**Spiritual, Moral, Social and Cultural (SMSC)**

**Childer Thornton Primary School**



**Spiritual, Moral, Social and Cultural education at Childer Thornton Primary School is the over-arching umbrella that encompasses personal development across the whole curriculum and underpins our values.**

**Childer Thornton puts SMSC at the heart of school development. We constantly encourage children to think about the kind of people that they aspire to be and the kind of world that they want to create. As a staff, we continually reflect on our policies and practice to ensure that it is reflective of the education we aspire to provide through our curriculum:**

**‘Our Wonderful World’**

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| **Spiritual Development**  The spiritual development of children is shown by their:   * 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 | |
| Physical Education | From EYFS to Year 6, the range of physical activities that children can participate in ensure that children develop a sense of enjoyment and fascination in learning about themselves, others and the world around them. Children are consistently encouraged to use their imagination and creativity in their physical learning, and display a willingness to reflect on their own and others’ experiences. Children will also experience a sense of awe and wonder when observing elite performance from professional athletes and their peers.  Examples of spirituality in Physical Education:   * Experiencing and reflecting on feelings of determination, exhilaration and enjoyment. * Learning to appreciate and enjoy the way their bodies work and can be used to express emotion (dance and gymnastics – performing). * Gaining a sense of achievement (internal and external competitions for all abilities) * Developing positive attitudes and being reflective about themselves and others * Learning about and developing a healthy body and a healthy mind * Understanding that body, mind and spirit influence each other * Enjoy and know the quality of stillness e.g. yoga * Shared activities/team work developing a sense of belonging. This begins in the Early Years who access PE daily. * Developing the fine and gross motor skills, they need to manage the school day successfully through reflection. * Negotiating space and obstacles safely, with consideration for themselves and others * Creating and developing own attacking and defensive set plays and tactics |
| Geography | Through teaching geography, we can also develop children’s spiritual development. Essentially, Geography is about studying people and our relationship with the environment. This involves providing children with the opportunities to reflect on their own values and beliefs and those of others. Children have the opportunity to explore their own feelings about different people, culture, place and environments.  Examples of spirituality in Geography:   * reflect on the power and implications of the workings of nature e.g. the consequences of natural events such as earthquakes, flooding, hurricanes, volcanic eruptions * reflect on a variety of landscapes and locations e.g. Asia (Y5) and environmental issues around the globe e.g. ‘Where the forest meets the sea’ (which looks at the impact humans have on the environment) * reflect on their own identity by studying their own locality (EYFS and Year 1) * gain a sense of their own place and their own values (Journey Stick EYFS) * develop awareness of interdependence and responsibility e.g. Fairtrade unit Y4 * imagine what it would be like to live in different parts of the world (near the equator, North/south pole Y4) when looking at weather patterns (Year 2) * comparing their own lives with the lives of people who live in a contrasting locality in the UK (Year 2) and internationally (pen pals with children in Kuwait, Year 3) * In Year 4, the children meet modern day explorer Andy Chapman and learn about his awe-inspiring adventures to the North Pole. |
| Maths | At Childer Thornton, we use maths to support our children’s spiritual development by helping them to develop deep thinking and question the way in which the world works. We want them to feel delight when they have shown resilience and are able to solve questions they once found difficult to solve. Mathematics helps children to make informed decisions in life, based on the skills and confidence gained from choosing the most appropriate method in solving problems. These skills are transferable to real-life situations and therefore help the children become more reflective, responsible and insightful individuals.  Examples of spirituality in Maths:   * Children are encouraged to appreciate mathematics and how it links to everyday life * We recognise ‘wow’ moments * From EYFS to Year 6, we wonder at the beauty and order of pattern, symmetry and scale in the man-made and human world e.g. butterflies, flowers, crystals, number sequences (Fibonacci) * we notice naturally occurring mathematical forms e.g. hexagons in snowflakes and in honeycombs * we engage in increasingly challenging problem solving activities, persevere to overcome difficulties and experience the pleasure and satisfaction in reaching a solution * we learn from the ‘best’ mistake – recognising that mistakes are necessary in moving forwards with our learning. * we use data to record changes in opinion e.g. eco club |
| History | The study of History involves a sense of curiosity and the mystery of how and why events in the past happened. It also raises questions as to what could have happened if events had had different outcomes. Artefacts are used to give children a sense of the past and aid children in understanding the people who produced and used these objects. Children are encouraged to explore the role played by important individuals, for good or ill, in the shaping of the world we live in. Children also reflect upon different interpretations of the past and how these have been arrived at.  We teach our children to:   * appreciate and value their own identity – their links with the past and the impact of past events on their own present existence e.g. family history time line (Year 1) * experiencing a sense of wonder by contact with the past e.g. Year 4 visit to learn about the Ancient Egyptians at Liverpool World Museum, trip to Chester Zoo Y1 to learn about the Mottershead family, trip to Conway Castle, Year 2 * valuing past human achievement and spirituality e.g. Aztecs (Year 4) * beginning to be aware of the concept of time-past, present, future and our part in it   raising and addressing questions arising from war/suffering about human nature e.g. WW2, persecution of the Jewish community (Year 6), endangered animals of Asia (Year 5 |
| Music | At Childer Thornton, we encourage this aspect of the curriculum through the experience and the emotion of listening and responding to music, composition and performance. We encourage our children to express their feelings verbally when responding to a piece of music. Right from Nursery, children show delight and curiosity in creating their own sounds and music and reflect on how music can make us feel and they plays instruments with increasing control to express their feelings and ideas.  Some examples of spiritual development in music include:   * encouragement of instrumental practice to achieve an ideal sound or technique, promotes discipline, inner strength and resilience (all Y5 and Y6 learn an instrument) * listening to a wide variety of music and reflecting on how it makes them feel * appreciating the use of sound and silence and the contrast of the two (Year 1, Carnival of the Animals - dynamics) * experiencing joy, satisfaction, creativity, use of imagination in creating and performing music (Year 4, South American Samba music) * sense of pride and achievement in mastering an instrument, performing to an audience or developing their own compositions * appreciating the power of live music (Keystrings, band performances, choir performances) to take them beyond the commonplace * performing in special places e.g. Floral Pavilion, The Storyhouse, Manchester Arena etc. |
