



## Curriculum Statement: BRITISH VALUES & SMSC

*'If you get, give. If you learn, teach.'* Maya Angelou

*'The greatest discovery of my generation is that a human being can alter his life by altering his attitudes.'* William James

### The Courtwood Curriculum Intent and Offer

<b>National Curriculum:</b> Pupils learn the knowledge and skills required of them to be academically successful, building on their individual starting points	<b>Inclusion:</b> Pupils value diversity and demonstrate tolerance, compassion and mutual respect to all members of the school and wider community, whilst developing the life-skills needed to unlock their potential	<b>RIPPLE:</b> Pupils will develop, practice and apply a range of behaviours which equip them to be successful learners now and, in the future.	<b>Nurture:</b> Pupils build their confidence, self-esteem and resilience, developing strategies which enable them to effectively safeguard their well-being	<b>Outdoor Learning:</b> Pupils understand and take responsibility for their influence in living healthy lifestyles, and supporting the planet to be sustainable, both now and in the future	<b>Responsibility:</b> Pupils have an awareness of their own impact on their future and how they can contribute positively to wider society	<b>Enrichment:</b> Pupils access experiences and opportunities which develop aspirations and broaden the horizons of life-long learning
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### British Values

In accordance with the Department for Education we aim to actively promote British values in school to ensure young people leave school prepared for life in modern Britain. Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance and understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law.

The DfE have recently reinforced the need, *'to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.'*

Courtwood Primary School is committed to serving its community and surrounding areas. It recognises the multi-cultural, multi-faith and ever-changing nature of the United Kingdom, and therefore those it serves. It also understands the vital role it has in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them. The school accepts admissions from all those entitled to an education under British law, including pupils of all faiths or none. It follows the policies outlined by its governing body regarding equal opportunities, which guarantee that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar.

The Government emphasises that schools are required to ensure that key 'British Values' are taught in all UK schools. The government set out its definition of British values in the 'Prevent Strategy' - values of:



- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

**Intent, Implementation and Impact of British Values at Courtwood**

Intent (What will take place before teaching in the classroom? What do we want our children to know and be able to do?)	Implementation (What will this look like in the classroom?)	Impact (How will this be measured?)
<ul style="list-style-type: none"> <li>• For all children to understand they have a right to feel safe and happy; the responsibility to develop themselves to understand and respect differences between people and to know who to ask for support if they need it.</li> <li>• Children will develop an age-appropriate understanding of vocabulary related to PSHE/RSHE, which enhances their understanding and ability to explain and reason.</li> <li>• To help prepare pupils for their adult lives, teaching them how to engage with society and providing them with plentiful opportunities to do so.</li> <li>• Children to understand how to be effective members of their local and wider communities, making a positive difference as a global citizen.</li> <li>• To develop children’s understanding of the fundamental British Values.</li> <li>• To expand children’s Spiritual, Moral, Social and Cultural development (SMSC)</li> <li>• For all children to have opportunities beyond the academic curriculum, to develop their interests and access a rich set of experiences.</li> <li>• For disadvantaged pupils to consistently benefit from opportunities provided by the school to broaden their personal development.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PSHE Programme of Study</b> is used to deliver learning in line with the National Curriculum expectations for PSHE and RSE.</li> <li>• <b>A Programme of Study for Pupils with SEND</b> is also used to support children in our ELP.</li> <li>• <b>Key vocabulary</b> is explicitly taught to children as part of quality-first teaching. Vocabulary is clearly modelled on knowledge organisers.</li> <li>• <b>Knowledge Organisers</b> are used to support children’s understanding of the key knowledge, vocabulary and support organisations available. They also aim to help children know more and remember more.</li> <li>• Children’s <b>behaviour</b> will be tolerant of each other, demonstrate empathy and show respect to others during lessons.</li> <li>• <b>Assemblies</b> take place weekly to the whole school which promote and reinforce the PSHE curriculum, including British Values and SMSC.</li> <li>• Authentic learning links are made to the <b>wider curriculum</b>, that revisit and help secure in long-term memory, the PSHE curriculum (e.g. the theme of ‘identity’ through the portrait strand in art; health and nutrition through DT).</li> <li>• <b>Foundational knowledge</b> is explicitly planned for, to fill gaps in children’s cultural capital and ensure children have a broad range of experiences of the world, to be able to make sense of new learning and build existing</li> </ul>	<ul style="list-style-type: none"> <li>• Children will be able to use appropriate vocabulary accurately, independently, to demonstrate their understanding.</li> <li>• Learning will be recorded in whole-class floor books, designed to capture a snapshot of class responses, work and discussions.</li> <li>• Children will demonstrate understanding of British Values through their actions.</li> <li>• Pre and Post Learning Challenges (progress from a baseline activity at the start of the unit of learning) will reflect progression of knowledge, skills and understanding.</li> <li>• Pupil attendance at Courtwood will be at least in line with national expectations.</li> <li>• Incidences of bullying, racism, online safety breaches and other negative behaviours will be minimal.</li> <li>• Courtwood children will be resilient in their learning, have high aspirations for themselves and others and will build their self-confidence to ensure they can achieve good outcomes in all curriculum areas.</li> <li>• Increased pupil health and well-being will decrease/remove barriers to learning and improve the life chances of our most vulnerable and disadvantaged children.</li> </ul>



