet Day</b> 11/2/25 <b>Children’s Mental Health Week</b> 3/2/25 – 9/2/25, theme is ‘Know Yourself, Grow Yourself’</p> <p><b>Ongoing=</b> Class rules discussion and dojo points Restorative practise Well-being check ins and emotional support, zones of regulation Message monster Circle time Project Evolve Weekly assembly, Picture News <b>RE- Why is the Bible so important to Christians? Why are festivals important to religious communities?</b></p>	<p><b>Spring Weekly playtime in the woodland area,</b> to celebrate nature and friends and exercise outdoors</p> <p>Restorative practise</p> <p>School council – local litter picking planning</p> <p>Reader leaders- supporting reading throughout the school</p> <p>Worship Monitors- leading discussion and prayer</p> <p><b>Teamwork-</b> group and paired activities</p>	<p><b>Spring KEY STAGE 2 Halle Trip !! Events- Chinese New Year,</b> January 29<sup>th</sup> Year of the Snake <b>Holi-</b> 14<sup>th</sup> March, colour festival</p> <p><b>In school-</b> music performance assembly, whole school showcase of work in music this term</p> <p><b>Music-</b> ballads and haiku (Hanumani festival) <b>Music listening in assembly-</b> an ongoing range of composers <b>Art-</b> Ammonite and People and Places, artist focus LS Lowry Ongoing art postcard pick and display in class.</p>	<p><b>Spring Events- Chinese New Year,</b> January 29<sup>th</sup> Year of the Snake <b>Holi-</b> 14<sup>th</sup> March, colour festival <b>Golden Rules Safer Internet Day</b> 11/2/25 <b>Children’s Mental Health Week</b> 3/2/25 – 9/2/25, theme is ‘Know Yourself, Grow Yourself’</p> <p><b>Growth Mindset- read and discuss ‘ish’ by Peter Reynolds</b></p> <p><b>Ongoing=</b> Class rules discussion and dojo points Restorative practise</p>	<p><b>Spring Events- Chinese New Year,</b> January 29<sup>th</sup> Year of the Snake <b>Holi-</b> 14<sup>th</sup> March, colour festival <b>Children’s Mental Health Week</b> 3/2/25 – 9/2/25, theme is ‘Know Yourself, Grow Yourself’ <b>International day of Women in Science-</b> 11/2/25 <b>Geography-</b> Mary Anning</p> <p><b>Selecting stories that include the protected characteristics to read and share in classroom book corner.</b></p>

	<p>Weekly assembly, Picture News</p> <p><b>RE- Why is the Bible so important to Christians? Why are festivals important to religious communities?</b></p> <p><b>PSHE- Changes, Growing Up</b></p>	<b>PSHE- Changes, Growing Up</b>	<p>throughout the curriculum</p> <p><b>PE- Dance/ Gymnastics/ Swimming</b></p>	<p>Classic Literature- Beowulf and Kennings</p> <p><b>RE- Why are festivals important to religious communities?</b></p>	<p>Well-being check ins and emotional support, zones of regulation</p> <p>Message monster</p> <p>Circle time</p> <p>Project Evolve</p>	
	<p><b>Summer</b></p> <p><b>World Environment Day-5<sup>th</sup> June, 'Our Land Our Future, We Are Generation Restoration'</b></p> <p><b>Take One Picture Week Ongoing=</b></p> <p>Class rules discussion and dojo points</p> <p>Restorative practise</p> <p>Well-being check ins and emotional support, zones of regulation</p> <p>Message monster</p> <p>Circle time</p> <p>Project Evolve</p> <p>Picture News</p> <p><b>RE- What do different people believe about God? Why do people pray?</b></p> <p><b>PHSE- Money Matters, Being Safe</b></p>	<p><b>Summer</b></p> <p><b>World Environment Day-5<sup>th</sup> June, 'Our Land Our Future, We Are Generation Restoration' Ongoing=</b></p> <p>Class rules discussion and dojo points</p> <p>Restorative practise</p> <p>Well-being check ins and emotional support, zones of regulation</p> <p>Project Evolve</p> <p>Picture News</p> <p><b>RE- What do different people believe about God? Why do people pray?