| English | Our English curriculum is taught through a range of books that promote spiritual development through discussion and debate. The study of texts like this gives children the opportunity to think about the consequences of right and wrong behaviour and apply this to their own lives. Creative writing and the study of poetry gives children the opportunity to reflect on their own beliefs and helps them to establish their own relationship with language. Writing is expressive and allows for a reflective process and the freedom to be creative and experiment.  At Childer Thornton our children:   * experience stories, which have the capacity to inspire. This includes hearing and reading a wide range of imaginative, mystical, fantasy stories and poems * they write recounts about real events such as special visitors, trips etc. which promotes a willingness to reflect on their own experiences and how they felt. * They show an appreciation of the beauty of language - discussing and clarifying the meanings of words, linking new meanings to known vocabulary, discussing favourite words and phrases. * they enjoy writing in various poetic forms about the natural and human made world e.g. in Year 5, they participate in the Spring Poetry project ‘This is Me’ - the children read, write and perform poetry. They have to reflect on themselves and their experiences to do so. * they work with storytellers, actors and writers to stimulate imagination and creativity e.g. author visit Year 5 and 6 * they express their personal thoughts views, beliefs, ideas, opinions and feelings in written and spoken form * they empathise with the emotions of characters in stories including through imaginative play and drama e.g. Seal Surfer (Year 3) * they are exposed to stories/books that promote empathy and exploration of the different emotions of characters, including through imaginative play and drama e.g. The Lion Inside – how can we find the bravery to be our true selves? (Year 1) * In Year 5, children use their imagination to write in role as a character from the text ‘Escape from Pompeii’ about the Vesuvius eruption in 79AD. They find out about and discuss the faith and religion that Roman people had at that time. |
| Science | Science involves the search for meaning and purpose in natural and physical phenomena. It is the wonder and awe of living things from the smallest microorganisms to the largest tree and the interdependence of all living things and materials of the earth. It concerns the emotional drive to know more and to wonder about the world and aesthetically appreciate its wonders including the enormity of space (Year 5), and the beauty of natural objects or phenomenon, plants, animals, weather etc. It helps us understand our relationship with the world around us how the physical world behaves; the interdependence of all living things (Year 2 Food Chains).  At Childer Thornton we strive to ensure that our children:   * appreciate the beauty of the natural world * ask ‘how do living things rely on and contribute to their environment?’ (Year 2) * consider the fact of life, growth, decay and death and how different organisms are dependent upon each other (Life Cycles) * be fascinated by how things work and what might happen e.g. bones and muscles, states of matter experiments (Year 4) and evolution (Year 6) * working with ‘variables’ – learning to test hypotheses, accept failure and try again e.g. design a waterproof outfit for teddy (Year 1) * learn to value and respect all forms of life |
| Art | Independent thinking and understanding the emotional aspects of art in all its forms allows the children to engage with the deeper, most spiritual part of themselves. We encourage the children to explore their own spirituality in art, always looking to understand their own interpretation of a given subject. Experiencing the work of talented artists enables them to experience awe and wonder at the achievements of others, which can help motivate and stimulate them in their own work.  Through our art curriculum our children:   * express their feelings and capture beauty and experience through a variety of art media * study the work of great artists as a source of inspiration and creativity * use the local environment and local artists as a source of inspiration in their work e.g. Collette Collinge (local artist who uses the landmarks of Liverpool) * learn, are inspired and reflect upon the work of artists worldwide (landscape art Year 6) * are inspired by their peers to persevere in perfecting art skills (whole school art-exhibition from Nursery- Year 6) * In EYFS, choose the things they want to use to make something. If their ideas do not work, they can choose something else or change the way they do something. They begin to add more detail and show different emotions in their drawings and paintings, like happiness, sadness, fear etc. |
| Computing | The spiritual skill of reflection is essential to our computing curriculum as children of all ages experience different devices, programs and challenges throughout their time at school.   * Our children engage in regular discussions about which app or programme would be the most effective for different desired outcomes * Our children use technology to capture moments that inspire or bring about change e.g. making a digital poster about climate change (Year 5) |
| RE | Our RE curriculum encourages children to:   * explore and respect the values and beliefs of other faiths e.g. in Year 5 children focus on Islam, Sikhism and Christianity. They ask and answer questions such as:   Why are the five pillars important for Muslims?  How is Muslim faith demonstrated through family life?  Why is community and equality important to Sikhs?  Which concepts do we find hard to understand in Christianity?  In Year 6, children study Christian worship and ask and follow these inquiry questions:  What is worship? Do you believe in “Something Greater”?  What is the purpose of prayer? Would I non-believer pray?  How do denominations worship in different and similar ways?  How do Christians feel when they worship? What is a spiritual encounter?  How is the joining of a denomination celebrated by the community?  What are the responsibilities of being part of a community?  Through our RE curriculum we encourage our children to:   * develop their own values and beliefs and to value their own religious and non-religious beliefs. * respectfully engage with artefacts from different cultures and religious backgrounds * be aware of the influence of religion on life, culture and the landscape * allow time for reflection on different faiths and their own religious or non-religious beliefs. |
| Design Technology | D.T supports spiritual development by allowing children to exercise imagination, inspiration, intuition and insight through creativity and risk taking in analysing, designing and manufacturing a range of products. It instils a sense of awe, wonder and mystery when studying the natural world or human achievement. Encouraging creativity allows children to express their innermost thoughts and feelings and to reflect and learn from reflection, for example, asking ‘why?’, ‘how?’ and ‘where?’  Our DT curriculum enables our children to:   * recognise their own and others creativity from EYFS to Year 6 * develop their thinking and reasoning skills * make decisions about usefulness for purpose and beauty e.g. questioning functionality over aesthetics e.g. mini greenhouses (Year 4) * persevere and take care, to produce something unique, gaining a sense of achievement and worth e.g. bridges (Year 5), pizzas (Year 2) * appreciating variety, beauty, ingenuity, achievement, magnificence and simplicity in designs (designing and making bird houses Y6) * creating something good out of rubbish – recycling (Year 4 recycling topic) |
