

Stokesay Primary School Spiritual Development within Curriculum

Through the curriculum, pupils develop:

- An ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- Knowledge of, and respect for, different people's faiths, feelings and values
- A 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

SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES
English	<p>Wide range of texts across each year group from a range of different cultures and backgrounds. Discussion of morality and virtues of different characters in stories that have been studied. Hot seating as different characters to embrace and promote empathy. <i>Within the EYFS: Creative writing and exploring – fostering self-expression and reflection to help write down feelings.</i></p>
Maths	<p>Using Maths puzzles and games to create a sense of wonder when learning. Through Active Maths lessons children are encouraged to work together to solve mathematical challenges and real-life problems. <i>Within the EYFS: Number songs – singing songs such as 5 little ducks encouraging children to think about number.</i></p>
Science	<p>Students explore their local environment and discover new things about the world around them – use of discovery center to support exploring a range of habitats. We create and foster a sense of wonder by completing experiments and getting children to hypothesize and predict. Use of Crest Star awards in KS1 - a range of investigations to spark awe and wonder. <i>Within the EYFS: Life Cycles and Growth - Observing the life cycles of plants and animals, such as growing seeds, watching caterpillars turn into butterflies and tadpoles into frogs. Discussion of life and growth, encouraging reflection on the appreciation of all living things.</i></p>

SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES
Art and design	<p>Expression of children's personal beliefs through expressive design. We study artists from different backgrounds including Paula Rego, John Singer Sergent, Fiona Rae and Lubaina Himid amongst others.</p> <p>Evaluation of self-art as well as famous art works – giving children space and opportunities to reflect on how art work makes them feel.</p> <p>Emotional Exploration: We use art as a way for students to explore and express their emotions. "How can you show happiness or sadness in your painting?"</p> <p><i>Within the EYFS: Art and Nature - creating art using natural materials like leaves, twigs, and stones. Encouraging children to appreciate the beauty and intricacies of the natural world, fostering a sense of wonder and connection with nature.</i></p>
Citizenship	<p>Our School Values and ethics. Money Matters explored in PSHE as a unit in which it was discussed how different houses having different incomes and personal values and beliefs showing respect and empathy for others.</p> <p>School Trips to put our values on display and to also explore how our school values are reflected in the wider world around us.</p> <p><i>Within the EYFS: Building Relationships – Facilitation of group activities that require cooperation and communication, such as building a tower together. Encouraging children to work together, fostering a sense of community and belonging.</i></p>
Design and technology	<p>Children get the chance through different design topics to bring an idea to life e.g. designing and making puppets/windmills which gives a sense of purpose. Children learn to persevere and learn from mistakes.</p> <p>After completing a project, children are often encouraged to reflect on what they learned about themselves during the design process.</p> <p>Projects can come times be open-ended – products such as baby bear's chair can be completed in a range of ways using different design techniques taught.</p> <p><i>Within the EYFS: Creation of art using natural materials like leaves, twigs, and stones.</i></p>
History	<p>During History lessons and topics children are taught to reflect on arguments and how decisions are made via a range of different viewpoints.</p> <p>Role-play opportunities related to 'explorers' and similar topics across the school gave students the chance to experience what it may have been like to discover new places.</p> <p><i>Within the EYFS: Promotion of reflective thinking and active listening, helping children to build the necessary skills to think back and appreciate the viewpoints of others.</i></p>

