



SMSC (British Values) Policy

Updated: March 2024

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Farndon Primary School

EQUALITY SCHEME EQUALITY IMPACT ASSESSMENT FOR SMSC POLICY		
Staff / Committee involved in development:	Teaching and Learning Committee; Headteacher /	
For use by:	Staff and Parent/Carers	
This policy relates to statutory guidance:	OFSTED Framework on SMSC DFE Guidance on SRE and Mental Health June 2019	
Key related Farndon Policies:	<ul style="list-style-type: none"> • School Council Policy • Collective Worship Policy • Global Learning • School Curriculum Policy • Behaviour Policy • British Values statement 	
Equality Impact Assessment: Does this document impact on any of the following groups? If YES, state positive or negative impact, and complete an Equality Impact Assessment Form or action plan, and attach.		
Groups:	Yes/ No	Positive/Negative impact
Disability	Yes	Yes; in curriculum look at equality act 2010
Race	Yes	Yes; in curriculum look at equality through Global learning
Gender	Yes	Yes; in curriculum look at equality with regard to gender
Age	Yes	Yes; in curriculum look at equality with regard to age
Sexual Orientation	Yes	Positive response through homophobic response
Religious & Belief	Yes	Spiritual development and tolerance of other faiths
Gender Reassignment	Yes	Yes; in curriculum look at challenging stereotypes
Marriage & Civil Partnership	No	
Pregnancy & Maternity	No	
Other	No	
Reviewed by	Teaching and Learning	
Agreed by	Teaching and Learning Policies with negative impact must be notified at full governing body	
Next Policy review date	March 2026	
A copy of this form, and any related impact assessment form or action plan must be sent to the school office		

This document is a statement of the aims and principles of the School, for ensuring the confidentiality of sensitive information relating to staff, pupils, parents and governors.

Aims and objectives

At Farndon Primary School, we strive to create a learning environment which promotes respect, diversity and self-awareness and equips all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives.

The curriculum provides a wide range of artistic, sporting and cultural opportunities that encourage pupils to work together and use imagination in their learning. Activities are planned that require pupils to reflect and empathise with others as well as giving them the confidence to provide their opinions and develop their own view points. [This policy adheres to the rights of the child and article 14 where every child has the right to think and believe what they choose and article 13 where every child can express their thoughts and opinions. It also adheres to article 31 where every child has the right to relax, play and take part in a wide range of cultural and artistic activities.](#)

Whole School Curriculum Vision: **GET..SET..GO...**

G	Global and national issues study each year
E	Exhibition of the work conducted throughout the topic
T	Thematic in its delivery
S	Spiritual, Moral, Social and Cultural Curriculum
E	Enhancement opportunities within the topic
T	Texts that are quality and at the heart of the topic
G	Good deeds and charitable work
O	Our community - an involvement in local events / issues

We use book led scheme of work for different units including challenging stereotypes, equality, challenging homophobia and anti-bullying. This scheme of work, written by the school, is supplemented with the Chris Winter Programmes on Drugs and Alcohol and Sex and Relationships. Also, there is the addition from workshops using Health Box. For On-Line safety, we use the E-Aware programme and this is included within the Computing knowledge curriculum.

We have an agreed set of non-negotiables for our children which they must experience during their time at Farndon Primary School. These are:

Non-Negotiables for ALL our children

Quality texts at the heart of everything we do

Pupils taught how to be successful learner through the Secrets to Success

School promotes and it clear on its 6 core values

Play / Taught / Perform a tuned musical instrument

Theatre visit

Participate in community event both in and out of school each year

Take part in a performance

Take part in a sporting competition to either represent the school or their House.

Outdoor experience

Participate in global and national issues each year

Each year, experience topic enhancement opportunities such as themed days

Residential experience

Involvement in a charitable event each year

Visit a gallery/ art exhibition

Visit a museum

Visit a religious building / religious speaker

Experience live music (Halle)

Cross-phase experience (High School link)

Experience of other cultures

Curriculum enhancements with special days / outside speakers.

Local History study (Holt castle / World War 2)

Remembrance World War 1

Wider world - diversity (Global Learning)

GET-SET-GO Whole school projects led by a school text linked to SMSC.

Definitions

Spiritual Development

Pupils' spiritual development is shown by their:

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

Moral Development

Pupils' **moral development** is shown by their:

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

Social Development

Pupils' **social development** is shown by their:

- **use** of a range of **social skills** in **different contexts**, including **working** and **socialising** with pupils from **different religious, ethnic and socioeconomic backgrounds**
- **willingness to participate** in a **variety of social settings**, **cooperating well with others** and being able to **resolve conflicts** effectively
- **interest in**, and understanding of, the way **communities** and societies **function** at a variety of levels

Cultural

Pupils' cultural development is shown by their:

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

Mission Statement

At Farndon Primary School, the children and their learning are at the very heart of every decision made. We aim to develop learners who are passionate, take ownership of their learning and are proud of their achievements.

The ethos of our school is such that all people who come into our school, whether staff, pupil, parent or visitor, are valued as individuals in their own right. They should set, and be entitled to expect from others, good standards of behaviour, marked by respect and responsibility.