| PSHE | PSHE at Childer Thornton aims to create a more thoughtful, spiritual, cooperative, compassionate generation of citizens who are skilful in resolving social, environmental, economic, and political world problems. We believe it is paramount for children to examine and reflect on their feelings and values, and to have a sense of enjoyment and fascination in learning about themselves, others and the world around them. Our children are encouraged to use their imaginations and creativity within their learning, particularly when working in their ‘Splat’ books. We follow the Heartsmart curriculum. Here are some examples of topics across school that promote spirituality:  I am special EYFS  because I am… game to encourage children to think about why they are special  What goes in, must come out - Worms! Y1  What we put in our hearts is what comes out  Heart Decisions Y2  Considering the reputations we would like to have  Spot the Difference Y3  The real me is the best me  Brilliant me ball Y4  Celebrating our strengths and achievements  Hope Light Y5  Looking at the power of Hope and how it can keep us going  Gratitude jar Y6  Thinking of things we are grateful for each week |
| Spanish | Students are taught to accept and embrace other languages and cultures through the teaching of Spanish. By learning another language, children are encouraged to:   * explore emotions through language * reflect on different uses of language / choice of vocabulary and purpose * present their work using creativity and imagination * build their self-esteem through achievement |

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| **Moral Development**  The moral development of children is shown by their:   * ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England * understanding of the consequences of their behaviour and actions * interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues. | |
| Physical Education | Children are taught how to tell the difference between right and wrong through discussing fair play in sporting events and participating in competitive situations. This helps to give children a sense of justice, and we discuss how to respond appropriately when we feel there is an injustice. This is linked to the community we live in and the rules, which each citizen must live by (British Values). Children are also taught about the importance of being healthy and active and how this plays a role in society as a whole.  In PE at Childer Thornton children learn:   * to reflect on the need for rules e.g. rules of 100m sprint in (Y1) or rules of tennis (Year 3) * to abide by the ‘Ready, Safe, Respect’ ethos throughout games, activities, competitions internally and externally (Sports Day, Fun Run, Concordia Games, inter-school competitions) * to develop a sense of fair play and positive sporting behaviour with team mates and opposition * to examine issues in sport such as: racism, sporting heroes as role models, sportswear etc.   Sports Awards are held termly to celebrate achievements and boost children’s self-esteem. They also encourage / inspire other children to participate in the future.  We hold a yearly ‘Fun Run’ – the whole school participate in a 30 minute run / walk / skip to promote a love of exercise and raise awareness of mental health. Children cheer each other on and support their peer e.g. Reception run with their Year 6 buddies.  The Concordia Games were launched in 2023. Schools from across the MAT competed in athletic events; competing and socialising. |
| Geography | Many of our Geography topics promote moral discussion and all are based around our school values. Children are taught to understand the views held by society, by various groups within society and are encouraged to develop their own attitudes and values in relation to these.  At Childer Thornton we want our children to:   * evaluate the effects of human actions on their environment, including their own e.g. litter, deforestation, palm oil production * engage in discussion and action on improving their environment – e.g. letters sent to Mc Donald’s and local garden centre regarding use of plastic straws, school ECO warriors * Ask questions about human and physical geography e.g. should deforestation be allowed in a rainforest? Should uncontacted tribes in the Amazon be disturbed? (Y4). * Discuss the impact of the geography of the earth in relation to natural disasters e.g.in Year 5, when learning about the geography of the Earth (mountains, volcanoes, earthquakes, tsunamis etc.) they discuss the impact of natural disasters, especially in countries that are less economically developed. They discuss how aid should be provided for those in need. Year 6, look at Global warming and climate change – what we can do to fight climate change. In Year 2  they consider how people treat the environment and who is responsible for looking after it |
| Maths | Moral development in maths is supported through discussion about mathematical understanding, challenging assumptions and supporting children to question information and data that they are presented with. We provide reasoning opportunities where the children are encouraged to prove their answer and give reasons for their thoughts. This allows them to evidence their views not just in maths but also in the wider world. This begins in EYFS as children explore number, shape and time.  At Childer Thornton:   * children investigate moral issues surrounding money and wealth – raise awareness of money and rights of the child * children are encouraged to develop a sense of personal responsibility for their own learning in class and through homework (TT Rockstars and Numbots) * concepts of sharing and fairness are explored e.g. looking at fractions and considering equal and unequal shares e.g. using food in Year 2 |
| History | Throughout our History curriculum, children are asked to consider and comment on moral questions and dilemmas. Studying events and beliefs in the past will often be at odds with what we would consider unacceptable today and this is explored in an age-appropriate way. Children will be encouraged to show compassion for people facing dilemmas, and to empathise with decisions, which people in the past made, and the reasoning behind these decisions. Notions of right and wrong are explored in connection with events from the past, linking with the value of justice.  Through our History curriculum we would like our children to develop:   * an awareness of local, national and world issues e.g. Chester Zoo, Animal welfare – should animals be in the zoo? Are zoos a good thing or a bad thing? (Year 1), the Titanic (Year 2), the Space Race (Year 5) * respect of laws and an understanding of how they have changed over time e.g. Year 6 WW2, unjust laws, persecution * investigate and offer reasoned views as historians e.g. the Egyptians (Year 4), Great Fire of London (Year 1) could more have been done to slow down the spread of the fire? Who was to blame for the fire? Personal history (EYFS). |
| Music | We encourage our children at Childer Thornton to engage in critical discussions of musical performances by themselves and others from EYFS to Year 6. Where there is a specific cultural or social reference that is explicit in a piece of music, we encourage our children to reflect upon this. Where children have presented their own work, we ensure fair and objective assessment and evaluation of their composition. Improving on their performances requires self-discipline, resilience and commitment, which we foster here in school.  The music curriculum at Childer Thornton includes:   * investigating the value placed on the different kinds of music e.g. pop, rap, jazz, religious, heavy metal etc. and discussing how some forms of music are banned in some places/cultures * From Year 1 onwards we study performance. We film ourselves performing as a class and suggest improvements. * looking at songs which have been written dealing with social and moral issues e.g. Apartheid (Year 4) * Reading comprehension of song lyrics in shared reading * learning about and from the lives of musicians |
