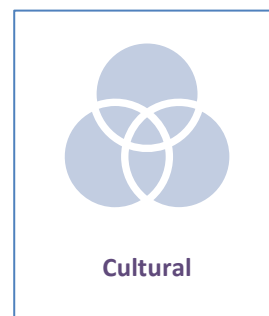
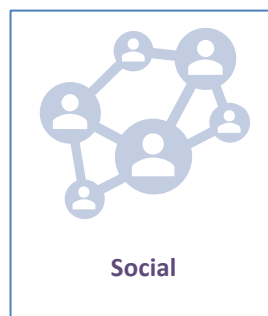
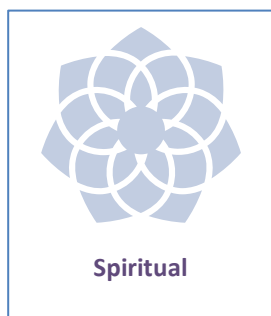




Spiritual, Moral, Social and Cultural (SMSC) development is the over-arching umbrella that encompasses personal development across the whole curriculum.



Definitions:

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

- ability to be reflective about their own beliefs, religious or otherwise, that inform **their perspective on life** and their **interest in** 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**

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

- ability to **recognise** the difference between **right** and **wrong** readily **apply** this understanding **in their own lives** 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 being able to **understand and appreciate the viewpoints of others** on these issues
- Pupils' **social development** is shown by their:
- **use of a range of social skills** in **different contexts**, including **working** and **socialising** with pupils from **different religious, ethnic and 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**; the pupils develop and demonstrate skills and attitudes that will allow them to **participate fully in and contribute positively to life in modern Britain**

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

- **use of a range of social skills** in **different contexts**, including **working** and **socialising** with pupils from **different religious, ethnic and 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**; the pupils develop and demonstrate skills and attitudes that will allow them to **participate fully in and contribute positively to life in modern Britain**



Pupils' **CULTURAL** development 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 within school and further afield** as an essential element of their preparation for **life in modern Britain**
- 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, 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, 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**

All staff are role models to children and each other. They promote expected behaviour, treating all people as valuable individuals and showing respect for children and their families. Children learn to differentiate between right and wrong in as far as their actions affect other people. They are encouraged to value themselves and others.

Development in SMSC takes place across all curriculum areas. SMSC has particularly strong links to Religious Education and Personal, Social, Health and Citizenship Education. Within all curricular activities, children will be encouraged to reflect on the significance of what they are learning and why they are learning it.

#### Many curriculum areas provide opportunities to:

- listen and talk to each other
- learn an awareness of treating all as equals, accepting people who are different because of physical and/or learning difficulties.
- agree and disagree
- experience good role models
- take turns and share equipment
- work co-operatively and collaboratively.

#### Practical activities to develop SMSC include:

- working together in different groupings and situations
- encouraging the children to behave appropriately at meal times - promoting social skills and good eating habits
- taking responsibility: Monitors, council members etc.
- encouraging teamwork in PE and games
- appreciation of and respect for the work and performance of other children regardless of ability
- participating in a variety of different educational visits
- participation in live performances
- use of assemblies to explore important aspects of our heritage and other cultures, e.g. festival days and national celebrations
- studying literature and art from different cultures
- opportunities for the children to hear and see live performances by professional actors, dancers and musicians
- opportunities in music to learn songs from different cultures and play a range of instruments
- studying the contributions to society that certain famous people have made.

#### Further Links

- The academy has supported the work of a variety of charities.
- The development of a strong home-school relationship is regarded as very important, enabling parents and teachers to work in an effective partnership to support the children.
- Children will be taught to appreciate and take responsibility for their local environment.
- Liaison with local secondary schools to support the primary curriculum and effective transition happens at the end of the year