The school will help the students to develop an inner discipline and will encourage pupils to not just 'follow the crowd' - they will make up their own minds and be ready to accept responsibility for what they do. They will grow through making choices and holding to the choices that they have made. They will want to be honest with themselves and with others.

Planning

In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. A vast majority will be delivered through cross curricular activities as well as specific SMSC teaching activities.

Spiritual Development

Planned opportunities for spiritual development in all subjects can be seen across the school.

Children are given opportunities to reflect upon the meaning of spiritual experiences.

Examples of experiences commonly regarded as spiritual include:

- Curiosity and mystery
- Awe and wonder
- Connection and belonging
- Heightened self-awareness
- Prayer and worship
- Deep feelings of what is felt to be ultimately important
- A sense of security, well-being, worth and purposefulness

The school will develop a climate or ethos within which all pupils can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals.

These can occur during any part of the school day, eg. when listening to music, discussing the care needed for animals, exercising empathy or creativity, how we live, contemplating the future, etc.

Moral Development

At Farndon Primary School we believe that a morally aware pupil will develop a wide range of skills. These can include the following:

- Distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures
- Develop an ability to think through the consequences of their own and others' actions
- Have an ability to make responsible and reasoned judgements
- Ensure a commitment to personal values and the 6 values that the school actively promotes.
- Have respect for others' needs, interests and feelings, as well as their own
- Develop a desire to explore their own and others' views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience

Our school develops pupil moral development by:

- Providing a clear moral code of 3 school rules as a basis for behaviour which is promoted consistently through all aspects of the school and is on display in all classrooms Ready; Respect; Safe.

- Promoting racial, religious and other forms of equality through collective worship and global learning.
- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values - for example, personal rights and responsibilities, stereotypes, equality of opportunity, challenging homophobia and anti-bullying.
- The school has 6 agreed values: friendship / respect / perseverance / responsibility / kindness / creativity. These are promoted through display and in Monday collective worship.
- Encouraging pupils to partake in discussion forums which focus on the morals and values explored in whole school assemblies.
- Developing an open and safe learning environment in which pupils can express their views and practice moral decision making
- Rewarding expressions of moral insights and good behaviour through awarding Champion status or a postcard home
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community
- Through the participation in current global, national and local community issues and charitable work as part of our Get.. Set..Go work across school
- Adhering to Pupil Rights through the Rights Respecting School award
- Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour, providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the school's values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided.

Teachers always discuss with their classes a code of conduct for the classroom based on the values held by the school. We teach the children to be aware of their own actions, take responsibility for their own bodies and encourage independence. We will help the children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable.

This is done through collective worship, Social Skills groups (where appropriate) and SMSC sessions. We are interested in the development of the whole child and will endeavour to raise their self-esteem through praise, stickers, Dojos, class Star of the Week, Awards through School Spider, Praise pads and the Champion status. These are strategies that highlight both academic and social achievements (please refer to our Behaviour Policy).

Social Development

At Farndon Primary School we recognise that pupils who are becoming socially aware are likely to be developing the ability to:

- Adjust to a range of social contexts by appropriate and sensitive behaviour
- Relate well to other people's social skills and personal qualities
- Work successfully, as a member of a group or team
- Share views and opinions with others
- Resolve conflicts maturely and appropriately

- Reflect on their own contribution to society
- Show respect for people, living things, property and the environment
- Exercise responsibility
- Understand how societies function and are organised in structures such as the family, the school
- Understand the notion of interdependence in an increasingly complex society

Our school develops pupil social development by:

- Identifying key values and principles on which school and community life is based
- Fostering a sense of community, with common, inclusive values
- Promoting racial, religious and other forms of equality through the SMSC curriculum.
- Encouraging pupils to work co-operatively in lessons and in outside learning.
- Encouraging pupils to recognise and respect social differences and similarities through their global learning experiences and collective worship. This is achieved through our SMSC curriculum and linking global teaching topics to our 2 year rolling programme.
- Providing positive experiences to reinforce our values as a school community - for example, through assemblies, team building activities, residential experiences, school productions and performances. And through the work of our Safety Officers and the Farndon News Crew, who report on school, local and global stories.
- Helping pupils develop personal qualities which are valued in a civilised society, for example, kindness, responsibility, respect for difference, moral principles, self-respect and an awareness of others' needs.
- Providing opportunities for engaging in the democratic process such as School Council and "mock" elections. Also, we give pupils the chance to experience in participating in community life within the village.
- Providing opportunities for pupils to exercise leadership and responsibility; roles such as sports ambassadors, recycling officers, house captains and school council reps.
- Providing positive and effective links with the world of work and the wider community.
- Monitoring in simple, pragmatic ways, the success of what is provided.

Cultural Development

Children should be made aware of the diversity of other cultures both within modern Britain and throughout the world. This can be done through music, PE, art and many other curriculum areas.

This is shown in our Wider Curriculum Medium Term plans.

Pupils who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- An ability to reflect on important questions of meaning and identity
- An interest in exploring the relationship between human beings and the environment

Our school develops pupils' cultural development by:

- Extending pupils' knowledge and use of cultural imagery and language
- Encouraging them to think about special events in life and how they are celebrated
- Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
- Reinforcing the school's cultural links through displays, posters, exhibitions, etc. As well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits
- Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum in collaboration with the subject leaders of SMSC, RE, MFL, & School Council. This is conducted through Global learning, Erasmus project, Rights Respecting Schools and RE Gold quality mark.

