

# SMSC in our Curriculum

***“Learn. Believe. Achieve”***

Supporting our children to show resilience, persistence and self-motivation and to be risk-takers, creative thinkers, good citizens and entrepreneurs



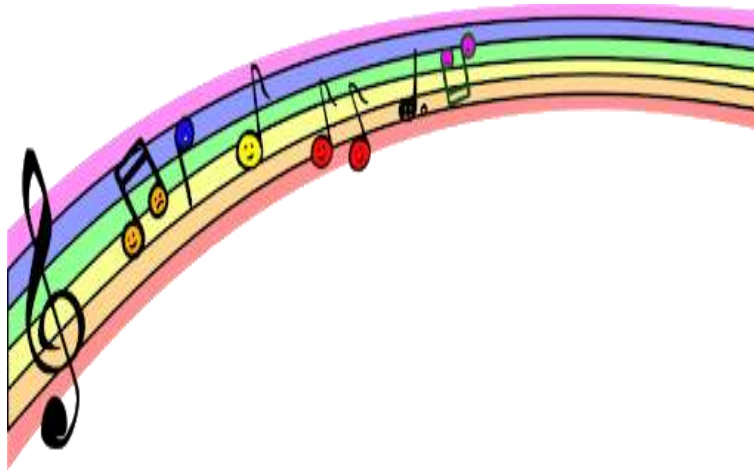
Learning that is driven by Rich Texts,  
Aspirational Figures, Real-World Experiences  
and Cultural Engagement

# Understanding Arts and Culture Faculty

Art



Music

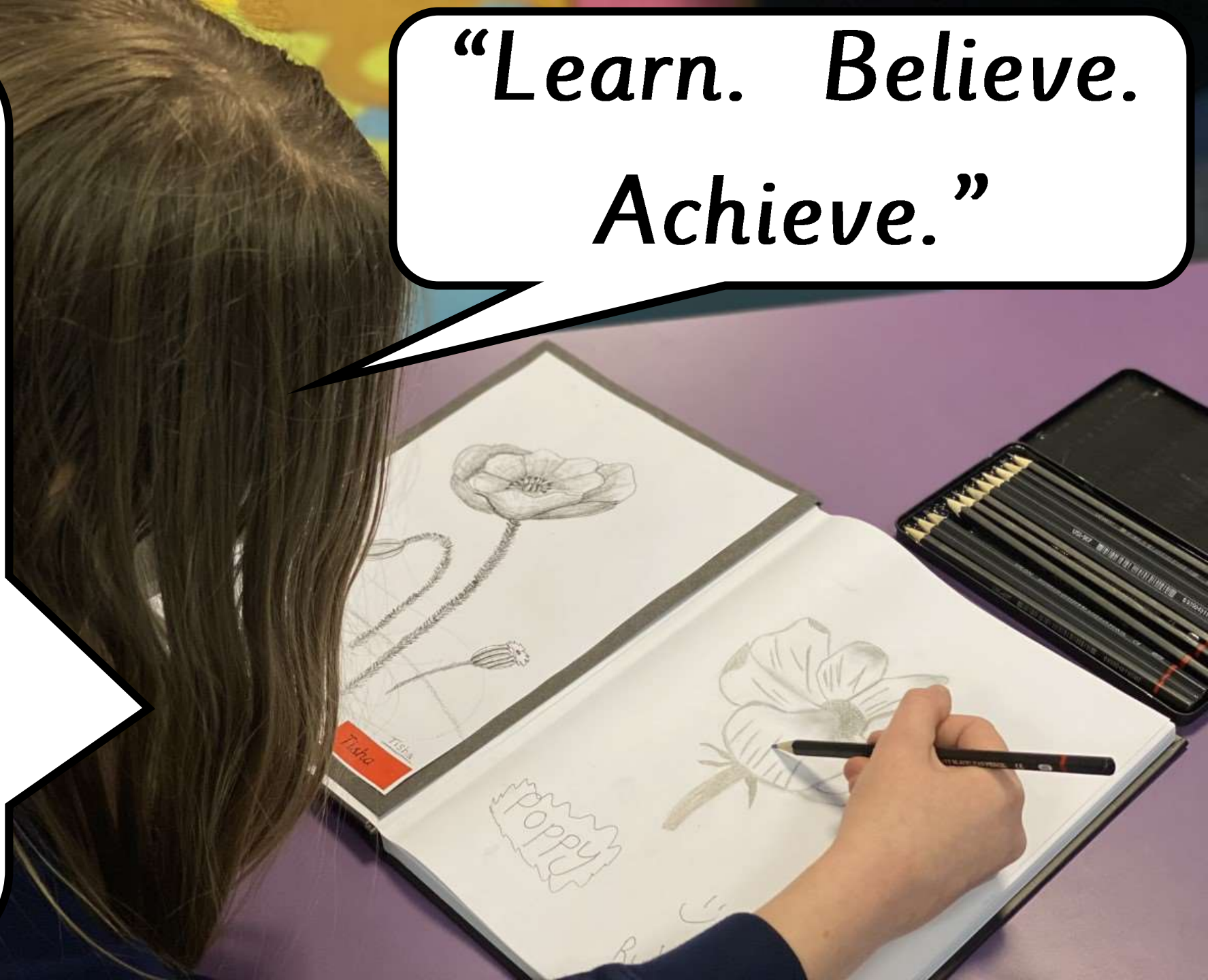


Performing  
Art



We aim to bring art to life in the classroom through inspiring creative projects that are relevant to our children. Art and culture are integrated into our daily life and learning. Aspirational people from the world of art play a key role within our arts curriculum and help our children to reflect on how creative expression helps shape the world we live in.

***“Learn. Believe.  
Achieve.”***







# SMSC in our Art Curriculum

## Spiritual Development

- We reflect on how different pieces of art make us feel about ourselves and the world
- We respect that other people might have different responses to the same piece of art
- We use art to better understand ourselves, others and the wider world
- We encourage imagination and creativity
- We value pupil voice about art learning

### HOW?

- Skills progression links to spiritual development of self expression and understanding other perspectives; EYFS: represent own thoughts, feelings and ideas through art. Beacon 1: talk about their own work; Beacon 2: discuss with increasing awareness the influence of different artists on their own work; Beacon 3: creatively use influences from different artists to create own artwork and discuss their choices.
- Planning and lesson observations include links between art, feelings and different perspectives
- Book looks/displays show pupil voice statements and creativity

## Moral Development

- We discuss moral and ethical themes through art where applicable and appropriate
- We ask questions about the moral and ethical viewpoints of artists and how they reflect these in their work

### HOW?

- Creative topic planning allows teachers to link art to moral and ethical themes throughout history, eg, suffragettes movement in year 4
- Whole school assemblies celebrate art linked to themes we are learning about, eg, Remembrance
- Rich Text curriculum links powerful illustrations in picture books with moral themes, eg, *The Spider and the Fly*

## Social Development

- We learn about artists from different cultures, religions and social-economic backgrounds
- We explore the historical and social context of different pieces of art
- We work collaboratively on art projects with classmates, other year groups and other local schools
- ■ We understand that art is all about freedom of expression and a fundamental part of our rights as British Citizens

