

## SPIRITUAL DEVELOPMENT

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

<p style="text-align: center;"><b>ENGLISH</b></p> <p><u>Use texts that reflect different cultures and backgrounds (see English overview/planning).</u></p> <p><u>Comprehension Acts encourage children to empathise with characters, compare to their own experiences and consider motivations.</u></p>	<p style="text-align: center;"><b>MATHS</b></p> <p>Develop deep thinking and questioning in which the world works promotes the spiritual growth of students.</p> <p>Children are encouraged to see sequences, patterns, symmetry and scale both in the man-made and the natural world and to use maths as a tool to explore it more fully.</p>	<p style="text-align: center;"><b>SCIENCE</b></p> <p>Knowledge based curriculum, interactive lessons/experiments and science weeks all children to develop a sense of enjoyment and fascination in learning about themselves and the work around them.</p> <p>Analytical skills and pupil response marking allow children time to reflect on their experiences.</p> <p>Bi-annual science weeks allow children to immerse themselves in a specific aspect of science. E.g Summer 2022 70 years of Space Exploration</p>	<p style="text-align: center;"><b>ART &amp; DESIGN</b></p> <p>Cross-curricular links with RE e.g. Hindu art, stain glass etc. Curriculum allows children to explore ideas, feelings and meanings making personal sense of their own creative work</p> <p>Research work into other artists enables pupils to place their own experiences into the broader context, recognise and value the world of others</p> <p><u>Respect in beliefs of others through references to work of historic and cultural significance</u></p> <p><u>Children are encouraged to share, respect and understand their own and others thoughts, ideas and belief systems when working on projects/studying artists/notable works</u></p> <p><u>Trips to Art Galleries e.g. Take 1 project provides opportunity to explore the world around them.</u></p> <p>Creativity and imagination are promoted throughout.</p>
<p style="text-align: center;"><b>COMPUTING</b></p> <p><u>Cross curricular links that include different cultures and backgrounds such word processing and graphics units linking to Black History Month, Windrush and current affairs.</u></p> <p>Teachers actively encouraged to link Geography/History units. Children reflect on their own lives and the lives of others through online safety/social media lessons.</p> <p>Children given opportunity to reflect that sometimes computers are more effective than people.</p> <p>Provides reflection of awe and wonder in lessons detailing achievements of ICT</p> <p>Use of imagination and creativity through experiences such as creating/programming robots, coding.</p>	<p style="text-align: center;"><b>D&amp;T</b></p> <p>Children use their imagination and creativity to design and create models, items etc. Year 5 design and make robots. Children reflect on their own and other ideas through evaluation and are able to consider the purpose of human technological achievement.</p> <p>Understanding of the work through developing knowledge about past designers and engineers and their impact on the world.</p>	<p style="text-align: center;"><b>HISTORY</b></p> <p><u>In-depth studies of ancient civilisations teaches children the historical origins of major faiths (e.g. early Christianity and Early Islam). Children compare the experiences of the past with their own today. They see the evolution of belief systems from Neolithic times to the end of the 1<sup>st</sup> Millennium. They learn about conflict and persecution but also about reconciliation and common values. Well-resourced lessons provide a wealth of opportunities to discuss and compare different periods and regions. Contemporary interpretations are contrasted with scripts and artefacts from history.</u></p>	<p style="text-align: center;"><b>GEOGRAPHY</b></p> <p><u>As we study a wide range of places in Geography there are frequent references to the use of places which often have religious beginnings. Locating places of worship within countries. Locating places of worship within countries and places is standard. Well-resourced lessons enable children to enjoy learning about the world. They are able to reflect on their own experiences and beliefs during these sessions.</u></p>
