ST LAWRENCE CE PRIMARY SCHOOL SMSC AUDIT

Spiritual Development	Moral Development	Social Development	Cultural Development
RE lessons Collective acts of worship Formal and informal links with Parish of the Resurrection and Churches Together in Alton & Winchester Cathedral visit School values Cultural capital in lessons • 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	RE lessons Wellbeing lessons Children in Need Harvest charity Food bank collection Behaviour policy School ethos School values Head Boy and Head Girl House Captains Pupil voice: Global Ambassadors, Eco Champions, EDI Heroes, JRSO, H & S Officers, YR buddies, librarians, Play leaders Promoting British Values Cultural capital in lessons • Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and in so doing, respect the civil and criminal law of England • Understanding of the consequences of their behaviour and actions	PSHE/Wellbeing lessons Intergenerational volunteering opportunities – Library Club, Dementia cafe Library visits Visit to synagogue (Y5) Visit to church (all year groups) Visit to cathedral (Y6) Visit to Hindu temple (Y3) Visit to Jewish synagogue (Y2) Online safety lessons/Phil Bagge Clubs – Active 360 Performing in productions Promoting British Values Cultural capital in lessons Paired reading with classes Pupils' positions of responsibility • Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds • Willingness to participate in a variety of communities and social settings, including	Black History month Visit to synagogue (Y5) Visit to church (all year groups) Visit to cathedral (Y6) Visit to Hindu temple (Y3) Visit to Jewish synagogue (Y2) Author visits Visits to museums, theatres, London Performing in productions Live music opportunities e.g. Eggars Big band visit, Night at the Musicals (Amery Hill) Cultural capital in lessons • Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those 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

	• Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.	by volunteering, co-operating 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, mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.	shaping our history and values, and in continuing to develop Britain • Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities • Interested 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
How is it evidenced?	How is it evidenced?	How is it evidenced?	How is it evidenced?
ENGLISH			
By responding to a poem, story or text: pupils can be asked. "I wonder what you think happens next?" "How would you feel if you were the person in the story?" "Where have you met these ideas before?" Termly poetry slams – all classes	Pupils speculate and apply their learning to their own lives. When children do this, they are developing their speaking, listening and higher order thinking skills.	By supporting conceptual and language development through an understanding of and debates about social issues e.g. the use of social media. By providing opportunities for talk in cross-curricular settings.	By pupils telling stories from other cultures and backgrounds creating the idea that 'everyone has a story to tell.' By providing opportunities for pupils to engage with texts from different cultures e.g. creation stories from

WW2 poetry – In Flander's Filed reflecting as characters Pupils are encouraged to show empathy with characters. Why the Caged bird sings – Maya Angleou (Y6) Taking children to the theatre on school trips showing awe and wonder e.g. Lion, the Witch and the Wardrobe, Young Shakespeare Company in – Midsummer Night's Dream Legacy – Y6 poems Years 5 and Year 6 visiting older generation at Alton Library Club to share books with each other and volunteering at Dementia Cafe Picture books/books/Sharing stories Writing focus Drama activities	Children consider difference perspectives e.g. debate about current issues, such as the refugee crisis Y5 study martyr in RE – Understanding Christianity unit When Studying "The Lion, The Witch and The Wardrobe" pupils relate this to God and allegorical links. Deforestation – The Kapok Tree – Y5 Underground Railway Slave – narrative Civil Rights – key figures in Book Talk Children have experience of this when learning about Civil Rights (Y5), Wars (Y5) and other writing topics. Y1 – Secret of Black Rock and Y2 – The Suitcase	Children are encouraged to take turns and to respect each other. Different age groups work with each other within the school e.g. reading buddies, shared reading happening across the school Year groups given opportunities to write collaboratively in groups in English, drama activities and sharing writing outcomes. Y5 production to parents Writing for pleasure opportunities Posting letters home to parents as evacuees World Book Day Class reader	around the world, myths and legends, poems from other cultures etc. Greek myths (Y6) WW2 – causes of war – writing Y5 Charles Darwin's diary entry Y6 Shakespeare – Y5 and Young Shakespeare Company visiting Galapagos Islands (David Attenborough) Y6
MATHS			
The awe and wonder of mathematics are shared with the children and helps to explain the world and mathematical patterns. We talk about the 'wow' factor when pupils make connections in Maths. Examples are when we	Helping children recognise how logical reasoning can be used to consider the consequences of particular decisions and choices. By engaging pupils in real life situations where an unequal shares of resources where someone might	Social development through helping children work together productively on complex mathematical tasks and helping them see that the result is often better than any of them could achieve separately.	We encourage the pupils to appreciate the wealth of mathematics in all cultures throughout history. Pupils also look at the number systems used by other countries and