### HOW?

- Long Term planning links all art projects to artists from a wide variety of backgrounds, including a British artist and international artist focus for each year group
- Medium term and short term planning evidences links to historical and social contexts
- Lesson obs/learning walks/displays show explicit reference to art and freedom of expression
- Currently working on a sculpture project through the Stevenage creative network, including other primary and secondary schools
- Subject leaders focus on collecting pupil voice evidence about art and freedom of expression
- Whole school projects showcasing creative approaches from the same starting point (eg) The dot project/Spider and Fly artwork/social isolation collaborative projects to unite our families through art during the covid crisis/Remembrance art/Harvest art/art in RE



# SMSC in our Art Curriculum

## Cultural Development

- We learn about artists from a wide range of cultures, including local British artists
- We learn about the culture and heritage of Stevenage through art and sculpture from the local area
- We celebrate art from other countries, especially places connected to our pupils
- We explore and celebrate the similarities and differences between art from different cultures and places around the world
- We explore how art has documented important periods in British history and how it represents different perspectives
- We encourage participation in artistic and cultural opportunities
- We celebrate the cultural diversity found in art and explore the artistic traditions of different local, national and global communities

### HOW?

- Cultural understanding is at the heart of art learning; Beacons explicitly outline progression of cultural understanding
- Long term planning outlines focus on artists from different cultures as well as British artists
- Medium term planning makes contextual links between art and topics
- Every project includes wider learning links to the cultural context of artists studied; evidence in topic books/lesson obs
- RE learning includes art traditions from different religions; topic books; planning scrutiny
- Whole school assembly themes celebrate British heritage through art, eg, harvest, Christmas, Remembrance, Easter, Olympics
- Artistic opportunities include national competitions, in-school competitions, visiting artists, trips to galleries

## Personal Development

- We offer a wide range of extra-curricular activities to develop artistic talent
- We encourage our pupils to develop their artistic talents and celebrate artistic achievements
- We promote British art and culture through assemblies, wider opportunities, visiting artists from the local community and visits to museums
- We use art to develop our key learning values of resilience, persistence, self-motivation, risk-taking, creativity, good citizenship and entrepreneurship
- ■ We value pupil voice, and encourage children to articulate their thoughts and ideas about art and culture and their own next steps in learning
- We aim for all our children to enjoy creative expression through art, making links to equality and diversity where appropriate
- We aim to show our children how art can shape their future careers and lives if they wish, and aspirational figures from the world of art and culture play a key role in our curriculum

### HOW?

- Art club; comic book club; mindfulness colouring; sewing club; creative club;
- Sharing assembly recognising talent; gallery displays celebrating fantastic work
- Medium term planning outlines understanding of British culture and heritage, eg, suffragettes in year 4
- Lesson obs/learning walks/books evidence pupil voice
- Pupil voice feedback is positive about art and creative expression
- Learncatcher assembly: architect
- Pupils can name inspirational artists and career options involving art



***“Learn. Believe.  
Achieve.”***

We aim to bring music to life in the classroom through inspiring musical projects that are relevant to our children. Understanding art and culture is integrated into our daily life and learning and aspirational people from the world of music play a key role within our music curriculum.





# SMSC in our Music Curriculum

## Spiritual Development

- We reflect on how different pieces of music make us feel about ourselves and the world
- We respect that other people might have different responses to the same piece of music
- We use music to better understand ourselves, others and the wider world
- We encourage imagination and creativity
- We value pupil voice about music learning

### HOW?

- Long term planning ensures that each year group covers a wide range of music linked to exploring our own emotions as well as capturing feelings about places and events around the world (for example, the Olympic theme tune –motivational)
- Planning and lesson observations include links between music, feelings and different perspectives
- Book looks/displays/assemblies show pupil voice statements and creativity

## Moral Development

- We discuss moral and ethical themes through music where applicable and appropriate
- We ask questions about the moral and ethical viewpoints of musicians, composers and singers and how they reflect these in their work

### HOW?

- Creative topic planning allows teachers to link music to moral and ethical themes throughout history, eg, equal rights and strong female role models, messages about the environment for eco day, songs about peace (remembrance)
- Whole school assemblies celebrate music linked to themes we are learning about, eg, Remembrance, Harvest
- Rich Text curriculum links musical responses to morals and ethical issues in class books

## Social Development

- We learn about musicians from different cultures, religions and social-economic backgrounds
- We explore the historical and social context of different pieces of music
- We work collaboratively on music projects with classmates, other year groups and other local schools
- ■ We understand that music is all about freedom of expression and a fundamental part of our rights as British Citizens

### HOW?

- Long Term planning links all music projects to artists from a wide variety of backgrounds
- Medium term and short term planning evidences links to historical and social contexts, including events in British history
- Lesson obs/learning walks/displays/performances show explicit reference to music and freedom of expression
- Collaborative music projects include Stevenage Day celebrations, national singing events such as O2 and Albert Hall
- Subject leaders focus on collecting pupil voice evidence about music and freedom of expression
- Projects develop composition skills and encourage pupils to express their ideas about things that matter to them (eg) lyrics with a positive message about friendship in Year 6



# SMSC in our Music Curriculum

## Cultural Development

- We learn about musicians, composers and singers from a wide range of cultures, including some from Britain
- We learn about the culture and heritage of Stevenage through music linked to the local area
- We celebrate music from other countries, especially places connected to our pupils
- We explore and celebrate the similarities and differences between music from different cultures and places around the world
- We explore how music has documented important periods in British history and how it represents different perspectives
- We encourage participation in musical and cultural opportunities
- We celebrate the cultural diversity found in music and explore the musical traditions of different local, national and global communities

### HOW?

- Cultural understanding is at the heart of music learning; Beacons explicitly outline progression of cultural understanding by listening and responding to a wide range of music
- Long term planning outlines focus on musicians from different cultures as well as British performers
- Medium term planning makes contextual links between music and topics, including themes linked to British heritage such as British rappers, British pop, West End theatre and British DJs.
- Every project includes wider learning links to the cultural context of musicians and music studied; evidence in topic books/lesson obs
- RE learning includes music traditions from different religions; topic books; planning scrutiny
- Whole school assembly themes celebrate British heritage through music, eg, harvest, Christmas, Remembrance, Easter, Olympics
- Musical opportunities include organised visits to concerts, visiting musicians, performing on stage in school and in local events

## Personal Development

- We offer a wide range of extra-curricular activities to develop musical talent
- We encourage our pupils to develop their musical talents and celebrate musical achievements
- We promote British music and culture through assemblies, wider opportunities, visiting musicians from the local community and visits to concerts
- We use music to develop our key learning values of resilience, persistence, self-motivation, risk-taking, creativity, good citizenship and entrepreneurship
- ■ We value pupil voice, and encourage children to articulate their thoughts and ideas about music and culture and their own next steps in learning
- We aim for all our children to enjoy creative expression through music making links to equality and diversity where appropriate
- We aim to show our children how music can shape their future careers and lives if they wish, and aspirational figures from the world of music and culture play a key role in our curriculum

### HOW?

- Choir, performing arts club, violins, recorders, ukulele,
- Sharing assembly recognising talent; regular performances celebrating fantastic singing and musical talent
- Long term planning includes focus on singing talent, instrument skills and composition skills for each year group
- Lesson obs/learning walks/books evidence/pupil voice
- Pupil voice feedback is positive about music and creative expression
- Learncatcher assembly: West End Singer and Actress
- Pupils can name inspirational musicians and career options involving music
- Pupils have the opportunity to perform in famous venues such as The O2 and the Royal Albert Hall



# Understanding Health and Well Being Faculty

PE



PSHE



Pupil Voice





We aim to give our children a life-long love for sports, creating a lasting legacy of fitness, health and well-being. We inspire our children to be the best athletes they can be through aspirational figures from the world of sport and actively build positive sporting relationships within the community. We instill a desire in our pupils to be successful in all they do and promote a healthy competitive attitude to help them succeed in all areas of life.