<p style="text-align: center;"><b>MFL</b></p> <p><u>Pupils from Years 3 to 6 learn about a different way of life, a different philosophy of life, a different set of values and these are discussed in class. Pupils offer examples of how they compare with their own and these are always accepted with interest and are valued. Pupils learn about significant festivals (mostly Christian but also secular celebrations), customs and food which they compare to their own lives.</u></p> <p>Where possible children have the opportunity to learn about the French language in different parts of the world and their cultures. Y5 children travel to France for a day where they experience shopping and speaking French to native’s eg buying baguettes in one place and their meat in another.</p>	<p style="text-align: center;"><b>MUSIC</b></p> <p><u>Children have the opportunity to study and appreciate music from well-known composers and from around the world e.g. half-termly composer focus whole school, Black History Month focus on classical composers from Africa. They are able to use this to reflect on their own experiences and music in their lives.</u></p> <p>Music lessons expose children to a number of genres and children are able to explore how they feel when listening to music. Children are given the opportunity to be creative in composing their own music and through opportunities to perform.</p>	<p style="text-align: center;"><b>PE</b></p> <p>PE supports a child’s spiritual development by increasing their knowledge and understanding of body movements, exercise and awareness of others.</p> <p><u>Through dance and PE children explore cultural dances e.g. folk dances, Jeruselama and sport around the world. They are able to reflect on their experiences of sport and dance in their own community.</u></p> <p>Children are encouraged to be creative in creating their dances and gymnastic routines. They explore their feelings during these sessions.</p>	<p style="text-align: center;"><b>PSHE</b></p> <p><u>Early Years: Children use circle times to share information about themselves, their likes and dislikes etc. This helps them to develop their sense of themselves as valuable individuals.</u></p>
<p style="text-align: center;"><b>WHOLE SCHOOL/EXTRA CURRICULAR</b></p> <p><u>Celebration of different festivals including Easter, Harvest and Christmas allow children to reflect on the purpose of these celebrations and their place in society.</u></p> <p><u>Assemblies allowing children to perform their creation and performance skill to an audience.</u></p> <p><u>School Values and adoption of UNICEF Rights Respecting curriculum allow children to reflect on others experiences as well as their own, find out about children’s experiences around the world.</u></p> <p><u>Schools values: Respect and Togetherness.</u></p> <p>Trips: French Trip (Y5), Bushcraft Residential (Y4), PGL (Y6): Allow children to experience world around them.</p>	<p style="text-align: center;"><b>AREAS FOR DEVELOPMENT</b></p> <p>Ensure curriculum areas are representative of diversity at Firs Farm: children are able to see themselves reflected in the school and those of other faiths/cultures.</p> <p>A clearer calendar of assemblies that celebrate major festivals e.g. Eid(s), Bastille Day etc. International food festival/cultural day.</p> <p>Involve parent/carers/older relatives in sharing their own beliefs/practices at times when that religion is being taught.</p> <p>Hold a whole school Spirituality Week involving all stakeholders.</p> <p>Teachers identify and celebrate children who have demonstrated excellence “in spirit” e.g. befriending, listening and encouraging others.</p> <p>Extend Spiritual Arts Competition to the whole school.</p>	<p><b>BRITISH VALUES KEY: Area underlined in the following colours.</b></p> <p><b>DEMOCRACY</b></p> <p><b>RULE OF LAW</b></p> <p><b>RESPECT &amp; TOLERANCE</b></p> <p><b>INDIVIDUAL LIBERTY</b></p>	

