RED OAKS PRIMARY SCHOOL
Aspire Achieve Grow

Our vision of Aspire, Achieve, Grow empowers our students to be curious in setting and pursuing individual goals, inspiring them to be ambitious and thrive.

Our vision of aspire, achieve, grow allows our students to:

Aspire: be curious while setting and pursuing individual goals, inspiring them to be ambitious and thrive.	Achieve: set goals and celebrate their successes at Red Oaks, ultimately realising their full potential.	Grow: develop personal growth and a mature growth mindset, enabling them to flourish at Red Oaks.

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SMSC is defined in the Ofsted School inspection handbook November 2019 as:

The spiritual development of pupils 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

The moral development of pupils 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.

The social development of pupils 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.

The cultural development of pupils is shown by their:

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

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- 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

At Red Oaks Primary we believe that SMSC development is at the heart of everything we do and interwoven throughout our curriculum.

Fundamental British Values and SMSC

Through its document, 'Promoting fundamental British Values as part of SMSC', the Department for Education states: "Schools should promote the Fundamental British values of democracy, the rule of law, individual liberty and mutual respect for those of different faiths and beliefs." (DfE 2014) Though our provision of SMSC at Red Oaks Primary we:

• enable pupils to develop their self-knowledge, self-esteem and self-confidence;

• enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;

• encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;

• enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;

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• further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation for and respect for their own and other cultures;

• encourage respect for other people and

• encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

School Values

Our school values are also embedded in all that we do.

Aspire	Achieve	Grow
We open doors to a world of possibilities in school and beyond. We promote and use pupil voice to evolve and develop an aspirational whole school offer. Inspiring children with support role models who guide and enthuse.	We provide a culture of inclusion built on positive relationships that allow all to success. We provide equality of opportunity in a safe and nurturing environment. We aspirational goal through a board and challenging curriculum.	We ensure confidence is instilled through recognition of a range of talents and achievements. We celebrate and encourage resilience and independence to ensure continued progress. We prepare children for life in an evolving global community.

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Curriculum

	We promote **Spiritual Development** by:	We promote **Moral Development** by:	We promote **Social Development** by:	We promote **Cultural Development** by:
English (including drama)	*Responding to fiction and non-fiction pupils may be asked. "How would you feel if you were the character in this text? or "How do you think the people involved in this event felt? *Responding to picture stimuli using 'I wonder, I think, I know' prompts. *Allowing for imagination, insight and self-expression in drama. *Encouraging the use of imagination and creativity in pupil's writing, speaking and performances. *Providing time to reflect on their work; pupils may be asked what they liked and how they might improve their work. *Encouraging pupils to reflect and wonder about the world around them represented through literacy texts. *Appreciating the beauty of language	*Considering different perspectives e.g. debating/ discussion/ presenting both sides of an argument in writing etc. *Exploring stimuli for thinking about the consequences of right or wrong behaviour of characters in texts. *Completing work around traditional tales and stories which deal with right and wrong or have a moral i.e. fables. *Opportunities for debating, hot seating and role play. Forming conscience alley to explore the reasons for a character's actions.	*Taking different roles in group discussions and group work; learning how to negotiate, compromise and agree to differ. *Participating in paired/ group tasks such as role play, drama and presentations. *Writing invitations and thank you letters. *Sharing viewpoints and ideas. *Listening to other and learning to respond appropriately.	*Sharing texts from around the world and about different cultures. *Studying and writing reports about different countries. *Researching different issues faced by children in other countries. *Sharing news from their own cultures and backgrounds.

