

# Trull CE VA Primary School



## Spiritual, Moral, Social and Cultural (SMSC) Education Policy

*I have come that they may have life, and have it to the full. John 10:10*

<b>DATE AGREED</b> September 2022	<b>POLICIES THAT LINK TO THIS POLICY</b>  SMSC Development at Trull document, Curriculum, PSHE, RE, Drugs Education, Sex and Relationships Education and the Equalities policy
<b>TO BE REVIEWED</b> September 2023	

*Trull CE VA Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment*

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Signed by:

Karen Wedlake

Headteacher

Date: September 2022

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Chair of governors

Date: September 2022

## **Statement of intent**

At Trull Church of England VA Primary School, the pupils and their learning are at the very heart of every decision we make. This policy reflects our diverse mix of pupils and does not discriminate against any protected characteristics.

The school prides itself on providing a consistently safe, caring and happy environment where each pupil is valued as an individual and can develop towards their full potential. This policy reflects the ways in which the school helps pupils to develop their individuality and inner discipline. The spiritual, moral, social and cultural (SMSC) education of our pupils is implemented throughout the school's activities and is not limited to specific SMSC lessons.

## 1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 2002
- DfE (2014) 'Promoting fundamental British values as part of SMSC in schools'
- DfE (2014) 'National curriculum in England framework for key stages 1 to 4'
- Ofsted (2022) 'School inspection handbook'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Online Safety Policy
- Behaviour Policy
- Anti-bullying Policy
- Health and Safety Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Supporting Pupils with Medical Conditions Policy

## 2. A whole-school approach to SMSC education

### Introduction:

Our Mission Statement underpins all that we do as a school:

We at Trull Church of England Voluntary Aided Primary School strive for excellence. We seek to help children achieve their full potential, by encouraging a love of learning and the development of self-esteem in a safe, secure and caring environment. As a Church School we aim to develop Christian values and foster a kind and caring attitude towards other people and respect for their beliefs.

"I have come that they may have life, and have it to the full"

John 10:10

*Spiritual development* needs to be viewed as something fundamental to the human condition which is not necessarily experienced through the physical sense and/or expressed through everyday language. It has to do with relationships, with God, and with other people. It has to do with the universal search for individual identity and with responses to challenging experiences, the search for meaning and purpose in life and for values by which to live.

*Moral development* is principally about the pupils' progressive acquisition of the competences and qualities needed to play a full part in society.

*Cultural development* is principally about pupils' understanding of those beliefs, values, customs, knowledge and skills which taken together, form the basis of identity and cohesions in societies and groups.

*Personal development* is given high priority in our school and spiritual, moral, social and cultural aspects of development are equally important as academic development.

The governing board will ensure that SMSC education is embedded across the school's activities to ensure that the potential of each pupil is developed in accordance with their individual needs and capabilities.

The headteacher and SLT will facilitate and encourage a school environment which is welcoming, inclusive and safe for all pupils and members of the school community, irrespective of their protected characteristics and/or background. Staff will be expected to model high standards of discipline, courtesy, respect and acceptance of others, and to encourage pupils to take responsibility for their own actions.

### **Spiritual Development**

We strive to support the children in the development of their spiritual life so that through reflection, they will acquire insights and attribute meaning and purpose to personal existence. Children's spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material well-being.

The school's spiritual development provision enables pupils to:

- Be reflective about their beliefs, religious or otherwise, and their perspective on life.
- Have knowledge of, and respect for, different people's faiths, feelings and values.
- Develop a sense of enjoyment and fascination in learning about themselves, others and the world around them.
- Use imagination and creativity in their learning.
- Develop willingness to reflect on their experiences.

### **Moral Development**

Pupils are encouraged to understand the need for a common code and to follow it from conviction rather than because of sanctions or consequences. At Trull CE VA Primary School we work towards an understanding of what is right and wrong. From this basis pupils may develop the ability to make judgements and to become increasingly responsible for their own actions or and behaviour.

At the heart of the Church's and the school's moral teaching lies the understanding that we love because we are first loved by God. We are called to reflect God's love for us in our relationships with others and, since His love is unconditional and freely given, we have been given the freedom to respond to His love or reflect Him. How we understand and use this gift of freedom is crucial to our moral development.

The school's moral development provision enables pupils to:

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

## **Social Development**

This enables pupils to become conscientious participants in their family, class, school, the local and wider community. Within this there should be a balance of the positive, satisfying elements of belonging to a group or society along with the demands, obligations and cooperation such membership requires.