RELIGIOUS EDUCATION: Please see separate sheet

SPIRITUAL DEVELOPMENT: RE

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 an 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

RELIGIOUS EDUCATION

Twice awarded the REQM Gold Award. Curriculum allows children opportunities to reflect, to use their imagination and creative and to develop curiosity. RE at Firs Farm follows the Enfield Scheme and promotes racial and interfaith harmony, respect for all and combats prejudice and discrimination. Children’s beliefs are respected across the school by promoting respectful discussions and teaching that develop knowledge and understanding of different festivals and celebrations. Children Appreciate the intangible (beauty, truth, love) through religious stories across the schools such Yr2 Rama and Sita and Year 5 The Good Samaritan. Children develop a sense of empathy with others and the ability to display concern and compassion through RE lessons across the school (evidence/monitored through planning, observations and work in books). Children are enabled to build on their sense of personal and group identify and are encouraged to reflect on their own beliefs, values and attitudes as well those of others. Children are invited to share their own beliefs and practices with others, particularly when their faith is taught. Trips to places of worship provide children with knowledge of the world around them; a robust timetable of visits is in place and each year group is expected to arrange a visit this includes Year 2: Baptism/Church; Opening of the Ark/Synagogue; Puja is performed/Mandir (see RE Policy/Trip overview for full details). Children are able to use their imagination and creativity through activities and cross-curricular work with Art Units. Year 3 enter the Spirited Arts Competition each year. An enquiry based pedagogy gives children the space to discuss key questions on meaning and truth such as the origins of the universe, life after death, good and evil, beliefs about God and values such as Justice, honesty and truth (see planning/books for evidence). The planning and books also show how children learn about and reflect on important concepts, experiences and beliefs that are at the heart of religious and other traditions and practices (planning/books). Planning books also evidence how children are enabled to consider how religions and other world views perceive the value of human beings, and their relationships with one another, with the natural world and with God. Children are encouraged to develop their own view and ideas on religious and spiritual issues.