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Geography	<p>In KS1 - "What's the weather like in the UK" topic - reflecting on seasonal changes and how the weather affects their lives. Talking about how the weather can affect our emotions and activities.</p> <p>Creating awe and wonder in children by studying a range of different landscapes and getting children to reflect on our local geography.</p> <p>Within the EYFS: Life Cycles and Growth – Discussion of life and growth, encouraging reflection on the appreciation of all living things. A focus on local plants and exploring the environment immediately around us.</p>
Modern foreign languages	<p>Mindfulness music during lessons such as listening to music that has originated from France.</p>
Music	<p>Diving deeper under the surface of music to how it connects to us on a spiritual level. Reflect on the emotions and stories conveyed through music.</p> <p>Exploring music and songs from around the world to appreciate different sounds and cultures.</p> <p>Within the EYFS: Music and Emotions - Using music to explore different emotions and moods, encouraging children to express how different pieces make them feel. Help pupils connect with their emotions and understand how music can evoke and express feelings, promoting emotional awareness and empathy.</p>
PE	<p>Playing games through fairness – Basketball, cooperations, and respect during team sports. Using good sportsmanship and respect for each other to help us grow spiritually.</p> <p>In topics such as circuit training children choose their own Personal Goals: students set personal fitness or skill goals and reflect on their progress. This fosters a sense of personal achievement and self-awareness.</p> <p>Within the EYFS: Dance and Expression – Use of dance to explore different emotions and stories, allowing children to express themselves through movement.</p>
PSHE	<p>Pupils analyse and understand various perspectives on social and ethical issues, encouraging them to respect and understand different beliefs and values.</p> <p>PSHE lessons are linked back to values – Discussion of different values and beliefs that are important in their lives and communities.</p> <p>Within the EYFS: Empathy and Kindness – The use of roleplay to explore scenarios that involve helping others or resolving conflicts. We foster empathy and kindness by discussing how actions affect others and the importance of caring for one another.</p>

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<p>Religious education</p>	<p>Stories and scenarios are used to discuss philosophical questions, encouraging students to explore different viewpoints and develop their own understanding.</p> <p>A specific example from UPKS2: Day in the life of a Muslim – exploring students' perspectives on different religions during diary entry. Discussions with the children about their faiths, feelings, and values.</p> <p>Within the EYFS: Cultural Celebrations - Exploring different cultural festivals and celebrations, such as Diwali, Christmas or Chinese New Year. Foster appreciation and respect for different cultures and beliefs, highlighting the diversity and richness of human experiences.</p>

Stokesay Primary School Moral Development within Curriculum

Through the curriculum, pupils develop:

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

SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES
<p>English</p>	<p>Character Behaviour: Role-playing activities where pupils act out different scenarios from stories. Discuss the choices characters make and encourage pupils to think about right and wrong actions.</p> <p>Literature Studies: We choose books and stories that present moral dilemmas. Encourage pupils to discuss characters' decisions and the consequences of those decisions. For instance, reading a story where a character faces a difficult choice and discussing the impact of their decision.</p> <p><i>Within the EYFS: Drawing and Storytelling: After reading a story with a moral message, children draw pictures or create a simple story to share with their peers. This allows children to express the lessons they've learned and reinforce moral values through art and communication.</i></p>
<p>Maths</p>	<p>Data Handling and Ethics: Use of real-world data sets to discuss the ethical implications of data collection and representation. For example, discuss privacy concerns when collecting personal data and the importance of honest data representation.</p> <p>Problem-Solving and Fairness: Mathematical problems that involve fairness, such as dividing resources equally among groups. Discussion of the moral implications of fair distribution and how maths can be used to solve real-life ethical problems.</p> <p>Use maths challenges in each lesson to discuss growth mindset, emphasizing that making mistakes is a part of learning and can lead to improvement – children using purple pen to correct mistakes.</p> <p><i>Within the EYFS: Number stories – telling stories that include numbers and counting such as “the very hungry caterpillar”. Emphasizing wonder and imagination and encouraging children to think about how numbers play a role in their everyday lives and in the natural world.</i></p>