</b></p> <p><b>PHSE- Money Matters, Being Safe</b></p>	<p><b>Summer</b></p> <p><b>In School- Whole School Sports Day in mixed age colour teams</b></p> <p>Key Stage 2 end of year play</p> <p><b>Weekly playtime in the woodland area, to celebrate nature and friends and exercise outdoors</b></p> <p>Restorative practise</p> <p>School council</p> <p>Reader leaders- supporting reading throughout the school, book wars</p> <p>Worship Monitors- leading discussion and prayer</p> <p><b>Teamwork-</b> group and paired activities throughout the curriculum</p>	<p><b>Summer</b></p> <p>Events- Take One Picture Week</p> <p>Playscripts, Key Stage 2 performance</p> <p><b>Music-</b> Pitch and dynamics, Samba</p> <p><b>Art-</b> Beautiful Botanicals Mosaics Masters</p>	<p><b>Summer</b></p> <p><b>World Environment Day-5<sup>th</sup> June, 'Our Land Our Future, We Are Generation Restoration'</b></p> <p><b>RE- What do different people believe about God? Why do people pray?</b></p>	<p><b>Summer</b></p> <p>Selecting stories that include the protected characteristics to read and share in classroom book corner.</p> <p><b>In School-</b> Whole School Sports Day in mixed age colour teams</p>
	<b>A Spiritual child will demonstrate</b>	<b>A Moral child will demonstrate</b>	<b>A Social child will demonstrate</b>	<b>A Cultural child will demonstrate</b>		
<b>Year 5 Year 6</b>	<u>A set of values, principles and beliefs which may or may not be religious</u>	<u>Knows right from wrong</u> <u>Respect for other's needs, interest and feelings as well as their own</u>	<u>Works successfully as a member of a group or team</u>	<p>An appreciation of the diversity of cultures</p> <p>An ability to appreciate cultural diversity and</p>	<p><b>Democracy</b></p> <p><b>The rule of law.</b></p> <p><b>Individual liberty</b></p>	<p><b>Age</b></p> <p><b>Disability</b></p> <p><b>Gender</b></p> <p><b>Race</b></p>

	<p><u>A respect for themselves and for others</u></p> <p><u>Shows resilience, persistence and courage</u></p> <p><u>An understanding of feelings and emotions and their likely impact</u></p> <p>Creative thinkers</p> <p>Appreciates the mysterious</p> <p>A readiness to challenge all that would constrain the human spirit, for example, poverty of aspiration, lack of self-confidence and belief, indifference, force, fanaticism, aggression, greed, injustice, self-interest, sexism and racism</p>	<p><u>An ability to think through the consequences of their own and others actions</u></p> <p>An ability to make responsible and reasoned judgements on moral dilemmas</p> <p>Respects others</p> <p>An understanding of the need to review and reassess their values, codes and principles in the light of experience</p>	<p><u>Takes advice offered by those in authority or counselling roles</u></p> <p><u>Shows respect for people, living things, property and the environment</u></p> <p>Relates well to other peoples social skills and personal qualities</p> <p>Appreciates the rights and responsibilities of individuals within the wider social setting</p> <p>Challenges, when necessary and in appropriate ways, the values of a group or wider community</p> <p>Resolves conflict</p> <p>Understands how societies function and are organised in structures such as the family, the school and local and wider communities</p>	<p>accord dignity and respect to other people's values and beliefs, thereby challenging racism and valuing race equality</p> <p>An ability to recognise and understand their own cultural assumptions and values</p> <p>An understanding of the influences which have shaped their own cultural heritage</p> <p>An understanding of the dynamic evolutionary nature of cultures</p>	<p><b>Mutual respect &amp; tolerance</b></p>	<p><b>Religion or belief</b></p> <p><b>Marriage or civil partnership</b></p> <p><b>Sex</b></p> <p><b>Sexual orientation</b></p> <p><b>Pregnancy and maternity</b></p>