## MORAL DEVELOPMENT

An ability to recognise the difference between right and wrong and to readily apply this understanding to 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 ethical issues and ability to understand and appreciate the viewpoints of others on those issues.

<p><b>ENGLISH</b></p> <p>Use of texts that look at differences between right and wrong. Comprehension activities and questioning encourage pupils to debate consequences of actions and behaviour and apply this understanding to their own lives e.g. Traditional tales, Moon Man, Oranges in No Mans Land, Christophe’s story; Kenuske’s Kingdom, Friend or Foe etc.</p> <p>Early Years: Reflect on stories including traditional tales identifying behaviours and consequences e.g. in Goldilocks and the 3 Bears. They learn to see events and experiences through the perspective of different characters.</p>	<p><b>MATHS</b></p> <p>Children are provided with opportunities to use and apply their mathematical skills in real life contexts and when problem solving. Children value listening to the views and opinions of others and are encouraged to discuss and challenge ideas when problems solving in a constructive manner. Mistakes are seen to be part of mathematical learning and are used to promote reasoning and address misconceptions. Children have the opportunity to manage money through Year 6 Enterprise week (and whole school money week).</p>	<p><b>SCIENCE</b></p> <p>Children discuss what makes a healthy lifestyle and the consequences of unhealthy or sedentary choices.</p>	<p><b>ART &amp; DESIGN</b></p> <p>Studying the work of artists, designers and other sources enables children to develop an understanding of the codes and conventions of their own and other times and cultures. Through discussions, critiques and presentations pupils are able to explore moral issues , make value judgements and express personal views. Through group work, discussion and school displays, students have the opportunity to share and value each other’s ideas. Pupils are taught to respect and value the materials and equipment that they access. They are encouraged to critique their own work and others work in constructive and positive way.</p>		
<p><b>COMPUTING</b></p> <p>Children consider issues around misuse and how appropriate the information is that they are accessing online. Children consider the effects of social media and cyber bullying. <b><u>Children consider the implications of file sharing and downloading illegally and the penalties for engaging in this type of activity.</u></b> Children have the opportunity to discuss whether it is morally right to have computer games whose aim is killing and violence, and whether it is fair that some people in this country and in other countries cannot use the internet.</p>	<p><b>D&amp;T</b></p> <p>Children are enabled to develop a sense of “moral conscience” in our pupils, through focussing upon the moral dilemmas raised in designing and making new products. Teach students to understand the wider impacts on the environment when designing and making new products and expect them to consider carefully the materials and components they will use when designing and making items. Pupils consider the environment, the effect of designing and making the long-term sustainability of the planet. They have conversations that enable them to become more responsible consumers. In design and evaluation children consider the moral dilemma of technological advancement e.g.a automation and the development of robots replacing human roles. In food design children understand what they need to have a healthy lifestyle.</p>	<p><b>HISTORY</b></p> <p><u>As children study History they develop an understanding of how laws and behaviour is controlled for the common good e.g. Ancient civilisations; early Christianity.</u> They discuss inequality and frequently debate what is write and what is wrong e.g. when looking at invasion, migration, WW1, WW2. In KSI children learn about historic figures and discuss their actions such as Christopher Columbus and the positive impact of discovery versus the negative impact on the natives of the land he “discovered” and Florence Nightingale’s struggle to be a Nurse and the difference she made. . They learn to make justifications for actions and in discussion test rationales.</p>	<p><b>GEOGRAPHY</b></p> <p>A wide-ranging curriculum provides opportunities for children to consider values and contrasting needs: for example, the damming of the Indus Valley for crop irrigation and the negative impact on the livelihood of fishermen. Children debate the relative needs of people and how this can affect the environment, in particular, human use of water resources in Europe and the Americas. Children are taught how actions have consequences such as climate change. .</p>		