	We promote **Spiritual Development** by:	We promote **Moral Development** by:	We promote **Social Development** by:	We promote **Cultural Development** by:
Maths	*Making connections between pupils' numeracy skills and real-life. *Appreciating the wonder when researching patterns that appear in nature such as the symmetry of a snowflake.	*Discussing money choices – spending and saving. *Looking at fractions and considering unequal shares/ fairness – why might someone be upset if they received less that others? *By reflecting on data that has moral and ethical implications e.g., pupils may research the difference in amounts of money spent on non-essentials compared with food/ water.	*Sharing resources with others. *Respecting resources. *Completing investigations and open-ended tasks that allow pupils to work together. *Using mathematical language to discuss similarities and differences e.g., short/tall. *Accepting outcomes from games – win or lose.	*Learning about number systems such as Roman numerals and those from other historical cultures. *Exploring how mathematical symbols are universal and used across the world. *Exploring how geometric patterns are used in other cultures. *Investigating time zones across the world.
Science	*Demonstrating openness to the fact that some answers cannot be provided by science. *Demonstrating awe and wonder at the natural world. *Creating opportunities for pupils to ask questions about how living things rely on and contribute to their environment. *Developing an awareness of the scale of living things from the smallest microorganism to the largest mammals. *Wondering at the vastness of space.	*Considering the wonders of the natural world and the discoveries/ inventions which have made the world a better place. *Considering that not all discoveries/ inventions have been good because they have caused harm to the environment and people. *Being honest about the method, results and conclusions of their own investigations. *Discussing the ethical implications of environmental problems e.g., pollution, destruction of the rainforests etc.	*Taking responsibility for their own and others' safety when completing practical work. *Learning how to live a health life. *Caring for plants and animals. *Working in pairs or groups when carrying out investigations; learning to take turns and listen to the ideas of others in a group. *Consider different view-points. *Sharing ideas. *Respecting and looking after science equipment. *Consider how certain scientific advances benefit the community.	*Finding out about scientific discoveries in our own and other cultures. Researching the work of male and female scientists from around the world and conserving how their discoveries have impacted on our lives.

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	We promote **Spiritual Development** by:	We promote **Moral Development** by:	We promote **Social Development** by:	We promote **Cultural Development** by:
Art and Design	*Using imagination and creativity to explore ideas and feelings in works of art. *Expressing themselves through their own are and design activities. Reflecting on the wonder of creation and the natural world when sketching/ painting their natural surroundings. *Appreciating the achievements of artists from the past and present.	*Exploring how emotions and feelings are expressed through painting, sculpture and architecture. *Accepting that it is OK to make a mistake and redraft work.	*Sharing and respecting resources. Exploring art as a powerful social tool e.g., in advertising or graffiti. *Collaborating to produce pieces of group art. *Respecting each other's ideas and opinions when talking about art work, including pupil's own work. *Helping each other when improving work at all stages in the design. *Participating in community arts projects.	*Experiencing a wide range of creative media from around the world. *Considering how different cultures use art to express their values and beliefs. *Appreciating art and artists from around the world. *Developing critical awareness. *Participating in a range of cultural opportunities e.g. museum or gallery visits and art workshops
Computing	*Using technology to amaze and inspire. *Wondering at the power of the digital age and the Internet as a gateway to big life issues. *Understanding the advantages and limitations of ICT.	*Exploring the moral issues surrounding the use of data and copyright, especially when downloading images. *Learning how to keep safe online e.g., e-safety, cyber bullying awareness. *Learning about the consequences if misusing data and the Internet, *Considering the use of technology and our carbon footprint e.g., not printing unnecessarily.	*Discussing the impact of ICT on the ways people communicate. *Turn taking when sharing devices in school. *Looking after ICT equipment carefully and with respect. *Communicating with other people in a range of ways. *Gathering information to support ideas and debates. *Preparing pupils for the challenges of living in a technology enriched and increasingly inter-connected world.	*Exploring human achievements and creativity in relation to worldwide communications. *Learning about the use of technology around the world and how access to it varies across cultures.