investigate different number sequences and in particular the Fibonacci sequence which is evident in nature all round us. EY - lookng at designs in nature e.g. spiral patterns in sunflower heads. There is a sense of wonder in the exactness of mathematics as well as a sense of achievement in solving problems. This has been developed through our growth mindset work as a whole school. Children are taught about learning from their mistakes Creating atmosphere and flow in learning	be upset if they received less than other people. By reflecting on data that has moral and ethical implication; for example at harvest the children in a church service considered the percentage of people around the world suffering from hunger. Collection fo house points	Children have opportunities to work collaboratively in pairs, groups, as mini teachers to a partner and peer assessment. Celebrating good examples from feedback books Y1 – sharing – fair/not fair Using mathematical equipment to share and model Pupils experience working together on TTRS (Class battles etc)	how these numerals are used on clocks. – KS2 Roman numerals Pupils consider the development of shape patterns around the world in particular tessellations and the symmetry of buildings. Pupils discuss the use of Mathematical language and how it is a universal language used worldwide.
SCIENCE			
By demonstrating openness to the fact that some answers cannot be provided by Science. During the study of space and a unit in RE, children are able to discuss the debate between the creation story and the Big Bang theory. Y6 – RE focus on Darwin/Christianity Y3 – grow runner beans Whole school planting sunflowers	By considering that not all developments have been good because they have caused harm to the environment and to people and the effect on the environment. Year R – discussing responsibility to all living things. SRE – Y6 consent, different types of relationships, times lines Y2 – visit from Zoolab – habitats, caring for animals and environment	By exploring the social dimension of scientific advances e.g. environmental concerns, medical advances. Encouraging pupils to work together to carry out scientific investigations and use talk to share ideas. Inheritance (Y6) SRE – develop friendships and relationships	By asking questions about the ways in which scientific discoveries from around the world have affected our lives. EY - Nurse visiting Looking at scientific discoveries from the past to living day through a range of different cultures. Class visits to the local fire station and visits from the local Police Officers, vets, paramedics.

By creating opportunities for pupils to ask questions about how living things rely on and contribute to their environment. This is covered through the study of evolution and inheritance. Y5 chicks and life cycles		Y5 sharing chicks and butterflies Whole school Science Day with visiting scientist	Whole school science day with scientist visiting Learning about specific scientists e.g. Mackintosh
MFL (Spanish)			
By learning about Spain as well as the Spanish language, children will gain a rich insight in to the beauty of the country and its culture and customs.	In learning about the history of Spain the children are taught to understand how Spain values freedom and democracy.	In learning Spanish, children are encouraged to communicate and express themselves in a new activity. The children act out conversations in Spanish e.g. through role-play, singing and playing Spanish games.	The children learn about Spanish food, art, music, history and traditions. Children compare cultures in Spanish lessons. Learning about Spanish festivals
HISTORY			
By considering how things would be different if the course of events had been different; for example in Y5 - the impact of the English Civil War on the people of Alton. By speculating about how we mark important events from history and the people who shaped them e.g. Remembrance Day, the Easter Story. Y5 – impact of WW2 Y6 – Greek Gods and religious beliefs – Roman leadership	By exploring the results of right and wrong behaviour in the past e.g. wars – "Narnia" (Y5) Focus on WW2. By considering some of the characteristics of people who have had a bad influence and caused suffering to others. What have others done to stop injustice? Y5 – rights and wrongs of war Black History – Civil Rights movement Y5 – who was the better leader? English civil war	By initiating discussions about how groups and communities organised themselves in the past e.g. Romans, Ancient Greeks (in Gods, Monsters and Mortals topic in Y6) By considering questions about social structure in the past e.g. What might pupils say about the rights of the passengers on the Titanic split into social class. Are there people in the world who still don't get a fair deal? Discussions related to Fair Trade Fortnight.	By investigating how culture is shaped by history, exploring the 'cultural heritage' and in particular the Christian influence on British culture. Use of artefact boxes – awe and wonder Within Collective Worships and History Day and Y5 Civil Rights' work, children learn about different individuals linked to Black History. Curriculum focus on concept of Diversity in Y4.