***“Learn.  
Believe.  
Achieve.”***



# SMSC in our PE Curriculum



## Spiritual Development

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- *knowledge of, and respect for, different people's* faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

### HOW?

- PE lessons include constant reflection and self-evaluation of self and peers as well as within a team context
- PE lessons are linked to cross-curricular topics where appropriate to enhance learning about the wider world.
- We strive to deliver lessons that are engaging, interactive and immersive
- Whole school teaching and learning ethos of creativity and innovation (SIP)
- PE is taught discretely and also woven into other areas of the school day through active lessons to develop vocabulary acquisition and learning skills in other subjects
- We value pupil voice.

## Moral Development

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

### HOW?

- We encourage our pupils to follow the rules and regulations set by sports games and to develop understanding of how following the rules makes it more fun for everyone
- Teamwork and respect are driving principles of the School Games Values

## Social Development

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- ■willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- ■acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

### HOW?

- Our whole school teaching and learning ethos encourage collaborative learning either in pairs or groups or with other year groups
- *Our innovative 'aspirational people' curriculum aims to teach our children about inspirational sporting figures from our past and present from a diverse range of beliefs and cultures – includes various visits and whole school assemblies led by athletes*
- Excellent wider sporting opportunities programme coordinated by our PE leaders in collaboration with Stevenage Sporting Partnership.
- Beacon assessment criteria places emphasis on the school games values of determination, honesty, teamwork, passion, respect and self-belief and how these will help our pupils to be successful British citizens



# SMSC in our PE Curriculum

## Cultural Development

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- knowledge *of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain*
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

### HOW?

- Our pupils learn about athletes and sports from all around the world – we focus on developing respect for people from all cultures and backgrounds
- Through cross-curricular topics and rich texts, our children make links between PE and other subjects, and are interested to find out more about our culturally diverse world.
- We celebrate national and international sporting events, simultaneously learning more about different cultures
- We hold regular whole school assemblies about sporting events that are important to Britain and celebrate British sporting success
- We recognise that equality and cultural diversity Britain is something to value and we promote understanding of global rights issues through our affiliation to the UN Sustainable Schools programme and UNICEFs Rights Respecting Schools. Where appropriate, we discuss gender and racial stereotypes and discrimination in sports.

## Personal Development

- the range, quality and take-up of extra-curricular activities offered by the school
- how curriculum subjects such as citizenship, RE, and other areas such as personal, social, health and economic education, and relationship *and sex education, contribute to pupils' personal development*
- how well leaders promote British values through the curriculum, assemblies, wider opportunities, visits, discussions and literature
- how *well leaders develop pupils' character through the education that they provide*
- where appropriate, the quality of debate and discussions that pupils have
- pupils' *understanding of the protected characteristics and how equality and diversity are promoted*

### HOW?

- Sports ambassadors and playground buddies promote sporting values of teamwork, friendship and well-being through activity
- Our innovative curriculum teaches children to value the attributes of aspirational figures from different backgrounds
- Personal achievements are celebrated in our sharing assemblies
- Learn-catcher assemblies promote aspirational figures from our local community, including parents
- Commando Jo resources and CPD that develop team-building and personal skills
- School values promoted across all learning: resilience, persistence, self-motivation, risk-taking, creativity, good citizenship, entrepreneurship ; School games values at the forefront of all PE learning – determination, honesty, passion, respect, self-belief, team work
- Wide range of sporting activities offered at lunch time, before school and after school, as well as competitive events

The well-being of our children is paramount and we aim to equip them with the skills needed to be well-balanced, happy, confident and healthy members of British society. We aim to develop understanding of their personal responsibility towards themselves and others so that they can flourish as individuals within the community. We strive to provide a nurturing culture in which all children are valued, heard and supported. Our goal is to ensure that our children feel safe and know how to ask for help.

A photograph of two young boys playing on a playground structure. The boy on the left is wearing a light blue shirt and is smiling while holding onto a vertical bar. The boy on the right is wearing a dark blue shirt and is also smiling while holding onto a vertical bar. They are both sitting on a black mat. The background shows a grassy area with trees and a yellow canopy in the distance.

***“Learn. Believe.  
Achieve.”***





# SMSC in our PSHE Curriculum

## Spiritual Development

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- *knowledge of, and respect for, different people's* faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

### HOW?

- PSHE statement of intent outlines our ambition for children to develop understanding of their personal responsibility to themselves and to others and to equip them with the skills needed to be happy, well-balanced and confident members of British society.
- Our Jigsaw programme encourages circle time discussion and reflective opportunities.
- We strive to deliver lessons that are engaging, interactive and immersive
- Whole school teaching and learning ethos of creativity and innovation (SIP)
- We value pupil voice.

## Moral Development

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

### HOW?

- We follow the Jigsaw scheme of work, which places strong emphasis on holding a wide range of moral and ethical discussions
- Topics include citizenship, rights and responsibilities, rewards and consequences, democracy and dealing with specific issues such as peer pressure, bullying and conflict.

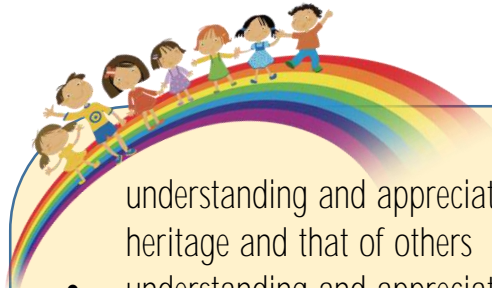
## Social Development

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- ■ willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- ■ acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

### HOW?

- Our whole school teaching and learning ethos encourage collaborative learning either in pairs or groups or with other year groups
- *Our innovative 'aspirational people' curriculum aims to teach our children about PSHE related concepts through inspirational people from our past and present from a diverse range of beliefs and cultures*
- The Jigsaw curriculum specifically supports social development through whole school topics, including celebrating differences and relationships.
- Conflict resolution is a key aspect of the Jigsaw curriculum
- The Being Me in My Own World topic specifically focuses on understanding British values of democracy
- We hold regular whole school assemblies with PSHCE themes, helping our children to reflect on big questions and think about other people in the both the local and global community.