Monitoring and review

The planning and coordination of SMSC are the responsibility of the SMSC subject leader, who also:

- Supports colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a strategic lead and direction for SMSC;
- Gives the Headteacher and Governing Body an annual summary report in which she evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement;
- Speaks to the children about different elements of SMSC and uses this to inform future planning.
- Uses specially allocated time to review planning of SMSC across the curriculum, evidence of the children's work and to observe elements of SMSC across the school.
- Ensure evidence of the school's work is accessible on the school's website under the Curriculum tab.

The quality of teaching and learning in SMSC is monitored and evaluated by the headteacher as part of the school's agreed cycle of lesson observations.

This policy will be reviewed at least every two years.

British Values

As well as promoting good social and moral values within school, we also promote the following fundamental British values: ***Democracy, Rule of Law, Individual liberty, Mutual respect and Tolerance of those with different faiths and beliefs.***

At Farndon, we reinforce these values regularly in the following ways:

Democracy - what do we do?

- Before each topic studied, pupils have a voice in certain aspects they would like to learn more about.
- School conduct pupil questionnaires each year. Results are analysed and SLT report back to the School Council for a session of "You said...we did."
- Class voting for the election of school councillors at the start of the year;
- Annual school wide campaign and election for our "Citizen of the Year" in each class;
- Provide pupils with a broad general knowledge of, and promote respect for, public institutions and services through assemblies;
- When there is a general election, we hold our very own school election. The leader of the winning party acts a PM over the following year's School Council;
- Teach pupils how they can influence decision-making through the democratic process;
- Teach a dedicated topic on the civil rights movement (protests and politics) through quality texts as part of our SMSC curriculum;
- Encourage pupils to become involved in decision-making processes and ensure they are listened to in school through key roles or opportunities to speak at whole school assembly;
- Help pupils to express their views via the school newspaper or in assemblies
- Model how perceived injustice can be peacefully challenged;
- Year 6 have online question time with an MP within the Houses of Parliament;

Rule of law - what do we do?

- Ensure school rules and expectations are clear and fair - Ready, Respect and Safe;
- Rules displayed in class and celebration of adhering to these rules through Dojos;
- Help pupils to distinguish right from wrong through whole school assembly with a moral / theme as the focus for several weeks;
- Help pupils to respect the law and the basis on which it is made;
- Help pupils to understand that living under the rule of law protects individuals;
- Promote the Rights Respecting School Articles (on policies, around school, in assemblies, in the school newspaper etc);
- Refer to the Equality Act 2010 as part of our No Outsiders Scheme;
- Annual visit from PCSO on range of topics;
- Other speakers invited into school include NSPCC and Bikeability;

Individual liberty - what do we do?

- Support pupils to develop their self-esteem and self-confidence through our Secrets to Success programme and mentoring through the Thinking Schools programme;
- The Secrets to Success programme includes the promotion of "Try New Things";
- Encourage pupils to take responsibility for their behaviour, as well as knowing their rights;
- Model freedom of speech through pupil participation in the school newspaper and when speaking in assembly;
- Challenge stereotypes through one of the units in our SMSC offer;

- Through our Future Citizens, our Year 5 and 6 pupils are taught to recognise their own freedoms.
- We look at the importance of equality through one of the units in our SMSC work in every class;
- Implement a strong anti-bullying culture;
- Online safety units of work are taught throughout school and parents and staff receive training on these every 3 years.

Mutual Respect and tolerance of different cultures and religions- what do we do?

- Respect is both a school value and one of our 3 school rules;
- As part of our GET...SET..GO curriculum we look at "global" issues and over the year pupils engage in good deeds or one community projects;
- Where pupils' actively display tolerance and respect, they may be awarded Champion status , receive a postcard home or a class Star of the Week certificate;
- Each term, our curriculum teams lead on a whole school project with a quality text at its heart, which sometimes focus on respect and cultural diversity;
- Use the No Outsiders theme within our Personal Development lessons and through assemblies to explore the protected characteristics of the 2010 Equality Act to promote respect for individual differences and to actively challenge stereotypes;
- Within our whole school overview for assemblies, a half term is spent on mutual respect and the tolerance of other faiths;
- Use No Outsiders assemblies to explore critical news events (e.g. terrorist attacks, Black Lives Matter etc);
- Explore positive role models (where possible) through our SMSC curriculum who reflect the protected characteristics of the 2010 Equality Act such as Harriet Tubman;
- Challenge prejudicial or discriminatory behaviour through our SMSC unit on Relationships;
- Organise visits to places of worship;
- Our RE scheme ensures that our children have a good understanding of a range of religious beliefs and customs, including Humanism;
- Help pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life;
- Our final unit in our SMSC curriculum focuses on "Future Citizen" with texts that support the learning of the importance of working together to build a positive world in which to live.

Appendix 1: Key Features of SMSC

Pupil Voice

The term 'Pupil Voice' describes how pupils give their input to what happens within the school and classroom. Our desire is for pupils to know that their expertise, opinions and ideas are valued in all aspects of school life. Pupil Voice permeates all levels of our work together, from pupils participating in small group classroom conversations to students establishing procedures, events and contributing to the overarching ethos of the school.