| English | English encourages moral thinking through the recognition of moral values such as goodwill, humility and kindness. Children are able to analyse characters and events to explore the consequences of negative actions from EYFS onwards. During the study of fiction and non-fiction, children are given the opportunity to consider different perspectives and empathise with other characters.  Through our English curriculum children learn to:   * recognise and discuss the examples (positive and negative) set by characters in stories and reflect on their motivations and alternative decisions that they could have made * discuss stories with moral themes e.g. ‘good over evil, weak over strong, wise over foolish’ * hear and write stories where there are two sides to an argument and reflect on the reason for different viewpoints * make choices e.g. EYFS text ‘You Choose’ * debate ethical issues by developing higher order thinking skills:   e.g. in Year 5 children study the text ‘Henry’s Freedom Box’ and learn about Henry ‘Box’ Brown – a slave in 19th century Virginia, who mailed himself to freedom. Children discuss the ethical issue of slavery and its impact. The children also look at ‘The Hunter’ - children find out about and discuss the ethical issue of poaching and hunting of animals, in particular elephants for their ivory. Through another text; ‘Can we save the Tiger?’ that studies animals that have become extinct and those that are likely to become extinct unless drastic action is taken. Children learn about the illegal wildlife trade and discuss the different viewpoints about why people from other cultures and communities may take part in this or how people may inadvertently be supporting it. Further opportunities for discussion of right and wrong are offered through looking at non-fiction texts which include topics such as e.g. The Titanic (Y2), plastic pollution (Y3), fair-trade (Y4), WW2 (Y6) Year 6 writing text “Star of Fear, Star of Hope” – based in 1942, narrative about a Jewish child taken from her home, Y2 text ‘Tidy which considers the effect of litter on the environment. Year 4 study ‘One and only Ivan’. Ivan the silverback gorilla lives in a cage in a shopping centre and the children explore the moral dilemmas in the text. |
| Science | Science helps children to become increasingly curious and broadminded. The study of scientific developments may give rise to moral dilemmas too, especially those which consider the environment. Science helps children to understand the importance of safety rules when working scientifically and to know that there are consequences when rules are not followed. Moral education in Science encourages children to become increasingly curious, to develop open mindedness to the suggestions of others and to make judgments on evidence not prejudice.  -Moral issues in food chains (Year 2)  -Recognising the need for a fair test (EYFS to Y6) e.g. electrical conductors and insulator test (Year 4)  -Human impact on animals (EYFS hatching chicks)  -Exploring the consequences of certain experiments  -Listening to the predictions of others and understanding that there is not only one possible prediction (Year 3, soil composition experiment)  -working safely and maturely with science Materials/resources in order to ensure safety of themselves and peers (Year 5, thermal conductors)  -Using scientific vocabulary maturely e.g. Reception states of matter experiment (dinosaur ‘eggs’) |
| Art | The ethos in school lends itself entirely to the development of a moral responsibility for their actions and this is evidenced in their approach to peer evaluation of artwork in all year groups. Respect for the feelings of others combined with a need for constructive and honest criticism, which will enhance the development of individual work, is an area in which our children excel. Lessons encourage the children to explore their own feelings in Art and Design and to reach a deeper understanding of the benefits of peer evaluation in a positive and safe environment. This in turn prepares them for the wider world in which they will find themselves as they progress through life and encourages a respect for the opinions of others |
| Computing | Our school ethos lends itself to the development of children’s moral responsibility for their actions and this is evidenced in their work in Computing across all year groups. Our e-safety curriculum starts in EYFS and encourages the children to consider their actions and act on a safe way for themselves and others whilst online. We teach our children the importance of keeping themselves and others safe online – privacy, sharing information, consent, appropriate language and images, fact checking, healthy usage e.g. time spent gaming/using social media etc. We have a whole-school online safety day to enhance this message. Within our computing lessons, children are expected to follow both school and class rules. Within the computing curriculum, they also learn about algorithms, programming and control that again helps the children follow rules and shows them the importance of following simple instructions. |
| RE | Through our RE curriculum, children are given the opportunity to recognise the difference between right and wrong and how that might differ between people of different beliefs e.g. Christianity’s ten commandments, the 5 pillars of Islam. Our curriculum allows children to understand the consequences of different behaviours and again, how this differs across different faiths and beliefs. Through the exploration of different moral stories from different religions (e.g. the parables of Jesus), children are given an opportunity to understand the different viewpoints and actions of others in relation to moral issues. |
| Design Technology | Our school ethos lends itself to the development of a moral responsibility for their actions and this is evidenced in their approach to peer evaluation of design technology work in all year groups. Respect for the feelings of others combined with a need for constructive and honest criticism, which will enhance the development of individual work, is an area in which our children excel. School encourages the children to explore their own feelings in DT and to reach a deeper understanding of the benefits of peer evaluation in a positive and safe environment. This in turn prepares them for the wider world in which they will find themselves as they progress through life and encourages a respect for the opinions of others.  D.T supports moral development by raising awareness of the moral dilemmas by encouraging children to value the environment and its natural resources and to consider the environmental impact of everyday products. It educates children to become responsible consumers. |
| PSHCE | Our aim is for our children to recognise the difference between right and wrong and to readily apply this understanding in their own lives. Our PSHE lessons ensure our children recognise legal boundaries and, in so doing, respect the civil and criminal law of England (British Values). They are taught to develop their understanding of the consequences of their behaviour and actions. This is achieved through positive behaviour management throughout the school. Our PSHE lessons provide opportunities for our children to take an interest in investigating and offering reasoned views about moral and ethical issues. During these sessions, they have the opportunities to understand and appreciate the viewpoints of others on these issues. Not only does this occur within PSHE, it is filtered throughout the school curriculum.  Below are some examples of how spiritual development is promoted through PSHE at Childer Thornton:   * From EYFS to Year 6, children are taught how to be assertive and solve conflicts with others and take into account other children’s feelings. They learn how to follow rules and know why they are important. They do this through texts, activities and games:   e.g. The Truth according to Arthur story EYFS (the importance of telling the truth)  Telephone Whispers Y1  How small lies can have a big impact  Secret Kindness Agents Y2  Looking for opportunities to do something kind for others  Play it out Y3  Considering different ways to respond to scenarios  Speak Truth Y4  Having the courage to tell the truth isn’t always easy  Boss v Leader Y5  Considering how powerful people lead others  Growing together Y6  Considering way we can be a good friend and support one  another |