# SMSC in our PSHE Curriculum

## Cultural Development

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

- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- knowledge of *Britain's democratic parliamentary system and its central role in shaping our history and values*, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

### HOW?

- Our pupils learn about many different cultures and people through our curriculum – we focus on developing respect for people from all cultures and backgrounds
- Through cross-curricular topics and rich texts, our children make links between PSHE and other subjects, and are interested to find out more about our culturally diverse world.
- Our cross-curricular topics and the PSHE curriculum develop understanding of how many aspects of our British culture today are linked to the global community
- The curriculum explores our understanding of justice, fairness, identity, democracy, freedom and belonging and encourages our children to ask big questions about their role in British society
- We recognise that equality and cultural diversity Britain is something to value and we promote understanding of global rights issues through our affiliation to the UN Sustainable Schools programme and UNICEF's Rights Respecting Schools

## Personal Development

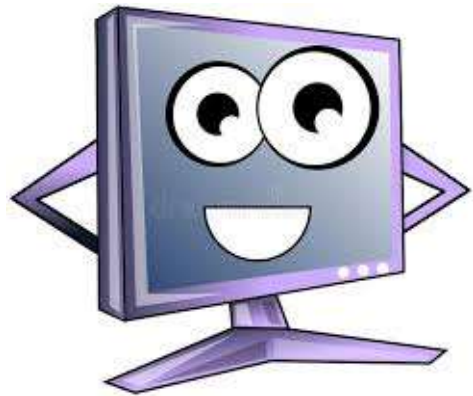
- the range, quality and take-up of extra-curricular activities offered by the school
- how curriculum subjects such as citizenship, RE, and other areas such as personal, social, health and economic education, and *relationship and sex education*, contribute to pupils' personal development
- how well leaders promote British values through the curriculum, assemblies, wider opportunities, visits, discussions and literature
- how *well leaders develop pupils' character through the education* that they provide
- where appropriate, the quality of debate and discussions that pupils have
- pupils' *understanding of the protected characteristics and how* equality and diversity are promoted

### HOW?

- Very pro-active pupil leader and pupil voice – school council, eco team, pupil leaders, buddies, sports ambassadors, travel ambassadors
- Our innovative curriculum teaches children to value the attributes of aspirational figures from different backgrounds
- Personal achievements are celebrated in our sharing assemblies
- Learn-catcher assemblies promote aspirational figures from our local community, including parents
- Commando Jo resources and CPD that develop team-building and personal skills
- School values promoted through all lessons and projects: resilience, persistence, self-motivation, risk-taking, creativity, good citizenship, entrepreneurship

# Understanding Science and Technology Faculty

Computing



DT



Science

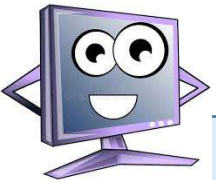


# *“Learn. Believe. Achieve.”*

We have high ambition for all our children to flourish in *today's technological* society; we aim to empower them to confidently, safely and responsibly use technology in all aspects of their lives. Computing is brought to life in our classrooms through inspiring technological projects that are relevant to our children and provide a real-world context to their learning.







# SMSC in our Computing Curriculum

## Spiritual Development

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for, different *people's faiths, feelings and values*
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

### HOW?

- We use technology to deliver lessons that allow children to be reflective about their own beliefs and perspective on life – for example, videos, slides and interactive online activities about other cultures
- We use a range of technology to research and present learning about different faiths, feelings and values
- Our innovative computing curriculum ensures that children are engaged and feel enjoyment and fascination in learning about themselves, others and the world around them using a range of different technology in a variety of contexts
- We encourage imagination and creativity
- We value pupil voice

## Moral Development

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

### HOW?

- We place high importance on using technology safely, including E-Safety beacons and explicit teaching on acceptable and unacceptable online behaviour
- Our children use a wide range of technology to research and investigate facts and opinions about the topics they are learning about

## Social Development

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- ■willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- ■acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

### HOW?

- Our computing curriculum is designed as a series of projects that encourage collaborative learning either in pairs or groups in different technological contexts
- Projects are inspired by real-world professions and encourage our children to develop skills and attitudes that can be applied to a wide range of future careers in technology
- Whenever possible, our computing curriculum encourages collaboration with the wider community, including technology support from pupils in secondary schools and visits from inspirational people from the world of technology
- At every opportunity, we highlight examples of British computing technology used in the wider world, such as the aspirational aerospace industry here in Stevenage



# SMSC in our Computing Curriculum

## Cultural Development

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- knowledge *of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain*
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

### HOW?

- Our pupils learn about the role of computing and technology in shaping the modern world we live in today – real-world projects in every year group help pupils to understand the important role that computers play in our daily life and that we live in a digital society.
- Our computing projects develop understanding of how many aspects of our culture are enhanced through computing technology – for example, our pupils use computers to create magazines, animations, games, apps, products, books, robotics, videos, digital music and digital artwork, all part of modern culture
- We recognise that it is our democratic right to freely access online information and express ourselves online, but our curriculum develops skills to question sources, consider different opinions and recognise what is appropriate
- Our cross-curricular curriculum uses computing to research and explore cultures around the world within the context of different topics

## Personal Development

- the range, quality and take-up of extra-curricular activities offered by the school
- how curriculum subjects such as citizenship, RE, and other areas such as personal, social, health and economic education, and *relationship and sex education, contribute to pupils' personal development*
- how well leaders promote British values through the curriculum, assemblies, wider opportunities, visits, discussions and literature
- how *well leaders develop pupils' character through the education that they provide*
- where appropriate, the quality of debate and discussions that pupils have
- pupils' *understanding of the protected characteristics and how equality and diversity are promoted*

### HOW?

- Extra-curricular activities include Radio Peartree, Computing Club, Stop Motion Animation Film Club...
- Pupils have access to a wide range of computing technology, including laptops, Ipads, *Chromebooks, digital cameras...*
- Pupils who struggle with playtimes have the option of choosing a buddy to play with on the computers, supporting social development and well-being
- Learn-catcher assemblies promote aspirational figures from British industry – for example, architect using design software
- School values promoted through all computing projects: resilience, persistence, self-motivation, risk-taking, creativity, good citizenship, entrepreneurship
- Online research enhances the quality of pupil debate and arms them with facts to support their discussions

A photograph of two young students in a workshop or classroom setting. They are both wearing safety goggles. The student on the left is using a hand saw to cut a piece of wood held in a wooden vise. The student on the right is observing. On the table are various tools and materials, including a soldering iron, wires, and a small electronic component. In the background, a large screen displays a winter-themed interface with snowflakes and several small images, including one labeled 'WIRED' and another labeled 'OPERATION'.

***“Learn.  
Believe.  
Achieve.”***

We have high ambition for all our children to *flourish in today’s technological and design rich society*. We aim to inspire them to be innovative and inventive thinkers. Our children have the opportunity to develop entrepreneurial skill-sets through aspirational projects linked to real professions, iconic structures and influential role models.





# SMSC in our Design Technology Curriculum

## Spiritual Development

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for, different *people's faiths, feelings and values*
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

### HOW?

- Wherever possible, we link our DT projects to iconic designs from around the world, developing respect for the achievements of other cultures
- We use DT to enhance our RE curriculum
- Our innovative design technology curriculum ensures that children are engaged and feel enjoyment and fascination in learning about themselves, others and the world around them through hands on design projects
- We encourage imagination and creativity
- We value pupil voice

## Moral Development

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

### HOW?

- We teach the children how to handle dangerous tools safely and the importance of working sensibly to keep themselves and others safe
- We encourage our children to consider the impact of real-world structures on the environment and how materials that we use during lessons such as plastic and wood are linked to ecology issues
- Where applicable in KS2, our children explore the role of workers used to build iconic structures in relation to human rights

## Social Development

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- ■willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- ■acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

### HOW?

- Our design technology curriculum is designed as a series of projects that encourage collaborative learning either in pairs or groups in different technological contexts
- Projects are inspired by real-world professions and encourage our children to develop skills and attitudes that can be applied to a wide range of future careers in design technology and engineering
- Whenever possible, our design technology curriculum encourages collaboration with the wider community, including technology support from pupils in secondary schools and visits from inspirational people from the world of design technology
- At every opportunity, we highlight examples of British design technology, especially renowned architects and engineers and their iconic structures



# SMSC in our Design Technology Curriculum

## Cultural Development

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- knowledge *of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain*
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