History Day linking to Black History Month	Y6 Greek democracy and impact on western worlds By going beyond the facts and asking pupils to make hypotheses and pose questions such as "what if…?" "what would have turned tragedy into a triumph?" Causes of events e.g. Why did Titanic sink? Was anyone at fault? (Y2)	By encouraging pupils to talk to grandparents, for example, when learning about war through exploration of Remembrance. Year 1 pupils interviewed children and then their grandparents about the toys they played with in their childhood and identified similarities and differences. Visits out to Fort Nelson, Fishbourne Roman Palace Bob bringing in old toys to show Year 1	Use of history workshops and artefact boxes By taking pupils on visits to heritage sites e.g. St Lawrence Church, Butser Ancient Farm, Winchester Cathedral, Gilbert White, Milestones
GEOGRAPHY			
By using Google maps and asking pupils to imagine what it might be like to live in different parts of the world. By making links with history when exploring the environment and speculating on why the landscape is as it is. Use of digimaps UK and the past By making use of local area such as Flood Meadows, Selborne Study Centre with the children.	By considering how people treat the environment; posing questions such as, "how are we changing our surroundings – are some things for the better or worse?" "Who benefits and who suffers?" "What should be our personal response to these?" "Who should look after our environment?" All children have opportunity to discuss stewardship of the earth and whose responsibility it is to care of it.	By providing positive and effective links with the community, both locally in Alton and through linking with other schools with different demographics. Many of our classes use the local area to go on local walks. By considering social responsibility e.g. care for the environment. Year 5 have done a topic on endangered species and visited Longleat. Year 5 investigated the environmental impact of tourism on Madagascar.	By exploring cultures that have had, and still have an impact on the local area. By comparing different cultures e.g. Year 1 studying Peru and Year 2 studying Japan Raising money for toilet twinning in the past and Collective Worship Crusaders voted on toilets to be twinned in Liberia, Guatemala, Uganda and Malawi.

By reacting to current situations such as natural disasters (flooding, tsunamis, earthquakes); Year 6 discussions when working on Planet Earth topic; pollution; rainforest Year 3 - biomes By discussing climate change and our stewardship of the Earth in Class CWs and class discussions.	Impact of Eco Champions working with Mrs Brown and Mrs Parks		Raised money for Save the Children hurricane appeal Raised money for Christian Aid to buy animals for people in Ethiopia and Malawi. Raised money for rucksacks going to Ukraine school children with letters from our children. Climate action plan written and working with ACAN
R.E.			
By experiencing wonder and joy through learning about celebrations, rituals and different expressions of religion and world views – Christianity, Hinduism, Judaism and Islam by comparing rituals/devotions. By experiencing times of reflection and class CWs in the school spiritual garden. By opening children's eyes to other faiths by actually visiting special places of worship (mosque, temple, synagogue) by the time they have left our school. (Y1 sukkot) Trips paid for by Parish:	By exploring morality including rules, teachings and commands such as school behaviour policy and British Values. (Y1 – Prodigal Son), Harvest By investigating the important of service to others, for example, working with the Anna Chaplain and visiting old peoples' homes, linking it to Queens 90th birthday and King's Coronation. By exploring religious perspectives and responses to evil and suffering in the world, for example giving the children opportunity to respond to current events.	By exploring and living out the core Christian values of our school (Love, Compassion and Respect) and our Learning values (Love, Curiosity, Aspiration, Respect, Resilience and Equality) Whole school going to church every week with Year 6 accompanying Year R to church. Year 6 involved in a variety of intergenerational work e.g. visiting Brendoncare, sharing books at Library Club, volunteering at Dementia Cafe	By exploring similarities and difference between faiths and cultures – Christianity and Jews, Hindus and Muslims. Visits to mosque, synagogue, temple. By considering in particular different cultural expressions of Christianity. By engaging with text, artefacts and other sources from different cultures and religious backgrounds. British Values and multi faith displays bring children's attention to those values and which festivals our