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| Social Development  The social development of children is shown by their:   * 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 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 develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. | |
| Physical Education | Social education involves children having the opportunity to work as a team, as well as reflect on feelings of determination and enjoyment. Physical Education at Childer Thornton provides a varied and balanced curriculum, which encourages this development. This allows children the opportunity to work together as a team and work on communication and leadership skills. Children are always encouraged to try their best during PE lessons and there is a strong ethos of encouraging others during lessons and clubs.  At Childer Thornton we encourage our children to:   * Develop a sense of belonging through team work, from EYFS to Year 6 * Develop a sense of community through team events such as Sports Day (house teams) or Concordia Games (school teams) * Develop the social skills of co-operation, responsibility, communication, personal commitment, loyalty and team work * Develop a love of sport. Every year a group of children identified with a low self-esteem, SEN, or to be disengaged in PE are given the opportunity to mix with other schools to participate in minimal competitive sporting activities. * learn how to handle success and defeat with dignity * discover the role of sport/dance in society * learn to take responsibility e.g. as team leader/coach * consider the social aspects of sport * be aware of others’ needs, particularly physical * participate in after school sports clubs (these are free for children who access FSM) * learn to swim – each half term KS2 year groups will have lessons weekly * to participate in external tournaments with other schools e.g. football (girls and boys), basketball, hockey, swimming * learn about professional sport and the link to health e.g. Hoops for Health – children work with the Men’s Basketball team, Cheshire Phoenix to develop their skills, meet the players and watch them in a competitive game |
| Geography | Fieldwork and classroom opportunities that the geography curriculum provides, enhances social development as children develop a greater degree of self-discipline and rely on collaborative skills to ensure the learning is successful.  Geography also teaches an understanding of citizenship, where children about learn about rural and urban areas, national and international trade links and the concept of sustainable development. They do this by studying places around the world as well as their own locality and its relationship to the rest of the earth. |
| Maths | Self-esteem and building self-confidence is integral to social development and we use metacognitive strategies to support this. Collaborative learning is encouraged at Childer Thornton in the form of listening and learning from each other. Partner work is a strong feature throughout the curriculum but is particularly evident in maths – children have to work together to construct answers, mathematical reasoning and explanations. They work cooperatively with shared equipment and may share differing viewpoints, which they have to explain and justify without conflict. Working cooperatively enables the children to think for themselves and promotes the retention of new learning. The children are able to see the benefits of working together as a team and they understand that collaboration is key to success.  Our children learn in maths by:   * Working in collaborative partners, ensuring they listen and learn from other people’s methods. * Applying maths skills to real life contexts e.g. ‘paying’ for snack in EYFS * Working on explanations and how we communicate our maths to others in both pair and whole class situations. * Playing maths games in EYFS and beyond – learning about turn taking and sharing. * Answering questions whilst considering ‘fairness’ and engagement e.g. partner A/ partner B |
| History | Children will examine how other cultures have had a major impact on the development of ’British’ culture. Children will also be encouraged to build up their own social development through collaborative and team working activities. Through learning about societies of the past, children will develop empathy through learning to see things from other perspectives.  Here are some examples from our own History curriculum:   * EYFS - begin to make sense of their own life-story and family’s history * Year 1 -understand the role played by King Charles II, as the monarch, in the Great Fire of London * Year 2 - asking children to consider the views and way of life beyond living memory by looking at what life was like in the past e.g. The Titanic * Year 5 - children study the Romans. They compare the Roman democratic system with our democratic system. They discuss the Roman 12 Tables (rules) and have a discussion on how political opinions can have an impact on cultures, societies and beliefs in a country. * Year 6 - a WW2 unit promotes discussion about what war is and how political opinions can have an impact on cultures, societies and beliefs in a country |
| Music | During music lessons at Childer Thornton, children engage in group tasks to encourage a sense of unity and collaboration, enabling them to be aware of their own individual abilities and strengths. We also encourage the skills of independence and resilience. Where they are required to express their feelings, children are encouraged to do this sensitively with an awareness of the needs of others. Our choir requires our children to work together as part of a team. We have participated in large social events such as ‘Young Voices’ at the Manchester Arena and Young Voices at the Floral Pavilion. Year 5 sing at a local home for the elderly at Christmas where the children learn first-hand about the social benefits of singing in a group and listening to a choir.  Through our curriculum children are exposed to the social benefits of music through:   * group compositions and performances * looking at how music can be a powerful tool to bind groups together e.g. School Productions, choir, band etc. * investigating what musical groups exist in their locality e.g. church choir * exploring how various societies use music e.g. for national occasions, national anthems * exploring how different cultures and religious groups use music as part of their celebrations, festivals and ceremonies * developing sensitivity and responsiveness to others, a sense of shared commitment and group identity through the experience of live music, making and participation in performances e.g. Christmas productions, end of year productions, music evening, choir events, carol service, summer fair etc. * understanding how music can help people in our community e.g. choir performing at elderly residential home * recognising that people have different beliefs and celebrate special times in different ways e.g. exploring the traditional music of Hanukkah (Reception) * exploring the music of other societies and cultures e.g. In Year 2, children explore traditional West African ‘call and response’ music, creating their own rhythms. |