<p><b>MFL</b></p> <p><u>In Year 6 children study WW2 through the eyes of 2 young children whose life has been turned upside down by the invasion of France by the German Troops. These short films have been made for use in French primary schools and we them too. In those, no judgement is passed, no sides taken but the kindness, deceitfulness, cruelty and abnegation of both French and German characters is simply presented. This leaves children space to make up their own mind and have a respectful discussion.</u></p>	<p><b>MUSIC</b></p> <p>As part of their curriculum, children listen to and explore songs with themes such as anti-bullying, friendship, kindness, positivity and that encourage them to reflect on their behaviour and the choices they make.</p> <p>Children also occasionally explore songs that cover strong more/ethical issues. For example in Year 4 children learn and explore the song “Blackbird” by Paul McCartney, which was partially inspired by escalating racial tensions in the US during the 1960s</p>	<p><b>PE</b></p> <p><u>Children are expected to listen and follow instructions that ensure everyone is safe during PE Sessions.</u></p> <p><u>Children are taught games/sports with clear rules and consequences for breaking the rules. For instance during Sports Day children not following the rules are disqualified or asked to start again.</u></p> <p><u>During lunchtime organised games sessions children are expected to be respectful to each other and adults, to follow the rules of the games and schedules in place for who can play when e.g. football rota.</u></p>	<p><b>PSHE</b></p> <p><u>Children in Year 6 visit the Royal Courts of Justice to look at how UK law and courts operate.</u> They have discussions about consequences of actions that lead individuals or groups to the court room, they look at the different roles in the court room and the sanctions that they can put in place. <u>EARLY YEARS: Children in Reception are taught to reflect their behaviour within the school environment and its impact on those around them.</u> Positive praise encourages them to moderate their own behaviour and the positive impact that good behaviour has on themselves and those around them.</p>		
<p><b>WHOLE SCHOOL/EXTRA CURRICULAR</b></p> <p>Schools values (Respect, Excellence, Togetherness, Kindness) give a framework for the behaviour systems. Staff are trained on the behaviour code and children understand that actions have consequences. Positive actions and behaviour are rewarded through the schools house system, Values Assemblies and class systems. Weekly announcement of the winning house are met with positive acknowledgement from all children.</p>	<p><b>RELIGIOUS EDUCATION</b></p> <p><u>Pupils show respect for others, an ability to tell right from wrong based on a knowledge of the moral codes of their own and other cultures for instance female staff and students are expected to cover their heads in a Mosque and all children/adults remove their shoes in the Gurdwara. Class discussions are held in a respectful manner. Children learn right from wrong through stories from other cultures/religions and discuss similarities and differences during RE Lessons. In class children have a safe space in their classrooms to ask deep, meaningful and ethical questions and to express their views on ethical issues and personal dilemmas. The enquiry based pedagogical model creates opportunities for children ask bit questions. Children are expected to show a respect for others’ needs, interests and feelings, as well as their own. This includes food bank collections during Harvest Festival and the Year 5 Christian Aid Unit highlighting the moral duty to help others. Children develop an understanding of forgiveness and compassion in religion such as Year 4 Bhai Khanaya (Sikhism), Year 2 Easter story and the Story of Hannukah. The RE agreed syllabus and planning shows that society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders. The curriculum considers what is of ultimate value to pupils and believers through studying the key beliefs and teachings from religion about values and ethical codes of practice</u></p>			<p><b>AREAS FOR DEVELOPMENT</b></p> <p>Introduce social media lesson in KS1. Promote <i>Common Sense</i> medial website and newsletter more widely with families. More opportunities to explore songs/music covering wider moral/ethical issues and consider their historical significance e.g. songs about captivity. Develop/launch Green Agenda overarching curriculum for each year group to focus on one area of the Green Agenda e.g. food poverty, reusing/recycling etc.</p>	<p><b>BRITISH VALUES KEY:</b></p> <p><b><u>Area underlined in the following colours.</u></b></p> <p><b>DEMOCRACY</b></p> <p><b>RULE OF LAW</b></p> <p><b>RESPECT &amp; TOLERANCE</b></p> <p><b>INDIVIDUAL LIBERTY</b></p>



## SOCIAL DEVELOPMENT

Through the curriculum children 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 with others and being able to resolve conflicts effectively ♦ An acceptance of an engagement with the fundamental British Values of Democracy, 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.