	Maths	Computing	R.E.	P.S.H.E.	Modern Foreign Languages	English	Design & Technology	P.E.	Geography	Science	History	Art	Music
<b>Spiritual</b>	<ul style="list-style-type: none"> <li>Mathematics is a vehicle to explain the world around us</li> <li>It permeates though our daily life</li> <li>There is a sense of awe &amp; wonder in learning about maths in nature (i.e. symmetry in snowflakes)</li> <li>Abstract thinking</li> </ul>	<ul style="list-style-type: none"> <li>A sense of awe &amp; wonder though carefully planned, inspiring topics such as: animation, designing web pages, programming etc.</li> <li>The size of the world vs the speed of communication</li> </ul>	<ul style="list-style-type: none"> <li>Talking about ourselves &amp; others</li> <li>Awareness of other people's faiths through topics on Hinduism, Christianity, Islam &amp; Buddhism</li> <li>Reading &amp; writing prayers - class prayer books</li> </ul>	<ul style="list-style-type: none"> <li>Awareness &amp; respect for the feelings of others</li> <li>Reflect on own feelings</li> <li>Celebrate achievements</li> <li>Festivals &amp; celebrations</li> <li>Circle time</li> <li>Challenging Stereotypes</li> </ul>	<ul style="list-style-type: none"> <li>Exploring new languages</li> <li>Self-reflection</li> </ul>	<ul style="list-style-type: none"> <li>A sense of awe &amp; wonder through carefully planned , inspiring texts that stimulate &amp; creative mind &amp; allow discussions to take place</li> <li>Connecting to characters</li> <li>Drama/S&amp;L</li> </ul>	<ul style="list-style-type: none"> <li>Talents &amp; skills</li> <li>Creativity &amp; innovation</li> <li>Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>A sense of enjoyment through weekly sessions, tournaments, sports days</li> <li>Extra curricular activities</li> <li>Respecting values</li> <li>Competitions</li> <li>Celebrating sportsmanship</li> <li>Team work</li> </ul>	<ul style="list-style-type: none"> <li>Providing children with a range of experiences</li> <li>Awe &amp; wonder of our natural &amp; man made world</li> <li>Trips/Visits/Visitors</li> <li>World Community</li> </ul>	<ul style="list-style-type: none"> <li>A sense of awe &amp; wonder through carefully planned activities</li> <li>The world around us</li> <li>Learning about ourselves</li> <li>Scientific discoveries</li> </ul>	<ul style="list-style-type: none"> <li>Different views over time</li> <li>Ancient civilisations &amp; their views</li> </ul>	<ul style="list-style-type: none"> <li>How art makes us feel</li> <li>Expressing own feelings through art</li> <li>Looking at art in the world around us</li> <li>Creating pieces of art</li> <li>Learning about art in religions</li> </ul>	<ul style="list-style-type: none"> <li>Sense of enjoyment</li> <li>Imagination &amp; creativity</li> <li>Self-reflection</li> </ul>
<b>Moral</b>	<ul style="list-style-type: none"> <li>Problem solving in real life contexts</li> <li>Respecting others when feeding back answers</li> </ul>	<ul style="list-style-type: none"> <li>E-Safety</li> <li>Sharing information with others</li> <li>Bias in information</li> </ul>	<ul style="list-style-type: none"> <li>Referring to the laws of the country &amp; linking to school rules</li> <li>Talking about what different religions perceive as right &amp; wrong</li> <li>Similarities &amp; differences between the beliefs &amp; practices of faiths</li> </ul>	<ul style="list-style-type: none"> <li>Stranger Danger</li> <li>Caring for the environment</li> <li>Rewards &amp; Sanctions</li> <li>Alcohol Awareness</li> <li>Golden Rules/Class Charter</li> <li>Laws</li> <li>Anti-bullying</li> <li>Equal Opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Pupil involvement in discussions</li> <li>Right &amp; wrong</li> </ul>	<ul style="list-style-type: none"> <li>Drama activities</li> <li>Stories read &amp; discussed</li> <li>Fables</li> <li>Debates &amp; arguments to see points of view</li> </ul>	<ul style="list-style-type: none"> <li>Celebration of achievements</li> <li>Food &amp; craft technology can be linked to charity/ fundraising</li> <li>Dilemmas raised – because something <i>can</i> be made...should it?</li> </ul>	<ul style="list-style-type: none"> <li>Children following games rules</li> <li>Understanding right from wrong through playing fairly</li> <li>Taking turns</li> <li>Equal opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Fair trade</li> <li>Sustainability</li> <li>L&amp; use</li> </ul>	<ul style="list-style-type: none"> <li>Fair testing</li> <li>Checking results</li> <li>Environmental issues</li> <li>Debates</li> </ul>	<ul style="list-style-type: none"> <li>Dilemmas in History</li> <li>Differing opinions &amp; sources</li> </ul>	<ul style="list-style-type: none"> <li>Community projects</li> <li>Developing social skills - constructive feedback</li> <li>Respecting other people's views</li> </ul>	<ul style="list-style-type: none"> <li>Story telling through music</li> </ul>
