

REDDIFORD SCHOOL

SOCIAL, MORAL, SPIRITUAL & CULTURAL POLICY

includes

SMSC Audit

and

Fundamental British Values of democracy.

To be used in conjunction with;

PSHE Policy

Relationship, Sex and Health Education Policy

DfE Character Education Framework Guidance

DfE Relationships Education, Relationships and Sex Education
(RSE) and Health Education

1 Statement of Intent

The Pupil/Parent and Staff Codes of Practice underpin all aspects of SMSC within the school community, demonstrating that the promotion of pupils' spiritual, moral, social and cultural development is considered to be a whole school issue.

We recognise that the example set by adults and the quality of relationships are key in promoting spiritual, moral, social and cultural development.

At Reddiford we recognise that the personal development of pupils plays a significant part in their ability to learn and achieve.

The use of 'The Reddiford Way' in our Behaviour Policy instils in the pupils the importance of making the right choices.

The principles of respect, being kind and helpful, forgiveness, sharing, being honest and working hard, are interwoven into every aspect of Reddiford's daily life.

A Reddiford education promotes:

- opportunities to explore and develop their own values and beliefs
- opportunities to express views freely but sensitively
- opportunities to develop the capacity to reach independent decisions based on values
- spiritual awareness
- high standards of personal behaviour
- compassion towards other people
- understanding of and respect for diverse social and cultural traditions – fundamental British values of democracy.

It also ensures that where political issues are brought to the attention of stakeholders they are offered a balanced presentation of opposing views and precludes the promoting of partisan political views.

2 Aims

- 2.1 To promote inclusivity and parity of esteem
- 2.2 To provide a safe learning environment where students can develop self-belief
- 2.3 To ensure that all curriculum areas have a contribution to make to a pupil's spiritual, moral, social and cultural development
- 2.4 To ensure that the integrity and spirituality of pupils from other faith backgrounds are respected

- 2.5 To ensure that pupils understand expectations and rules which reflect, reiterate and promote our core values
- 2.6 To ensure that everyone connected with the School is aware of our values and that the curriculum and the general life of the school are true to them
- 2.7 To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience
- 2.8 To enable pupils to develop an understanding of their individual and group identity, their social and cultural environment and an appreciation of the many cultures that enrich our society
- 2.9 To provide each pupil with the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility

2.9.1 **Spiritual Development**

Spirituality is defined as the exploration of beliefs and experience; respecting faiths, feelings and values; enjoying learning about oneself, others and the surrounding world; using imagination and creativity; reflecting on experience to discover more about oneself.

As a school we aim to provide learning opportunities that will enable pupils to:

- sustain self-esteem in their learning experience
- develop capacity for critical and independent thought
- foster their emotional life and express their feelings
- experience moments of stillness and reflection
- discuss beliefs, feelings, values and responses to personal experiences
- form and maintain worthwhile and satisfying relationships
- reflect on, consider and celebrate the wonders and mysteries of life

2.9.2 **Moral Development**

As a school we aim to provide learning opportunities that will enable pupils to:

- recognise the unique value of each individual
- develop their self-knowledge
- listen and respond appropriately to the views of others
- gain the confidence to cope with setbacks and learn from mistakes
- take initiative and act responsibly with consideration for others
- distinguish between right and wrong
- show respect for the environment
- make informed and independent judgments
- accept responsibility for their actions

2.9.3 Social Development

As a school we aim to promote opportunities that will enable pupils to:

- develop an understanding of individual and group identity
- learn about service in the school and wider community
- resolve conflicts peacefully
- understand how public institutions function based on fundamental British values
- recognise and respect social differences
- respect of democratic processes, including the basis on which the law is made and applied in England.

2.9.4 Cultural Development

As a school we aim to promote opportunities that will enable pupils to:

- recognise the value and richness of cultural diversity and inter-dependence in the UK and the influence of this on individuals and society.
- enable pupils to acquire an appreciation of and respect for their own and other cultures
- encourages respect for other people, particularly those with protected characteristics
- acquire a broad general knowledge of and respect for public institutions
- develop an understanding of their cultural environment
- develop an understanding of UK's local, national, European, Commonwealth and global dimensions
- participate in literature, drama, music, creative arts and to reflect on their significance

3 Approach

3.1 Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the moral dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitudes and lifestyle.