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Science	<p>Evolution and Inheritance: We explore ethical questions around genetic modification and biodiversity, discussing the balance between scientific advancement and moral responsibility.</p> <p>Through completing simple science investigations, students explore the concept of a 'fair test' and how to gather and share honest results.</p> <p>In the topic 'materials' students learnt about the materials different items are made from which led to discussions on how to be more environmentally friendly.</p> <p>Within the EYFS: Inclusion Activities: Teachers ensure all children are included in group activities (such as simple science experiments), promoting the value of equality and helping children understand how to include others and be kind.</p>
Art and design	<p>Used as a conduit to help students explore moral issues through visual expression including the facilitation of discussion about the moral messages conveyed in their artwork and the importance of these issues in society.</p> <p>In the KS1 Art topic 'painting and mixed colour' students were asked to give positive feedback to their peers on their collages. Students worked effectively, thinking about the language they used and the effects it had on others. Students also used natural resources to explore texture, students had to carefully select their resources, ensuring it was appropriate and would not harm the environment.</p> <p>Within the EYFS: Empathy through Role-Playing: When children engage in role-play, they often take on different characters and scenarios, which allows them to explore perspectives and emotions. For example, acting out stories where characters show kindness, honesty, or respect helps children understand these values and practice them in real-life situations.</p>
Citizenship	<p>Rules and Laws: Discussing the importance of rules and laws in society, and how they help distinguish right from wrong. We use role-play scenarios where pupils have to decide on fair laws for a fictional society.</p> <p>Democracy and Participation: Pupils to Parliament termly visits where they debate on real issues, encouraging them to respect differing opinions and understand the ethical implications of their choices.</p> <p>Within the EYFS: Respectful Communication: Children learn how to communicate respectfully by observing adults listening to each other, using polite language, and expressing their feelings in a positive manner.</p>

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Design and technology	<p>Sustainable Design: We introduce projects that focus on sustainability, such as designing products from recycled materials whilst discussing the moral implications of waste and the importance of environmentally friendly design.</p> <p>Product Analysis: Children analyze everyday products, considering how they meet ethical standards, such as fair trade or cruelty-free production.</p> <p>In the Textiles: Puppet topic. Design Challenges: Children needed to think creatively and consider the needs of others in their designs, fostering empathy and innovation.</p> <p><i>Within the EYFS: Collaborative Art Projects: Working together on art projects, teaches children the importance of cooperation, teamwork, and sharing resources. These activities help children understand the value of collaboration and mutual respect.</i></p>
History	<p>British Values: We explore how British history has shaped the legal system and moral values today, with activities on key historical figures who have influenced moral and legal change.</p> <p>'How have explorers changed the world' Kapow topic - historical figures, Christopher Columbus, Matthew Henson, exemplify moral virtues such as courage, fairness, and kindness.</p> <p><i>Within the EYFS: Introducing children to different cultures through stories, music, and art. Discuss the importance of respecting and celebrating differences.</i></p>
Geography	<p>Global Citizenship: We investigate global issues such as poverty and climate change, encouraging pupils to consider moral and ethical viewpoints from different cultures.</p> <p>Local walks linking with 'What is it like here' topic. Children observe and discuss how people contribute to the community.</p>
Modern foreign languages	<p>Role-play scenarios to practice language skills and social interactions with some linking to a range of different moral problems.</p> <p>Language and Communication: Highlighting the ethical importance of effective and respectful communication in different languages. Discussion of how language can be used to build bridges between people and promote mutual understanding and respect.</p>