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	We promote **Spiritual Development** by:	We promote **Moral Development** by:	We promote **Social Development** by:	We promote **Cultural Development** by:
Design Technology	*Enjoying and celebrating personal creativity. *Reviewing and celebrating created things. *Appreciating created products and innovations. *Appreciating pupil's ideas and designs. *Encouraging pupils to inspire others through their own creativity and innovation.	*Raising questions about the effect of technological change on human life and the world around them. *Learning about nutrition and how to cook so that pupils can make healthy choices about food. *Exploring the moral and ethical dilemmas raised in producing a product e.g., the impact of materials on the environment, carbon footprint etc. *Accepting that it is OK to make a mistake and that learning can come from redrafting/ rebuilding work.	*Sharing and respecting DT resources. *Collaborating on group projects and taking different roles within the group. Taking part in peer evaluation and critical friends to help each other improve work at all stages of the design process. *Exploring dilemmas that individuals may face when designing something and develop practical solutions to these problems. *Caring for DT equipment.	*Considering cultural influences on design. *Questioning functionality vs aesthetics. *Tasting and cooking food from around the world.
Geography	*Marvelling at the changing weather and seasonal patterns. *Using maps, atlases and ICT to explore other places in the world and wonder what it might be like to live there. *Approaching the power of nature with awe, wonder and respect when studying glaciers, mountains, earthquakes, tsunamis, drought etc.	*Considering how people use/ treat the environment and reflecting on the issues of climate change. *Learning how to behave outdoors so that the environment can be enjoyed by others. *Exploring the impact of human activity on physical geography e.g., building on greenbelts/ floodplains, deforestation etc. * Finding ways to make the world a more sustainable place e.g., recycling, switching lights off etc.	*By providing positive and effective links with the Kingfisher community. *Considering social responsibility e.g. care of the environment, following rules and reporting dangerous/ irresponsible behaviour. *Developing map reading skills for later life. *Understanding more about themselves and their place in the local, national and global community.	*Learning about other countries and their culture. *Developing positive attitudes towards people from different countries, recognising that often people have common needs and similar challenges. *Looking at causes and effects of migration and immigration and how land use has changes over time.

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	We promote **Spiritual Development** by:	We promote **Moral Development** by:	We promote **Social Development** by:	We promote **Cultural Development** by:
		*Exploring the distribution of the world's resources – are they fairly distributed? Why?		
History	*Fostering the mystery of how and why events in the past happened and their many causes. *Considering how things would be different if the course of events had been different. *Developing a sense of awe and wonder when handling historical artifacts. *Making links with history when exploring the environment and speculating on why there is a certain landmark, building or monument.	*Commenting on moral questions and dilemmas from the past. *Appreciating how situations of injustice or suffering have provoked people to rise up and bring change to the world. *Exploring the consequences of events in history and whether anything could have been done to improve/ change the outcome.	*Appreciating how British values and society has formed and evolved over time, resulting in changes in law, attitudes and expectations. *Encouraging children to talk to family members about events in living memory. *Learning about British leaders and monarchs and what they have taught us. *Participating in educational visits that bring history alive. *Looking after and appropriate handing of historical artefacts.	*Exploring the cultures that have had, or still have an impact on the local area. *Learning about ways of life in different periods throughout history. *Investigating how culture is shaped by history, e.g., the Christian influence on British culture.
MFL (French KS2)	*Considering faith in different cultures and the role it plays in French society. *Exploring what French people believe about Christmas and Easter (Incarnation and Salvation) by exploring the beauty of languages around the world.	*Helping pupils to have an accurate and truthful understanding of the French culture.	*Exploring social conventions e.g., formal and informal greetings, forms of address. *Communicating with a purpose with people from other cultures and societies. *Learning the skill of communicating in another language.	*Comparing similarities and differences between our culture and French culture as well as other French speaking countries. *Discovering which countries are French speaking and comparing these. *Learning about key celebrations and festivals in France allowing pupils to

	develop an appreciation of art, music and literature from French speaking countries through listening to French music, sharing bi-lingual books and singing French songs.