Y2 – synagogue Y3 – Hindu temple Y5 – mosque Y6 - Cathedral By asking and responding to questions of meaning and purpose. By considering 'big questions' about God and the world. By exploring spiritual practices such as worship and prayer, and considering the impact of these on believers and any relevance to their own life. Local Clergy visit the school weekly to conduct Collective Worships and the church and school have many links with each other. For example, we did have Open The Book in linking to our theme to our Collective Worship rota. Service After School run once a month run by a host of volunteers and members of the clergy. Glow – group for KS2 children. A Y4 child asked to be baptised and his baptism was held there with his school friends supporting him. Following their visit to a mosque in the same week as the Manchester	Raised money for Children In Need by coming to school in pyjamas Raised money for Harvest charities e.g. Toilet Twinning, Christian Aid, Alton Food Bank collection point, Compassion, Send a Cow, Alive and Kicking (footballs to Kenya) Donations made to Alton Food Bank regularly. We are now a Food Bank collection point.	School inviting older people from the church in to help hear readers, accompany on trips etc. Children attend Christmas activities at the church run by Foundation Governor. Two Y6 pupils are voted as Church Council representatives on Alton Cluster Church Council of C of E Schools Year R and year 6 planting bulbs in the churchyard with members of the congregation Whole school planting sunflowers 30 Samaritan's Purse Christmas Boxes in 2018 sent across the world to children who are in need Harvest Festival – 130kg of food donated for Alton Food Bank Rucksacks sent across to Ukraine school children	Muslim, Jewish and Hindu friends are celebrating each month.

bombings, Year 5 children talked about how Islam is based on Peace. Their experience made them reflect sensitively after the Manchester bombing.			
P.E.			
By taking part in activities such as dance, games and gymnastic which help pupils to become more focused, connected and creative. Year 5 – Springs Dance Company (Narnia – Aslan, linking to Jesus)	By discussing fair play and the value of team work. By developing qualities of self-discipline, commitment and perseverance. By developing sportsmanship e.g. shaking the hand of a competitor at the end of an event, regardless of the result. By competing in competitions such as Swimming Gala, football matches, cricket tournaments, netball tournaments Sports Day in house groups	By developing a sense of belonging and self-esteem through teamwork to create a dance or participate in a race or team game. By developing a sense of community identity through taking part in inter school events. By offering a variety of extra curricular sporting activities that are cross phase/year group, enabling pupils to work together in a variety of different groupings and contexts. Year 6 and on residential trip as year groups (PGL Marchants Hill) Family Picnic at Sports Day Year 4 team building day at Runways End with school sleepover.	By making links with national and global sporting events e.g. Olympics Year 6 Ancient Greeks topic links history with Greek dance
ART			
By exploring different artists' interpretations of a key figure or	By exploring how emotions and inner feelings are expressed through painting, sculpture and architecture.	By exploring art as a powerful social tool e.g. in advertising, in representing particular groups,	By experiencing a wide range of creative media from around the world.

event and asking what the artist was trying to convey. By promoting the process of 'reviewing and evaluating'; giving the children the opportunity to reflect on their own work and that of others. For example, children have focused on Jackson Pollock and some children did an Andy Warhol art unit with a teacher from Amery Hill. The Big Frieze Art Day – children across the school working together to produce corridor displays on particular themes e.g Big Story of the Bible, Climate change and conservation. Whole school working together to create long corridor display each year (2018/19 – Big Frieze; 2019/20 – plastics and pollution, 2021/22 values; 2023/24 vocabulary; 2024/25 curriculum concepts) 2025-26 – Big Frieze 2026-27 – Sustainability (7 pillars)	By encouraging response to and use of visual images to evoke a range of emotions. Cross curricular links with Art and RE – Creation and symbols Art Day – whole school focusing on growth mindset and creating art from this	designing and making posters to send a message such as Whole School Art Gallery; Fair Trade posters By sharing of resources with each other Alton Art Exhibition at Assembly Rooms Animal line drawing – evolution of animals World Book Day – decorate a door	By developing aesthetic and critical awareness at an age-appropriate level. By using art to show research into other curricular areas By taking part in community events such as annual Art Exhibition at the Assembly Rooms in Alton Art Gallery Competition, Alton
MUSIC			