3.2 All curriculum areas will strive to give examples drawn from as wide a range of cultural contexts as possible.

3.3 Class discussions will give pupils opportunities to:

- talk about personal experiences and feelings
- express and clarify ideas and beliefs
- speak about difficult events, e.g. bullying, death etc.
- speak about medical or mental health needs
- share thoughts and feelings sensitively with other people
- explore relationships with friends/family/others
- consider others' needs and behaviour
- show empathy

- develop self-esteem and a respect for others
- develop a sense of belonging
- develop open mindedness
- develop critical awareness
- develop initiative and personal responsibility

3.4 Many curriculum areas provide opportunities to:

- listen and talk to each other
- learn an awareness of treating all as equals
- agree and disagree
- take turns and share equipment
- work cooperatively and collaboratively
- create displays that foster respect for diversity

3.4.1 Spiritual development is promoted through:

- the ethos, values and attitudes the School upholds and identifies
- the agreed common courtesies that the School has collectively adopted
- assemblies and Religious Education
- a culture of listening and valuing the opinion of others

3.4.2 Moral development is promoted through:

- an ability to distinguish right from wrong based on knowledge of the moral codes of their own and other cultures
- an ability to think through the consequences of their own actions
- a willingness to express their views on ethical issues and personal values
- the confidence to express their view if they consider they or another is being treated unfairly
- an ability to make responsible judgements on moral dilemmas
- a commitment to upholding high personal standards
- a considerate style of life
- respect for other people's views and feelings as well as their own.
- an understanding of the need to reassess values and moral codes in the light of experience
- an understanding of the rights and responsibilities they have in the community and society in which they live
- PSHE, Philosophy and RE lessons

3.4.3 Moral issues will be addressed through:

- the Behaviour, Anti Bullying and Positive & Negative Sanctions Policy
- assemblies, Religious Education, Life Skills and Current Affairs Clubs
- swiftly dealing with issues of injustice and discrimination

- providing a safe working environment in which pupils can express their views and opinions
- modelling through relationships and interactions, The Reddiford Code of Practice
- encouraging pupils to take responsibility for their own actions and correct their behaviour as appropriate, The Reddiford Way
- acknowledging, praising and rewarding good behaviour
- engaging students to help those less fortunate than themselves
- Year 6 Philosophy and Life Skills lessons
- PSHE lessons

3.4.4 Social development is promoted through:

- the pupils' ability to adjust to a range of social contexts by appropriate and sensitive behaviour
- working successfully as a member of a group or team
- an ability to share views and opinions with others and work towards consensus
- respect for people, living things, property and the environment.
- appreciation of others' rights and responsibilities
- an understanding of the structures of society and its organisation
- an understanding of British institutions and values

3.4.5 Social issues will be addressed through:

- encouraging a sense of community
- assemblies, Life Skills and Current Affairs Club and Religious Education
- providing opportunities for pupils to work in a variety of social groupings
- providing a full range of extra-curricular activities and sport
- providing positive whole school experiences such as school productions, music events, assemblies, awards and prize giving, Year 6 residential week
- promoting an ability to resolve tensions and conflict
- encouraging students to express their view about their school and how it can be improved e.g. School Council, Geography, RE/P4C and PSHE lessons

3.4.6 Cultural development is promoted through:

- an ability to recognise their own cultures and values
- an ability to recognise cultural diversity and respect other people's values and beliefs
- an openness to new ideas
- assemblies
- a willingness to participate in artistic and cultural events
- the celebration of our pupils' individual gifts and talents
- raising awareness of other cultures throughout School life (including an awareness of FGM)
- reporting incidents of racism and prejudice appropriately
- PSHE lessons
- History lessons

4 Monitoring and Evaluation

- 4.1 Provision for SMSC is monitored and reviewed via departmental reviews and in School Development Plans.