		<p>schema. This happens across the wider curriculum (e.g. ERICs in Guided Reading, art lessons)</p> <ul style="list-style-type: none"> <li>• <b>Displays</b> in classrooms and around the school reinforce learning from the PSHE curriculum.</li> </ul>			
<b>Implementing British Values at Courtwood</b>					
How British Values are promoted through...	...the curriculum	...assemblies	...wider opportunities	...visits	...discussions and literature
<b>Democracy</b>	<p>Elections for School Council members and our Collaboration Election initiative also introduce the concepts and language of representative democracy. Links to PSHE.</p> <p>Linked to curriculum e.g. democracy in Ancient Greece. Class decisions made through debates e.g. through the effectiveness of a leader or through a given scenario. Making decisions based around sources of evidence.</p> <p>Teaching about rules, laws, models of decision making, power and democracy.</p> <p>Children create a set of shared rules for keeping safe in their immediate environment.</p>	<p>Based around a carefully planned yearly map of themes, this incorporates the sharing of stories, images, events, music and expectations that, with clarity and precision, promote the values expressed.</p> <p>Participation by all, as in a democratic system, is encouraged and enabled through initiatives such as whole school/key-stage singing.</p> <p>Actively modelling democratic processes including debates, different forms of voting and the freedom of speech.</p> <p>School council children are elected and present new ideas in assemblies.</p>	<p>Other leadership groups exist for pupils to have their say through for example, Sports Leaders, Team Point Captains, School Council members and JTAs. Children put themselves forward and are elected. The range of roles maximises the opportunity for pupils to represent their peers and have a voice in the running of the school.</p>	<p>Year 6 select an end of year trip destination for their Leaver's Trip, which is voted for democratically.</p>	<p>Democracy is common within the school where the promotion of democratic processes, fostering the concept and application of freedom of speech and group action to address needs and concerns, are heard through our School Council.</p> <p>Group work and enquiry to encourage children to listen to the views and opinions of others. Adults actively model democratic processes such as listening to others, not interrupting others and respecting the view of others.</p>