<b>Social</b>	<ul style="list-style-type: none"> <li>Children are given opportunities to work together: group/talk partners</li> <li>Real life problem solving</li> <li>Verbal reasoning</li> </ul>	<ul style="list-style-type: none"> <li>Presenting information in different ways</li> <li>Talk partners &amp; group work</li> <li>Communication technology</li> <li>Staying safe online</li> <li>Pros/cons of social media</li> </ul>	<ul style="list-style-type: none"> <li>Taking part in the life of school &amp; celebrating different festivals (Christmas Decorations &amp; parties, Eid displays, Diwali cards etc)</li> <li>Group work, discussion &amp; talk partners in lessons</li> </ul>	<ul style="list-style-type: none"> <li>Resolving conflicts</li> <li>Relationships &amp; friendships</li> <li>Developing Empathy</li> <li>Developing independence</li> <li>British Laws</li> <li>Settling in</li> <li>Talk partners/ circle time/turn taking</li> <li>Staying safe</li> <li>Road Safety</li> </ul>	<ul style="list-style-type: none"> <li>A sense of identity</li> <li>Pupils working together</li> <li>Holding conversations in different languages</li> </ul>	<ul style="list-style-type: none"> <li>Talk partners</li> <li>Working collaboratively</li> <li>Drama activities/ S&amp;L opportunities</li> <li>Visits &amp; visitors</li> </ul>	<ul style="list-style-type: none"> <li>Sharing ideas</li> <li>Working together</li> <li>Presenting information</li> <li>Evaluating own work</li> <li>Safety of self &amp; others</li> </ul>	<ul style="list-style-type: none"> <li>Clubs</li> <li>Club leaders</li> <li>Young leaders award</li> <li>Active lunchtimes - children cooperating with each other</li> <li>Competitions</li> </ul>	<ul style="list-style-type: none"> <li>Visits/Visitors</li> <li>Me &amp; my world</li> <li>Groups of people in different places</li> <li>Working together &amp; presenting information</li> </ul>	<ul style="list-style-type: none"> <li>Turn taking &amp; working collaboratively</li> <li>Conducting &amp; planning investigations</li> </ul>	<ul style="list-style-type: none"> <li>History of the local area</li> <li>Development of modern Britain</li> </ul>	<ul style="list-style-type: none"> <li>Teamwork</li> <li>Discussion &amp; feedback</li> <li>Participate &amp; engage in art projects</li> </ul>	<ul style="list-style-type: none"> <li>Collaboration</li> <li>Performing for others</li> <li>Evaluating performances</li> </ul>
<b>Cultural</b>	<ul style="list-style-type: none"> <li>Cross-curricular links in relation to studying Rangoli Patterns &amp; Islamic Art/Patterning ...etc.</li> <li>Problem solvers &amp; reasoning</li> </ul>	<ul style="list-style-type: none"> <li>Being a global citizen</li> <li>Research (Cross-curricular)</li> </ul>	<ul style="list-style-type: none"> <li>Celebrating different festivals</li> <li>Children talking about their heritage &amp; comparing this to the heritage of others</li> <li>Sharing different foods</li> <li>Comparing &amp; contrasting special clothes &amp; buildings</li> </ul>	<ul style="list-style-type: none"> <li>Living in a diverse world</li> <li>'All about me'</li> <li>Festivals &amp; celebrations</li> <li>Challenging stereotypes</li> </ul>	<ul style="list-style-type: none"> <li>Understand &amp; respect each other</li> <li>Looking at festivals in Spain</li> <li>Identifying similarities &amp; differences in cultures &amp; countries</li> <li>Valuing all languages</li> </ul>	<ul style="list-style-type: none"> <li>Stories read &amp; discussed</li> <li>A variety of stories - some with different lessons</li> <li>Links to British Values</li> <li>Stories from different cultures</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the origins of some materials</li> <li>Celebrating festivals - designs for a purpose</li> <li>Links to other subject areas</li> </ul>	<ul style="list-style-type: none"> <li>Respond positively - play fairly/sportsmanship</li> <li>Sporting opportunities</li> <li>Attending tournaments &amp; taking part</li> <li>Sports days</li> </ul>	<ul style="list-style-type: none"> <li>Learning about human geography</li> <li>Me &amp; my world topics</li> </ul>	<ul style="list-style-type: none"> <li>Contributions to society</li> <li>Scientists &amp; inventors</li> </ul>	<ul style="list-style-type: none"> <li>Minority history</li> <li>How Britain has been shaped by different cultures</li> </ul>	<ul style="list-style-type: none"> <li>Willingness to participate &amp; respond</li> <li>Heritage</li> <li>Learning about different cultures through art</li> </ul>	<ul style="list-style-type: none"> <li>Exploring music from different cultures</li> </ul>