By allowing pupils to show their delight and curiosity in creating their own sounds. By considering how music makes one feel and can move us deeply. Year 5 children given opportunity to take part in full production of Wind in the Willows (2025) KS1 take part in whole school nativity and KS2 take part in KS2 cantata	By exploring how music can convey human emotions such as sadness, joy, anger etc. By appreciating the self-discipline required to learn a musical instruments e.g. offering children HMS lessons. By teaching all the children to sing and experience being part of a whole school choir monthly– wellbeing Friday afternoons.	By exploring how an ensemble or orchestra works together by discussing and experimenting with what would happen if musicians in a band/group didn't co-operate. E.g. St Lawrence Orchestra and joint musical opportunities with Amery Hill (Big Bash and Vocal Festival, Night at the musicals). By giving the children opportunity at Christmas to perform as a key stage group either in a nativity or a Christmas Cantata. By appreciating how music is used in different ways in different settings e.g. For pleasure, for worship, to help people relax. Year R – regular movement breaks By giving children opportunity to be involved in a musical production (KS1, KS2 & Y5) Visit from Eggars Big Band for whole school to experience live music New St Lawrence Jazz Band started	By giving all pupils the opportunity to learn a musical instruments e.g. HMS and to take part in weekly whole singing practices. By encouraging pupils to listen and respond to traditions from around the world. E.g. using our links with Amery Hill to play on the Gamelan and Steel Pans. By appreciating musical expressions from different times and places. Y4 – learning about Evelyn Glennie in Music
COMPUTING			

By wondering at the power of the digital age e.g. use of the internet. This is particularly evident in Year R. By understanding the advantages and limitations of ICT. By using the internet as a gateway to big life issues.	By exploring the moral issues surrounding the use of data. By considering the benefits and potential dangers of the internet e.g. the impact of cyber bullying and using 'Thinkuknow' website By considering the vision of those involve in developing the web. Annual visits from County Advisor Phil Bagge for parents & Y5 and Y6 pupils – online safety	By links through digital media services with other schools and communities. By highlighting ways to stay safe when using online services and social media. By discussing the impact of ICT on the ways people communicate. By watching Newsround regularly to be able to talk about current events through media. Internet Safety Day	By exploring human achievements and creativity in relation to world-wide communications e.g. Year 6 look at the invention of the world wide web. By developing a sense of awe and wonder at human ingenuity
DESIGN & TECHNOLOGY			
By reviewing and evaluating created things.	By raising questions about the effect of technological change on human life and the world around them. E.g.	By exploring dilemmas that individuals may face and developing practical solutions to these problems e.g. becoming a food collection point for Alton Food Bank. By making a contribution to the local community through art work e.g. whole school contributions to Alton Art Exhibition.	By considering cultural influences on design. By asking questions about functionality versus aesthetics through evaluations. Year 5 Food Tech – rationing Year 6 Food Tech – Roman bread & Crumble kit
P.S.H.E./WELLBEING			