| English | English lessons promote cooperation and teamwork through being able to work in groups and ask questions. Real issues encourage children to think about the world outside of school and give opinions on topics that may affect them in the future e.g. writing to the Headteacher asking her to buy some litter pickers (Year 2)  We also give children the opportunity to speak in different contexts and regarding a range of different real life issue, applying learning to careers and life after school. Peer assessment is an integral part of our teaching and we encourage focused feedback between children, whereby they support and encourage each other, reflecting and giving advice using their own method for success.  Children are all given the opportunity to be independent, self-reliant and responsible for their own learning. Debate is an important aspect of the subject, giving logical arguments with respect, rationality and thoughtfulness.  Below are some examples of how social development is promoted through English at Childer Thornton:   * In EYFS, children share books with an adult, with another child, or look at them alone. They produce writing and mark making based on these books:   The Family Book  Mama, Mommy and Me  The Blue Chameleon  It’s Ok To Be Different.  Red Rockets and Rainbow Jelly  They engage in extended conversations about stories, learning new vocabulary and start to use it. They learn to recognise environmental prints that are important to them e.g. Cbeebies/ supermarket logo etc.   * In Year 1, reading and exploring the book Lost and Found enables them to consider what do we do if someone needs our help. * Across the school, children hear and read stories about a wide range of relationships – positive and negative – to promote discussion and reflection around friendships and families * Children explore stories which illustrate the influence of pressure groups e.g. WWF, Fairtrade etc. and using these to inspire our own persuasive writing. * Children write letters to ‘important’ people in local and national government * Children learn to work co-operatively in groups for discussion and various tasks or activities e.g. Diamond 9 * Children explore texts to create an awareness of a variety of life experiences and develop the understanding that other people/children may have very different lives to theirs e.g. deafness (What the Jackdaw Heard), experience of racism (Amazing Grace), Apartheid (Journey to Jo’burg), Where the Forest Meets the Sea. Seal Surfer etc. * Participation in group drama work to explore social issues |
| Science | Scientists are collaborators. Sharing ideas, data, and results for further testing and development by others. This is a key principle of the scientific method. We encourage children to work together on scientific investigations. Children must take responsibility for their own and other people’s safety when undertaking practical work. Science has a major impact on the quality of our lives. In Science lessons, children consider the social impact, both positive and negative, of science and technology.  Here are some examples of how our science curriculum promotes social development:  -Working with other children and taking the views and opinions of others into account from EYFS onwards  -Showing willingness to participate in group work and discussions e.g. as part of Year 2 science lessons children learn about keeping healthy and safe for ourselves and others  -Developing enquiry skills to allow them to participate fully in and contribute positively to life in modern Britain.  -Participating in workshops with companies such as Airbus and Bentley and professionals such as midwives to consider careers in Science  -Working as a whole school unit during events such as National Science Week  -Identifying that they can make a difference in the world and understanding that the world needs to be appreciated and taken care of e.g. Year 1 - animal conservation and research – EEHV virus and relocation of lions in India. Trip to Chester Zoo and a workshop about the EEHV virus. |
| Art | In art and design, we ensure that we are aware of, and consider the views and values of others, particularly when working collaboratively. We may take votes and hold discussions when making decisions about our work, and collaborative projects. The children are given many opportunities to critique each other’s work in a positive and constructive manner whilst showing respect for the opinions and beliefs of their peers which may differ from their own. An acceptance of the liberty of the individual to interpret and create a piece of artwork, which may not necessarily match their own criteria, is an important aspect of all lessons.   * Children look at how works of Art portray the societies they come from, e.g. Graffiti art, Chinese art, Local artist Collette Collinge (Merseyside art) * Group activities/collages e.g. whole school Art Week * Acceptance and engagement with British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs |
| Computing | The social responsibility we have to each other is clearly demonstrated in our computing lessons as children are often working in groups and have to communicate in order to design and plan their work together. The children are actively encouraged to celebrate others’ achievements. They also learn about being safe online and how to act when they are a witness to cyber bullying. From EYFS onwards, we teach children about their rights and responsibilities online.  Here are some ways we promote social development through our computing curriculum:   * Online learning journal: Tapestry (EYFS) and Seesaw (Y1-6) - children are introduced to the notion of social media as a way to upload and share their work with parents and their class members. The children are able to interact with other children by ‘liking’ and commenting on others’ work in a safe space that is managed by class teachers. * Understanding appropriate times to use mobile phones in social situations, e.g. not at the dinner table, in the cinema, at work/school * Understanding how to cooperate online with friends safely e.g. Year 5 and 6 have a workshop with Cheshire Police about online safety. This is also part of the Heartsmart and Computing curriculum. * Children learn to express themselves clearly and communicate effectively, through word-processing letters, creating presentations to share information and creating videos to raise awareness |
| RE | Through R.E, children are able to develop a sense of identity and belonging by thinking about their faiths and beliefs and how they relate to others. They learn about different Religious communities and the importance of ceremonies and festivals in Britain and around the world. Children are given opportunities to explore the features of our increasingly diverse society.  e.g. In Year 2 children learn about how Jews remember Shabbat including how this influences their family and community life  In Year 4, children learn about Humanism and follow enquiry questions such as:  What are the special ways that Humanists celebrate in their lives?  How do Humanists believe that all can lead a good life?  What role does Humanism play in our modern society?  In EYFS, children learn about how different faiths celebrate with family and friends e.g. Christmas, Diwali, Holi. They also look at how people with different beliefs celebrate new life e.g. Spring (they hatch out chicks and butterflies) and Easter. |
| Design Technology | D.T Supports social development by providing opportunities to work as a team, recognising others’ strengths and sharing equipment. Design Technology promotes equality of opportunity and provides an awareness of areas that have gender issues. We welcome a range of visitors who are involved in engineering design to inspire the children in future careers. Our curriculum teaches children to be able to treat the ideas and finished products of others with respect and helps to develop the skill of co-operation in designing, planning and making  e.g. in Year 5, children learn about the designs of different bridges and design and make these in small groups. Lots of collaboration and cooperation is needed to build their bridges together.  In Year 4, children design and make fruit tarts and fairy cakes in small groups.  In EYFS, children grow salad vegetables together and design and make their own salads. |