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Music	<p>Children take part in Group Performances: Children learn the importance of listening to each other and working together to create a harmonious sound.</p> <p>Children respond to music by saying how it makes them feel. They learn to express emotions and understand and respect others' feelings.</p> <p>Within the EYFS: Songs About Morals: Many nursery rhymes and songs in EYFS teach important moral lessons (e.g., sharing, kindness, honesty). Songs like "If You're Happy and You Know It" promote inclusivity and positive behaviour. Children learn to take turns and understand that not everyone gets a chance at one time.</p>
PE	<p>Team Sports and Fair Play: We emphasize the importance of sportsmanship, fair play, and respect for opponents in team sports. We highlight the moral values of honesty, integrity, and respect in competitive situations.</p> <p>Health and Wellbeing: We discuss the moral responsibilities of maintaining a healthy lifestyle and how personal health choices can impact others, such as family and community.</p> <p>Within the EYFS: Personal Space Awareness: During physical activities like dancing or obstacle courses, teachers emphasize the importance of respecting others' personal space. Children learn not to bump into others or crowd them, promoting respect and consideration for others' needs and comfort.</p>
PSHE	<p>Health and Wellbeing: Use scenarios to discuss the consequences of actions like bullying or substance misuse, emphasizing the legal and social implications.</p> <p>Role-playing activities give students the opportunity to explore moral choices and a deeper understanding of how their choices can affect others around us.</p> <p>Within the EYFS: Respectful Communication: Children learn how to communicate respectfully by observing adults listening to each other, using polite language, and expressing their feelings in a positive manner.</p>
Religious education	<p>Moral Teachings from Religions: Examining stories from major world religions that illustrate moral lessons. For example, we discuss the story of the Good Samaritan and its implications for treating others with kindness and respect.</p> <p>Celebrating Festivals introduces children to various religious festivals, such as Diwali, Eid, or Hanukkah. We look at the meaning behind these celebrations and encourage children to appreciate the diversity of beliefs.</p> <p>Within the EYFS: Respecting Differences: Activities such as celebrating different cultures, festivals, and traditions help children understand the importance of diversity and respecting others, regardless of their background or beliefs.</p>

Stokesay Primary School Social Development within Curriculum

Through the curriculum, pupils develop:

- A 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
- A willingness to participate in a variety of communities and social settings, including by volunteering, co-operating well with others and being able to resolve conflicts effectively
- An acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES
English	<p>Group Discussions and Debates: We encourage pupils to participate in group discussions and debates on various topics. This helps them develop listening skills, respect for different opinions, and the ability to articulate their thoughts clearly.</p> <p>Collaborative Writing Projects: Occasionally we do group writing tasks where pupils must work together to create a story. This fosters teamwork, negotiation skills, and shared responsibility.</p> <p>Within the EYFS: Picture Visual Cards: The use of picture cards or symbols to help children who may have limited language skills to express their needs and thoughts. This provides an alternative means of communication and encourages social development by making it easier for children to interact with others.</p>
Maths	<p>Maths Projects: lessons such as in statistic lessons where pupils must work in groups to collect data or create graphs. For example, working together to create practical bar graphs.</p> <p>Posing real-life problems that require group brainstorming and solution-finding, such as planning to go shopping.</p> <p>Within the EYFS: Math Conversations: Encouragement of children to describe their mathematical thinking to others. For instance, when they are sorting or counting, ask them to explain their choices, such as "I'm putting the red blocks together because they are the same."</p>

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Science	<p>Group Experiments: We conduct science experiments in groups, emphasizing the importance of collaboration, communication, and shared goals in scientific inquiry.</p> <p>As part of “habitats” topic - working in small groups to create mini habitats in small containers and observe living things like woodlice from the outdoor areas. This allows pupils to work together and share observations.</p> <p>Within the EYFS: Caring for Plants or Animals: Engaging children in activities like planting seeds and caring for plants. This teaches children the importance of responsibility, empathy, and how actions can impact others and the world around them.</p>
Art and design	<p>Art and Society: We discuss how art can reflect and influence social issues, encouraging pupils to create art that addresses social themes.</p> <p>Creation of class as well as whole school collages where each pupil brings a piece of art or material to contribute – we often request that students bring in spare materials from home. This encourages pupils to work together and appreciate each other's contributions.</p> <p>Within the EYFS: Role Play Areas: In each base classroom there are dramatic play areas, such as a pretend “home,” “shop,” or “hospital,” where children can act out real-life scenarios. Role play helps children practice social interactions, cooperation, and empathy as they negotiate roles and work together in their imaginative play.</p>
Citizenship	<p>The debate of topics such as social fairness, justice and human rights. Thinking about the role of ourselves as individuals as well as Stokesay Primary School as part of Craven Arms and how we factor into society.</p>
Design and technology	<p>Using games that involve building and construction, such as LEGO challenges or block-building competitions, to promote teamwork and creativity as part of a larger overall project are to build towards a learning objective.</p> <p>We discussed the impact of design choices on the environment and society and encouraged students to think about how their designs can contribute positively.</p> <p>Within the EYFS: Pair and Group Work: The setting up of activities where children need to work together to complete a task, such as building a block tower or solving a puzzle. This helps them practice teamwork, sharing, and problem-solving while communicating in English.</p>