<p><b>Individual Liberty</b></p>	<p>Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment.</p> <p>As a school we educate and provide boundaries for young pupils to make choices safely, through provision of a safe environment and empowering education.</p> <p>Children are encouraged to take risks and develop the confidence to 'have a go' and so increase the chances of experiencing success.</p>	<p>All pupils are given the freedom, and encouraged, to make choices in their everyday school lives.</p> <p>Our aim is to nurture every child and prepare them for the future. We teach children how to be successful learners through the learning behaviours of: Resilience, Independence, Perseverance, Practice, Listening and Effort – RIPPLE.</p> <p>Everyone is expected and encouraged to strive for excellence, whilst having the confidence to face challenges within a secure, happy and positive environment.</p>	<p>Children are inspired to consider how their future career choices can be broadened by their educational choices and the school engages in enterprise initiatives such as fundraising stalls run by all classes at school fairs and the Year 6 stalls during the summer term.</p> <p>Our pupils thrive on challenge, and there is good participation in our numerous extra-curricular clubs and opportunities, which are attended voluntarily with children choosing the clubs they want to attend.</p>	<p>There are numerous visits planned to help inspire pupils to broaden their horizons when making career choices.</p>	<p>The school makes the best use of opportunities as they arise for pupils to learn about events in the past which have shaped the future. At the end of the 2014 academic year, all pupils took part in learning and remembrance about World War One to help the children understand the upcoming commemorative events of the anniversary of the beginning of WW1.</p> <p>VE Day 75<sup>th</sup> anniversary in May 2020 was celebrated by pupils through home learning tasks which reviewed literature from the time. Brexit was also discussed.</p>
<p><b>How British Values are promoted through...</b></p>	<p><b>...the curriculum</b></p>	<p><b>...assemblies</b></p>	<p><b>...wider opportunities</b></p>	<p><b>...visits</b></p>	<p><b>...discussions and literature</b></p>
<p><b>The Rule of Law</b></p>	<p>The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout the curriculum on regular school days, as well as when dealing with behaviour and through school assemblies.</p> <p>Pupils are taught the value and reasons behind laws,</p>	<p>The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout the curriculum on regular school days, as well as when dealing with behaviour and through school assemblies.</p> <p>Sharing opinion in public forums in a tolerant way,</p>	<p>Displays celebrate and promote British Values, including 'What's in the News' during the school year, tied in with forthcoming events/ elections etc.</p> <p>Understanding E-Safety rules and safe behaviour on the internet.</p>	<p>Visits from authorities such as the Police, Fire Service and the Bikeability programme where children begin to learn the rules of the road, are regular parts of our calendar and help reinforce this message.</p> <p>Children understand that it is important rules are adhered to during school</p>	<p>Valuing views of others even if these do not follow your own views.</p> <p>Views are explored through core texts and themes. e.g. Victorians - laws and expectations of women and children in this era, including discussions about how and why this has changed.</p>



	<p>that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Courtwood uses a rights and responsibilities approach, which all children are familiar with.</p> <p>Models for teaching promote fairness, respect and value the contribution of all class members equally.</p> <p>Children will be taught the rules of each activity they participate in. We will discuss the importance of the rules and why we should abide by them. We will identify the importance of respect in their activity and how this achieves a more enjoyable experience.</p>	<p>mindful of other opinions, recognising rule of law in expressing opinion.</p> <p>Through awareness of current affairs in our countries of interest children will evaluate respect, fairness and freedom of expression.</p>		<p>trips for their safety but also the benefit of the wider community.</p>	<p>Strategies for lesson interactions promote respect, listening as well as contributions and responding constructively to others.</p>
<b>How British Values are promoted through...</b>	<b>...the curriculum</b>	<b>...assemblies</b>	<b>...wider opportunities</b>	<b>...visits</b>	<b>...discussions and literature</b>
<b>Mutual Respect and Tolerance</b>	<p>The school's learning behaviours (RIPPLE) were created by a group of children and staff and underpin our core values and understanding.</p>	<p>The concept of respect is reinforced regularly during assemblies, rules and staff-pupil relationships.</p> <p>Weekly merit assemblies award some children for excellent work and</p>	<p>Models of teaching such as circle time promote the listening culture and teach children to accept and respect a tolerance and diversity of opinions and beliefs.</p>	<p>Visits from organisations such as anti-bullying charities, Guide Dogs for the Blind and organisations who promote disabled sport ensure children encounter and hear from</p>	<p>Additional support is provided for individual pupils, through our trained ELSA (Emotional Literacy Support Assistant) who provides pastoral support. This support helps to develop self-esteem and</p>