## Spiritual

- I can show interest in other people's lives.
- I can show interest in other people's occupations and their way of life.
- I know some of the things that make me unique.
- I can make movements to show what I am interested in.

- I enjoy taking part in family customs e.g. birthdays.
- I show an interest in other people's lives.
- I can talk about what makes me unique.
- I can talk about similarities and differences between me and other people.
- I can describe myself in positive terms.

- I am beginning to understand what a belief is.
- I can talk about my own beliefs.
- I have a sense of self.
- I can name some religions and begin to explore different people's faith.
- I can talk about my own strengths and weaknesses.
- I can talk about how we are all different.

- I can talk about my own beliefs.
- I can be reflective about my own beliefs.
- I can talk about other people's beliefs and how they might be different to mine.
- I can discuss other people's faiths.
- I can talk about my own experiences and can reflect on these.

- I can confidently share my own beliefs and compare them to other people's.
- I can talk about other people's faiths and discuss the similarities and differences between these.
- I enjoy learning about myself and my family.
- I am able to use my imagination in my learning.
- I can talk about experiences in my life and can reflect on these.

- I am able to discuss my own beliefs with other people and compare them.
- I have a wide knowledge of religions and am able to talk about people's faiths and beliefs.
- I can talk about the similarities and differences between religions.
- I have respect for other people's beliefs and faith.
- I am intrigued to learn more about myself and other people.
- I have opportunities to use my imagination and creativity in my learning.
- I can reflect on experiences in my life

- I have a good perspective on life and can discuss this with other people.
- I can be reflective about my own beliefs as well as others.
- I am able to show my knowledge of other religions and have respect for them.
- I understand that we all have different feelings and values and can discuss these.
- I am fascinated to learn more about myself, my family and my friends.
- I show an interest in learning about people around the world.
- I have opportunities to use my imagination and creativity in my learning.
- I can reflect on and learn from the experiences in my life and others.

- I have a good perspective on life and am able to discuss this with other people.
- I can reflect on my own beliefs and other people's respectfully.
- I have good knowledge about most religions and can compare them.
- I can show respect for different religions when I am talking about them.
- I can show understanding for different people's feeling and values.
- I am fascinated to learn more about myself, people around me and the world around us.
- I have lots of opportunities to use my imagination and creativity in my learning.
- I can reflect on and learn from the experiences in my life and others.

## Moral

- I welcome and value praise when I have done the right thing.
- I can respond to simple instructions.
- I enjoy having responsibility for small tasks.
- I know there are school rules.

- I can respond and follow simple instructions.
- I know the school rules.
- I understand why we have school rules.
- I understand why I must follow school rules.

- I am beginning to recognise the difference between right and wrong.
- I respect our schools behaviour policy.
- I follow the school rules and understand the consequences if I don't.
- I recognise boundaries in my life.
- I have my own ideas about when something is right and wrong.

- I know the difference between right and wrong in most situations I am in.
- I respect our school behaviour policy and am able to follow it.
- I understand the consequences of my own behaviour in accordance with the behaviour policy.
- I have my own ideas about right and wrong and can express these.
- I can listen to other people's ideas.