The school's social development provision enables pupils to:

- Use a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socioeconomic backgrounds.
- Participate in a variety of community and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.
- Accept and engage with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and acceptance of those with different faiths and beliefs.
- Develop and demonstrate skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain.

## **Cultural Development**

At the heart of cultural development lies the necessity to develop a sense of personal identity, whilst at the same time acquiring awareness, understanding and tolerance regarding the cultural traditions and beliefs of others.

The school's cultural development provision enables pupils to:

- Understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others.
- Understand and appreciate the range of different cultures within the school, and further afield, as an essential element of their preparation for life in modern Britain.
- Develop knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- Participate in, and respond positively to, artistic, sporting and cultural opportunities.
- Develop an interest in exploring, improving their understanding of, and showing respect for, different faiths and cultures.
- Understand, accept, respect, and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

The headteacher will work in collaboration with the SENCO to ensure that lessons and activities, and expectations of pupils in relation to those lessons and activities, are appropriately adjusted to accommodate the needs of pupils with SEND.

### **3. Cross-curriculum teaching and learning**

SMSC education will take place across all areas of the curriculum. SMSC has particularly strong links to religious education, citizenship, history and PSHE. The school has developed an SMSC matrix (below), which shows where SMSC education, respectively, are embedded into subjects.

All areas of the curriculum will draw examples from as wide a range of cultural contexts as possible. Teaching staff will be expected to foster an open environment in their lessons in which respect, tolerance for different values, opinions and backgrounds, and team work are encouraged and prioritised in line with the guiding principles of SMSC education.

Teaching staff will use classroom discussion to support pupils to:

- Talk about their experiences, thoughts and feelings.
- Express and clarify personal ideas and beliefs.
- Speak about difficult events, e.g. bullying and death.
- Explore their relationships with friends, family and others.
- Consider, and show empathy towards, the needs and experiences of others.
- Develop self-esteem and personal confidence.
- Develop a sense of belonging.
- Develop their SMSC skills, e.g. compassion, respect, open-mindedness, sensitivity and critical awareness.

Many areas across the curriculum provide opportunities for pupils to:

- Listen and talk to each other.
- Learn to treat one another as equals, regardless of protected characteristics and/or background.
- Recognise and celebrate the differences and similarities between themselves and others.
- Agree and disagree with people respectfully.
- Work co-operatively and collaboratively.

The school will use the following methods to help pupils develop an understanding of how they can influence decision making through the democratic process:

- Electing a school council
- Hearing pupils' voice through a suggestion box and discussions
- Establishing monitoring roles for pupils, e.g. class monitors to allow pupils opportunities to develop and display leadership skills
- Appointing playground leaders/buddies
- Issuing pupil questionnaires to gather pupil opinions on decisions
- Providing pupils with opportunities to build balanced arguments and form opinions, e.g. by taking part in debates and public speaking

The school will use the following methods to help pupils develop an understanding of the rule of law:

- Setting and enforcing high expectations for attendance, punctuality and behaviour
- Setting and enforcing classroom and school rules
- Teaching pupils about laws that are relevant to the school setting
- Teaching pupils about adults who fulfil roles designed to help others, including staff members, emergency services, friends and family
- Teaching pupils about the role of the monarchy and of previous monarchies
- Providing pupils with opportunities to celebrate the lives of people who have influenced the course of history
- Implementing clear, consistent and defined sanctions for challenging behaviour in line with the Behaviour Policy

We may use the following methods to help pupils develop an understanding of different faiths and beliefs:

- Celebrating differences and similarities through cultural event days
- Arranging trips to places of worship
- Teaching about different beliefs and cultures
- Exploring moral values through lessons, stories and assemblies
- Arranging visits from various religious leaders
- Blocking out times in the timetable for in-depth religious study
- RE Lessons

The school will also employ additional practical activities and practices to encourage pupils' SMSC development, including:

- Encouraging pupils to work together in different groupings and situations.
- Providing opportunities for pupils to consume and study literature, art, music and media from artists of different cultures, backgrounds, genres and faiths.
- Organising in a variety of different social and cultural school trips, e.g. to museums or places of worship.
- Hearing and seeing live performances by professional actors, dancers and musicians.
- Learning songs from different cultures and playing a range of instruments.
- Making and consuming food from other countries.
- Studying the contributions to society that famous people of all backgrounds have made.