	<p>RIPPLE is reiterated throughout the curriculum, the school and classroom rules, as well as our behaviour policy.</p> <p>Mutual respect and tolerance are developed in PE through the promotion of the concept of 'fair play', following and developing rules, inclusion, celebrating and rewarding success, being magnanimous in defeat and participation in activities that promote kinship with others. The importance of 'teamwork' and collective effort is emphasised and celebrated, as well as individual successes. Children will understand that tolerance is pivotal in teamwork. They will respect their team and be tolerant of the different levels of skill and ability.</p> <p>Awareness and appreciation of other cultures is promoted through learning about artists and other cultures (our art curriculum also has a World Art strand that children study annually).</p>	<p>behaviour. All children understand they earn their merit and celebrate the achievements of others.</p> <p>Kindness and Good Friend awards are given at the end of each year to a child per class who has been selected for demonstrating these qualities consistently and modelling high standards to others. Parents attend this celebration.</p> <p>Worship, assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE.</p> <p>Opportunities to discuss different cultures/ beliefs and backgrounds and question misconceptions they may have about them. This is supported by RE and PSHE.</p>	<p>Our Nurture provision ensures that children who require additional emotional support are able to learn and practice, in a supported way, strategies for managing friendships, anger and anxiety etc. Groups such as Young Carers are supported, visible and their role understood.</p> <p>The "Tree House" – our Enhanced Learning Provision supports pupils with Autism Spectrum Disorder. Our mainstream children are aware of our Tree House provision and understand that we are inclusive to all, showing respect and understanding, often going above and beyond to support Tree House peers.</p>	<p>people from different backgrounds to their own and with different life experiences.</p> <p>Class visits to places of worship such as temples and churches ensure our children are able to learn first-hand about the beliefs of others who may be different to themselves and ask questions to support their understanding and build respectful relationships.</p>	<p>to practise strategies pupils can employ to help improve their respect of others. Drawing and Talking and Partners in Talk interventions are also regularly used.</p> <p>Stories and settings chosen to support lessons which challenge stereotypes and preconceptions. Our Reading Challenge 5 Before 5 has books which support this also.</p> <p>Recognise different identities and experiences and that each person's identity is unique. This is explored through core text, themes, PHSE and RE. e.g. 'The Firework-Makers Daughter' explores Indonesian culture. Children explore the similarities and differences in identity and culture.</p>
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	<p>Pupils are taught how to respond to the work of others, considering the impact of their words.</p> <p>Pupils are also taught that different pupils may have different opinions about cultural artefacts, or the issues which inspire them.</p> <p>Understand what makes for good relationships with others. Self-awareness leading onto awareness of others, and tolerance of others/differences. Our ELP children use The Zones of Regulation approach to support behaviour regulation and understand the impact on others.</p>				
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**Spiritual, Moral, Social and Cultural (SMSC)**

<b>Spiritual</b>	<b>Moral</b>	<b>Social</b>	<b>Cultural</b>
<p><b>Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values.</b></p> <p><b>Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible</b></p>	<p><b>Ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives</b></p> <p><b>Understanding of the consequences of their actions</b></p>	<p><b>Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds</b></p> <p><b>Willingness to participate in a variety of social settings, co-operating well with others and being able to resolve conflicts effectively</b></p>	<p><b>Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage</b></p> <p><b>Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities</b></p>