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History	<p>Historical Figures and Social Change: We study figures who have influenced social change, such as Rosa Parks and Emmeline Pankhurst. Discussing the social impact of their actions and the importance of standing up for social justice.</p> <p>Community History Projects: Pupils explore the history of their local community and its social dynamics, fostering a sense of belonging and understanding of social heritage.</p> <p>Historical Role-Playing through 'How have explorers changed the world?' topic. Children take on the roles of historical figures from the past. They develop empathy and understanding by stepping into the shoes of others. This encourages communication and teamwork as children interact and problem-solve within their roles.</p>
Geography	<p>Global Citizenship: We explore social issues from around the world, such as migration or urbanization, discussing how these issues affect communities and the importance of global solidarity.</p> <p>Local Geography Projects: We explore the social dynamics of Craven Arms, encouraging them to appreciate the diversity and complexity of our community.</p> <p>Within the EYFS: Community Walks and Visits: Taking children on walks around their local community, for example the Mosque, church and Discovery Centre). This encourages children to understand how their local community functions and the importance of cooperation in everyday life.</p>
Modern foreign languages	<p>Completing and taking part in role-play scenarios to practice language skills and social interactions.</p>
Music	<p>Music and Social Change: We explore how music has been used as a tool for social change, discussing examples such as protest songs or community music projects.</p> <p>Students work collaboratively in groups to compose and perform a piece of music to the class. Others in the class listen respectfully and celebrate different skills demonstrated by their peers. Students have listened to, learnt and performed music from different cultures.</p> <p>Within the EYFS: Collaborative Sound Exploration: Letting children experiment with sound-making instruments, where they can play music together, creating a shared sense of rhythm and harmony. This encourages listening, sharing, and taking turns in a social context.</p>

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PE	<p>Team Sports: We emphasize the importance of teamwork, cooperation, and fair play in team sports. We encourage pupils to support each other, communicate effectively, and celebrate each other's achievements – for example we supported the Primary Shield Netball event. All events have the values certificates to win.</p> <p>Children develop trust and cooperation as they work closely with a partner, throwing and catching. They learn to give and receive feedback, enhancing communication skills.</p> <p>Within the EYFS: Healthy Eating: Children are encouraged to eat together after physical activities or outdoor play, discussing the importance of healthy foods that help the body grow strong and healthy. This can lead to conversations about taking care of their bodies, contributing to positive social learning about shared health practices.</p>
PSHE	<p>Social Skills Development: In lessons we focus on developing key social skills such as active listening, empathy, and conflict resolution.</p> <p>Circle time discussions encourage good communication skills and active listening between students, giving them the chance to develop their speaking and listening skills and their responses to questions posed. Opportunities to role play making friendships, sharing, turn taking and how to overcome conflict.</p> <p>Within the EYFS: Staff create opportunities for children to help each other. For example, asking them to assist a peer with cleaning up or to offer help with a difficult task such as putting on their coat. This teaches cooperation, empathy, and the importance of helping others.</p>
Religious education	<p>Learning about how we should care for others and the world helped children to understand diversity and how we could help those around us and appreciate their values. Students learn about different religions such Christianity and Islam showing an understanding and respect towards other people's beliefs and practices.</p> <p>Celebrating Festivals through activities related to religious festivals, such as making Diwali lamps or decorating Easter eggs. Children learn about and celebrate different religious traditions, fostering respect and inclusivity. These activities encourage sharing and cooperative learning.</p> <p>Within the EYFS: Staff engage pupils in projects that explore different cultures, teaching them to appreciate diversity and respect differences.</p>