<p><b>ENGLISH</b></p> <p>Children have the opportunity to take part in speaking &amp; listening lessons as a core part of the curriculum and unit structure.</p> <p>Children in KS2 have explicit sessions that involve debate, improvisation and the chance to articulate their ideas. These speech only sessions mean they must listen respectfully and consider/evaluate opinions that may differ from their own.</p>	<p><b>MATHS</b></p> <p>Collaborative learning is encouraged in all maths lessons to help develop reasoning skills, logical thinking and problem solving.</p> <p>Children work together as a team to contribute to solving problems and finding solutions. They are encouraged to ensure all have the opportunity to be head and are shown respect when speaking. Opportunities are built in for creative thinking, discussion, explanation and presentation of ideas.</p>	<p><b>SCIENCE</b></p> <p>Children are expected to work together whilst they explore scientific concepts, during investigations/experiments and throughout the lesson.</p>	<p><b>ART &amp; DESIGN</b></p> <p>With the study of art and design we provide opportunities for pupils to study work in their social context. They are able to consider the roles and status of artists, within society and understand how social conditions and conventions can affect the nature of the work and influence their response to it.</p> <p>The art curriculum provides pupils with the opportunity to develop a deeper understanding of past and contemporary issues by exploring this through theoretical and practical activities. The curriculum reflects the multicultural and diversity aspects of our society.</p>
<p><b>COMPUTING</b></p> <p>Children develop their skills in a range of software they are challenged to work in groups to find solutions whilst developing respect for the ideas and opinions of others in their team.</p> <p>Children work collaboratively such as developing skills and research.</p> <p>During the Year 5 Robot unit children work in groups to design, programme/make and evaluation their work.</p>	<p><b>D&amp;T</b></p> <p>We teach the concept of self-regulation to ensure that pupils accept responsibility for their behaviour and the safety of others. We encourage them to give each other reminders when standards fall short of the collective expectation. This establishes and maintains a safe, secure, learning environment. <u>We place an emphasis on developing the ability to work with others and to accept each other's unique personality.</u> Children have opportunities for effective conversations about the work we do through self and peer evaluation and to give and accept constructive criticism. Children are encouraged to consider other viewpoints and communicate effectively.</p>	<p><b>HISTORY</b></p> <p>Children have frequent opportunities to collaborate in History. They learn about conflict resolution in the past and the concept of fairness for example that Ancient Greece and Ancient Rome had forms of democracy but women and slaves were excluded. They learn some of the teachings of ancient philosophers. They being to understand how the modern world is shaped by the past such as invaders and wars. Specific focuses e.g. Black History Month, Windrush and Remembrance ensure children consider how events in the past affect our society today. During Remembrance assemblies we ensure children are aware of the contribution by the then members of the Empire e.g. Sikh regiments.</p>	<p><b>GEOGRAPHY</b></p> <p>Children learn about a wide range of cultures through their studies of people and places. They are encouraged to discuss and debate similarities and differences on a regular basis. Through their studies of settlement, tourism and migration they learn about contrasting needs and expectations.</p>
<p><b>MFL</b></p> <p><u>Children understand that the French language is spoken in many countries and that France is multi-cultural country. Children have in the past written letters to pupils In Abidjan, Ivory Coast.</u></p>	<p><b>MUSIC</b></p> <p>Children sing and perform instruments together. This enables them to develop their social skills of working as team to sound as one, to harmonise and respond to each other.</p> <p>Through the curriculum children have the opportunity to develop and compose in small groups.</p>	<p><b>PE</b></p> <p>Children work together to create games and compete. They are expected to be respectful and show good sportsmanship at all times. Through the curriculum, league games and Sports Day children work as teams to improve and compete. <u>Additionally children the opportunity to compete individually e.g during Sports Day, District Sports.</u></p>	<p><b>PSHE</b></p> <p>Early Years: Children are supported in developing social skills whilst working alongside other children. They play and share resources. Children are taught strategies to help them manage their emotions and to solve problems.</p>
<p><b>WHOLE SCHOOL/EXTRA CURRICULAR</b></p> <p>School Elections: House Captains, School council allow <u>children the opportunity to share their views and children to vote.</u></p> <p>Other groups: Junior Travel Ambassadors, UNICEF ambassadors promote a range of issues e.g. walk not drive to school, UNICEF letters to MPs.</p> <p>School visits from the Police.</p> <p><u>Year 6 Junior Citizens work: helping transition to Year 7.</u></p> <p>Out of school trips develop resilience, teamwork and appreciation for each other out of a school context: Year 3 Sleep over in school, Year 4 Camping Residential, Year 5 French Trip; Year 6 PGL.</p> <p>Some signage in school translated into different languages.</p>	<p><b>RE</b></p> <p><u>Children visit a local places of worship (each year group has a different one). This highlights the diversity within the community and teaches the importance of respect for one and other.</u></p> <p><u>Pupils are encouraged to listen respectfully during lessons and have the opportunity to share details and experiences of their faith/culture.</u></p> <p><u>Through the curriculum links are made to the Rule of Law e.g. via Religious codes of conducts written in Sacred Texts.</u></p> <p>Children are able to investigate social issues from religious perspectives e.g. Year 5 Visit to the Mosque.</p> <p><u>By looking at similarities and differences between major religions they recognise the diversity and respect for differing viewpoints.</u></p>	<p><b>AREAS FOR DEVELOPMENT</b></p> <p>Maths: Focus on Problem Solving/Puzzle week</p> <p>Review curriculum to ensure that it represents a multi-cultural/diverse community through resources, subjects and representations in literature.</p> <p>Wider school represents multiculturalism.</p> <p>Computing: Summer term theme day using school ICT equipment and working in teams across year groups/phases.</p> <p>Develop links with other French-speaking countries</p> <p>RE: Ensure teachers use the “Visitors Grid” to ensure that visitors are invited in to enhance the units. Ensure protocols for Visitors are used by teachers.</p> <p>RE: Ensure teachers are aware and using the document detailing how British Values can be taught in RE.</p> <p>Teachers to be reminded to make explicit links to British Values across the curriculum.</p>	<p><b>BRITISH VALUES KEY: Area underlined in the following colours.</b></p> <p><b>DEMOCRACY</b></p> <p><b>RULE OF LAW</b></p> <p><b>RESPECT &amp; TOLERANCE</b></p> <p><b>INDIVIDUAL LIBERTY</b></p>