SMSC OVERVIEW

SPIRITUAL		MORAL	
<p>Developing Personal values and beliefs</p>	<p>Promoting British values, tolerance, rule of law, personal beliefs, and religion in every aspect of school in and out of lessons. Instilling the ‘Reddiford Way’ – making the right choices including uniform, attendance, punctuality. Encouraging self-awareness in their learning. Geography - reflect on our beliefs/values and those of others when exploring other locations and environments.</p> <p>EYD: Discussing different ways in which the children worship Talking about different saints in assembly and class. Sharing different life experiences during circle time. Bible Stories</p>	<p>Developing and expressing personal views or values</p>	<p>The children are encouraged to recognise the unique value we all have. They are encouraged to express their view and to respect the views of others. They are encouraged to listen to and respond appropriately to others in RE/P4C lessons, School Council & Current Affairs Club. Geography - considering how people treat the environment and discussing what they feel is right and wrong. Voice Box. English – through discussion of moral issues in stories. History: Yr 5 & 6 children reflect on conflicts in the 20th century and are encouraged to express views and values in the pertinent moral issues of conflict.</p> <p>EYD: circle time discussions Understanding the behaviour of characters in stories eg. knowing that the other animals in Little Red Hen should have helped their friend. Charlie & Lola ‘I am too absolutely small for school’. Understanding why we need to go to school. Choosing their own toys or activities at appropriate times.</p>

<p>Experiencing fascination, awe and wonder</p>	<p>Interesting lessons promote independent thought. We encourage the children to discover things for themselves and not be afraid to share with everyone their discoveries and experiences. The children are encouraged to take part in the Remembrance Service, memorial services, Harvest, Christmas service.</p> <p>We invite visitors such as Hobgoblin Theatre and run themed Fun Weeks and participate in Pinner Pantomime Evening. We give public recognition during prize giving and assemblies. We visit Art Galleries, Museums, Paradise Wildlife Park, London and Whippsnade Zoo and Gulliver’s Park, the Globe Theatre, Perform Drama Workshops.</p> <p>Geography - awe and wonder of natural disasters (Y4) and of the natural environment (Y6) - rivers, coasts and mountains.</p> <p>Pre-Prep: Changing materials investigations in Science. Investigating a suitable material for Teddy’s raincoat.</p> <p>EYD: Autumn walks in the local park. Observing caterpillars and tadpoles turn into butterflies and frogs. Science/topic experiments and investigations eg waterproof, floating & sinking, plant growth. Visiting Santa at Willows Farm.</p>	<p>Investigating moral values and ethical issues</p>	<p>Children have the opportunity to discuss these in PSHE, RE and P4C. If the opportunity arises these subjects can be discussed with any teacher in any lesson. Some examples would be rights and responsibilities, world events, social issues. Also Current Affairs Club.</p> <p>Geography - effects of humans on the natural environment. English – Morals in stories. The discussion of Aesops Fables in Year 6. Anita Desai’s work in Year 5. History: Year 6 World War II Year 5 Florence Nightingale</p> <p>Pre-Prep: through stories “The Bog Baby” – should the children have gone out without their parents? Should they have taken the bog baby from its natural habitat?</p> <p>EYD: Remembrance Day. Taking part in charity fundraising events eg Children in Need, Guide Dogs for the Blind, school charity and other charity events.</p>
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<p>Exploring the values and beliefs of others</p>	<p>Even though we are a Church of England school our pupils come from many different cultural backgrounds and religions. This presents an opportunity for us to ensure that one of our core values - respect and tolerance of those who have different faiths and beliefs - is practiced.</p> <p>We hold multi-cultural events and in RE discuss a wide range of religions. In assemblies we celebrate many festivals and visit places of worship. Children are given time out from school to celebrate days for their particular religious observance.</p> <p>ICT Pupil Code of Practice- (radicalisation.)</p> <p>Pre Prep: Year 2 visit – Catholic Church Pinner.</p> <p>EYD: visiting the synagogue and Pinner Parish Church. Celebrating different festivals from around the world during that topic.</p>	<p>Moral Codes and models of moral virtue</p>	<p>Prefects and monitors setting the tone. The role of the monarchy and previous monarchies – History.</p> <p>Study of famous people in philosophy/in assemblies/PSHE/ RE lessons.</p> <p>Visit by Nick Hurd MP discussing principles and laws. Assemblies- visitors- Vicar Paul Hulyer - Pinner Parish Church. School Council discussions and decision making on charity support.</p> <p>Charities: GOSH, Jeans 4 Genes, Children in Need, Royal British Legion, Guide Dogs for the Blind, local charities.</p> <p>ICT Pupil Code of Practice.</p> <p>Pre Prep: Assemblies, Valentines Day, Chinese New Year, Advent, Harvest.</p> <p>EYD: Assembly stories about sharing, being a good friend, making good choices, learning about a saint and the roles of those who help us.</p>
<p>Understanding human feelings and emotions</p>	<p>In PSHE we have learning opportunities where feelings and emotions are discussed. However, children are also encouraged to see the trained school counsellor, their form teacher or any adult if they wish to confide in or discuss anything. All staff are supportive of this policy. The Head Boy and Girl and the prefects are also available if a child wishes to discuss something with them and they are trained in what to do with this information. We also make use of Friendship benches and Buddies.</p> <p>Children are also encouraged to develop and experience moments of stillness and reflection, particularly in assemblies.</p>	<p>Recognising right and wrong and applying it</p>	<p>Children are at all times encouraged to take the initiative but to act responsibly with consideration towards others.</p> <p>They have learning opportunities in all aspects of school life to distinguish right from wrong.</p> <p>Children sign a Pupil Code of Practice and are encouraged and guided by “The Reddiford Way”. They also sign an ICT agreement which is discussed so that they are aware of the concerns surrounding social media and emails etc.</p> <p>The concept of right and wrong is discussed, not just in assemblies and RE, but is woven throughout the fabric of the school ethos.</p>