Stokesay Primary School Cultural Development within Curriculum

Through the curriculum, pupils develop:

- An understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- An understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- An ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- A knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- A willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- An interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity
- An ability to understand, accept and respect diversity (as shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities)

SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES
English	<p>Stories from Various Cultures: Using storybooks like "Handa's Surprise" by Eileen Browne, which is set in an African village, help children appreciate diverse perspectives and traditions.</p> <p>Multicultural Authors: Explore works by authors from diverse backgrounds, discussing how their cultural experiences influence their writing and themes.</p> <p><i>Within the EYFS: Cultural Festivals in Literature: Reading stories and books that celebrate various cultural festivals such as Diwali, Chinese New Year, Hanukkah, or Christmas. This helps children understand and appreciate the cultural significance of these events.</i></p>
Maths	<p>Story-Based Maths Problems. By creating maths problems based on stories from different cultures it provides context and makes maths more engaging. Example: "If three elephants join Handa on her journey, how many animals are there in total?"</p> <p>Mathematics in Different Cultures: Exploration of how different cultures have contributed to mathematical knowledge, such as the development of number systems, geometry, and algebra.</p> <p><i>Within the EYFS: Cultural celebrations: The use of events like Chinese New Year, Diwali, Eid, or Christmas to explore mathematical concepts. For example, children can count items related to these celebrations (such as counting lanterns, stars, or gifts) and explore patterns in traditional clothing or decorations.</i></p>

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Science	<p>Scientists from Diverse Backgrounds: As much as possible we try to highlight the contributions of scientists from various cultures and historical periods, discussing how their cultural contexts influenced their work.</p> <p>Through Weather and Seasons, children learn to understand that different cultures adapt to their unique weather conditions and seasons.</p> <p>Within the EYFS: When discussing different animals, we look at different habitat eco systems from around the world such as jungles.</p>
Art and design	<p>Within KS1 - Encouraging the class to use their drawing lessons based around “Tell a Story” To reflect on different cultural stories that may have been read in class.</p> <p>Cultural Art Forms: We study art forms from different cultures, (Japanese printmaking, Mexican muralism, etc) to appreciate the diversity of artistic expression.</p> <p>Within the EYFS: Festivals of Light: Create art and crafts based on festivals like Diwali (making paper lanterns or decorating with rangoli patterns), Hanukkah (creating menorah designs or star of David crafts), or Chinese New Year (making paper lanterns or dragon masks).</p>
Citizenship	<p>Cultural Diversity and Identity: We discuss the importance of cultural identity and diversity within communities, encouraging pupils to reflect on their own cultural backgrounds and the benefits of a multicultural society.</p> <p>Global Issues and Cultural Perspectives: Global issues from multiple cultural perspectives are explored, fostering empathy and understanding of how different cultures approach challenges.</p> <p>Within the EYFS: Community Visitors from different cultural backgrounds to talk about their traditions, customs, and celebrations. This can create an interactive and rich experience for children to learn firsthand.</p>
Design and technology	<p>Discussing common items and how these may be different in other cultures. For example, how we might use a water bottle in the UK, but this wouldn't be the same around the world.</p> <p>Healthy Eating – how can we promote Healthy Eating in the UK, what does this look like in other cultures?</p> <p>Exploring Traditional Crafts. Children learn about traditional crafts from various cultures, such as African basket weaving in ‘Craft and design: Woven wonders’ unit.</p> <p>Within the EYFS: Use manipulatives like coloured blocks, beads, or strings to create and extend patterns, helping children recognize the universal appeal of patterns and designs across cultures.</p>