<p><b>Use of imagination and creativity in their learning</b></p> <p><b>Willingness to reflect on their experiences.</b></p>	<p><b>Interest in investigating, and offering reasoned views about, moral and ethical issues.</b></p>	<p><b>Interest in, and understanding of, the way communities and societies function at a variety of levels.</b></p>	<p><b>Interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities.</b></p>
<p><b>Opportunities in English</b></p>			
<p><b>Spiritual</b></p>	<p><b>Moral</b></p>	<p><b>Social</b></p>	<p><b>Cultural</b></p>
<p>Courtwood welcome visitors from a range of different religions into school to share their own special religious stories. The children enjoy an annual assembly based on the Hindu story of Rama and Sita and led by Nabhi from the ISKCON Temple.</p> <p>Children at Courtwood have regular opportunities to make their own personal reflections, writing recounts of school events, trips and diary entries.</p> <p>Reading lessons at Courtwood focus on vocabulary, giving children the opportunity to appreciate the beauty of language and to respond to a range of literature.</p>	<p>Traditional tales are taught across the year groups, providing children with opportunities to discuss issues such as wrong and right and good and bad choices.</p> <p>English lessons provide opportunities for children to take part debates, ‘hot seating’ and role plays where they can explore different perspectives and choices.</p> <p>Reading lessons encourage children to develop empathy and understanding towards characters and real-life individuals.</p>	<p>The children take part in daily whole class reading lessons, providing them with opportunities to discuss the books they read and express their own views.</p> <p>Children at Courtwood are provided with opportunities to communicate with others in a variety of ways and styles ranging from formal letters to an invitation for a tiger to come to tea.</p> <p>The children are regularly provided with opportunities to work together to perform and present. The children take part in role plays and performances to support and plan their written outcomes.</p> <p>Courtwood encourage and promote social development through the organisation of shared reading events involving parents and carers and by establishing a network of ‘Reading Buddies’ across the school.</p>	<p>Classrooms and book corners around the school include texts from a range of different countries and cultures.</p> <p>Regular theatre trips to local theatres in Croydon and Bromley and the Year 6 school trip to the Globe Theatre to see books brought to life, provide an opportunity for children to develop an awareness, recognition and appreciation of the arts.</p> <p>Children are provided with opportunities to engage with texts that represent our strong literary heritage, e.g. The Iron Man and Macbeth.</p> <p>Our Reading Challenge features texts which help children develop an understanding of different historical periods, such as the Egyptians, Romans and ancient Greeks, thereby learning about different cultures from the past.</p>



<p>Children are given regular opportunities to engage with creative writing activities across the curriculum and are encouraged to participate in creative writing competitions, such as Young Writers.</p>			
<b>Opportunities in Maths</b>			
<b>Spiritual</b>	<b>Moral</b>	<b>Social</b>	<b>Cultural</b>
<p>Maths at Courtwood seeks to develop deep thinking and an ability to question the way in which the world works which promotes the spiritual growth of students. Students are encouraged to see the 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>Students are provided with opportunities to use their maths skills in real life contexts, applying and exploring the skills required in solving various problems. For example, students are encouraged to analyse data. All students are made aware of the fact that the choices they make lead to various consequences. Eg. If you perform a particular action to one number, will the same outcome apply to other numbers? Is it always the case? 'Sometimes, always, never' statements.</p>	<p>Problem solving skills and teamwork are fundamental to mathematics through creative thinking, discussion, explaining and presenting ideas. Students are always encouraged to explain concepts to each other and support each other in their learning. In this manner, students realise their own strengths and feel a sense of achievement which often boosts confidence. Over time they become more independent and resilient learners.</p>	<p>Maths is a universal language with many different takes on it throughout the years. Children look at Roman numerals, how Mayans calculated using their own number system as well as the Egyptians. Maths looks at the idea of what we use today is used world-wide and is used in most jobs every day.</p>
<b>Opportunities in Science</b>			
<b>Spiritual</b>	<b>Moral</b>	<b>Social</b>	<b>Cultural</b>
<p>In science, teachers create opportunities for pupils to ask questions about how living things rely on and contribute to their environment – habitats, plants, food chains and electricity. The Courtwood grounds are used to support this exploration.</p>	<p>Children develop an awareness of the ways that science affects society and the environment by learning about solar power, climate change and fossil fuels in lessons.</p> <p>Children learn to weigh up evidence and develop a considered response to moral issues – for example that not all</p>	<p>During science lessons, pupils learn how to keep other people safe and how they might protect a younger or vulnerable young person e.g. safety when using electricity.</p> <p>Children work with each other to plan and carry out experiments, adjusting ideas and working together to interpret</p>	<p>Children show willingness to visit areas of interest within the local environment e.g. Heathfield Gardens Ecology Centre and Selsdon Woods.</p> <p>Children learn about the ways in which scientific discoveries from around the world have affected our lives e.g. Galileo Galilei – gravity and telescopes;</p>