	We promote **Spiritual Development** by:	We promote **Moral Development** by:	We promote **Social Development** by:	We promote **Cultural Development** by:
Music	*Allowing pupils to share their delight and curiosity in creating their own sounds. *Considering how music makes us feel and can influence our emotions. *Exploring the power of music to change behaviour and raise the profile of issues/ events. *Making links between learning in other curriculum areas where music is played in the background. *Exploring how different forms of religious music and encourage mediations, prayer, praise and reflection.	*Exploring how music can convey human emotions such as joy, sadness, anger etc. *Understanding that some music can be inappropriate in some settings. *Exploring the role models from the music industry and influence, good or bad, that they have had.	*Collaborating on group compositions. *Singing as a group in class music lessons, collective worship, whole school singing practice or choir. *Participation in community and national music events. *Developing a sense of pride in performing collaboratively. *Consider how music is used in different settings e.g., for pleasure, for worship, to celebrate major events. *Rehearsing and performing as a class, year or key stage e.g., nativities etc.	*Listening to and learning music/ songs from other cultures. *Providing opportunities to learn an instrument (Swindon Music Service). *Appreciating music from a wide variety of genres, forms and purposes. *Recognising and appreciating differences in music from different times, places and cultures. *Taking part in musical workshops or watching performances of live music.
PE	*Delighting in movement, particularly when pupils are able to show spontaneity. *Taking part in dance, games and gymnastics which helps pupils to become more focused, connected and creative; designing and	*Discussing fair play and teamwork *Obeying the rules of different sports. Developing sportsmanship e.g., shaking hands of a competitor at	*Developing a sense of belonging and self-esteem through team work. *Developing a sense of community identity through taking part in inter-school events.	*Making links with national and global sporting events such as the football and Rugby world cups and the Olympic Games. *Learning about the history of sport and where individual sports originate from e.g. The

creating their own small sided games, or by expressing feelings and emotions in dance and gymnastics. *Being aware of one's own strengths and limitations e.g., swimming lessons, participation in sports day.	the end of a game regardless of the result, thank the referee etc. *Provide leadership opportunities as a team/ class captains. *Developing qualities of self-discipline, commitment and perseverance. *Accepting loss and success gracefully. *Respecting clear behaviour rules for sport.	*Offering a variety of extra-curricular sports clubs that are cross phase/ year group; enabling pupils to work together in a variety of different groupings and contexts. *Learning how to referee and lead sports fairly. *Treating PE equipment respectfully and using it safely.	Olympics when studying Ancient Greece. *By exploring rituals surrounding ceremonies, sporting activities e.g., carrying the national flags, learning the national anthem etc. *Learning dances from around the world e.g. The Haka, Line Dancing etc. *Supporting events such as Sport Relief.
	We promote **Spiritual Development** by:	We promote **Moral Development** by:	We promote **Social Development** by:	We promote **Cultural Development** by:
PSHE	*Taking time at the start of each session to be quiet and still. *Developing an awareness of and responding to others' needs and wants. *Considering special/ important people in our lives and the influence they have. *Developing resilience and inner strength. *Developing a positive outlook for the future. *Considering how it feels to belong and how we belong to different groups.	*Exploring morality, fairness and rules. *Making links to the school's rules, vision and values. *Respecting and understanding the importance of British Values and what it means to be a British citizen. *Developing awareness of how our social choices, action and lifestyles affect other locally, nationally and globally. *Constructing, agreeing and following circle time rules. *Developing an awareness of bullying, its impact and how to tackle it.	*Helping pupils to be involved in a democratic process for agreeing rules for their own class, taking part in the election process to be involved in School Council. *Creating opportunities for pupils to exercise leadership and responsibility through classroom monitors. *Learning about personal hygiene. *Sharing opinions and listening to the views of others. *Developing conflict resolution strategies. *Recognising their own rights and the rights of others.	*Hearing stories from different cultures and countries. *Learning about the viewpoints of people with different beliefs. *Developing an awareness of the shared values of communities and where there might be conflicting values. *Respecting and valuing diversity.