# CULTURAL DEVELOPMENT

Through the curriculum children develop: An understanding 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 religions, ethnic socio-economic groups in the local, national and global communities).

<b>ENGLISH</b> Texts used to explore other cultures such as Christophe’s Story set in Rwanda. Shakespeare Workshops and unit of study to develop appreciation of the playwright. Beowulf, Traditional Tales from around the world show children similarities and differences whilst contributing to their appreciation of different cultures. Children visit the theatre (Panto, Shakespeare project) and have drama workshops in school.	<b>MATHS</b> Mathematics is a universal language with a variety of cultural inputs throughout the age groups. Cross curricular opportunities mean children explore mathematics applied in different cultures such as Rangoli patterns, symmetry projects, Fibonacci sequences, tessellations and Islamic geometric patterns.	<b>SCIENCE</b> Children have an opportunity to study famous scientists and the contribution they have made to modern society.	<b>ART &amp; DESIGN</b> The Take One Picture (National Gallery project) and Artist of the Week ensures children are exposed to a range of different artists and artistic styles from a range of cultures. Pupils explore the roles and achievements of artists, craftspeople and designers in the past and contemporary society. They are taught to recognise how images and artefacts influence the way people think and feel and understand the ideas beliefs and values behind their marking, relating art, craft and design to its cultural context. Visits to museums and art galleries form an intrinsic part of the art curriculum. Strong links with other schools mean students are invited to attend workshops, events and participate in competitions. During Art Weeks parent/carers with an expertise are asked to share their experiences.
<b>COMPUTING</b> Children explore how developments in technology have changed our culture, particularly the rise in social networking sites and the ability to communicate across national and international borders. Computing involves breaking through linguistic and cultural barriers. It is possible to email or chat across the world and to use word-process in a variety of languages. Children have the opportunity to discuss/reflect on how different cultures are portrayed on the internet and why or who is portraying them in a certain way.	<b>D&amp;T</b> Within the schools scheme of work we allow children to explore the cultural influences on the food we prepare and eat. Children are able to prepare foods from around the world in Food Tech lessons. The curriculum encourages research and analysis such as studying iconic designers. Children look at how products are developed differently across the world based on their moral beliefs. They have the opportunity to question the benefits of digital manufacturing versus handcraft.	<b>HISTORY</b> The National Curriculum has a strong focus on 1 <sup>st</sup> Millennium Britain. Children have opportunities to explore multi-culturism within this for example a study on the Roman legion of African soldiers who were stationed at Hadrian Wall. The European History units contain aspects of Mediterranean and European identify in particular Greece and Turkey. In June we celebrate the Windrush Generation including a Caribbean lunch. Our BHM 2022 focus was on comparing and contrasting African Countries “Africa is a big continent”	<b>GEOGRAPHY</b> Children enjoy learning about the world. They describe and reflect on their own journeys and beliefs. A wide-ranging curriculum provides opportunities for children to consider values and contrasting needs in particular between the needs of people and competition for land and resources. <u>In particular the Migration unit celebrates multi-cultural London</u>
<b>MFL</b> The study of French includes an understanding of food, lifestyle and culture in France.  In Year 2 children have a “French day” to introduce MFL They play Boules, eat crepes and enjoy learning about France.  The Year 5 French trip encourages children to speak French to order traditional French foods such as baguette, croissant etc.	<b>MUSIC</b> The curriculum makes links to events, festivals and days/months of note such as Royal events. Children hear music from a wide-range of sources. The children learn to appreciate music through the schools composer of the half-term. Children spend time in class and in assemblies appreciating music. Music is a universal language accessible to all, regardless of cultural, religious, ethnic and socio-economic background and ability. Children have access to musical instruments for class lessons including recorders.	<b>PE</b> Children take part in competitive league matches for Football and Netball. They take part individually in district sports. They have the opportunity to compete in their houses during Sports Day. The school takes part in a borough wide Dance Festival where they showcase their dances in a theatre.	<b>PSHE</b> <u>Children in Year 6 visit the Royal Courts of Justice to look at how UK law and courts operate.</u>
<b>WHOLE SCHOOL/EXTRA CURRICULAR</b> Children have the opportunity to perform to an audience: REC/Yr1: Nativity; Year 2 Harvest Festival; Year 3 and 4 Spring Festival; Year 3 Recorder Concert; Year 5 Singing Festival; Year 5 & 6 Christingle; Year 6 end of year production. Also class assemblies; ad-hoc productions to celebrate key events eg. Jubilee Dance. <u>House Captain and School council elections enable children to participate in democracy.</u> <u>UNICEF liaison with local MP and parliamentary visits.</u>	<b>RELIGIOUS EDUCATION</b> The Enfield Scheme of Work has 33 progressive units. They provide the opportunity for children to learn about the 6 main faiths in the UK. RE is well-resourced to support teaching and promote children’s understanding through the use of hands-on experiences. Whole school assemblies on different festivals and faiths include visitors from the local community. Each year has a trip to a place of worship and explore faiths in other ways such as Harvest Festival, making Driedels and finding out about the origins of Hinduism. Children are able to experience how food is interwoven into Religious practise and rituals including making and sharing a Seder meal, baking and tasting Challah Bread, eating dates for Ramadan. EARLY YEARS: Resources include Ethnic Dolls and cultural dressing up clothes. Children share their experiences of religion. Families are encouraged to use Tapestry to share their experiences at home.	Areas of Improvement  Maths: Introduce the ability to use exchange rates for foreign travel. Computing: More explicit links to BHM and Windrush. Whole School: Multicultural day/food hall.	<b>BRITISH VALUES KEY: Area underlined in the following colours.</b> <b>DEMOCRACY</b> <b>RULE OF LAW</b> <b>RESPECT &amp; TOLERANCE</b> <b>INDIVIDUAL LIBERTY</b>