| PSHCE | PSHCE at Childer Thornton encourages our children to use of a range of social skills in different contexts. Examples of this can be witnessed through children working and socialising with others, including those from different religious, ethnic and socio-economic backgrounds. Our children show a willingness to participate in a variety of communities and social settings, including cooperating well with others and being able to resolve conflicts effectively. They show acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. Throughout the PSHCE curriculum, our children are listened to and taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinion and voices heard. Our ‘Relationships’ units explore how our behaviour can have an effect on others; ensuring we are always polite and respectful towards others. Our children are encouraged to express their opinions respectfully and with sensitivity.  Here are some ways in which our PSHCE curriculum promotes social development:  I am a kind friend EYFS  Helping children find simple ways to be kind to each other  In EYFS, children are taught to be responsible and confident to be part of their communities and are prepared for new experiences like starting school.  Power Y1  How we can use our power in positive and negative ways.  Feelings Bingo Y1  Understanding our emotions  Heart Glasses Y3  Looking for ways to improve the school environment  Unseen heroes Y4  Thinking about and thanking the  unseen heroes of our local community  The Apprentice Y6  Beginning to develop an  understanding of enterprise and  enterprise skills |

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| **Cultural Development**  The cultural development of children is shown by their:   * understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others * understanding and appreciation of the range of different cultures 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 | |
| Physical Education | Cultural education in PE means that children are given the opportunity to learn sports, games and dances from different cultural traditions, including their own. Children are taught about the origins of sports and the cultural aspects of sports and sporting competitions e.g. Football’s World Cup, the Ashes, the Olympics.  PE exposes children to traditional and modern games and sports including hockey, cricket, football, tennis, volleyball. Quidditch, boccia and dodgeball  Children are given the opportunity to represent their school in different competitions with children from different religious, ethnic and socio-economic backgrounds. |
| Geography | An essential component of Geography is place knowledge. By understanding the features and characteristics their local area, children can compare where they live with more distant localities, in this country and abroad. This understanding ensures children are aware of the cultural traditions associated with the place they are studying, as well as our own multicultural society and beyond.  Here are some examples of how this is explored through our Geography curriculum:   * finding out about contrasting localities, in Britain and in the wider world e.g. Year 1 study ‘Our local area’, they go for a walk and create an aerial map of Childer Thornton. Year 4 look at the physical geography and culture of Ghana with a focus on the production of cocoa beans. * explore the experiences and cultures of others through human geography e,g, Year 3 study the topic ‘Adrift’ which looks at the experiences of refugees, migrants and asylum seekers, Year 4 look at the trade hub of the Amazon, Manaus and the uncontacted Awa tribe. In Year 5, they focus on South East Asia and discuss why some countries are LEDC why some are MEDC and why that is the case. |
| Maths | Maths supports pupil’s cultural development by developing an appreciation that mathematical language and symbols have developed from many different cultures around the world. In EYFS/KS1, children begin to understand the importance of counting and explore early counting ideas from other countries, such as tallies. In KS2, children explore more developed number systems, such as Roman numerals, Egyptian hieroglyphics and imperial and metric measurements. This supports the children to realise how our counting system has developed throughout the ages and shaped the decimal system that we use today.  Here are some examples of how our maths curriculum supports cultural development:   * discovering mathematical patterns in art from a wide variety of cultural contexts e.g. Islamic patterns, mosaic, Greek and Rangoli patterns * Investigating mathematical problems using a variety of cultural contexts. * Using maths to understand different cultures and places e.g. money, percentages, data e.g. Year 4 looking at the statistics of deforestation in the Amazon rainforest and the reduction in the number of indigenous tribes living there. |
| History | Children will study, and be encouraged to gain an understanding of, and empathise with, people from different cultural backgrounds. They will examine how other cultures have had a major impact on the development of ’British’ culture. Children develop a better understanding of our multicultural society through studying links between local, British, European and World history. The contribution of different cultures to human development and progress are studied, which links with the values of curiosity and broadmindedness:  Through History at Childer Thornton children will:   * look at how cultures change over time e.g. Year 1 ‘Our local area’ looking at the Burleydam and Home Farm, In Year 4, children study the physical and human features of Africa, including ancient Egyptian society * appreciate the links between the past and the present e.g. in the Year 5 Romans topic, children compare the Roman democratic system with our democratic system. Discuss the Roman 12 Tables (rules) and have a discussion on how political opinions can have an impact on cultures, societies and beliefs in a country. They learn about the Roman Empire and how it was shaped by so many cultures as it grew. They discuss how soldiers travelled for miles, far from their homes and how the land and way of life may have been very different to what they were used to. This is linked to the migration we see to Britain today. * understand how significant national events, such as Remembrance day are celebrated (Year 2 and whole school) * look at the impact of cultural development in the past on our society and the rest of the world e.g. The Great Fire of London (Year 1) and the Space Race (Year 5) |
| Music | By listening to a wide range of styles and genres in music, we encourage respect and a deep appreciation of cultures around the world. We encourage children to create their own music, incorporating different musical influences in their own compositions, such as in Year 3 where they study Indian music and Year 6 where they study African melodies.  Our music curriculum supports cultural development by the children:   * listening to and playing music from a wide variety of cultures (listening to a range of music as part of classroom practice, African drumming workshops, Y5/6 band etc.) * exploring how music ‘belongs’ to a particular cultures or sub-culture e.g. opera, jazz, bhangra, samba etc. * exploring what music is on offer in their own locality and developing an appreciation of the multi-cultural nature of Britain in terms of the variety of musical opportunities available and the diverse nature of the music we can hear and learn   listening to, recognising and using instruments and scales from other cultures e.g. In Year 3 Indian Rag and traditional Chinese music using the pentatonic scale.   * listening to traditional music used in different cultures e.g. maypole, religious music * in EYFS, children are made aware of the cultural influences on a wide range of musical pieces and styles. They reflect on how music can shape and influence cultures. Children learn traditional nursery rhymes and perform them for an audience. They Recognise that people have different beliefs and celebrate special times in different ways e.g. understanding Kwanzaa music (Reception). |