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		*Learning how to build and maintain strong friendships. *Nurturing a sense of self-worth. *Developing personal responsibility so that pupils can learn how to make moral, social, spiritual and cultural choices. *Encouraging pupils to take responsibility for their own actions. *Becoming aware of social injustice and learning how to make a difference. *Challenging stereo types	*Learning how to keep physically and emotionally safe.	
	We promote **Spiritual Development** by:	We promote **Moral Development** by:	We promote **Social Development** by:	We promote **Cultural Development** by:
RE	*Experiencing enjoyment and fascination in learning about and from stories, rituals, celebrations and different expressions of religion worldwide. *Reflecting on spiritual ideas and concepts such as wonder, praise, peace, joy, sadness and obedience. *Reflecting on their own beliefs, religious or otherwise, that inform their perspective of life. *Asking questions and responding to questions of meaning and purpose. *Considering questions about God and evaluating truth claims.	*Using biblical and other religious stories to explore moral codes of conduct and rules for living e.g., 10 commandments, 5 pillars of Islam, applying their understanding of right and wrong to recognise legal boundaries and respect the civil/ criminal law of England. *Appreciating how sacred texts can inform people's way of life. *Exploring religious responses to evil and suffering in the world investigating moral and ethical issues and giving reasoned responses about these.	*Exploring qualities which are valued by the school and upholding core school values. *Following school rules. *Forming links with local churches and places of worship. *Learning to respect those with different faiths. *Respecting religious artefacts. *Demonstrating a caring attitude towards people, living things, the environment and property. *Pupils using their imagination and compassion to empathise with the feelings of others or to see things from their perspective.	*Understanding and appreciating the wide range of cultural influences that have shaped their own heritage and that of others. *Examining religious art from different cultures/ faiths. *Understand images, symbols and other forms of cultural expression associated with a range of cultures. *Exploring similarities and differences between faiths. *Visiting places of worship. *Understanding and accepting those of different faiths and

	*Exploring spiritual practices such as meditation, worship and prayer; considering the impact of these on believers and any relevance to their own lives. *Joining in with prayers and religious responses.	*Asking questions about the purpose and meaning of forgiveness, reconciliation and salvation.		cultures; recognising that what they eat/ how they dress is part of the religion and cultural diversity. *Recognising that there are different behaviours expectations in different cultures. *Considering different cultural expressions of Christianity. *Learning about UK saints. *Becoming aware that some people may have more than one cultural identity,
	We promote **Spiritual Development** by:	We promote **Moral Development** by:	We promote **Social Development** by:	We promote **Cultural Development** by:
EYFS	*Developing self-confidence, self-awareness and independence e.g. when making choices in active learning and when speaking in front of the class. *Talking about and beginning to appreciate feelings e.g., when talking through conflicts; when learning about protective behaviours, marvelling at the world around us and whether e.g., discussing what you might wear in different weathers; understanding freezing and melting; experiencing changing colours of autumn leaves.	*Understanding the importance of sharing and taking turns. *Developing an ability to resolve issues e.g., when talking through problems. *Showing that children can understand others by demonstrating good listening during adult led sessions. *Showing empathy towards other people's points of view. *Understanding right and wrong. *Looking after animals and plants e.g., feeding birds in the winter; when planting bulbs and seeds etc.	*Participating in turn taking games. Learning to share resources. Caring for resources in and away from the setting. Using manners when listening to and responding to others. *Working as part of a team in PE activities. *Making and keeping friends. *Listening to and responding to others talk about own significant events and celebrations and responding to others appropriately.	*Sharing information about own special events – celebrations, birthdays and festivals. *Taking part in role plays about cultural events. *Respecting and beginning to understand why others might dress or act differently to them during adult led group sessions. *Participating in special events such as pancake day, Bonfire Night, Christmas, Chinese New Year, St George's Day, Easter etc. *Learning about other cultures through the thematic