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By developing an awareness of and responding to others' needs and wants. By exploring meaning and purpose for individuals and society. By developing resilience and inner strength through our whole school growth mind set work. By exploring spiritual practices such as worship and prayer, and considering the impact of these on believers and any relevance to their own life. **By enjoying and celebrating personal creativity e.g. Celebration Assemblies, starfish celebrating personal achievements.** Year 5 sharing books at Alton Library Club and Year 2 singing at the birthday party of the UK's oldest man (112 year old Bob Weighton back in 2018)	By exploring what is right and wrong and to work out what we need to do in their particular community to make sure everyone thrives Gained our Fair Trade School Award (Fair Achiever). (2023) Gained our Bronze Global Neighbours Award (2024) Achieved Green Flag Eco Award (2025) By making explicit links to the school's distinctive ethos. Access to class Listening Box Opportunities for TALA, ELSA, Listening Ear, Play therapy Posing dilemmas in weekly Wellbeing lessons for children to discuss	By helping pupil to engage in a democratic process for agreeing expectations for community life e.g. creating class charters, Year 6 topic on Ancient Greece and democracy; By creating opportunities for pupils to exercise leadership and responsibility through roles within the school e.g. Eco Warriors, CW Crusaders, Global Ambassadors, Play Leaders, Year 6 monitors, Librarians, democratic vote for Head Boy and Head Girl, Church Council Reps. After School Club – Christmas and Easter cards to people in residential homes Year 5 & 6 volunteering at Dementia cafe First Aid training NSPCC assemblies and workshops	By exploring how different cultures can offer great insights into how we lead our lives. For example, a whole school focus on Fair Trade Fortnight as a multi-cultural fortnight with activities culminating in a Fair Trade Festival.
Examples of present spiritual provision	**Examples of present moral provision**	**Examples of present social provision**	**Examples of present cultural provision**
• Year 2 visit to Jewish synagogue • Year 3 visit to Hindu temple	• Supporting Royal British Legion and Poppy Appeal	• World Book Day • Visit from firefighter • Jazz band	• Black History month in Collective Worships in October e.g. Rosa Parks,

• Year 5 visit to Mosque • Year 6 visit to Winchester Cathedral • Whole school CWs • Class CWs • Use of spiritual garden • Whole school CW in church with parents attending • Celebrations of major festival e.g. Christmas and Easter in St Lawrence Church • School prayers before lunch and at the end of the day • Class Collective Worship Crusaders elected every year • End of year activities for Year 6 in St Lawrence Church • Year R Christmas activities in St Lawrence Church • Open the Book Team from POTR (Parish of the Resurrection) come in to lead Collective Worships once a half term • Celebrate Thy Kingdom Come prayer initiative with members of POTR	• Children in Need – whole school fundraising • Library Club visit Year 5 • Red Nose Day • Comic Relief • NSPCC assembly & workshops • Dementia café • Compassion project – sponsoring Lawrence aged 4 from Ghana	• After school activity clubs • St Lawrence jazz band • Luke and Elliott – drama workshops for Y5 • First Aid • Fire safety • Community visitors • Jobs/careers in wellbeing lessons • Family Time each month • Family concept – Year R	Martin Luther King, Harriet Tubman etc • History Day focus: • YR – Notting Hill Carnival • Y1 – Floella Benjamin • Y2 – MLK • Y3 – Florence Price • Y4 – Wangari Manthai • Y5 – Walter Tull • Y6 – Ignatious Sancho • Church services • Christmas tree festival

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Impact on pupils' spiritual development	Impact on pupils' moral development	Impact on pupils' social development	Impact on pupils' cultural development
Develop respect for other people beyond their own culture and faith Pupils show empathy for those less fortunate themselves and show ability to reflect on their own and others' achievements Pupils develop mature attitudes, human values and principles Pupils develop respect for themselves and others Pupils have a first-hand experience of different places of worship An awareness and understanding of their own and others' beliefs Pupils develop sense of accountability to God (WWJD) which brings about self-discipline and respect in their conduct	Pupils can justify reasons for things being right and wrong Understand that mutual respect and tolerance is at the heart of our school values which ultimately helps to keep bullying incidents low Helps to promote a positive, respectful and caring atmosphere throughout school Pupils look after each other and take responsibility for each other – any conflicts are resolved efficiently and effectively Understand the importance of supporting the principle freedom of expression Understand the risks of extremism and radicalisation Understand online safety	Develops self-esteem and confidence Preparation for life after school Be committed to personal and social responsibilities and be able to socialise with a wide range of people and pupils Learn that their behaviour influences their own rights and those of others Understand that their personal values may differ to others, but other values, beliefs and opinions must still be respected Be committed to personal and social responsibilities Pupils build friendships Close knit school community Widening of pupils' horizons Pupils feel they have a say in their school	Appreciate the importance of equality before the law Cherish the individual liberty given to citizens of these islands Understand and be aware of the importance of identifying people from all walks of life and their different cultural backgrounds – which helps to contribute to a positive atmosphere in school Develop respect for other people beyond their own culture and faith Understand the importance of developing a sense of community and togetherness Pupils have an understanding of a world outside their own Be aware of significant personalities, events and turning points in our history Be conversant with examples of British values of: • Democracy