	<p>Geography - thinking about the feelings of others eg victims of a natural disaster (Y5). There is a puberty talk in Year 6 preparing them for their residential trip and the future. English: Study of view point – the use of empathy in diary writing – use of hot-seating to put themselves in another’s position.</p> <p>Pre Prep: Voice Box. Children are encouraged to talk to the School Council representatives.</p> <p>EYD: PSED and Circle time – ongoing. Looking after their friends if they have been hurt. Discussing using kind hands and kind words. Feelings assembly.</p>		<p>Geography - recognising what is right and wrong/eg environmental issues.</p> <p>Pre Prep: Listening to the story “Silly Billy” by Anthony Browne exploring emotions/feeling of being worried and what actions you need to take.</p> <p>EYD: Role of the emergency services, “The Reddiford Way” Learning to help friends, tidying up.</p>
<p>Using imagination and creativity in learning</p>	<p>Throughout the school the children have learning opportunities to reflect on and celebrate the wonders of life. They are encouraged to take part in role play in Drama, PSHE, English, Languages and History. They take part in productions, workshops and visits eg Gunnersbury Park, where they are Victorian children, Celtic Harmony where they are Celts/Romans for the day. We often have role play days - eg the ArtsDay where children dress up in an Art theme for a local charity, The Queen’s Birthday - red white and blue, the School’s birthday-someone from a different decade, Viking Day and Mexican Day. In PSHE and Art, each Y6 pupil writes a short play and makes a puppet and performs it to the school. Science Dept hold an annual BSA poster competition. We hold Curriculum Enrichment weeks, competitions, quizzes, displays. Our Art and D&T lessons call for imagination and creativity to be used in everyday work.</p>	<p>Understanding the consequences of actions</p>	<p>The children’s understanding of right and wrong leads on to an understanding of actions and consequences. The ‘Ladder’ is a visual guide for the children to follow, where they can see the consequences of their actions. They can amend these very quickly if they become negative. In Geography and Science – global environmental issues (Y4) improving our environment /pollution and recycling. In Science/PSHE: drugs/ alcohol/ smoking. ICT agreement & E Safety, Pupil Code of Practice. Powerpoint animation of school rules and consequences. School Travel Plan, School Travel Ambassadors, Fire Drill.</p> <p>Philosophy Y6- discussion on morals Pre Prep: Star award, Achievement award, positive behaviour/effort and achievement.</p>