| English | Children learn about respecting others through the study of fiction, non-fiction and poetry from different cultures. Speaking and listening activities promote the opportunity to share their own experiences and appreciate other children’ perspectives and experiences. Children experience traditional British culture through theatre trips and visits  Our English curriculum encourages cultural development by:   * hearing/reading novels stories and poems from a variety of cultures and traditions e.g. EYFS A Great Big Cuddle, Year 6 Star of Fear, Star of Hope, Year 1 The Lion Inside, Year 4 Escape from Pompeii * the long term English planning ensuring that the range of texts that we use as a stimulus for children’s English work is representative of different cultures and the multi-cultural nature of Britain   talking about the cultures the texts come from and their influence e.g. Year 5 explore the writing text ‘The Darkest Dark’ - a biography of Chris Hadfield, Canadian astronaut. As part of this they look at other astronauts such as British astronauts Helen Sharman and Tim Peake, and the first African American female astronaut Mae Jemison.   * using stimulus from the arts of other cultures (music, poetry, dance, drama, painting etc.) to produce discussion, various forms of writing and drama. Childer Thornton take part in the Spring Poetry project ‘This is Me’ - children read, write and perform poetry. They have to reflect on themselves and their experiences to do so.  This project also has many links with cultural development as we study the work of Joseph Coelho, poet laureate, as well as other poets of varying cultural, religious, ethnic and socio-economic communities. In Year 6 children explore the text “The Day War Came” a poem based on the lone refugees denied entry into the UK |
| Science | It is important that the children understand that scientific development comes from all across the world, from people of all backgrounds and cultures. It is also important to understand how the different cultures around the world can have different impacts on the planet and what impact more economically developed countries have on poorer areas.  Through our science curriculum we provide children with the opportunity for cultural development through:   * promoting the eradication of stereotyping through exposing children to a variety of scientists and engineers both male and female e.g. National Science week – Ada Twist Scientist and Rosie Revere Engineer * recognise similarities and differences between themselves and others * becoming aware that scientific enquiry is worldwide e.g. Year 2, Jane Colden first female botanist, Year 1, Wangari Maathai, Year 6 Evolution and Inheritance |
| Art | All units of work link with contextual themes involving various cultures and civilizations from around the world. They lead to a greater understanding of different ways of life and a respect for cultures that are very different from our own; how they can enrich our own lives. The fusion of artwork between our own and other cultures leads to children incorporating designs, patterns and motifs in their own work developed by a deeper understanding of the culture.  Across our art curriculum children:   * learn to consider the aesthetic principles of design and how this can differ across cultures e.g. Year 5 Chinese Art, influences and impact and Year 6 landscape art from around the world * appreciating art from a wide variety of cultural contexts e.g. street art Jean Michel Basquiat, Banksy etc. Children discuss different opinions on street art, Year 2 Yayoi Kusama, the Obliteration Room |
| Computing | Computing is an area in which the children are able to use aspects of other cultures as inspiration. This leads to a greater understanding of different ways of life and a respect for those cultures, which may be very different from their own.  As a school we:   * Use Twitter to communicate with other people from different cultures and our own e.g. artists, authors and organisations. * Use the internet to find out about the wider world * Write emails to pen pals e.g. Year 3 Kuwait and Year 5/6 Spain * Use programming to create programmes for different audiences e.g. Year 2 (Scratch) |
| RE | R.E allows the children to learn about a range of different beliefs and practices in the wider world. Children learn about other religions, giving them an opportunity to see what it means to belong, to develop confidence in themselves and be able to respond positively to similarities and differences in our multi-faith and changing society. They are given an opportunity to participate in different musical, artistic and cultural opportunities relating to faiths and beliefs. Children meet people from different faiths and join in with their customs. They are given the opportunity to visit different places of worship. |
| Design Technology | D.T supports cultural development by encouraging children to reflect on ingenious products and inventions, the diversity of materials and ways in which design technology can improve the quality of life. It investigates how different cultures have contributed to technology and reflects on products and inventions, the diversity of materials and ways in which design can improve the quality of our lives. This begins in EYFS where children begin to make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. They learn about different cities to inspire their play.  Further up the school children design and make a variety of food products from different cultures including our own e.g. Year 2 pizzas, Year 4 fairy cakes and EYFS samosas. |
| PSHCE | Our children are taught to understand and appreciate a wide range of cultural influences that have shaped their own heritage and those of others. They display an understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain. At, Childer Thornton, our children develop their knowledge of Britain’s democratic parliamentary system within PSHCE and assemblies and its central role in shaping our history and values, and in continuing to develop Britain. They are taught to participate in and respond positively to artistic, musical, sporting and cultural opportunities. Our children show an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities.  Here are some activities that promote cultural development through our PSHCE curriculum:  All about me Ball EYFS  Circle time to tell the other children about yourself  Who’s Missing? Y1  Developing an awareness of our surroundings and the people around us  We all Fit Together Y2  Looking at how are we the same  and how we are different  One in a million Y4  Comparing measurements to determine our uniqueness  My Story Y5  Recalling events of own life and significant people  All the Same, All Different Y6  Demonstrating ways we are different and ways we are the same |
| MFL - Spanish | Children learning about the language and culture of Spain. They compare and contrast customs and language with our own. They experience the culture of other by exchanging letters with their Spanish pen pals. |

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| Extra-curricular  and whole-school | Strong community links e.g. writing to local residents, singing at a home for the elderly (Year 5), making thank you gifts for e.g. the local postman, the farmer, the delivery drivers.  School Rules: Ready, Respectful and Safe  Celebration assembly where external activities are shared and celebrated.  Assemblies on current events, British Values, Picture News etc.  Celebrating festivals e.g. Holi, Diwali, Christmas, Easter  End of Year class performances, Class Assemblies  Dance workshops  Yoga and mindfulness  Buddy system (Year 6/YR and Reading Buddies, Spelling Buddies)  Charity Days e.g. Down’s Syndrome Charity, Children in Need, Comic Relief, Anti-Bullying Charity, NSPCC, Earthquake Appeal – decided by children during assembly (significant amount of money raised)  Class Charters and Rights of the Child promote reflection in class.  Visitors are welcomed regularly into our school, with children leading tours.  The development of a strong home-school agreement is regarded as very important, enabling parents and teachers to work in an effective partnership to support the children  Liaison with local secondary schools to support the primary curriculum and effective transition, takes place regularly  Eco club meetings  Before and after school provision – fostering excellent relationships and allowing enjoyment and expression.  Staying Safe, Feeling Great Days  Wellbeing Wednesdays  ChilderFest – 10% of profits to charity (vote to be held on the charity in September)  Christmas Markets  Information Evenings for parents/carers e.g. SRE, reading, e-safety, Meet the Teacher  PTA events e.g. egg rolling, Father Christmas, Summer Fair  Residential visits |