		Pupils exercise responsibility Our school continues to receive positive comments from the community when we go on trips and when we receive visitors	• The rule of law • Individual liberty • Mutual respect • Tolerance of those with different faiths and beliefs and those without faith Pupils experience opportunities for awe and wonder and have the opportunity to showcase their experience through class assemblies Pupils feel they have opportunities to showcase their diverse talent and feel valued for this
British Values – how are these evidenced across the school?			
Democracy	Rule of Law	Individual Liberty	Mutual respect
• Year 6 class vote for a short list for Head Boy and Head Girl candidates • Whole school vote following speeches for Head Boy and Head Girl • Year 6 representatives on Church Council • Children write letters of application for different	• The importance of laws, whether they be those that govern the class, the school. Or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind laws,	• Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely through the provision of a safe environment and empowering education.	• Respect is at the heart of our ethos which is demonstrated in the following ways: • Respecting differences e.g. languages, children from other countries • Respecting each other through listening, sharing and being polite

roles and give to subject lead • Class topics include work on democracy: • Year 6: Ancient Greece; • Visit from local MP, Damian Hinds to the school • Class jobs and helpers • Choosing name for a new Year 5 classroom was democratically decided • Y5 – English Civil War – American underground railways • Year 6 – Ancient Greece creating first democracy and voting • Vote for new class reader	that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. This is also reinforced through: • Fair play in PE and other activities • Taking part in competitions and tournaments at other schools • Taking turns and sharing fairly • Learn about UNICEF rights of the child in Y4 wellbeing lessons • Play leaders • Visitors in to school e.g. Fire Service discussing safety rules and what happens when rules are broken • Visit from NSPCC • Alton Swimming gala • Visit from the Police • Visiting Vicars and school staff discuss the Ten Commandments as a theme in Collective Worship	• Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely e.g. through our E-Safety and PSHE lessons. In addition we promote: • Offer children a choice of their own learning though discussion with the teacher • Children choose own task in a lesson • Children choose playground equipment • Children have choices in how to present or tackle work • Value our House Points system and sending a postcard home half termly • , promoting and celebrating both individual and group achievements. • A wide range of clubs to choose from. Through Pupil Premium, we ensure each child is able to choose and access. • Parents' questionnaire to provide an idea of what	• Appreciating individual effort with praise, stickers and postcards sent home half termly • Year 6 taking on responsible peer mentor roles and monitors e.g. Librarians across the whole school • Being part of our local community and showing responsibilities through visiting places such as Brendoncare, Dementia Café, Library CLub • Having close links with the Parish of the Resurrection and other local ministers. • Remembrance Day assembly – sharing the meaning behind it and taking part in a minutes silence. • Circle time to listen and share what we are proud of or concerned about. • Valuing our PSHE curriculum to complement British Values • Recognition of individual and group achievements through stickers, postcards home and House Points.

		• activities they would like to see after school •	• Year R & Year 6 buddies system starting at Stay and Play sessions when the children are in year 5.
Tolerance of those with different faiths and beliefs or none			
• This is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions are supported by learning in RE and PSHE. To further embed this we: • Deliver assemblies based on a Christian ethos • Promote listening to each other and valuing others' opinions • Educational visits include other faith places of worship, showing respect or values of other cultures • Support charities around the world e.g. Toilet twinning with Tear Fund, Christian			

Aid, sponsoring a child through Compassion • Topic work – looking at different religions • Year 3: Ancient Egypt; Year 4: Vikings;			