	<p>However, throughout the curriculum there is a strand of creativity eg creative writing, historical discussion, music composition.</p> <p>In the Reasoning department a weekly ‘thinking skills club’ is held for able and talented pupils in Y5&Y6 to develop their creative thinking and problem-solving skills.</p> <p>English: Poetry writing, creative writing weeks. Use of role play to help with writing.</p> <p>Pre Prep: World Book Day, Viking day, Mexico Day, Olympics Day.</p> <p>Science homework projects have included making an electrical model, science poster competition, sun facts poster.</p> <p>In History making a stone age model.</p> <p>In Art – designing and making a puppet and a sculpture.</p> <p>Visit to Roald Dahl Museum – make a dream jar (linked to BFG)</p> <p>EYD: studying a variety of artists eg Monet, Picasso, Van Gogh.</p> <p>Developing their own movement phrases in Music and Movement sessions.</p> <p>Making up alternative endings to traditional tales</p> <p>Role play activities.</p> <p>Perform workshops.</p>		<p>The Wolf’s story (understanding there are always two sides to a story).</p> <p>EYD: The Reddiford Way – conduct books, sanctions and rewards. Characteristics of Effective Learning Certificates.</p> <p>Discussing how story characters should have behaved e.g. the Wolf in Little Red Riding Hood or Cinderella’s ugly sisters.</p> <p>Discussion with individual child as necessary and saying sorry.</p> <p>Reward ladder.</p>
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CULTURAL		SOCIAL	
<p>Exploring, understanding and respecting diversity</p>	<p>Children are encouraged to respect everyone and understand that everyone has something to offer. Do not stereotype and respect all types of relationships. Visits to retirement homes, supporting charities, assemblies, festivals and Cultural Awareness Week English: the study of text from different cultural settings. Writing from another perspective. History: Children compare and contrast modern day British attitudes and beliefs of different cultures and historical eras such as those of 20th century Europe and post war Britain.</p> <p>EYD: celebrating a variety of festivals in assembly and through topic and art activities eg making Diva lamps, Chinese New Year decorations, Christmas decorations, Diwali.</p> <p>Languages - understanding and respecting different way of life eg French food.</p>	<p>Developing personal qualities and using social skills</p>	<p>In PSHE and all other areas of the curriculum the children have the opportunity to develop their personal qualities and social skills. Oral presentations are an integral part of learning and the children are encouraged to participate in drama performance/workshops and assemblies. Year 6 have visits from a Governor who discusses Interview procedures and practices. They are encouraged to shake hands, engage eye contact, speak clearly, and ask questions. Other examples - Road Safety, Cycling proficiency, Year 6 PGL residential activity trip, Stroke Unit visit, Choir and Year 5 hospital visit. Y6 were visited by the author, Erica Sosna (previous student of Reddiford) whose book “The Plan” is about self-esteem. We also have various ex pupils particularly the Science Dept as a number are dentists/doctors.</p> <p>Pre Prep: Safety around medicines, using electricity, water/fire safety. Knowing your contact details in case of an emergency. Stranger Danger.</p> <p>EYD: using knives and forks and eating correctly during lunch and snack times. Taking part in off-site visits. Manners Assembly.</p>