### HOW?

- Our pupils learn about the role of design technology in shaping the modern world we live in today – real-world projects in every year group help pupils to understand the lasting legacy that iconic design can have
- Our design technology curriculum is linked to aspirational people, famous structures from around the world and real-world products that are part of our design technology rich society.
- We recognise that in Britain we are lucky to have a democratic parliamentary system that values our right to express ourselves freely and promotes equal opportunities for us all to become designers and engineers of the future.
- Our cross-curricular curriculum explores iconic design found around the world and develops respect and understanding for the achievements of other cultures.
- We value diversity and celebrate diverse interpretations of each DT project
- We encourage our children to reflect on the cultural influences behind designs that we explore in class

## Personal Development

- the range, quality and take-up of extra-curricular activities offered by the school
- how curriculum subjects such as citizenship, RE, and other areas such as personal, social, health and economic education, and relationship and sex *education, contribute to pupils' personal development*
- how well leaders promote British values through the curriculum, assemblies, wider opportunities, visits, discussions and literature
- how *well leaders develop pupils' character through the education that they provide*
- where appropriate, the quality of debate and discussions that pupils have
- pupils' *understanding of the protected characteristics and how equality and diversity are promoted*

### HOW?

- Extra-curricular activities include *Lego Construction club...*
- Pupils have access to a wide range of design technology, including woodworking tools, electric circuitry, robotics, various building blocks, *STEM activities...*
- We recognise that some children thrive on practical, hands-on learning activities, and particularly enjoy DT lessons
- DT projects are adapted to individual needs in the classroom
- Learn-catcher assemblies promote aspirational figures from British industry – for example, architect workshop
- School values promoted through all design technology projects: resilience, persistence, self-motivation, risk-taking, creativity, good citizenship, entrepreneurship
- We actively engage in a range of STEM opportunities, either through visiting workshops, CPD or extra-curricular visits
- Inter school competitions such as the Winter Jumper Design Contest.



*We aim to harness our children's natural curiosity and inquisitiveness about the world. Our children are equipped with knowledge and understanding through fun and engaging scientific enquiries that have a real-world context. We aim to foster a love of investigation and actively promote independent discovery. We strive for our children to understand the uses and implications of science in the wider world and to inspire them to become scientists of the future.*

***“Learn. Believe.  
Achieve.”***







# SMSC in our Science Curriculum

## Spiritual Development

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for, different *people's faiths, feelings and values*
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

### HOW?

- From our Statement of Intent: We aim to deliver *science lessons that harness our children's natural curiosity and inquisitiveness about the world....through fun and engaging investigations that have a real-world context...We aim to foster a love of investigation and actively promote independent discovery.*
- We encourage imagination and creativity through linking science to rich texts, cross-curricular topics and our whole school teaching and learning ethos of creativity and innovation (SIP)
- We value pupil voice

## Moral Development

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

### HOW?

- We place high importance on using science equipment safely
- Where applicable in UKS2 we discuss the conflict between religion and science and discuss differing opinions (this is also part of the Herts RE curriculum)
- Where applicable and appropriate to topic links, children may have the opportunity to discuss moral and ethical issues linked to science inventions – for example, Einstein developing nuclear bomb technology and gender equality in science through history.

## Social Development

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- ■willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- ■acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

### HOW?

- Our whole school teaching and learning ethos encourage collaborative learning either in pairs or groups or with other year groups
- *Our innovative 'aspirational people' curriculum aims to encourage our children to develop skills and attitudes that can be applied to a wide range of future careers in science*
- Whenever possible, our science curriculum encourages collaboration with the wider community, including science partnerships with local secondary schools, visits from inspirational people from the world of science, curriculum evenings for parents and workshops led by science specialists.
- At every opportunity, we highlight examples of British scientific successes, such as the aspirational aerospace industry and Formula 1 development centre here in Stevenage



# SMSC in our Science Curriculum

## Cultural Development

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- knowledge *of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain*
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

### HOW?

- Our pupils learn about the role of individual scientists in shaping our understanding of the world, and so learn to understand and show respect for different faiths, genders and cultures.
- Through cross-curricular topics and rich texts, our children make links between science and different places and cultures around the world and are interested to find out more about our culturally diverse world.
- Our cross-curricular topics develop understanding of how many aspects of our culture are enhanced through scientific advances and inventions and how science has changed our culture over time
- We recognise that it is our democratic right in Britain to receive an equal education and that we all have the right to access high-quality science learning
- We recognise that equality and cultural diversity in the British science community is something to be proud *of and promote further and encourage all our children to 'dream, believe, achieve'*
- Numbers attending science club and science evening is excellent; participation in science events is positive

## Personal Development

- the range, quality and take-up of extra-curricular activities offered by the school
- how curriculum subjects such as citizenship, RE, and other areas such as personal, social, health and economic education, and *relationship and sex education, contribute to pupils' personal development*
- how well leaders promote British values through the curriculum, assemblies, wider opportunities, visits, discussions and literature
- how *well leaders develop pupils' character through the education that they provide*
- where appropriate, the quality of debate and discussions that pupils have
- pupils' *understanding of the protected characteristics and how equality and diversity are promoted*

### HOW?

- Extra-curricular activities include science club, woodland club, gardening club, STEM club, Eco Club
- Pupils have access to a wide range of science equipment to enhance topics covered in the national curriculum and enable practical investigation
- Excellence in science is celebrated in our sharing assemblies
- Learn-catcher assemblies promote aspirational figures from our local science community; all pupils are encouraged to pursue science careers if they wish
- School values promoted through all science lessons and independent investigation work: resilience, persistence, self-motivation, risk-taking, creativity, good citizenship, entrepreneurship
- Out pupils participate in British Science Week each year, celebrating science and engaging pupils in a number of additional activities
- Science leaders ensure there are wider opportunities in science, including competitions, science field trips (including the British science museum) and visiting workshops

# Understanding the World Faculty

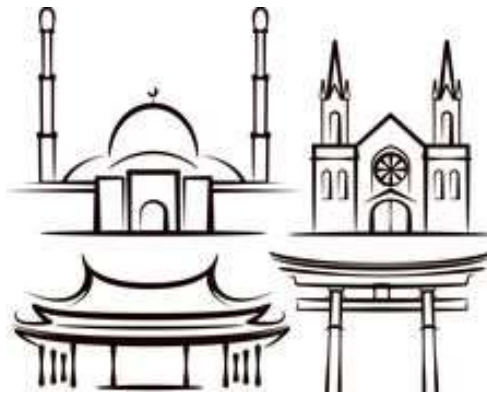
Geography

History

RE

Spanish

Outdoor  
Learning







***“Learn. Believe.  
Achieve.”***

We aim to fill our children with curiosity and fascination about the world and its people. Geography is brought to life through engaging projects that take our children outside the four walls of the classroom and into the wider world. Children are inspired and motivated by real-life careers and aspirational people from the world of geography. We strive for our children to learn about their own environment through meaningful field-work and to gain a deep understanding about their place in the world and the role they play in shaping the future.

# SMSC in our Geography Curriculum



## Spiritual Development

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for, different *people's faiths, feelings and values*
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

### HOW?

- Through our geography curriculum, children learn about places and people from all around the world and learn to develop respect for people with different faiths, feelings, values and opinions.
- We strive to deliver lessons that are engaging, interactive and immersive, linking to topics and rich texts at every opportunity.
- Our cross-curricular topic approach promotes imagination and creativity and encourages children to make contextual links.
- Whole school teaching and learning ethos of creativity and innovation (SIP).
- We value pupil voice.