Teaching staff will help pupils' SMSC development by:

- Encouraging teamwork across all subjects.
- Encouraging an appreciation of, and respect for, the work and performance of other pupils, regardless of perceived ability.
- Using themes, e.g. in assemblies and lessons, to explore important aspects of British heritage and other cultures, e.g. religious festival days and global events.

## **4. Community links**

The school recognises that an important part of SMSC development is enabling pupils to become active participants in their local community and, as such, will continue to foster strong links with the wider community.

These links will be formed through a variety of activities, including:

- Community fundraising activities.
- School-community link organisations, e.g. TSF
- Hosting school events to which community members are invited as participants or audience members.
- Questionnaires sent to parents and other members of the community to gather opinions, e.g. on school initiatives or practices.

The school will engage parents and members of the wider community in the educational life of pupils, ensuring that the diversity and varying experiences of the local community are reflected in the way in which pupils are educated.

## **5. Promoting fundamental British values**

The school will use SMSC education to promote fundamental British values by:

- Including, in suitable parts of the curriculum, age-appropriate material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain compared to other countries.
- Teaching pupils a broad and balanced international history.
- Representing the cultures of all our pupils within the curriculum.
- Teaching a wide range of English and non-English literature.
- Listening to the voices of all pupils and promoting active participation in democratic processes, e.g. through a school council.
- Using democratic opportunities in the wider community, e.g. general and local elections, to provide pupils with the opportunity to learn how to argue and defend points of view.
- Using teaching resources from a wide variety of sources to help pupils learn about and understand a range of faiths.
- Using extra-curricular activities to promote fundamental British values.

By promoting fundamental British values through SMSC education, we will provide pupils with:

- An understanding of how they can influence decision making through the democratic process.
- An appreciation that living under the rule of law protects them and is essential for their wellbeing and safety.
- An understanding that there is a separation of power between the executive and the judiciary, and while some public bodies, for example the police, can be held to account by parliament, others maintain independence, for example, the court system.
- An understanding that their freedom to choose and hold faiths and beliefs is protected by law.

- An acceptance that people of different faiths and beliefs to themselves (and those with no faiths or beliefs) should be accepted and tolerated, and should not be subject to prejudicial or discriminatory behaviour.
- An understanding of the importance of identifying and combatting discrimination.

### **Conclusion:**

At Trull CE VA Primary School we aim to provide a happy, stimulating and secure environment, reflecting the school's Christian ethos where each pupil is given the challenge and opportunity to develop his/her full potential while enjoying learning and life.

We endeavour to provide an environment and ethos in which children and adults can grow and develop in spirituality and where positive attitudes and consistency provide children with good role models, and similarly, older children are expected to demonstrate good behaviour and support to younger children. All children are valued equally whatever their stage of development, and are entitled to maximum success. The ethos encourages safe, sensible behaviour incorporating good manners, consideration, courtesy and respect for others whilst encouraging imagination, inspiration and reflection.

The success of this policy will be determined by viewing our children as they work and play in the school community. The quality of relationships and responses to the world around them will indicate the extent to which the school is fulfilling our aim.

## **6. Monitoring and review**

SMSC provision is reviewed on an annual basis in the following ways:

- The monitoring of teaching and learning and work scrutiny by the curriculum coordinator, headteacher and governors as part of our general monitoring.
- Regular discussions at staff and governors' meetings.
- Annual policy audits.
- The development of RE, PSHE and collective worship to reflect the diversity of both our school and society.
- The sharing of classroom work and practice.

This policy is reviewed on an annual basis by the headteacher and RE lead, and any changes will be communicated to all stakeholders.

The next scheduled review date for this policy is September 2023.

## SMSC Matrix

This table shows where Spiritual, Moral, Social and Cultural education, respectively, are embedded into subjects and activities.