<p>Participating and responding to cultural activities</p>	<p>Christmas celebrations, Diwali and Hanukah assemblies, International Week, music and drama performances, creative arts and literature, visits to parliament, celebrating the Queen’s birthday, Remembrance Sunday - Laying of the wreath at the Pinner Memorial, Roald Dahl and Shakespeare’s birthday activity week. Curriculum Enrichment week.</p> <p>Music: Spring Concerts - children encouraged to perform in relation to culture – dance/playing instruments</p> <p>EYD: taking part in harvest & Christmas celebrations at school. Making cards for different events – Christmas, Valentines, Easter, Diwali, Mother’s Day, Father’s Day Taking part in concerts – Harvest, Christmas, Mother’s Day. French Cultures eg celebration on January 6th.</p>	<p>Participating co-operating and resolving conflict</p>	<p>If conflict occurs children are encouraged to talk the problem through calmly and try to resolve by drawing their attention to the ‘Reddiford Way’, where the children are taught the value of respect, tolerance and forgiving each other.</p> <p>School Council, Prefects, Buddies, Debates P4C</p> <p>EYD: Learning to share and take turns. Learning to play simple turn taking games eg Snakes & Ladders. Saying sorry assembly. Working in groups to create rockets with construction materials. Taking part in Sports Day. Performing in a variety of concerts.</p>
<p>Preparing for life in modern Britain</p>	<p>Learning opportunities for children to take part in Secondary transfer workshops, IT, safety on the internet workshops for children and parents, Y6 Finance Skills workshops and looking at finance in PSHE from Years 1-6, charity work, visits to Parliament (Year 6). Kidzania, Hazard Alley (Year 4), St John’s Ambulance First Aid course (Year 6) and Harrow Citizen visit.</p> <p>PSHE covers moving on, mobile phone/online safety, travelling on public transport.</p> <p>EYD: Recognising coins, adding money and giving change. Studying different modes of transport. Learning about Great Britain, the Royal family and London tourist attractions. Addressing a letter and finding the local post box. Lessons/discussion on;</p>	<p>Understanding how communities and societies function</p>	<p>Through charity work, visits to the community and institutions and every day lessons such as Current Affairs Club, History, Geography and PSHE - rules, law, governance, finance.</p> <p>When visiting the Houses of Parliament Year 6 have the opportunity to take part in a ‘Making Laws’ workshop. Pinner Remembrance Service. We also, had a ‘Questions & Answers’ session with our local MP.</p> <p>Geography – studying other locations and own locality, students sense of identity and community can be strengthened.</p> <p>Pre Prep: Y1 PSHE Our Golden Rules (linked to the Reddiford Way) Finding out about Reddiford School in the past. Pinner Village in the past.</p>

	<p>Mental health and personal well-being Resilience First aid Relationship education Puberty talk Healthy life style and style choices Environmental choices/impact on society and the planet.</p>		<p>EYD: Role play areas: doctors, airport, post office, office, baby clinic. Exploring the local area, visiting the Library, synagogue, the park and church. Learning how to use the library. Visits from local fire and police services.</p>
<p>Understanding and appreciating personal influences</p>	<p>Respect for those in charge and the influence older people can offer - adults children or teenagers. Mutual respect and tolerance for each other – we all have something to offer. Healthy living, diet, exercise, alcohol/tobacco/drugs awareness. Human led impact on habitats and environments/ecosystems. Geography – Y4 Chembakoli – cultural understanding of how people adapt to the environment. English: Reading and writing of biography/autobiography.</p> <p>EYD: Healthy Eating week ‘Oliver’s Fruit Salad’, Oliver’s Vegetables story. Characteristics of Effective Learning Certificates. Rewards in assembly. Star of the week. Studying famous people in history or literature – Roald Dahl, Dick King Smith.</p>		

FUNDAMENTAL BRITISH VALUES OVERVIEW

To understand and appreciate the history, heritage and wide ranging cultural influences that underpin our individual and shared experience of life in Britain, both in the past and in Modern Britain.