- I know the difference between right and wrong in most situations and apply this to my own life.
- I am beginning to learn about different laws of England.
- I understand the consequences of my behaviour and others in and out of school.
- I am interested in finding out about moral and ethical issues.
- I know what I think is right and wrong.
- I can listen to other people's viewpoints.

- I know the difference between right and wrong in most situations and apply this to my own life.
- I am learning about different laws of England and can discuss these.
- I understand the consequences of my behaviour and actions in all aspects of life.
- I am beginning to investigate moral and ethical issues.
- I am beginning to share my own views about these issues.
- I know what I think is right and wrong and can explain why.
- I can appreciate the viewpoints of others on these issues.

- I am confident I know the difference between right and wrong in situations and can explain why.
- I can discuss my knowledge of different laws of England and can discuss these.
- I understand the consequences of my behaviour and actions in all aspects of life.
- I am interested in moral and ethical issues and can form my own views on these.
- I can share my views with other people and listen to their views.
- I know what I think is right and wrong and can explain why.

- I am confident I know the difference between right and wrong in situations and can explain and justify my views.
- I have knowledge about legal boundaries and have respect the laws of England.
- I understand that the age of criminal responsibility in England and Wales is the age of 10.
- I understand the consequences and take responsibility for my behaviour and actions.
- I can explain ways to manage the changes that are happening in my life (transition to secondary).
- I understand how my behaviour and actions can affect my life in secondary school.
- I understand secondary school will have different rules.
- I am interested in moral and ethical issues in the world and form my own viewpoints.
- I share my views in the classroom, listen to, and take on board other people's views.
- I know what I believe is right and wrong and will explain why.

## Social

- I can play in a group. I can initiate play.
- I can usually adapt my behaviour in certain situations.

- I can initiate conversations and play.
- I can explain my own knowledge and understanding.
- I can ask appropriate questions.
- I am beginning to be able to solve problems without aggression.

- I am beginning to interact and work with others.
- I am beginning to understand how to share and make fair choices.
- I can play with other children. I know that everyone is different.
- I can participate in activities with others.
- I am beginning to be able to resolve some conflicts without adult help.
- I take part in the British values activities e.g. circle times, assemblies, group activities, trips.
- I can begin to make my own choices.
- I can understand why we have rules in school. know there are rules in life as well.

- I can interact and work with others.
- I can work and socialise with others including those from religious, ethnic and socio-economic backgrounds.
- I am willing to participate in a variety of settings e.g. trips, visitors to school.
- I am beginning to cooperate with most people.
- I am resolving some conflicts with limited adult help.
- I understand the British values and take part in the activities e.g. circle times, assemblies, group activities, trips.
- I am making some of my own choices.
- I understand why we have rules in school and know there are rules in life as well.

- I can effectively socialise and work with others including those from religious, ethnic and socio-economic backgrounds.
- I am willing to actively participate in a variety of settings e.g. trips and visitors.
- I am cooperating with others most of the time independently.
- I am resolving some conflicts without any adult help.
- I understand, accept and engage with the British Values.
- I take part in the activities e.g. discussions, assemblies, group activities and trips.
- I can make decisions for myself with support from an adult.
- I know we have rules in and out of school and understand why we have to follow these rules.

- I can effectively socialise and work with others including those from religious, ethnic and socio-economic backgrounds.
- I am willing to engage and participate with a variety of communities and social settings.
- I can cooperate with other people most of the time without adult help.
- I can resolve most conflicts without adult help.
- I understand, accept and engage with the British Values.
- I am willing to take part in the activities e.g. discussions, assemblies, group activities and trips.
- I can make decisions for myself with support from an adult.
- I know we have rules in and out of school and understand why we have to follow these rules.

- I can effectively work and socialise positively with others including adults and children from different religious, ethnic and socio-economic backgrounds.
- I can engage and participate with a variety of communities and social settings.
- I can cooperate with adults and children effectively most of the time.
- I can resolve conflicts only needing adult help in serious situations, fairly and respectfully.
- I understand, accept and engage with the British Values.
- I can demonstrate a willingness to take part in the activities e.g. discussions, assemblies, group activities and trips.
- I can make decisions and choices for myself.
- I know we have rules in and out of school and understand why we have these rules and what the consequences would be if we didn't.
- I understand I am responsible for and can make positive decisions and choices for myself.