## Moral Development

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

### HOW?

- Geography links particularly well with issues around sustainable development and ethical use of resources, climate change and human impact on the environment. We use every opportunity to discuss these issues with the children, through whole school assemblies, topic learning and rich texts.
- *Projects include 'trade', 'climate', 're-imagining Stevenage', 'town planner' and 'my school' to help children understand long-term consequences and their own role in shaping the future.*
- We focus on learning about aspirational figures in geography and their individual impact from moral and ethical perspectives where appropriate.

## Social Development

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- ■ willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- ■ acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

### HOW?

- Our whole school teaching and learning ethos encourage collaborative learning either in pairs or groups or with other year groups.
- *Our innovative 'aspirational people' curriculum aims to encourage our children to develop skills and attitudes that can be applied to a wide range of future careers in geography.*
- Whenever possible, our geography curriculum encourages collaboration with the wider community, including partnerships with local secondary schools, visits to local places of geographical interest and visiting experts.
- Our curriculum helps children to understand more about Britain, Stevenage and their own place in the world..
- Our fieldwork focus takes children outdoors at every opportunity to engage with their local environment and develop practical skills they can use to contribute positively to society.

# SMSC in our Geography Curriculum



## Cultural Development

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- knowledge of *Britain's democratic parliamentary system and its central role in shaping our history and values*, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local,

### HOW?

- Our pupils learn about different places around the world, and so learn to understand and show respect for different faiths and cultures.
- Through cross-curricular topics and rich texts, our children make links between geography and different places and cultures around the world and are interested to find out more about our culturally diverse world.
- Our cross-curricular topics develop understanding of how many aspects of our culture today are linked to the global community.
- We recognise that it is our democratic right in Britain to receive an equal education and that we all have the right to access high-quality geographical learning.
- We recognise that equality and cultural diversity Britain is something to value and we promote understanding of global rights issues through our affiliation to the UN Sustainable Schools programme and UNICEF's Rights Respecting Schools.
- We link geography to whole school assemblies and events, such as harvest and religious celebrations around the world.

## Personal Development

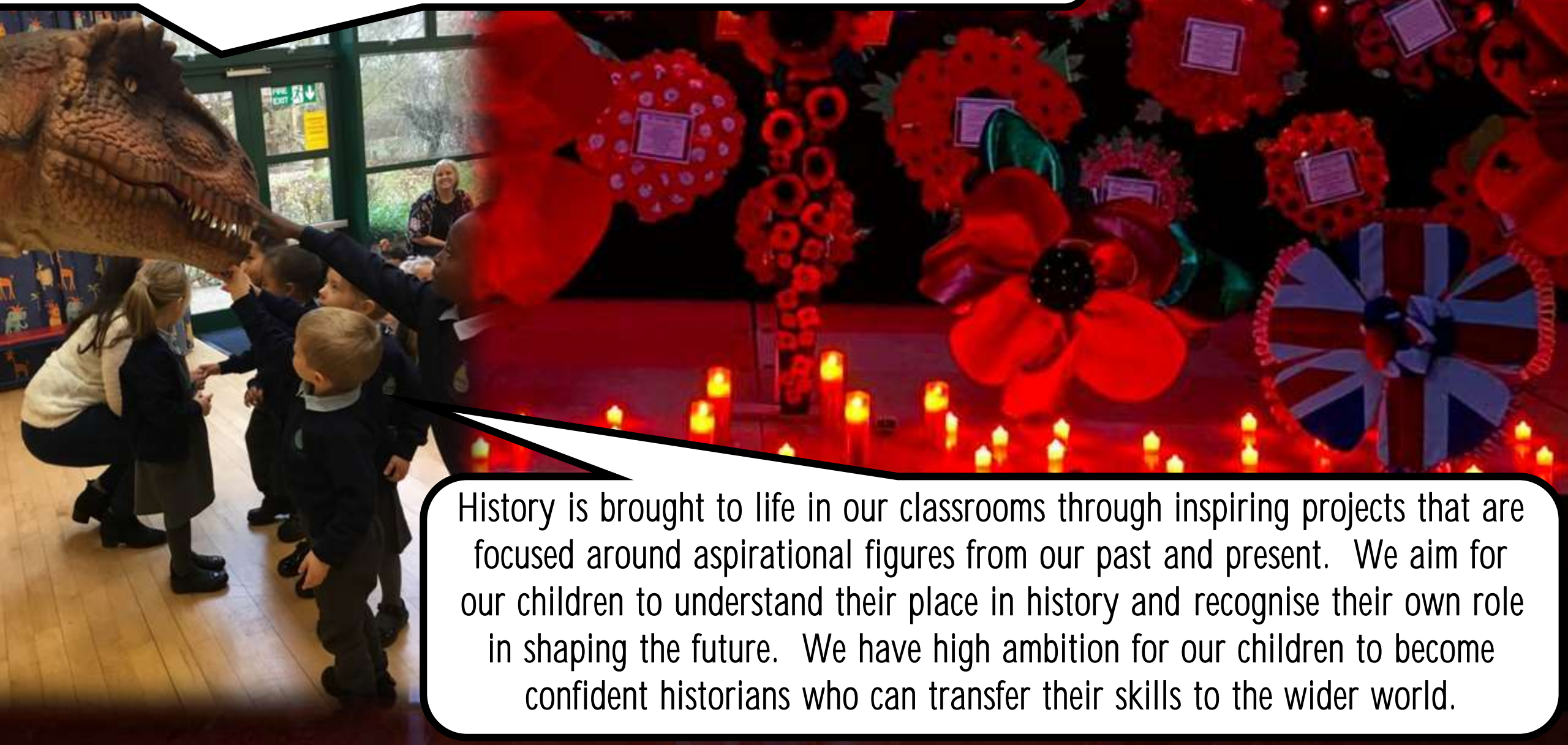
- the range, quality and take-up of extra-curricular activities offered by the school
- how curriculum subjects such as citizenship, RE, and other areas such as personal, social, health and economic education, and *relationship and sex education*, contribute to pupils' personal development
- how well leaders promote British values through the curriculum, assemblies, wider opportunities, visits, discussions and literature
- how *well leaders develop pupils' character through the education* that they provide
- where appropriate, the quality of debate and discussions that pupils have
- pupils' *understanding of the protected characteristics and how* equality and diversity are promoted

### HOW?

- Pupils go on field trips to places of geographical interest to enrich their topic learning. We also regularly have visiting workshops led by experts.
- Our innovative curriculum teaches children to value the attributes of aspirational figures from the world of geography.
- Excellence in geography is celebrated in our sharing assemblies.
- Learn-catcher assemblies promote aspirational figures from our local geography community; all pupils are encouraged to pursue geographical careers if they wish.
- School values promoted through all lessons and projects: resilience, persistence, self-motivation, risk-taking, creativity, good citizenship, entrepreneurship.
- Extra-curricular clubs include eco club, woodland club, gardening club



*“Learn. Believe. Achieve.”*



History is brought to life in our classrooms through inspiring projects that are focused around aspirational figures from our past and present. We aim for our children to understand their place in history and recognise their own role in shaping the future. We have high ambition for our children to become confident historians who can transfer their skills to the wider world.