SUBJECT	SPIRITUAL EXAMPLES What evidence can you provide?	MORAL EXAMPLES What evidence can you provide?	SOCIAL EXAMPLES What evidence can you provide?	CULTURAL EXAMPLES What evidence can you provide?
Maths	<ul style="list-style-type: none"> <li>- Making connections between learning mathematical skills and application in a real-life context.</li> <li>- Looking at pattern, order, symmetry and scale and relating this to:</li> <li>- meaning in religious contexts; both man-made and natural objects.</li> <li>- Completing activities which develop the children's critical and independent thinking skills when working through mathematical problems.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to and respond appropriately to the views and ideas of others.</li> <li>- Gain the confidence to develop our own learning and have the confidence to cope with set-backs and learn from our mistakes.</li> <li>- Take initiative and act responsibly with consideration for others when working independently, in small groups and as a whole class.</li> <li>- Praise children for their critical and independent thinking in class when working on their own, as a small group or as a class.</li> <li>- Engaging pupils in their learning through the resources they select and the independence they show in their learning.</li> <li>- Helping children to recognise how logical reasoning can be used to consider the consequences of particular decisions and choices and helping them to learn the value of mathematical truth.</li> </ul>	<ul style="list-style-type: none"> <li>- Helping children to work together productively on complex mathematical tasks and helping them to see that collaborative working can, in some cases, be more beneficial than working independently to achieve the same outcome.</li> <li>- Sharing resources in the classroom and negotiating of responses when solving problems in small groups and whole class.</li> </ul>	<ul style="list-style-type: none"> <li>- Encouraging children to ask questions about the history of maths – linked to the curriculum – Greeks and Romans.</li> <li>- Helping children to appreciate that mathematical thought contributes to the development of our culture.</li> <li>- Help children to understand that mathematical thought is becoming increasingly central to our highly technical future.</li> <li>- To help children to recognise that mathematicians from many cultures have contributed to the development of modern day maths.</li> </ul>
English	Children encounter a wide range of texts in their reading comprehension and novel study	Pupils are also encouraged to make reasoned judgements on moral dilemmas that occur in texts, and	Children read a wide variety of stories from different authors and they are given the opportunity to	All teaching staff are encouraged to seek appropriate cultural experiences for the children in

	<p>lessons which address and provide opportunities to challenge further discriminatory issues and stereotypes with regards to age and gender</p> <p>Older classes also cover the topic of persuasive writing and advertisements, thinking through the consequences of actions – e.g. advertising, charitable campaigns or sensationalism in the media. Intangible concepts such as love, beauty and nature in poetry are explored through figurative language and imagery</p>	<p>discuss them, both in a written and oral manner. When discussing such issues, children are encouraged to use Socratic language and follow the customs and traditions of debating societies, listening to each others' viewpoints and stating their viewpoints and arguments respectfully and eruditely.</p>	<p>develop empathy for characters and understand the feelings and emotions of them in the text. As children progress through the school, and their writing becomes longer and more detailed, they are supported in developing their own characters and exploring ways in which they can evoke readers' emotions.</p>	<p>their class, such as theatre trips, visiting storytellers and plays, instilling an early love for culture.</p> <p>Children encounter a wide range of texts in their reading comprehension and novel study lessons which address and provide opportunities to challenge further discriminatory issues and stereotypes with regards to age and gender.</p> <p>Class libraries contain numerous texts and poems from other cultures, thus giving pupils the opportunity to compare their own culture and community with those which are different. This assurance that children will explore diverse texts from a range of other countries also provides opportunity for children to address issues of racial discrimination</p>
Science	<p>Spiritual Education in Science involves the search for meaning and purpose in natural and physical phenomena. It is the wonder about what is special about life, an awe at the scale of living things from the smallest microorganism to the largest tree and the interdependence of all living things and materials of the Earth. It concerns the emotional drive to</p>	<p>Moral Education in Science encourages the children to become increasingly curious, to develop open mindedness to the suggestions of others and to make judgements on evidence not prejudice. Our children realise that moral dilemmas are often involved in scientific developments. When considering the environment, the use of further natural resources and its effect on future generations</p>	<p>Social Education involves group practical work which provides opportunities for children to develop team working skills and to take responsibility. Our children must take responsibility for their own and other people's safety when undertaking practical work. Science has a major effect on the quality of our lives. The children are encouraged to consider the benefits and drawbacks of scientific</p>	<p>Cultural Education in Science involves thinking of scientific discoveries as much as a part of our culture as great music and films. Credit is given to scientific discoveries of other cultures. Science is also seen as a contemporary activity and developments are made all over the modern world. It is therefore an activity undertaken by a wide</p>