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*Showing imagination and using expression when moving to music. *Showing imagination when role playing cultural events.	*Having an awareness of and participating in recycling.	*Working in pairs to create models etc. *Participating in the Christmas nativity.	curriculum e.g., tangerine's in Handa's surprise and when reading/ listening to books, learning about people within the community e.g., people who help us. *Learning about important people from history.
	We promote **Spiritual Development** by:	We promote **Moral Development** by:	We promote **Social Development** by:	We promote **Cultural Development** by:
Trips and extra-curricular experience	Reverend Sally visit RE link All year groups Pilgrimage to Christian church Year 5 Trip to Hindu temple Year 4 Avebury trip & Wiltshire Museum Year 3	Colour Run (fundraising) Year 6 Junior Good Citizen Year 6 Air ambulance Year 4 Shelter building Year 3 Fire Truck Visit Year 2 Cotswold Wildlife Park Reception and Nursery	Local area fieldwork trips All year groups Bikeability Year 4 and 6 Water sports trip (paddleboarding) Year 6 Pencelli Year 6 PGL Year 5 Water sports (canoeing/kayaking) Year 5 O2 young voices Year 4 Ninja Warriors Year 4 Rock climbing Year 3 Moulden Hill Year 3 Trip to Roves Farm Year 2 Toy Museum Year 1 Lydiard Park Reception and Nursery	London Trip – Theatre and Museum Year 6 Stonehenge Year 5 Bath Spa/ Corinium museum Year 4 Pantomime at the Wyvern Year 3 Visit from Clever Cubs storytelling Pirates Year 2
Whole school events	Diwali Nativity Christmas Easter Ramadan Eid Yom Kippur Hanukkah	Harvest festival Guy Fawkes day and bonfire night Children in need VE day	Science week and the STEM fair Sports day and family picnic Red Oaks week National Braille week Anti-bullying week Children's mental health week Safer internet day Deaf awareness week	Black history World Book Day Chinese New Year International day Remembrance Day European languages day Saint Georges day Valentine's day

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	Lent Holi		National Careers week	Shrove Tuesday Mother's Day Father's Day

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British values are embedded throughout our humanities subjects and visible on our year group long-term plans. Here is an overview of how British Values are threaded through the SMSC themes.

	We promote **Spiritual Development** by:	We promote **Moral Development** by:	We promote **Social Development** by:	We promote **Cultural Development** by:
Nursery **British Values – taught as part of the continuous provision in FS1**	Stories from other cultures, celebrations	Tolerance of other with different faiths and beliefs – introduction to different faiths Individual liberty – Choice of story, activity choices	Rule of law – Police visits, road and society rules, consequences of rule breaking Democracy – PSHE, building rules	Mutual respect and beliefs – Respect for others, celebrating differences, Pants rule
Reception **British Values – taught as part of the continuous provision in FS2**	RE – introduction to different faiths, Stories from other cultures, Christmas celebrations, Diwali, Easter	Tolerance of other with different faiths and beliefs Individual liberty – Choice of story, activity choices, Superworm story	Rule of law – Police visits, road and society rules, stealing (links to Burglar Bill) consequences of rule breaking Democracy – PSHE, Orson story, building rules	Mutual respect and beliefs – Respect for others (Beegu story), RE links, celebrating differences in PSHE, Pants rule
Year 1	Tolerance of those with different faiths and beliefs – Beliefs of Queen Victoria (History link) Tolerance of those with different faiths and beliefs-Religious symbols of belonging and how this may be similar/different to their own symbols of belonging (RE Link) Mutual respect and beliefs-Respecting Christian stories and what they teach Christians (RE link) Mutual respect and beliefs-Respecting different religions holy	Individual liberty – Kings Queens and royalty (History link) Mutual respect and beliefs-looking after our local area (Geography link) Individual liberty-ability/right to choose what to believe (RE link) Individual liberty-ability/right to choose what to celebrate (RE link) Rule of Law-Care for other people (RE Link) Individual liberty-Freedom to do whatever we choose (RE Link)	Rule of law – Growing up in Victorian England (History link) Democracy – The Monarchy (History link) Rule of Law – Following Red Oaks rules and expectations on trip to the beach (Geography link) Tolerance of those with different faiths and beliefs-Tolerance of others' beliefs (RE link) Democracy-Everyone matters (RE link)	Mutual respect and beliefs – comparing what children had and now have (History link) Democracy, Rule of Law, Tolerance of those with different faiths and beliefs, Mutual respect and beliefs-Looking at what Great Britain is (Geography link)