<p>Children learn about how the beliefs of eminent scientists and philosophers such as Copernicus and Aristotle, helped shape the world we live in, and have changed over time.</p> <p>Lessons give opportunities for pupils to ask questions and develop their own line of enquiry e.g. developing questions to ask an expert, observing over time, pattern-seeking, identifying, classifying and grouping.</p> <p>Children learn that some answers cannot be provided by science and demonstrate openness to this idea.</p>	<p>developments have been good because they have caused harm to the environment and to people – e.g. drugs can be harmful and helpful.</p> <p>When carrying out modelled, intermediate or an independent investigation the children will be able to decide which variable to use to ensure the test remains fair. When carrying out an investigation, children will take responsibility for their own and others’ safety. They are aware of the consequences of their behaviour and actions could jeopardise the results of the investigation.</p>	<p>findings, sharing results to improve reliability.</p> <p>Children have opportunities to work with other children on science challenges, in settings different to Courtwood at Riddlesdown, Quest and Trinity secondary schools on outreach days, collaborating with others.</p>	<p>Alexander Fleming – antibiotics and that these discoveries now form part of our scientific identity.</p> <p>It is important that children understand that scientific development comes from all across the world, from people of all backgrounds and cultures. Some of science’s most important discoveries have come from other parts of the world and it’s important for students to understand this as many believe that progress comes largely from the UK or America. It is also important to understand how different cultures around the world can have different impacts on the planet and what impact more economically developed countries have on poorer areas.</p>
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**Opportunities in Humanities (History & Geography)**

<b>Spiritual</b>	<b>Moral</b>	<b>Social</b>	<b>Cultural</b>
<p>In History, children reflect on how views of the past were influenced by beliefs at the time. A sense of empathy is developed as children are given opportunities to experience what it would like to be a Roman child and reflect on how their life would be different. Children look at events such as WW2 to understand the sacrifices made by the older generations so that we can live the life we do today.</p>	<p>In History, children will learn about the work of significant individuals such as Florence Nightingale to evaluate whether their work has had a positive or negative impact on our society today. Children will investigate the way that order was maintained during different periods in British history and learn about the importance of the British Monarchy in history.</p> <p>In Geography, children will learn about the consequence of their behaviour and actions during their focus on</p>	<p>In History, Year 1 children are encouraged to understand how their surroundings and belongings are different to that of older generations such as their parents and grandparents as they compare old and new toys.</p> <p>In Geography, children conduct research into the wild plants and animals that thrive in Croydon. Children research environmental change and discuss the impact that this could have on their local community.</p>	<p>In History, children develop a sense of identity and gain an understanding of their heritage by learning about the British empire. They learn about periods in British history such as the Vikings and the Romans and find out how they shaped the UK today. Pupils develop an understanding of our multicultural society through studying links between the history of Croydon, Britain, Europe and the world.</p> <p>In Geography, children compare their local area with a Mediterranean region.</p>



<p>In Geography, children enjoy learning about the human and physical world. Teaching ensures that children are using their imagination and creativity in activities such as evaluating whether Forestdale would be a suitable place for a farm.</p>	<p>natural disasters. They will understand how climate change, caused by humans, has impacted the frequency and nature of these natural disasters. They learn about the rainforest and the impact of deforestation. Children will learn about how to reduce the negative impact on the environment.</p>		<p>Lessons celebrate the differences of language, climate, culture and food and discuss the reasons why many people choose to travel.</p>
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**Opportunities in Art, DT and Music**