	<p>know more and to wonder about the world and aesthetically appreciate its wonders including for example the enormity of space and the beauty of natural objects or phenomenon, plants, animals etc.</p>	<p>is an important moral consideration.</p>	<p>and technological developments and the social responsibility involved.</p>	<p>range of men and women in many different cultures both now and in the past. The interdependence of the world in environmental issues is central to Science.</p>
Art	<p>We encourage the children to explore their own spirituality in Art, always looking to understand their own interpretation of a given subject as a God given gift of creativity which is completely unique to them as an individual. Looking at the work of well - known artists enables them to experience awe and wonder at the gifts of others which can help motivate and stimulate them in their own work.</p> <p>Our children understand that perseverance, one of the Christian values celebrated in school, is necessary to achieve the very best work of which they are capable. 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</p>	<p>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 art 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 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 without recourse to dispute or resentment.</p>	<p>The social responsibility we have to each other is clearly demonstrated in the many ways in which our children collaborate when working on some of the larger Art projects in school. This gives a practical meaning to the Christian values of trust, compassion and service, values which we encourage and respect as a school community.</p>	<p>Art and Design is an area in which the children are able to study the works and contextual themes of other cultures around the world. 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. The fusion of art work which is inspired by other cultures and aspects which are inherent in their own culture, creates a diverse and enriching blend of visual appreciation which provides unique stimulation for the work of future artists.</p>

History	<p>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 resulted in 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.</p> <p>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 interpretations have been arrived at.</p>	Children are asked to consider and comment on moral questions and dilemmas. Events and beliefs in the past will often be at odds with what we would consider unacceptable today. 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	Children will explore the similarities and contrasts between past and present societies and be made aware of how, in the main, we are very fortunate to live in 'the modern world' which links with our Christian value 'thankfulness'. They 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. The study of social issues is a common theme in History lessons.	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.
RE	Spiritual development within RE in Trull enriches and encourages the pupils' discovery of God the creator, of their 'inmost being' and of the wonder of the environment	Moral development is based on the teachings of Jesus Christ, which offer pupils a secure foundation stone on which to make decisions and build their lives.	Social development enriches pupils' understanding of what it means to live in a Christian community where Jesus' command to love one another is put into practice.	Cultural development provides opportunities to develop an understanding of Christianity as a worldwide, multi-cultural faith that has an impact on the lives of millions of people.
PE	Pupils develop their knowledge and understanding of the body's performance when exercising; this leaves pupils amazed at the body's ability. This is also linked to the Christian value 'Endurance', as pupils have to show endurance when exploring the body's	Living a healthy lifestyle and promoting healthy living is apparent in each P.E lesson at Woodchurch. Pupils develop the ability to tell between right and wrong through fair play in sporting events and participating in competitive situations, giving	Living a healthy lifestyle and promoting healthy living is apparent in each P.E lesson at Woodchurch. Pupils develop the ability to tell between right and wrong through fair play in sporting events and participating in competitive situations, giving	Pupils are given the opportunity to explore dances and learn games from different traditions and cultures including their own, such as the Hacka, Irish dancing, Bollywood Indian inspired dance, and the Lindy Hop. Pupils also recognise and discuss the

	capabilities. Through Dance and sports such as Gymnastics pupils are being creative, expressing feelings and emotions in their performances. Allowing pupils' reflection time to evaluate their experiences allows them to build a positive mindset and promotes progression. Pupils will also see a sense of awe and wonder when observing elite performance from professional athletes and their peers.	pupils a sense of justice, and how to respond appropriately when they feel there is an injustice. The frequent opportunity given to pupils to umpire and referee supports the importance of abiding by rules. Pupils are challenged to consider ethical and moral issues by discussing the use of enhancement drugs in sport and how fair or unfair this may be.	pupils a sense of justice, and how to respond appropriately when they feel there is an injustice. The frequent opportunity given to pupils to umpire and referee supports the importance of abiding by rules. Pupils are challenged to consider ethical and moral issues by discussing the use of enhancement drugs in sport and how fair or unfair this may be.	differences between male and female roles within sport, at both elite and amateur levels. Compassion and respect for other culture and traditions is also displayed by all when exploring unfamiliar games or dances. Pupils will discuss how culture affects what sports different nations excel at and how cultural traditions can affect which sports men and women participate in
Geography	Geography is about studying people; where they live 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 may explore what it would be like to live in a squatter settlement, or as a victim of an earthquake or other natural disaster, to living on tropical islands. Children have the opportunity to explore their own feelings about the people, culture, place and environments that they are learning about.	Most geographical issues provide opportunities for distinguishing a moral dimension; for example, should deforestation be allowed in a rainforest? Should open cast mining be allowed in an area of outstanding natural beauty? Such issues are explored through fun decision-making activities, where children understand the views held by society, and by various groups within society, and will develop their own attitudes and values in relation to these	Fieldwork and classroom opportunities that the geography curriculum provides, enhances social development as pupils 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 debates and discussions teach pupils about the planning process in a town or city; they learn about national and international trade links how this has an impact on people and places; and understand of the concept of sustainable development.	An essential component of Geography is place knowledge. By understanding the features and characteristics their local area, children understand why it is like that, and can contrast 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