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	books and what they mean to the believers (RE link)		**Democracy** – Different classes on steam trains (History link) **Rule of Law**-to keep where we live safe (Geography link)	
	We promote **Spiritual Development** by:	We promote **Moral Development** by:	We promote **Social Development** by:	We promote **Cultural Development** by:
Year 2	**Tolerance of those with different faiths and beliefs** – Burying things of importance (History link) **Tolerance of those with different faiths and beliefs** – Avebury (History link) **Tolerance of those with different faiths and beliefs** – Being aware of different religious leaders. (RE link) **Mutual respect and beliefs** – Understanding the difference between religions and their holy books (RE link)	**Mutual respect and beliefs** – Claims of discovery (History link) **Individual liberty** – Mae Jemison (History link) **Rule of Law** – Following Red Oaks rules (Geography link) **Individual Liberty** – Making the choice to celebrate (RE link) **Rule of Law & Democracy** – People have expectations to and rules to follow (RE link)	**Democracy** – Rights of the people living in London during the GFOL (History link) **Rule of law** – Planning and building of the railway network (History link) **Democracy** – Rights of the workers (History link) **Mutual respect and beliefs** – Understanding the local area (Geography link) **Rule of Law** – Understanding religious expectations of what/ how to celebrate (RE link) **Individual Liberty** – Free to make your own choices and decisions (RE link) **Rule of law** – Following rules and expectations when collecting data during fieldwork study (Geography link)	**Individual liberty** – Class and gender hierarchy (History link) **Mutual respect and beliefs** – Understanding difference cultures and religions (RE link) **Tolerance of those with different faiths and beliefs** – Being aware of different locations and how that differs from the UK (Geography link) **Rule of Law** – Being aware of different rules across a range of countries (Geography link) **Mutual respect and beliefs** – Respecting the environment after festivals (Geography & RE link) **Tolerance of those with different faiths and beliefs** – Understanding of different cultures (Geography link)
Year 3	**Tolerance of those with different faiths and beliefs** – Egyptian's Gods (History link)	**Rule of law** – Egyptians and their hierarchy (History link)	**Democracy** – Lack of democracy in the Egyptian times (History link)	**Rule of law** – No hierarchy in the Stone Age (History link)

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	Mutual respect and beliefs – mumification (History link)	**Individual liberty** – freedom (History link)	**Democracy** – settlements and order (History link)	**Democracy** – Everyone's beliefs and opinions are valid (RE link)
	Mutual respect and beliefs & Tolerance– Comparing and considering Christian beliefs and the children's personal beliefs (RE link)	**Mutual respect and beliefs** – Looking after each other and our environment (Geography link).	**Democracy** – School impact/ opinions on the local environment (Geography link)	**Tolerance of those with different faiths and beliefs** – Looking at different countries and cultures (Geography link)
	Mutual respect and beliefs – Respecting Christian's beliefs in Bible stories (RE link)	**Rule of law and Mutual respect and beliefs** – Protected places of scientific and environmental research - polar regions (Geography link).	**Rule of Law** – Following expectations during local visits (Geography link)	**Tolerance of those with different faiths and beliefs** – Understanding different festivals (RE link)
		Individual Liberty – Tourism and the effect it has on countries (Geography link)	**Individual Liberty** – Choice to live on fault lines (Geography link)	**Rule of law and Mutual respect and beliefs** – Rules for showing special books (RE link)
			Rule of law and Mutual respect and beliefs – Local study, litter, noise levels etc. (Geography link)	
		We promote **Spiritual Development** by:	We promote **Moral Development** by:	We promote **Social Development** by:
Year 4	**Tolerance of those with different faiths and beliefs** – Mythology (History link)	**Mutual respect and beliefs** – Lack of respect for other people and places (History link)	**Rule of law** – Justise system (History link)	**Rule of law** – Roman punishment (History link)
	Mutual respect and beliefs and Tolerance of those with different faiths and beliefs -Respecting believers' beliefs about influential people in their religion (RE link)	**Individual liberty** – Slavery and invasion (History link) **Rule of law**-answering big question linking to right and wrong (RE Link)	**Democracy** – Invented democracy (History link)	**Tolerance of those with different faiths and beliefs** – Catholicism (History link)
		Individual Liberty-Opinions on deforestation (Geography link)	**Democracy**- School impact and opinions (Geography link) **Rule of Law** - Expectations (Geography link)	**Mutual respect and beliefs and Tolerance of those with different faiths and beliefs** - Hindus respect all other religions-models how to show respect when encountering different religions (RE link)
			Tolerance of those with different faiths and beliefs -Respecting differences between their own celebrations and how other people choose to celebrate different festivals/holidays (RE Link)	**Mutual respect and beliefs and Tolerance of those with different faiths and beliefs** -celebrate differences and cultures (Geography link).