<p><b>Elements taught/evidence</b></p>	<p><b>Autumn</b></p> <p><b>Black History month</b> Oct. 24</p> <p><b>Anti-bullying week-</b> 11<sup>th</sup> -15<sup>th</sup></p> <p>Choose Respect</p> <p>Odd Sock Day, celebrating difference</p> <p><b>World Mental Health Day</b> 10/10/24- Mental Health in the Workplace</p>	<p><b>Autumn</b></p> <p><b>Class rules and reward charts</b></p> <p><b>Golden Rules</b></p> <p><b>Star charts</b></p> <p><b>Restorative practice</b></p> <p><b>Nurture group</b></p> <p><b>Meetings with parents</b></p> <p><b>Anti-bullying week</b></p>	<p><b>Autumn</b></p> <p><b>Golden Rules</b></p> <p><b>Giving to Harvest and food banks</b></p> <p><b>Giving Christmas cards to each other</b></p> <p><b>Church Christmas Service</b></p> <p><b>Black History Month</b></p>	<p><b>Autumn</b></p> <p><b>White Hall residential-working together</b></p> <p><b>Golden Rules</b></p> <p><b>Giving to Harvest and food banks</b></p> <p><b>Giving Christmas cards to each other</b></p> <p><b>Black History Month</b></p>	<p><b>Autumn</b></p> <p><b>White Hall residential-working together</b></p> <p><b>Class rules and reward charts</b></p> <p><b>Golden Rules</b></p> <p><b>Star charts</b></p>	<p><b>Autumn</b></p> <p><b>White Hall residential-mutual respect</b></p> <p><b>Newsround-discuss the weekly options</b></p> <p><b>Black history month</b></p> <p><b>Wear red for racism</b></p>

	<p>Class rules and reward charts Well-being check Circle time Project Evolve-identity Xmas singing carols to parents and in a Care Home</p> <p>RE-Why do some people think that God exists?</p> <p>RSE-The effects of drugs Being Me Mental health day</p>	<p>Project Evolve RE-What is it like to be a Muslim RSE-Being me</p>	<p>Star charts Restorative practice First Aid practice Wear red for racism</p>	<p>Wear red for racism Theatre visit BIG RE DAY- Study how other cultures celebrate Christmas</p>	<p>Voting for student council Restorative practice Voting for daily activities Newsround-discuss the weekly options</p>	<p>Weekly discussion groups on all protective characteristics Anti-bullying week Mental health Day</p>
	<p>Spring Golden Rules Safer Internet Day 11/2/25 Children's Mental Health Week 3/2/25 – 9/2/25 Class rules and reward charts Well-being check Circle time Buddying up Weekly newsround Anti-bullying week RE-What matters most to Christians and Humanists?</p>	<p>Spring Buddying up with younger children Natural consequences RE- What matters most to Christians and Humanists? What kind of king is Jesus? RSE-Changes, Growing Up</p>	<p>Spring Star charts Restorative practice Student council Buddying up RSE-Changes, Growing Up</p>	<p>Spring Watching Newsround and discussing the news Curriculum Maestro RSE-Changes, Growing Up RE- What matters most to Christians and Humanists? What kind of king is Jesus?</p>	<p>Spring High Peak kids council Class rules and reward charts Year 6 Sats</p>	<p>Spring Newsround RSE-Changes, Growing Up</p>
	<p>Summer Class rules and reward charts Well-being check Circle time Buddying up Weekly newsround RE- If God is everywhere, why go to a place of worship? Transition work RSE-Money Matters Being Safe Healthy Eating Ks2 play End of year celebrations</p>	<p>Summer RE- What difference does the Resurrection make to Christians? Transition work Restorative practice</p>	<p>Summer Star charts Restorative practice Student council Buddying up RSE-Money Matters Being Safe</p>	<p>Summer White Hall residential Transition activities Events- Take One Picture Week Playscripts, Key Stage 2 performance Music- musical elements, words and expression Art- Significant black artist Tints, tones and shades</p>	<p>Summer Mutual respect Voting to choose activities RE-Places of worship</p>	<p>Summer Selecting stories that include the protected characteristics to read and share in classroom book corner.</p> <p>In School- Whole School Sports Day in mixed age colour teams</p> <p>RSE- Money Matters Being Safe Transition to secondary school</p>

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