# SMSC in our History Curriculum

## Spiritual Development

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for, different *people's faiths, feelings and values*
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

### HOW?

- Through our history curriculum, children learn about the beliefs of people from different cultures and times and learn to develop respect for people with different faiths, feelings, values and opinions
- We strive to deliver lessons that are engaging, interactive and immersive, linking to topics and rich texts at every opportunity.
- Our cross-curricular topic approach promotes imagination and creativity and encourages children to make contextual links.
- Whole school teaching and learning ethos of creativity and innovation (SIP)
- We value pupil voice.

## Moral Development

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

### HOW?

- History naturally leads to discussions of a moral and ethical nature. We use historical contexts to discuss ethical and moral issues wherever relevant to our topics and rich texts
- We use history to explore consequences, actions and choices which help our children understand their own role in shaping the future
- *Projects include themes such as 'invasion', 'revolution' and 'remembrance'*
- Beacon progression of skills includes focus on understanding and interpreting viewpoints and sources.
- We focus on learning about aspirational figures in history and their individual impact from moral and ethical perspectives where appropriate

## Social Development

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- ■willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- ■acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

### HOW?

- Our whole school teaching and learning ethos encourage collaborative learning either in pairs or groups or with other year groups
- *Our innovative 'aspirational people' curriculum aims to encourage our children to develop skills and attitudes that can be applied to a wide range of future careers in history*
- Whenever possible, our history curriculum encourages collaboration with the wider community, including partnerships with local secondary schools, visits to local places of historical interest and visiting experts.
- Our curriculum helps children to understand more about British heritage and their own place in the world.



- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- knowledge *of Britain's democratic parliamentary system and its central role in shaping our history* and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

- Our pupils learn about the role of individual historical figures in shaping our understanding of the world, and so learn to understand and show respect for different faiths, genders and cultures.
- Through cross-curricular topics and rich texts, our children make links between history and different places and cultures around the world and are interested to find out more about our culturally diverse world.
- Our cross-curricular topics develop understanding of how many aspects of our culture today are built upon the past and to develop appreciation for our rich heritage
- We recognise that it is our democratic right in Britain to receive an equal education and that we all have the right to access high-quality historical learning – in UKS we focus on learning about democracy, from its roots in Ancient Greece and Viking culture to our parliament in Britain today (Beacons)
- We recognise that equality and cultural diversity Britain is the legacy of people who have come before us
- We link history to whole school assemblies and events, such as Remembrance

- the range, quality and take-up of extra-curricular activities offered by the school
- how curriculum subjects such as citizenship, RE, and other areas such as personal, social, health and economic education, and *relationship and sex education*, contribute to *pupils' personal development*
- how well leaders promote British values through the curriculum, assemblies, wider opportunities, visits, discussions and literature
- how *well leaders develop pupils' character through the education* that they provide
- where appropriate, the quality of debate and discussions that pupils have
- pupils' *understanding of the protected characteristics and how equality and diversity are promoted*

- Pupils go on field trips to places of historical interest to enrich their topic learning. We also regularly have visiting workshops led by experts.
- Our innovative curriculum teaches children to value the attributes of aspirational historical figures
- Excellence in history is celebrated in our sharing assemblies
- Learn-catcher assemblies promote aspirational figures from our local history community; all pupils are encouraged to pursue historical careers if they wish
- School values promoted through all lessons and projects: resilience, persistence, self-motivation, risk-taking, creativity, good citizenship, entrepreneurship
- History leaders ensure there are wider opportunities in history, including competitions, field trips (including museums) and visiting workshops





***“Learn. Believe.  
Achieve.”***

We strive to develop a questioning culture in which all our children are encouraged to reflect on matters of human responsibility and to think very deeply about the world and their own behavior, personality and beliefs; they learn not only the facts about different religions but also about themselves and their place within the wider world. We celebrate diversity and challenge our children to think about a wide range of issues from different viewpoints. At every opportunity we examine topical issues that help our children understand how individuals and communities can be impacted by events and circumstances in the world around them.



# SMSC in our RE Curriculum

## Spiritual Development

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- *knowledge of, and respect for, different people's* faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

### HOW?

- RE statement of intent outlines our ambition for children to be reflective thinkers and consider different viewpoints
- Beacon assessment criteria focuses on developing respect, compassion and understanding of different viewpoints
- We strive to deliver lessons that are engaging, interactive and immersive, linking to topics and rich texts at every opportunity – art and music in particular are strongly linked to RE learning
- Whole school teaching and learning ethos of creativity and innovation (SIP)
- We value pupil voice.

## Moral Development

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

### HOW?

- We follow the Herts Agreed RE syllabus, which places strong emphasis on moral and ethical teaching
- Topics include justice and fairness, human responsibility and values and ultimate questions

## Social Development

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- ■willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- ■acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

### HOW?

- Our whole school teaching and learning ethos encourage collaborative learning either in pairs or groups or with other year groups
- *Our innovative 'aspirational people' curriculum aims to teach our children* about RE related concepts through inspirational people from our past and present from a diverse range of beliefs and cultures
- Whenever possible, our RE curriculum encourages collaboration with the wider community, including partnerships with local places of worship, various religious leaders from the community and parents from diverse religious and cultural backgrounds
- Our school council raises several hundred pounds every year for charity through whole school fundraising projects
- Our RE curriculum helps children to understand more about the diverse range of cultures and beliefs in Britain and around the world
- We hold regular whole school assemblies with RE themes, such as Harvest, Easter, Festivals of Light, Remembrance, which help our pupils value and respect other cultures and understand British traditions





# SMSC in our RE Curriculum

## Cultural Development

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- knowledge *of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain*
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

### HOW?

- Our pupils learn about many different cultures and people through our RE curriculum – we focus on Christian, Hindu, Muslim, Jewish and Buddhist traditions in Britain and around the world, but explore other cultures and beliefs when relevant to topic learning
- Through cross-curricular topics and rich texts, our children make links between RE, art, music and history from a cultural perspective and are interested to find out more about our culturally diverse world.
- Our cross-curricular topics and the RE curriculum develop understanding of how many aspects of our British culture today are linked to the global community
- The curriculum explores our understanding of justice, fairness, identity and belonging and encourages our children to ask big questions about their role in British society
- We recognise that equality and cultural diversity Britain is something to value and we promote understanding of global rights issues through our affiliation to the UN Sustainable Schools programme and UNICEF's Rights Respecting Schools

## Personal Development

- the range, quality and take-up of extra-curricular activities offered by the school
- how curriculum subjects such as citizenship, RE, and other areas such as personal, social, health and economic education, and *relationship and sex education, contribute to pupils' personal development*
- how well leaders promote British values through the curriculum, assemblies, wider opportunities, visits, discussions and literature
- how *well leaders develop pupils' character through the education that they provide*
- where appropriate, the quality of debate and discussions that pupils have
- pupils' *understanding of the protected characteristics and how equality and diversity are promoted*

### HOW?

- School council meets weekly to plan fundraising events, including a partnership with a local Christian-led foodbank in Stevenage – every year we go there to help sort our harvest donations and gain first-hand understanding of how our charity work supports others
- Our innovative curriculum teaches children to value the attributes of aspirational figures from different religious backgrounds
- Excellence in RE is celebrated in our sharing assemblies
- Learn-catcher assemblies promote aspirational figures from our local community, including parents from diverse religious backgrounds
- School values promoted through all lessons and projects: resilience, persistence, self-motivation, risk-taking, creativity, good citizenship, entrepreneurship



We hope to instil a life-long love for languages within our children and to ignite their curiosity about cultures from around the world.