- Before each new topic, teachers brainstorm and include pupils' ideas. This is displayed and added on the termly planning.
- Each class has 2 School Council representatives. The School Council meets every 4 weeks. Before each meeting, the class reps invite pupils to share anything for the agenda. Reps then feedback to their classmates.
- The SLT regular carry out questionnaires on teaching, curriculum and behaviour.
- At least in each academic year, pupil voice meetings are conducted for every curriculum subject.

Appendix 2 SMSC Development across the school

SMSC development is now referenced throughout Ofsted's School Inspection Handbook. At Farndon Primary, we have a thoughtful and wide-ranging promotion of pupils' Spiritual, Moral, Social and Cultural development and their physical well-being, which enables them to thrive in a supportive, highly cohesive learning community.

Good/Outstanding Practice Guidance	Evidence At Farndon Priamry
SPIRITUAL	
Giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives.	<ul style="list-style-type: none"> - Regular collective worship topics for Key Stage 1 and Key Stage 2: Please see collective worship timetable. - collective worship timetable recognises key festivals in all religions and special days. -RE curriculum using Locally Agreed Syllabus - Harvest Festival and Easter assembly in church and the support of charity voted for by School Council. - Christmas Carol Concert in St Chad's church - Infant Christmas concert in St Chad's church
Where pupils already have religious beliefs, supporting and developing these beliefs in ways which are personal and relevant to them.	<ul style="list-style-type: none"> - RE Curriculum discussions. - Show and Tell in Infants where children explain what they have done when not in school. - Whole School Assembly or the School Newspaper where children's external activities are celebrated.
Encouraging pupils to explore and develop what animates themselves and others.	<ul style="list-style-type: none"> - RE Curriculum - SMSC curriculum

	<ul style="list-style-type: none"> - Global learning elements throughout all the topics across school through the GET..SET...GO curriculum - Rights Respecting School articles. - Pupil roles such as school council and school newspaper
Encouraging pupils to reflect and to learn from reflection.	<ul style="list-style-type: none"> - Positive Relationships Policy - Charity and fundraising events: Macmillan cancer, Children in Need, Red Nose Day, Water Aid, Help the Heroes, Bunny Hop, Soap Box derby. - Collective Worship with focus on moral aspects and learning attitudes - RE planning and curriculum; knowledge and response - As part of pedagogical approach in all subjects, pupils encouraged to reflect in their learning as part of the Evaluate element.
Giving pupils the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful.	<ul style="list-style-type: none"> - SMSC curriculum - Global learning through Get..Set..Go curriculum - Positive Relationships Policy - Zones of Regulation work across school
Developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected.	<ul style="list-style-type: none"> - Explicit teaching of manners and politeness for pupils and staff - 6 core school values that are promoted through collective worship. - Positive Relationships Policy rewarding mutual respect through Champion; Postcards; Dojos; Praise Pads; Digital awards; Star of the Week; - Reinforcing concepts in whole school assemblies - Class rules across EYFS and whole school and displayed in each room - School Council; regular meeting
<p>Promoting teaching styles which:</p> <ul style="list-style-type: none"> - 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'. 	<ul style="list-style-type: none"> - Teachers are encouraged to ask varied and differentiated questions; this is looked for on planning during scrutiny and during lesson observations. - Encouraging pupil thinking time when answering - Training on AfL techniques for whole cohort participation and effective questioning - Whole school SMSC programme that encourages debate. - School's pedagogical approach of the 4 Cornerstones of Learning.

MORAL

Providing a clear moral code as a basis for the behaviour which is promoted consistently through all aspects of the school.	<ul style="list-style-type: none"> - Positive Relationships Policy with display in each class - Positively worded whole school rules - 6 core school values which are promoted through collective worship. - Regular updates and reinforcement in assemblies - A range of rewards to reinforce moral code. - Whole school house point system with House Captains and Class bonuses
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<p>Promoting racial, religious and other forms of equality.</p> <p>Giving pupils opportunities across the curriculum to explore and develop moral concepts and values, for example personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong.</p>	<ul style="list-style-type: none"> - Global learning in each topic across all school and as part of the GET..SET..GO curriculum - Trips organised with Religious theme studying different faiths - SMSC Curriculum: challenging stereotypes, homophobia and equality.
<p>Developing an open and safe learning environment in which pupils can express their views and practise moral decision-making.</p>	<ul style="list-style-type: none"> - On line Safety Computing planning - Bullying lessons, assemblies and awareness in SMSC during Anti Bullying Week. Pupil voice on website - Use of school VLE for thought of week and discussion forums on moral issues - Each year, pupil voice questionnaire - School Newspaper
<p>Rewarding expressions of moral insights and good behaviour.</p>	<ul style="list-style-type: none"> - Positive praise - House points system with House Captains; weekly, termly and Yearly winners - Celebration display of positive behaviour looking at school rules and secrets to success. - Champions award to recognise the best of the best - Citizen of the Year awards by pupils. - Achiever of the Year awards by teacher.
<p>Making an issue of breaches of agreed moral codes where they arise, for example, in the press, on television and the internet as well as in school.</p>	<ul style="list-style-type: none"> - Reinforcement in Assemblies – children very clear on expectations - Respond to breaches in moral code in assemblies. - Children aware of the clear set of sanctions for when make poor choices - Certain moral issues addressed by the Farndon News Crew in the school newspaper.
<p>Recognising and respecting the codes and morals of the different cultures represented in the school and wider community.</p>	<ul style="list-style-type: none"> - RE planning and curriculum - PSHCE curriculum - Global Learning through GET..SET..GO projects.
<p>Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour.</p>	<ul style="list-style-type: none"> - Positive Relationships Policy with consistent rules across the school; school rule relates to respect for property. - Class rules and expectations reinforced by Year 6 House Captains, Sport Ambassadors and Playground leaders. - Gardening club, looking after the school's garden beds - Talks by pupils in assembly
<p>Providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship.</p>	<ul style="list-style-type: none"> - Whole school, Key stage and Class Assemblies – see assembly timetables - Visitors as part of the collective worship including Rev Scurr from local church
<p>Reinforcing the school's values through images, posters, classroom displays, screensavers, exhibitions etc.</p>	<ul style="list-style-type: none"> - School mission statement posters displayed in front entrance - Classroom and corridor displays all of a high standard, reflecting school's vision for curriculum.