<b>Spiritual</b>	<b>Moral</b>	<b>Social</b>	<b>Cultural</b>
<p>Children use their imagination and creativity, to explore ideas and feelings in works of art, learning to respond freely to artist's work, and express themselves through their own art and design activities.</p> <p>Children appreciate the achievements of other artists both contemporary and from the past.</p> <p>Develop fascination, awe and wonder in the work of others by being exposed to the great works and artists from around the world, through online collections and visits to galleries.</p> <p>Children developing a sense of fascination as they explore the design of objects in order to understand how they are designed, constructed and</p>	<p>Children have the opportunity to discuss how artists and designers represent moral issues through their work for example looking at Street Art and the work of Banksy – is it graffiti or art?</p> <p>Pupils are encouraged to show kindness when assessing the work of others through AfL activities, understanding how their comments can build up or destroy another's self-belief. Children are taught that feedback is constructive and can lead to better outcomes.</p> <p>Children are encouraged to use recycled materials which they may already have in their homes, when designing and making. Children are made aware of issues relating to health and safety and the consequences of their actions and behaviour on the planet.</p>	<p>Children are taught to respect each other's ideas and opinions when talking about pieces of art and design, including the work of others in the class.</p> <p>Children develop collaborative, cooperative and teamwork skills by working with each other to produce creative outcomes.</p> <p>Courtwood performances are scheduled for each class annually ensuring that all children have the opportunity to collaborate in a different way and perform to an audience. These include Christmas plays, end of year productions, carol services, Easter and Harvest performances.</p> <p>Food is used as an opportunity for children throughout the school to engage in social functions, including working together to grow it in our Edible Playground, sharing the produce</p>	<p>Children learn about a range of artists and craftspeople in art lessons, when studying the work of others. Children are supported to understand that an artist's life experiences and influences will have an impact on their work. Benjamin Senior, a local artist from Croydon, works with pupils annually to support this understanding.</p> <p>Our 'World Art strand of the art curriculum, features various cultures and civilizations from around the world. They lead to a greater understanding of different ways of life and a respect for cultures that are very different from our own. The fusion of artwork between our own and other cultures leads to pupils incorporating designs, patterns and motifs in their own work developed by a deeper understanding of the culture.</p> <p>Trips are organised to various museums and galleries to broaden pupils' cultural</p>



<p>function. Children then use this knowledge combined with their own imagination and creativity to develop and make their own designs.</p>		<p>at lunchtimes in the dining hall, cooking it in DT lessons and learning about healthy choices and lifestyles in science and PE, as well as hosting tea parties for visitors and baking at home to fundraise via cake sales.</p>	<p>experiences. Recent visits have included The National Gallery; The Royal Festival Hall and City Hall for the Fourth Plinth School's competition. Trips are also organised to Fairfield Halls, The Churchill Theatre and various West End musicals.</p>
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**Opportunities in PSHE & RSHE**

<b>Spiritual</b>	<b>Moral</b>	<b>Social</b>	<b>Cultural</b>
<p>Children learn 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.</p> <p>Children have a sense of enjoyment and fascination in learning about themselves, others and the world around them.</p> <p>Children are able to use imagination and creativity in their learning and have a willingness to reflect on their experiences.</p>	<p>Children learn 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.</p> <p>Children understand the consequences of their behaviour and actions.</p> <p>Children have an 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.</p>	<p>Children 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.</p> <p>A willingness to participate in a variety of communities and social settings is shown by the children, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.</p> <p>Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</p>	<p>Children understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain School.</p> <p>Children have a developing knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain,</p> <p>Children demonstrate a willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.</p>

**Opportunities in PE and Outdoor Learning**

<b>Spiritual</b>	<b>Moral</b>	<b>Social</b>	<b>Cultural</b>
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<p>Having a broad and balanced curriculum allows pupils the opportunities to be creative in dance and gymnastics, reflecting on their performances in a positive way. Being amazed by what their bodies can achieve and how they can improve with practice.</p> <p>Children experience awe and wonder when observing and researching positive, elite role models in sport – inviting visitors in to assemblies and trips to venues of sporting interest.</p> <p>Children feel the awe and wonder that nature can evoke, including its vastness and unpredictability.</p>	<p>Sportsmanship – children know how to behave in sport, learning right from wrong and understanding how to be a good loser. Understanding bad behaviour in sport has a consequence – as an individual or a team. Encouraging ‘3 cheers’ and ‘handshakes’ at the end of competitive matches in netball and football.</p> <p>Children follow and abide by rules, encouraging fair play for all and developing positive attitudes to sport, including coping with failure.</p> <p>Link to drugs – PSHE and the misuse in sport – children understand how this is unfair for improving performance as an athlete.</p>	<p>Children develop the ability to work as a team in competitive and non-competitive sports, including taking part in festivals and events with CSSP, as well as matches for football and netball. Children understand the need for teamwork, perseverance and determination to succeed – attending weekly team practice to improve and work together.</p> <p>Children have leadership opportunities including sports leaders at lunchtime and captains in teams, encouraging respect amongst peers and showing good listening and communication skills.</p> <p>There is celebration of achievements, inside and outside of school in assemblies. Trophies and certificates are awarded for participation and achievement.</p>	<p>The curriculum allows time to explore dances and music from different cultures as well as traditional games in sport.</p> <p>Children are encouraged to reflect and explore stereotypes in sport – differences in male and female sports, participation and wages.</p> <p>Children discuss how different cultures are more prominent in some sports than others, why they excel and why they don’t.</p> <p>When playing matches against other schools from different areas, cultures and backgrounds, Courtwood children show respect for everyone.</p>
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**Opportunities in MFL (French)**