Through engaging lessons, we aim to equip our children with the confidence to express themselves in Spanish. We have high ambition for our children to be able to communicate in Spanish for practical purposes. We wish to spark a desire to explore different places around the world and an interest in learning other languages in the future.

***“Learn. Believe.  
Achieve.”***



# SMSC in our Spanish Curriculum

## Spiritual Development

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- *knowledge of, and respect for, different people's* faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

### HOW?

- Through our Spanish curriculum, children learn about the places and people from Spanish speaking countries around the world and learn to develop respect for people with different faiths, feelings, values and opinions
- Empowerment that comes from learning new words and being able to communicate with people from other countries.
- We strive to deliver lessons that are engaging, interactive and immersive, linking to topics and rich texts at every opportunity.
- Whole school teaching and learning ethos of creativity and innovation (SIP)
- We value pupil voice.

## Moral Development

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

### HOW?

- Compare and contrast British life with life in Spanish speaking countries where possible
- Learn basic conversational phrases that promote respect and understanding between different people

## Social Development

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- ■ willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- ■ acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

### HOW?

- Our whole school teaching and learning ethos encourage collaborative learning either in pairs or groups or with other year groups
- *Our innovative 'aspirational people' curriculum aims to encourage our children to develop skills and attitudes that can be applied to a wide range of future careers involving languages*
- Whenever possible, our Spanish curriculum encourages collaboration with the wider community, including partnerships with local secondary schools
- Our curriculum helps children to understand more about Britain, Stevenage and their own place in the world compared to Spanish speaking countries in Europe and South America.
- Our cultural links focus through European languages Day, World Languages Day, Harvest around the World, Easter around the World and International Award helps our pupils value and respect other cultures



# SMSC in our Spanish Curriculum

## Cultural Development

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- knowledge *of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain*
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local,

### HOW?

- Our pupils learn about different Spanish speaking places around the world, and so learn to understand and show respect for different faiths, genders and cultures.
- Through cross-curricular topics and rich texts, our children make links between Spanish, other foreign languages and different places and cultures around the world and are interested to find out more about our culturally diverse world.
- Our cross-curricular topics develop understanding of how many aspects of our culture today are linked to the global community
- We recognise that it is our democratic right in Britain to receive an equal education and that we all have the right to access high-quality language learning
- We recognise that equality and cultural diversity Britain is something to value and we promote understanding of global rights issues through our affiliation to the UN Sustainable Schools programme and UNICEFs Rights Respecting Schools
- We link Spanish to whole school assemblies and events, such as harvest and religious celebrations around the world

## Personal Development

- the range, quality and take-up of extra-curricular activities offered by the school
- how curriculum subjects such as citizenship, RE, and other areas such as personal, social, health and economic education, and *relationship and sex education, contribute to pupils' personal development*
- how well leaders promote British values through the curriculum, assemblies, wider opportunities, visits, discussions and literature
- how *well leaders develop pupils' character through the education that they provide*
- where appropriate, the quality of debate and discussions that pupils have
- pupils' *understanding of the protected characteristics and how equality and diversity are promoted*

### HOW?

- Spanish club.
- Our innovative curriculum teaches children to value the attributes of aspirational figures from Spanish culture
- Excellence in Spanish is celebrated in our sharing assemblies
- Learn-catcher assemblies promote aspirational figures from our local international community;
- School values promoted through all lessons and projects: resilience, persistence, self-motivation, risk-taking, creativity, good citizenship, entrepreneurship



# Maths Faculty





*“Learn. Believe.  
Achieve.”*

We aim to grow lifelong maths learners who have mastered skills they need for the real world as well as developing a love for learning maths. We use practical resources, models and questioning variation to support and extend our learning. All children achieve their potential through well-pitched, challenging learning that meets their needs.



# SMSC in our Maths Curriculum

## Spiritual Development

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for, different *people's faiths, feelings and values*
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

### HOW?

- We strive to deliver lessons that are engaging, interactive and immersive, linking to topics and rich texts at every opportunity – cross curricular links are made where appropriate so that pupils can deepen maths skills through other subjects.
- Active learning is encouraged across the school – outdoor maths on the playground and also links to physical movement
- Whole school teaching and learning ethos of creativity and innovation (SIP)
- We value pupil voice – peer assessment, *reflection, evaluation and pupil's identifying* their own next steps are all evident in books

## Moral Development

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

### HOW?

- Where applicable, links are made to famous mathematicians from the past who have been treated unfairly by society – for example, year 6 have explored the unequal treatment of female mathematicians and Alan Turing at Bletchley Park during WWII; Year 5 have learnt about NASA mathematician Katherine Johnson in 1960s segregated America
- Our aspirational figures curriculum encourages pupils to understand a wide range of moral and ethical issues faced by mathematicians throughout history

## Social Development

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- ■ willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- ■ acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

### HOW?

- Our whole school teaching and learning ethos encourage collaborative learning either in pairs or groups or with other year groups
- *Our innovative 'aspirational people' curriculum aims to teach our children* about inspirational mathematicians from our past and present from a diverse range of beliefs and cultures
- Whenever possible, our maths curriculum encourages collaboration with the wider community, including workshops led by specialists and maths activities led by other schools
- Our curriculum helps children to understand more about the real world application of maths and also British contributions to STEM advances
- We aim for our children to understand future careers that involve mastery of maths – for example through the dream catcher assembly by an architect parent and inspirational visitors such as formula 1 engineers and aeronautical scientists from our local community.



# SMSC in our Maths Curriculum

## Cultural Development

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- knowledge of *Britain's democratic parliamentary system and its central role in shaping our history and values*, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

### HOW?

- Our pupils learn about many different cultures and people through our topic-based curriculum – for example, Aristotle and Greek contributions to maths – and links are made to maths whenever possible.
- Through cross-curricular topics and rich texts, our children make links between maths and the wider world and are interested to find out more about our culturally diverse world.
- Our cross-curricular topics develop understanding of how many aspects of our British culture today are linked to the global community and how STEM advances have changed the world we live in
- We celebrate the achievements of mathematicians from every background and celebrate cultural diversity
- We recognise that equality and cultural diversity Britain is something to value and we promote understanding of global rights issues through our affiliation to the UN Sustainable Schools programme and UNICEF's Rights Respecting Schools – all pupils should have equal right and opportunity to excellent maths education and pursue careers in mathematics if they wish

## Personal Development

- the range, quality and take-up of extra-curricular activities offered by the school
- how curriculum subjects such as citizenship, RE, and other areas such as personal, social, health and economic education, and *relationship and sex education*, contribute to pupils' personal development
- how well leaders promote British values through the curriculum, assemblies, wider opportunities, visits, discussions and literature
- how *well leaders develop pupils' character through the education* that they provide
- where appropriate, the quality of debate and discussions that pupils have
- pupils' *understanding of the protected characteristics and how* equality and diversity are promoted

### HOW?

- We regularly attend maths workshops and quizzes with small groups of eager mathematicians
- Our innovative topic curriculum teaches children to value the attributes of aspirational figures from the world of maths
- Excellence in maths is celebrated in our sharing assemblies
- Learn-catcher assemblies promote aspirational figures from our local community, including parents
- School values promoted through all lessons and projects: resilience, persistence, self-motivation, risk-taking, creativity, good citizenship, entrepreneurship
- Maths week in particular develops entrepreneurship and business skills and is very popular with staff and pupils