SOCIAL

<p>Identifying key values and principles on which the school community life is based.</p>	<ul style="list-style-type: none"> - Positive Relationships Policy - Consistent whole school Rules - Core values across the school.
<p>Fostering a sense of community with common inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish.</p>	<ul style="list-style-type: none"> - Competitive Sports Days in Houses - Community events; Carol Concert, Church visits, Harvest and Easter celebrations, Christmas performances, Singing in local places, Coffee mornings, Fund raising events, Remembrance week, Fairtrade Coffee morning, Rush bearing. - Equality statements drawn up and reviewed. - Teach pupils equality unit in the SMSC curriculum.
<p>Encouraging pupils to work co-operatively.</p>	<ul style="list-style-type: none"> - School Council - Learning Partners during class discussions - Safety Officers and Anti Bullying Ambassadors - Regular competitive sporting events - Fundraising Events and £1 grow at Summer Fair - Sports Ambassadors organising whole school Houses sport competitions - House Captains and encouraging others in Celebration Assembly. - Farndon News Crew - As part of the Secrets to Success – understanding others
<p>Encouraging pupils to recognise and respect social differences and similarities.</p>	<ul style="list-style-type: none"> - PSHCE and Global learning elements when challenging stereotypes.
<p>Providing positive corporate experiences, for example, through assemblies, team activities, residential experiences, school productions.</p>	<ul style="list-style-type: none"> - Christmas Productions EYFS and KS1 - Christmas Carol Concert from the Juniors - Sports Day - Termly topic plans have enrichment and enhancement opportunities with visitors and trips - Residential experiences in Year 4, Year 5 and Year 6 - Exhibition opportunities to showcase topic work.
<p>Helping pupils develop personal qualities which are valued in a civilised society, for example, through thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence and self-respect.</p>	<ul style="list-style-type: none"> - RE planning and curriculum - SMSC curriculum on equality, challenging homophobia and stereotypes. - School involvement in community events such as remembrance and rush bearing - Look at moral issues through GET..SET..GO - Preparing pupils for life beyond school in our Future Citizens unit
<p>Helping pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community.</p>	<ul style="list-style-type: none"> - Whole school assemblies on aspirations, talents and targets. - Rights Respecting school group challenging whether as a community meeting the different articles. - Farndon News Crew report on local and global events.

Providing a conceptual and linguistic framework within which to understand and debate social issues, providing opportunities for engaging in the democratic process and participating in community life.	<ul style="list-style-type: none"> - Pupils elections and democratic vote for School Council Children write own speeches for Council - Involvement in Senior Leader Interviews - Mirror General election with school's own election - Pupil voice on selection of House Captains
Providing opportunities for pupils to exercise leadership and responsibility.	<ul style="list-style-type: none"> - School Council choose how to raise money and fundraise for charities and involved in whole school change. - Children plan further ways to improve our school - Pupils have roles in school such as safety officers / anti bullying ambassadors - Digital leader officers across school - Media team create school newspaper - Rights respecting group focusing on Children's Rights
Providing positive and effective links with the world of work and the wider community.	<ul style="list-style-type: none"> - Promoting parents to volunteer to support pupil's learning, including regular reading - Clubs: Parents invited in to work with pupils on creative tasks. - Farndon News Crew with their Newspaper; recently did articles on plastic waste, deforestation and save the whale. - GET..SET..GO curriculum promotes good deeds, global issues and one community; this is planned in the medium term planning grid.