- I can effectively work and socialise positively with others including adults and children from different religious, ethnic and socio-economic backgrounds (aware that this will happen at secondary school).
- I can engage and participate with a variety of communities and social settings e.g. visits to secondary school.
- I can cooperate with adults and children effectively.
- I can resolve conflicts with my peers effectively, fairly and respectfully.
- I can apply my SMSC skills to engage with others to form positive relationships
- I accept, engage and understand the British Values.
- I demonstrate willingness to participate in discussions, assemblies, group activities and trips.
- I understand I am responsible for and can make effective decisions and choices for myself.
- I know we have rules in and out of school and understand why we have these rules and what the consequences would be if we didn't.



## Cultural

- I can comment and ask questions about the world around me.
- I can talk about things I have observed.
- I can look closely at similarities and differences of the world around me.
- I am interested in finding out about different cultures.
- I can show respect for other cultures.
- I am beginning to understand the wide range of cultural influences around me and in school.
- I am beginning to recognise similarities across cultural, religious, ethnic and socio-economic communities.
- I am willing to participate in sporting and cultural opportunities.
- I am interested in learning about other faiths and diversity.
- I can show respect for different religions.
- I know who can help me if I do not feel safe, particularly online.
- I am able to understand some range of cultural influences that have shaped my own life.
- I am able to understand the range of cultures in my school.
- I can recognise some things that we share in common across cultural, religious, ethnic and socio-economic communities.
- I am willing to participate and respond to some opportunities that I am interested in.
- I can show respect for different religions.
- I can show some interest in exploring and understanding of different faiths and cultural diversity.
- I know how to keep myself safe when I am using technology.
- I am able to understand a range of cultural influences that have shaped my own life.
- I understand some other cultural influences that have shaped other people's lives.
- I can recognise that we all have things in common across cultural, religious, ethnic and socio-economic communities.
- I can begin to understand we live in a democratic country.
- I am willing to participate and respond to artistic, musical, sporting and cultural opportunities.
- I can show respect for different faith and cultural diversity.
- I show interest in different faiths and cultural diversity.
- I can be a good friend online.
- I can keep my information safe online.
- I am able to understand a range of cultural influences that have shaped my own life.
- I understand other cultural influences that have shaped people around me.
- I can recognise that we all have things in common across cultural, religious, ethnic and socio-economic communities.
- I am beginning to understand more about our democratic parliamentary system.
- I am willing to participate, respond and enjoy some artistic, musical, sporting and cultural opportunities.
- I can show respect for different faiths and cultural diversities.
- I can explore and demonstrate interest in different faiths and cultural diversities.
- I can recognise a dangerous situation in person and online.
- I know what to do if I recognised a dangerous situation online.
- I can understand and appreciate there is a wide range of cultural influences that have shaped my own heritage and that of others.
- I understand that there are a range of cultures in school and further afield who I will meet in life.
- I am building on my knowledge about our democratic parliamentary system.
- I am willing to participate and respond positively to artistic, musical, sporting and cultural opportunities.
- I can explore and demonstrate interest in developing my understanding of different faiths and cultural diversities.
- I have respect and positive attitudes towards different religions, ethnic and socio-economic groups.
- I know what a digital footprint is.
- I know what to do if I see something on the internet that makes me feel uncomfortable.
- I can understand and appreciate there is a wide range of cultural influences that have shaped my own heritage and that of others.
- I understand and appreciate the range of different cultures in the school and further afield.
- I have the ability to recognise and value the things we share in common across cultural, religious, ethnic and socio-economic communities.
- I have good knowledge of Britain's democratic parliamentary system and how it shaped our history and values.
- I can show willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.
- I can explore and demonstrate interest in developing my understanding of different faiths and cultural diversities.
- I have respect and positive attitudes towards different religious, ethnic and socio-economic groups.
- I can keep myself safe online. I have strategies for coping with peer pressure.
- I know what images are portrayed in the media and how they make me feel.
- I know what an inappropriate image is. I can stay safe on social media.
- I can explain what grooming is.