<b>Spiritual</b>	<b>Moral</b>	<b>Social</b>	<b>Cultural</b>
<p>Children are given the opportunity to reflect upon and share their own beliefs, comparing them to those of a variety of French children. It is an opportunity to see that both Britain and France are multidenominational.</p>	<p>Children reflect on what brings people together rather than separating them, with the acquisition of a language being one way of understanding others and offering future opportunities through uniting people.</p> <p>Children look at the role of the family and discuss who is important to us and why. Children are given a strong sense</p>	<p>Children acquire social skills in order to interact with different people. All children focus on interacting and practising conversational French as language acquisition develops, is a great time to concentrate on interpersonal skills.</p> <p>Children have regular opportunities to develop their communication and</p>	<p>Children are given opportunities to work with authentic materials from countries where French is spoken and communicate with native speakers.</p> <p>Children consider their own culture and compare it with the cultures of the countries where French is spoken.</p>



Children are able to share festivals associated with their religion and explore the French equivalents, looking at similarities and differences.	of self and are able to express opinions and preferences.	listening skills, working in different groupings.	Children begin to recognise cultural attitudes as expressed in language and learn the use of social conventions as well as identifying with the experiences and perspectives of people of these countries.
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**Opportunities in Computing**

<b>Spiritual</b>	<b>Moral</b>	<b>Social</b>	<b>Cultural</b>
<p>Spiritual education provides opportunities for reflection of awe and wonder about the achievements of ICT today and possibilities for the future.</p> <p>Children have the opportunity to reflect on issues – such as how computers can sometimes perform better in certain activities than people.</p> <p>Children reflect on their own and others’ lives and the impact computer science has on this.</p> <p>Children discuss the power and limitations that computing can have – particularly on individual’s beliefs.</p>	<p>Children can investigate and offer reasoned views about moral and ethical issues related to the use of the internet, including whether it is fair that some people in the UK and other countries do not have access to the internet and the use of digital technology concerning copyright and plagiarism.</p> <p>Children discuss issues and moral dilemmas, such as whether it is morally right to have computer games whose aim is killing and violence, reflecting on rules around these e.g. age restrictions/parental controls.</p> <p>Children develop respect in the use of digital equipment and its impact on the environment – for example ink and paper wastage.</p>	<p>Children are taught good practice and respect in the use of social networking.</p> <p>Children can communicate with others, through online communication methods such as social media, email, telephone, to maintain good relationships and promote sharing of information and knowledge across the world.</p> <p>Children can use remote learning platforms, such as Google classroom, to remain connected with peers and school, during times away from school.</p> <p>Through a range of subject-related software subscription, for example MyMaths, Purple Mash and Bug Club children are offered safe learning environments where they can communicate and work alongside children within the local environment as well as pupils from different social, religious, ethnic and socio –economic backgrounds.</p>	<p>Children learn how to research safely to find out about the past and the wider world.</p> <p>Children respect and develop an awareness and appreciation of how differing cultural, spiritual and religious views might differ towards the use of digital technology.</p> <p>Through assemblies and whole-school themes, children participate and share in cultural, sporting and national events including Anti-Bullying Week, World Book Day and The Olympics. Children have access to these events by watching live feeds and historical archive footage, as well as participating in live workshops and classes.</p> <p>Children learn that cultural education in computing involves breaking though linguistic and cultural barriers by using technologies such as e-mail and Skype.</p>



**COURTWOOD PRIMARY SCHOOL**

Nurturing Knowledge;  
Learning for Life.