Music	<p>Music is an essential part of the spirituality found throughout our school. Music and song bring us together as a school daily to worship God. We celebrate the musical talents of all children, whatever their age or ability as this is a gift which they have been given which should be praised and encouraged. Music is found throughout all aspects of school life, whether as part of a lesson, an extra-curricular activity or in Collective Worship. All children are encouraged to perform throughout their time in school and the children understand the need to respect and encourage each other's talents. Music naturally encourages perseverance and the children understand the importance of encouraging their peers and sharing their own personal experiences and gifts to help support their friends when developing their skills. Music often generates an emotional response in others. The children are taught how music can be a great comfort and support to those in need.</p> <p>Music can help us to show compassion towards others and helps us to express our own spirituality through music and song.</p>	<p>Music also helps the children to develop their understanding of the importance of morals. We listen to children's performances and critique them with respect. While honesty is encouraged, the children understand the need to feedback and to share their opinions of performances sensitively and carefully, thoughtfully and positively. While criticism is encouraged in order to develop skills and to enhance knowledge of performance, the children understand that this criticism should be constructive and respectful and not in any way hurtful or shared in a way which could discourage children from developing their gifts.</p> <p>The curriculum encourages children to develop their own tastes in music but again, the children are taught to respect the opinions of others and to encourage their peers in the exploration of a variety of musical genres</p>	<p>Music is an incredibly social subject and one which regularly brings children of all ages together. The children understand that they can all learn from one another, whatever their age and older children are often able to support those younger than them as they begin their musical journey with us. The choir also works hard to support the local community, regularly singing at events across Taunton. They often sing at charitable events and are taught to have an understanding of the importance of this in terms of spreading happiness and support to those in need.</p>	<p>In lessons, the children are encouraged to explore the music of different faiths and cultures, sharing their own experiences where possible. This is done with the understanding that we respect the faiths of others and are sensitive to this during discussions in class and when sharing our opinions. The children understand that music is an important part of many cultures and faiths and is used when celebrating, supporting people in difficult times or during worship. They are actively encouraged to broaden their understanding of other faiths and cultures. After all, music is said to be the most universal language of them all.</p>
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DT	<p>We encourage the children to explore their own spirituality in Design Technology, always looking to understand their own interpretation of a given subject as a God given gift of creativity which is completely unique to them as an individual. Our children understand that perseverance, one of the Christian values celebrated in school, is necessary to achieve the very best work of which they are capable. Independent thinking and understanding the emotional aspects of Design Technology in all its forms allows the children to engage with the deeper, most spiritual part of themselves</p>	<p>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 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 Design Technology 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 without recourse to dispute or resentment.</p>	<p>The social responsibility we have to each other is clearly demonstrated in the many ways in which our children collaborate when working on some of the larger Design Technology projects in school. The children are actively encouraged to celebrate others' achievements. This gives a practical meaning to the Christian values of trust, compassion and service, values which we encourage and respect as a school community.</p>	<p>Design Technology 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.</p>
MFL	<p>We encourage the children to explore their emotions through the use of a modern foreign language and to reflect on different uses of language, choice of vocabulary and purpose. In addition to exploring language use and cultural differences, the children are enhancing their creativity and self-</p>	<p>The ethos in school encourages respect for other pupils and staff and this is enhanced within MFL lessons, which promote respect for other people, their language and culture. This in turn prepares our pupils for the wider world in which they will find themselves as they progress through life and</p>	<p>The social responsibility we have to each other is clearly demonstrated in the many ways in which our children collaborate during MFL lessons and projects. This gives a practical meaning to the Christian values of kindness, respect and forgiveness, values which we</p>	<p>MFL is an area in which the children are able to explore other cultures, (that of France in particular). This leads to a greater understanding of different ways of life and a respect for diversity in languages and different foreign cultures, their heritage and history.</p>

	<p>esteem. Our children understand that perseverance, one of the Christian values celebrated in school, is necessary to achieve the very best work of which they are capable. Independent thinking and understanding the emotional aspects of language exploration allows the children to engage with the deeper, most spiritual part of themselves.</p>	<p>encourages a respect for the opinions of others without recourse to dispute or resentment.</p>	<p>encourage and respect as a school community.</p>	
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