SUBJECT	ASPECTS OF BRITISH VALUES
MUSIC	<p>British Composers in Classical Music and the Relationship with Famous European and Worldwide Composers.</p> <p>Famous British pop artists eg Beatles/Elton John</p> <p>Promenade Concerts & Popular Venues.</p> <p>British Musicals, Film Themes and their Relationship to the Artists and Composers.</p> <p>National Anthems and adopted themes.</p> <p>Ancient Hymns and the School Hymn</p> <p>The School Choir performs at Northwick Park Hospital & North Harrow Stroke Club</p>
HISTORY	<p>British History through the Ages. Key events that shaped the Nation.</p> <p>Individuals who have influenced the course of British History.</p> <p>The Relationship of the UK to Europe and the Rest of the World through the ages.</p> <p>The Promotion of Democracy, the Rule of Law and the Monarchy.</p> <p>The contribution of its people and leadership in conflicts and throughout the First & Second World Wars.</p> <p>Migration.</p> <p>British Pop Music and Culture. Post war Britain, the establishment of the NHS, Welfare State and an appreciation of immigration from Commonwealth countries.</p> <p>Various trips include; Reception children visit to Knebworth House, Natural History Museum, Y1 Harrow Museum, Y2 Chiltern Open Air Museum, Y3 have a visit by the Romans and they visit Celtic Harmony, Y5 - Gunnersbury Park, Y6 - the Houses of Parliament and Bletchley Park Trip.</p>
PE	<p>Great historical sporting moments.</p> <p>Emphasis on Good Attitudes, Team Work and Fair Play (eg Rudyard Kipling & Wimbledon).</p> <p>Sportsmanship and Respect for Rules and Officials (eg cricket & golf).</p> <p>Participation in International Sporting Events and Officialdom.</p>
GEOGRAPHY	<p>Countries, Counties, Cities and Towns of the UK and their place in its History.</p> <p>Important Towns and Cities in the World and how they have related to the UK through the Ages.</p> <p>Ordnance Survey Maps. Weather and Climate. The Search for Resources and Energy eg Oil & Gas.</p> <p>Communications, Transport and Motorways.</p> <p>British Explorers and Mountaineers,</p> <p>The British Empire and Commonwealth of Nations.</p> <p>Y3 – Local area</p> <p>Y6 – British Isles</p> <p>Y6 – European Union (democracy)</p> <p>Y6 Visit to the Amersham Field Centre</p>

LANGUAGES	<p>School Rules written in Latin. Promotion of Individual Liberty through work on the French Revolution and Slavery. The Roman influence on our way of life and the English language. Appreciation, Tolerance and Respect of other Cultures and Languages.</p>
PSHE	<p>The Houses of Parliament, other Democratic Institutions, Elections and the Rule of Law. The Police and other Emergency Services. The Judicial System and its Independence. The Reddiford Way and Pupils' Code of Conduct. Knowing Right from Wrong. The School Council. Freedom and Individual Liberty. Freedom of Speech, Tolerance and Respect for others. Equal Opportunities, Human Rights and Responsibilities, free from discrimination, prejudice and stereotyping. British Entrepreneurs in Business, Trade and Finance. Celebrating Royal Events.</p>
MATHS	<p>Promotion of Sterling as a Currency. Adoption and Use of Roman Numerals. Time in terms of am, pm and the 24 Hour Clock. Imperial & Metric Units. Birthdays and Customs. Y4 & 5 visit from World of Maths.</p>
ENGLISH & DRAMA	<p>Traditional Grammar and Spelling. British Literature and Writers through the Ages. British Drama, Plays and Theatres through the Ages. British Films, TV, Independent News Media and Libraries. Reception, Y1 & Y2 go to the Pantomime, Y1 to Roald Dahl Museum and Y5 to Shakespeare's Globe. Pre Prep: Traditional stories. Poetry (Dick King Smith) British Authors: Roald Dahl, Julia Donalson. Celebrate World Book Day/Shakespeare Day EY - Perform workshops.</p>
ICT	<p>British Scientists and their role in the advancement of the Computer, Communication, Technology and Internet Industries. Project on British Monarchs.</p>
SCIENCE	<p>British Scientists and their Discoveries through the Ages. Their effect on People's Lives and Health, both in this country and the Rest of the World. Nobel Prize Winners. British Engineers and their Inventions and Creative Design through the Ages. The Relationship of British Scientists and Engineers to their peers around the World throughout History. International Collaboration in Science and Engineering.</p>

ACDT	<p>British Artists and Sculptors and their Relationship with Famous European and Worldwide Counterparts. Ingenuity in Design and Creativity throughout the Ages. The National Gallery (Y4), other Art Galleries and Museums.</p>
RE/Philosophy	<p>Knowledge, respect and tolerance of different faiths, beliefs and diversity and their important festivals. Celebrating Saints days. Singing hymns & Saying prayers. Celebrating Christmas & Easter. Constitutions and British Parliament Rules of Law.</p>
REASONING	<p>Promotion of respect for each others’ opinion and encouragement of good listening in lessons.</p>