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	Spiritual	Moral	Social	Cultural
			Mutual respect and beliefs -being safe, risks and dangers (Geography link).	**Democracy**-Differing opinions on different ceremonies within different religions (RE Link)
Year 5	**Tolerance of those with different faiths and beliefs** – Paganism (History link) **Tolerance of those with different faiths and beliefs** – Judaism (History link) **Tolerance of those with different faiths and beliefs** – Considering why some people believe God exists (RE link) **Rule of Law** – Comparing the Anglican and Baptist Church and the rules those religions follow (RE Link)	**Individual liberty** – Slavery and invasion (History link) **Rule of law** – Rationing (History link) **Mutual respect and beliefs** – Lack of – Holocaust/ German invasion (History link) **Individual liberty** – Freedom of access and land ownership (Geography link) **Individual liberty** – Holocaust/ Anne Frank/ Concentration camps (History link) **Rule of law** – Understanding 'what would Jesus do?' (RE Link) **Mutual respect and beliefs** – Rivers and environment (Geography link)	**Democracy** – Roles of family and villages (History link) **Rule of law** – Munich agreement (History link) **Democracy** – Democracy verses Fascism (History link) **Tolerance of those with different faiths and beliefs** – Rural/ urban ways of life/ values (Geography link) **Mutual respect and beliefs** – Understanding different places around the world (Geography link) **Rule of Law** – Being aware of different cultures across the world (Geography link) **Mutual respect and beliefs** – Being responsible for our earth (Geography and RE link)	**Rule of law** – Family and community values (History link) **Mutual respect and beliefs** – Roles of the Viking family members (History link) **Democracy** – Opinions for looking at different religions (RE link) **Rule of Law** – Fieldwork study. Following school rules (Geography link) **Democracy** – Opinions for looking at different religions (RE link)
	We promote **Spiritual Development** by:	We promote **Moral Development** by:	We promote **Social Development** by:	We promote **Cultural Development** by:
Year 6	**Mutual respect and beliefs** – Maya culture (History link) **Tolerance of those with different faiths and beliefs** – Gods and creation stories (History link)	**Individual liberty** – The fall out of WW2 (History link) **Democracy** – Society and hierarchy (History link)	**Democracy** – Jury and debate (History link) **Individual liberty** – The need for law (History link)	**Rule of law** – Comparing and contrasting different laws and punishments (History link) **Tolerance** – Children to answer big religious question (RE link)

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	We promote **Spiritual Development** by:	We promote **Moral Development** by:	We promote **Social Development** by:	We promote **Cultural Development** by:
	Democracy – 10 commandments (RE link) **Mutual respect and beliefs** – Comparing religious beliefs and considering their own beliefs (RE link)	**Individual liberty** – Choosing their own school plans (Geography link)	**Rule of law** – Consequences of WW2 (History link) **Mutual respect and beliefs** – Respecting the local environment (Geography link) **Rule of Law** – Defining the words honesty and fairness (RE link) **Mutual respect and beliefs** – Being aware of natural disasters (Geography link) **Tolerance** – Population numbers within America (Geography link) **Individual liberty** – Choosing their own school plans (Geography link)	**Tolerance** – Learning about wider religions: Hinduism, Christianity & Islam (RE link) **Mutual respect and beliefs** – Understanding other cultures in different countries (Geography link)

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