CUL TURAL

Providing opportunities for pupils to explore their own cultural assumptions and values.	<ul style="list-style-type: none"> - Global Learning curriculum; fairtrade / Brazil / Rights to go to school / challenging stereotypes / war and peace through remembrance. Global elements link to the topics. - GET SET GO curriculum projects.
Extending pupils' knowledge and use of cultural imagery and language.	<ul style="list-style-type: none"> - Cultural elements in topics studied: South America / Brazil / Africa / Greece / Egypt - Sharing stories from other cultures and countries in assemblies
Recognising and nurturing particular gifts and talents.	<ul style="list-style-type: none"> - Stepped challenge for pupil's learning allowing choice. - Sporting opportunities, public art displays and music performances. - Pupils' personal achievements are recognised in the school newspaper and on Twitter.
Providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance.	<ul style="list-style-type: none"> - Children participate in Global learning opportunities each term through GET SET GO... whole school projects which on all different curriculum aspects (depending on which curriculum team leads). - Creative Thematic Curriculum: Links exploited and when studying other cultures, making links to art / music / crafts. - In RE and assemblies, children will learn about different events in various religions' calendars. - Participation in Dance project centred around theme - Participation in Art Project and display work at High School and Art Gallery in school when framed and sold to parents. - All year groups visit the theatre every year.

	- Year 5 all play instrument with tutor, perform to parents termly and visit the Halle.
Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, concert and gallery visits, resident artists and cultural exchanges.	<ul style="list-style-type: none"> - Specialist Music PPA teacher and Tutor for Year 5 with public performances. - Visitors from Holt history society providing workshops for various year groups (recently Romans and WWII) - Visits from medieval re-enactments to show clothing and weaponry - Vist from Historians for Anglo Saxons, Stone age man and Egyptian workshop - Visits to Holt tower and Local castles - Yearly theatre trips for all year groups - Gallery and Museum visits and involvement in Arts projects (London residential). - School linked with School in France as part of the Erasmus project.
Reinforcing the school's cultural values through displays, posters, exhibitions etc.	<ul style="list-style-type: none"> - Learning Environment Expectations which reflect themes taught - Whole school GET..SET..GO projects displayed. - Art exhibition in Year 5
Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum.	<ul style="list-style-type: none"> - School's creative curriculum. Plan exciting thematic topics with cultural links and Global learning elements in each. - School had Global Leader who suggests Global elements in topics and gathers evidence in large book.

Appendix 3 DFE Expectations in Primary Education

Relationships Education		Curriculum Evidence
Families and people who care for me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability. • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. 	Theme 6: SMSC Relationships and our diverse families.

	<ul style="list-style-type: none"> • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 	
Caring Friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends. • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. 	<p>Assembly Theme: School Values Aut 1: Friendship and Kindness</p> <p>Theme 3: SMSC No Outsiders in School Work on falling out and anti-bullying.</p> <p>School Rule: Respect</p>
Respectful Relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • The conventions of courtesy and manners. • The importance of self-respect and how this links to their own happiness. • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • Learn about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • What a stereotype is, and how stereotypes can be unfair, negative or destructive. • The importance of permission-seeking and giving in relationships with friends, peers and adults. 	<p>Theme 2: SMSC Britain and Diversity</p> <p>Assembly Theme: School Values Sum 1: Respect Assembly: Rules Aut 1</p> <p>Secrets to Success prog</p> <p>Theme 3: No Outsiders in School</p> <p>Anti bullying ambassadors monthly messages</p> <p>Theme 5: SMSC Knocking down stereotypes</p> <p>NSCPCC Talk Assembly</p> <p>E-Aware online safety programme</p>
On-line Relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not. 	<p>Theme 1: SMSC Online Safety Programme</p>

	<ul style="list-style-type: none"> • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous. • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • How information and data is shared and used online 	(E-Aware programme units)
Being Safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • Learn about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • How to recognise and report feelings of being unsafe or feeling bad about any adult. • How to ask for advice or help for themselves or others, and to keep trying until they are heard. • How to report concerns or abuse, and the vocabulary and confidence needed to do so. • Where to get advice e.g. family, school and/or other sources. 	NSCPCC Talk Assembly Yr 6 Bikeability PSCO Stranger Danger talk Yr 3 Let’s Walk to School Safety Officers monthly messages and display board
Physical Health and Mental Well Being		Curriculum Evidence
Mental Well-Being	<ul style="list-style-type: none"> • Learn that mental wellbeing is a normal part of daily life, in the same way as physical health. • Learn that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • Learn isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • Learn that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. 	Zones of regulation whole school <u>Interventions:</u> Anxiety Gremlins Lego therapy 1:1 counselling Draw and Talk therapy <u>Mental Health Week</u> Yoga Emotional Awareness Mindfulness Oral Health Handwashing / germs Theme 7: Future Citizen Theme 3:

	<ul style="list-style-type: none"> • Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. 	<p>No outsiders (anti-bullying)</p> <p>PE Passport planning on Yoga (Milestone 3), Health and Fitness (Milestone 3) and Personal Challenges (Milestone 2)</p>
Internet Safety and Harms	<ul style="list-style-type: none"> • Learn that for most people the internet is an integral part of life and has many benefits. • Learn about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • Why social media, some computer games and online gaming, for example, are age restricted. • Learn that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • Where and how to report concerns and get support with issues online 	<p>Theme 1: SMSC Online Safety (E-Aware programme)</p> <p>EYFS Know they need to be kind online Not to share info on-line</p> <p><u>Infant Units:</u> Passwords Friends Time Online Communication Digital Footprint Private Info</p> <p><u>Junior Units:</u> Passwords Photos Time Online Things not as seem Cyber bullying Friends</p> <p>Parental talk on online safety</p>
Physical Health and Fitness	<ul style="list-style-type: none"> • The characteristics and mental and physical benefits of an active lifestyle. • The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • The risks associated with an inactive lifestyle (including obesity). • How and when to seek support including which adults to speak to in school if they are worried about their health. 	<p>Gym equipment on the playground</p> <p>Food curriculum in Design and Technology</p> <p>Health Box during Healthy school week</p>
Healthy Eating	<ul style="list-style-type: none"> • What constitutes a healthy diet (including understanding calories and other nutritional content). • The principles of planning and preparing a range of healthy meals. • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity) 	<p>Health and Fitness units in PE Curriculum (PE Passport)</p>

	and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	Hoops for Health programme (Yr5)
Drugs, Alcohol and Smoking	<ul style="list-style-type: none"> The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. 	Healthbox sessions upper juniors Hoops for health Science curriculum
Health and Prevention	<ul style="list-style-type: none"> How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. Learn about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. Learn about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. Learn about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. The facts and science relating to allergies, immunisation and vaccination 	Mental Health Week Science curriculum Teeth (Milestone 2) Healthbox workshops on hygiene and germs
Basic First Aid	<ul style="list-style-type: none"> How to make a clear and efficient call to emergency services if necessary. Concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	Year 6 St Johns Ambulance first aid programme Safety Officers
Changing Adolescent Body	<ul style="list-style-type: none"> Learn key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. About menstrual wellbeing including the key facts about the menstrual cycle. 	Chris Winter SRE programme: Year 5 puberty Year 6 reproduction

Farndon Primary School

Online Safety Curriculum Whole School

Theme	Weeks allocated to theme	Notes
<p>Theme 1 (Aut): Online Safety Programme (See Computing Knowledge Map)</p>	<p>3</p>	<p>Classed as a Computing Unit: Eaware Online KS1: Digital Footprints / Friends / Passwords / Positive Communication / Private Information / Time Online KS2: Cyber bullying / Friends / Passwords / Photos / Things not always as seem / Time Online</p>
<p>Theme 2 Britain & Diversity</p>	<p>3</p>	<p>Ensure that children are aware that you can be black and British. Skin colour is linked to heritage and migration throughout the centuries. Note: Black History Month October</p>
<p>Autumn Half Term</p>		
<p>Theme 3: No Outsiders In Our School: Anti-bullying, celebrating difference & challenging prejudice & homophobia.</p>	<p>3</p>	<p>Must address the unacceptable use of the word 'gay' in a derogatory manner. Look at the different types of bullying. Link with Anti Bullying Week</p>

Christmas Holiday

MENTAL HEALTH WEEK (Feb)	3	Drugs / Alcohol (Year 3- 4) Hoops for Health (Drugs/Alcohol) Year 5 Emotional Awareness Work Shop (Year 1 -2) Positive Mental Well Being Workshops (Yr 5 – 6) Handwashing (Early Years) Assemblies on Mental Health and Wheel of Well Being
Theme 1 (Spr): Online Safety Programme (See Computing Knowledge Map)	3	Classed as a Computing Unit: Eaware Online KS1: Digital Footprints / Friends / Passwords / Positive Communication / Private Information /Time Online KS2: Cyber bullying / Friends / Passwords / Photos / Things not always as seem / Time Online
Theme 4 Equality: Embracing difference and ensuring fairness (all protected characteristics plus poverty)	3	Protected Characteristics: Age; Disability; Gender reassignment/gender identity; Marriage and civil partnerships; Pregnancy and maternity; Race; religion or belief; Sex; Sexual orientation.
Spring Half Term Holiday		
Theme 5 Knocking down stereotypes Explore gender stereotypes and importance of being yourself	2	Focus on how stereotypes can be restrictive.

Easter Holidays

<p>Theme 6 Relationships and our diverse families</p> <p>Relationship and Sex Education (RSE)</p> <p>Chris Winter Programme Medium Term Planning</p>	<p>3</p>	<p>Lessons informed by the Proud Trust Links to LGBT Exploring gender identity and stereotypes. Rainbow Award</p> <p>Year 5: Puberty / Male and Female changes / Hygiene</p> <p>Year 6: Puberty and reproduction / Relationships / Conception and Pregnancy / Communicating</p>
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Summer Half Term Holiday