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History	<p>Cultural Heritage and Preservation: We discuss the importance of preserving cultural heritage, including historical sites, artifacts, and traditions, and the role of individuals and communities in this process. (for example, our bell tower at Stokesay)</p> <p>Learning about explorers such as Christopher Columbus and mapping their journey gave students an insight into different cultural exchanges, they may have experienced.</p> <p><i>Within the EYFS: Inclusive Cultural Representation: The displaying of images, posters and artifacts representing different cultures throughout history in the classroom. This helps children see the diversity that exists around the world and fosters a sense of inclusion.</i></p>
Geography	<p>Through the 'What is it like to live in Shanghai' unit children learn to discuss the similarities and differences between local communities and those around the world.</p> <p>Looking at weather climates around the world and how countries have adapted to suit these climates. Students have compared this to life and the weather in England. Exploring physical and human features around the world in the topic 'Why is our world wonderful? Students explore significant places around the world that represent part of that country or culture.</p> <p><i>Within the EYFS: Introduce Maps and Globes: The use of maps and globes to show where different countries are located. Teaching children the names of different continents, countries, and their unique features (e.g., landscapes, climate, landmarks). This helps them visualize the diversity of the world.</i></p>
Modern foreign languages	<p>The teaching of MFL provides children with opportunities to communicate for practical purposes, deepens their understanding of their mother tongue and equips pupils to learn further about different languages.</p>
Music	<p>When learning about Rhythm and Percussion children explore rhythmic patterns and percussion instruments from different cultures.</p> <p>Listening to and practicing African call and response songs. We look at the history of the songs, their origins and then create our own based on this framework.</p> <p>Talking about different instruments and their origins – what are their cultural backgrounds? And why?</p> <p><i>Within the EYFS: Using Instruments from Around the World: We provide children with access to instruments from various cultures, such as tambourines, maracas, or drums. Let them explore how the instruments sound and how they are used in different cultural settings.</i></p>

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<p>PE</p>	<p>Cultural Fairness and Respect: We emphasize the importance of cultural respect and fairness in sports, discussing how cultural backgrounds can influence perspectives on competitive games.</p> <p>In yoga, students connect body shapes and movements with their cultural meanings such as ‘tree pose’. Use of movement in gymnastics following a narrative gave students the opportunity to explore different cultures.</p> <p>Within the EYFS: Cultural Movement Exploration: Staff use movement games inspired by cultural stories or rituals. For example, exploring animal movements found in African dances or the graceful movements of a Japanese tea ceremony can be fun and educational.</p>
<p>PSHE</p>	<p>Cultural Awareness Lessons: We use stories, films, and discussions to explore various cultural traditions and practices.</p> <p>Discussing rules in different places that student's frequency, why they are there and the importance of these rules. Exploring democracy in PSHE and the role it plays in school, linking this to the school council. Looking at our local areas and leading discussions on how we can look after our local area and community.</p> <p>Within the EYFS: Building Cultural Awareness Through Play: Cooperative play is fostered with children from different backgrounds. Providing resources like dolls, games, and books that reflect diverse cultures, allowing children to interact and learn from one another. When children play together, they develop social skills such as turn-taking, communication, and problem-solving, all while respecting cultural differences.</p>
<p>Religious education</p>	<p>Children learn about world Religions. They gain a basic understanding of major world religions such as Christianity, Islam, Hinduism, Buddhism, Sikhism, and Judaism. They learn about different symbols, places of worship, and basic beliefs. Children also learn about different places of worship and their significance.</p> <p>Cultural Symbols and Artifacts: We examine religious symbols and artifacts from different cultures, discussing their meanings and the cultural contexts in which they are used.</p> <p>Within the EYFS: Having Open Conversations About Culture: Staff are adept at initiating conversations with the children about their backgrounds, languages, and cultures. They ask open-ended questions like “What languages do you speak at home?” or “Can you tell me about any traditions your family has?” This provides a platform for children to express their cultural identities.</p>