<p>Theme 7: Future Citizens in Society</p> <p>Texts that look at how to be an effective citizen within their community as they grow up.</p>	<p>3</p>	<p>Rec: Love You Forever – How your life may change. Yr 1: Blown Away – Work well with everybody Yr 2: The First Slodge - How we share our world Yr 3: Beegu – To be welcoming Yr 4: The Way Back Home – Overcome language as a barrier Yr 5: Flower – Ask questions about the world around us Yr 6: Dreams of Freedom – Recognise freedoms and rights</p>
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<p>Additional Theme : Global Learning: See below for possible themes linked to topic being covered.</p> <p>Use website: http://worldslargestlesson.globalgoals.org/ Pupils to become familiar with the Global Goals and how everyone can take action to change the world.</p>	<p>Link to topic where appropriate within the term.</p>	<p>Link to topic (see below for suggested links) and evidence in topic / study book.</p>
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Global Learning Embedded across each topic	Infants 1: Out of Africa Zero Hunger	Infants 2: Super heroes Reduced Inequalities: look at gender for job roles / link to history	Infants 3: Land Ahoy Beach pollution environment Life Below Water
	Infants 4: Pole to Pole Life on Land Animal Conservation	Infants 5: Fire! Fire!	Infants 6: Once Upon A Time Once Upon a Time our World was..... Focus on an area of the community / world where it is changing
	Lower Juniors 1: It All Started in a Cave	Lower Juniors 2: Survival Climate Action and Global Warming Survival of animals in danger of extinction	Lower Juniors 3: They Came, They Saw They Conquered Peace, Justice and strong institutions
	Lower Juniors 5: Dungeons and Dragons Human Rights and Refugees trying to “escape” oppression	Lower Juniors 4: Streetwise Decent work and economic growth of town/village	Lower Juniors 6: Gods and Mortals Good Health and Well Being Para Olympians Challenging Stereotypes and perceptions
	Upper Juniors 1: Endangered Life on Land Deforestation in Amazon Rainforest and its global effect	Upper Juniors 2: Child of Our Time Quality Education Send a child to school	Upper Juniors 2: The Ship of Dreams Migration of people
	Upper Juniors 4: Walk Like an Egyptian Clean Water and sanitation Water Pollution – Rivers (link to Nile)	Upper Juniors 5: Out of this World Responsible consumption and production Sustainability and recycling How can the planet be sustainable? Global Warming	Upper Juniors 6: Traders and Raiders Trade: Responsible consumption and production
	<p>In red are the global ideas with lessons plans taken from http://worldslargestlesson.globalgoals.org/ In green are additional global ideas might want to explore Global Learning: See below for possible themes linked to topic being covered. Global Goals Sustainable Development Goals. Use website: http://worldslargestlesson.globalgoals.org</p>		

Elements of SMSC Curriculum; School Values; British Values taught through collective workshp

	Autumn	Spring	Summer
School values and British Values	<p><i>School Values: Friendship and Kindness</i> British Values: Rule of Law / Democracy Democratic vote for school council and “President”. Black History Monday</p>	<p>School Values: Perseverance / Responsibility British Values: Individual liberty: making choices and follow own interests</p>	<p>School Values: Tolerance of others in community; Courage / Respect British Values: Mutual respect and tolerance of other religions / faiths Democracy; have general election</p>
Growth Mindset using the Secrets to Success Programme	<p>Work Hard: Try New Things: Concentrate: ANTI BULLYING WEEK</p>	<p>Imagine: Don’t Give Up: <i>Link with school value perseverance</i> Push Yourself: <i>As above</i> MENTAL HEALTH WEEK SAFER INTERNET DAY</p>	<p>Understand Others: <i>Link with mutual respect</i> Improve:</p>
Keeping Safe	<p>Bikeability: Year 6 Road Safety with EYFS PSCO: Road awareness and scooters Safety Officers: Being Seen in the dark Safely Crossing the road</p>	<p>PSCO: Cyber Bullying Hoops for Health for Healthy Living (Yr5) Safety Officers: Car safety On line Safety</p>	<p>NSPCC / Childline assembly and Juniors talk Year 5 Smoke Tent and Fire talk PSCO: Stranger Danger Safety Officers: Being a good citizen</p>
Health Box: Healthy Lifestyles	<p>Handwashing and Germs Early Years These interactive workshops teach children about good personal hygiene and common bugs caught through germs.</p> <p>Emotional Awareness Workshops with Key Stage 1 In these sessions, they look at what are emotions and how do we show them; Recognising emotions in ourselves and others; What can we do to cope with them; Reflecting on specific emotions; Describe a range of different emotions; Using positive affirmations</p> <p>Smoking, Drug and Alcohol Awareness Programme for Lower Key Stage 2: During these sessions we explore different types of substances that can be found around the home which can have harmful circumstances as well as making pupils aware of the effects of Smoking, Drugs and Alcohol on our bodies</p> <p>Positive Mental Health Workshops Upper Key Stage 2:</p>		

	During these sessions pupils will have a better idea of their own mental health, how to manage it and identify their own strengths and areas to develop within their own characteristics.
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Appendix 4: Whole School Assembly Overview

Assembly Themes Overview for the Year		
Autumn Term		
Values	Themes	Learning Attitude
Friendship Democracy Kindness Rule of Law	No Outsiders in School (Anti-Bullying) Feed the World Peace (Remembrance) Freedom (Diwali) Light Gifts	Try New Things Work Hard
Spring Term		
Values	Themes	Learning Attitude
Perseverance Responsibility Individual Liberty	How Are You Feeling (Mental Health) World Book Day Forgiveness (Lent) Champions for Equality Remembering (Passover / Easter)	Imagine (Resolutions) Don't Give Up Push Yourself
Summer Term		
Values	Themes	Learning Attitude
Respect Tolerance of others	Promoting Diversity Thinking of Others (Charity) Respect for others in the Bible Self-Discipline (Ramadan) History Makers Boldly Going...	Understand Others Improve Concentrate

