



Buckstones Community Primary School

Policy for Social, Moral, Spiritual and Cultural Education

Including British Values

Written and agreed by staff: Monday 14th. May 2018

Adopted by Governors: Tuesday 18th. September 2018

Signed by Chair:

Buckstones Primary School
SMSC POLICY

At Buckstones Primary School we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures. We work hard to promote a good understanding of moral and ethical values to underpin our ethos and to provide foundations for good relationships within our community. As pupils grow and mature we place great importance on developing their social skills and social awareness.

Guidelines

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum.

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families. The school community will be a place where pupils can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the school. Pupils should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.

All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teachers' planning.

General Aims

- To ensure that everyone connected with the school is aware of our values and principles.
- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- To ensure that pupils know what is expected of them and why.
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To enable pupils to develop an understanding of their individual and group identity.
- To enable pupils to begin to develop an understanding of their social and cultural environment, and an appreciation of the many cultures that now enrich our society.

- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

Spiritual Development

We aim to help all pupils increase their spiritual awareness and development by exposing them to opportunities of awe and wonder that will contribute to their spiritual growth.

Pupils' spiritual development is shown by their:

- beliefs (religious or otherwise) which inform their perspective on life and their interest in and respect for different people's feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them (including the intangible)
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

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

- Sustain their self-esteem in their learning experiences.
- Develop their capacity for critical and independent thought.
- Foster their emotional life and express their feelings
- Experience moments of stillness and reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships
- Reflect on, consider and celebrate the wonders and mysteries of life.

Moral Development

We aim to enable all pupils to develop good moral values and understand about the importance of truthfulness and to know the difference between right and wrong. Also for all pupils to build an understanding of justice, fair play and honour.

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives
- understanding of the consequences of their actions
- interest in investigating, and offering reasoned views about, moral and ethical issues.

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

- Recognise the unique value of each individual.
- Listen and respond appropriately to the views of others.

- Gain the confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong.
- *As a school we aim to promote opportunities that will enable pupils to:*
- Develop an understanding of their individual and group identity.
- Learn about service in the school and wider community.
- Show respect for the environment.
- Make informed and independent judgements.

Social Development

We aim to enable all pupils to get on well together as a school community and develop the personal and interpersonal social skills that make for harmony and empathy for others.

Pupils' social development is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of social settings, co-operating well with others and being able to resolve conflicts effectively
- interest in, and understanding of, the way communities and societies function at a variety of levels.

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

- Develop an understanding of their individual and group identity.
- Learn about service in the school and wider community.

Cultural Development

We aim to teach children about the wider society in which they live as citizens and the rights and responsibilities that come with that. Also to give children an understanding of the rich culture in which they live and to increase their knowledge and understanding of the wider cultures that make up our societies and the diverse world in which they live.

Pupils' cultural development is shown by their

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- willingness to participate in, and respond to, for example artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities

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

- Recognise the value and richness of cultural diversity in Britain, and how these influenced individuals and society.

- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

Teaching and Organisation

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

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Class discussions and circle time will give pupils opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, e.g. bullying, death etc.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider others needs and behaviour.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally - e.g. empathy, respect, open mindedness, sensitivity, critical awareness, etc.

Many curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals, and accepting people who are physically or mentally different.
- Agree and disagree.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

Links with the wider community

- Visitors are welcomed into school.
- The development of a strong home-school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the pupil.
- Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.

Outcomes

The development of pupils' SMSC awareness will be core to our school's ethos. It will be established across the curriculum teaching and learning. It will have a strong visibility in the ethos, life and work of the school through pupils' behaviour, relationships, and attitudes. There will be visible evidence in displays, performances, music, drama and assemblies. Where appropriate, parents and the wider community will be encouraged to contribute to the development of SMSC education.

Strategies and Evidence:

1. Collective worship will be provided to enable children develop their spiritual awareness and spiritual understanding and assemblies will focus on moral, social and cultural issues.
2. Across the curriculum, teaching and learning pupils will experience awe and wonder as they have new experiences that lift their spirits.
3. Religious Education will become a stimulus and a springboard for the development of spiritual, moral, social and cultural education.
4. In the teaching of English, the use of stories, plays, dramas and poems will make significant contributions to spiritual, moral, social and cultural development.
5. Art, science, mathematics, design technology, music and physical education will all be used to provide opportunities for spiritual, moral, social and cultural education.
6. On every appropriate occasion teachers will use first-hand experience, visits, visitors, artefacts, AVA and the local and wider environment to provide good opportunities for pupils to experience awe and wonder.
7. In religious education, through their understanding of the different faiths and beliefs children will be encouraged to develop their feelings and 'empathy and understanding for others.
8. Through history and geography and their increasing knowledge and understanding of the world, learners will be helped to develop an understanding of the British society in which they live and its cultural diversity. They will also learn about the diversity of cultures across time and across the world.
9. Children will learn about the influence of religion, faith and belief on democracy, our government, the Monarchy, citizenship, and the Law. They will learn about rights and responsibilities, moral, spiritual, social, ethical and environmental issues.
10. Pupils will be taught how to develop the social skills that build society including how to work harmoniously with others, how to have empathy for others and how to respect the beliefs and cultures of others.
11. Across the curriculum, in teaching and learning pupils will learn how to behave, the importance of truthfulness and honesty. They will learn about the importance of kindness and care for others and of the importance of justice and fairness.
12. We will use financial resources to build up an extensive collection of resources, artefacts and books to support the teaching of spiritual, moral and social education.

- Mission Statement
- Collective Worship Policy
- R.E. Policy
- PSHE Policy

- Marking Policy
- Home-school agreement
- School Aims
- Behaviour Policy
- Anti-bullying Policy
- Single Equality Scheme
- School Council events and minutes and wall
- Celebration assemblies
- House Captains, School Councillors, Sports Leaders, dinner time helpers, telephone buddies , class monitors, eco monitors
- Cohesion with other schools e.g. Teddy Bears picnic, e-safety project, pen pals
- Work with the wider community e.g. Fair Trade topic, Together Steady Cook, visits to local care homes
- Inspirational visits and visitors e.g. local church, local mosque, Tower of London.
- Charity work e.g. Red Nose Day.
- Displays within school
- Childline presentation and workshops
- Financial awareness
- Bikeability and Road Safety
- Foundation subjects planning and R.E. planning and Literacy planning and Maths planning. Including opportunities for group work, co-operation, peer and self assessment. Children's learning mats.
- Interviews with children in specific subjects.
- Behaviour rules and playground charter.
- Healthy schools and Tooth Kind award
- Sex and Relationships Policy
- Special Education Policy and inclusion
- Extra-curricular activities
- Robinwood residential
- Comments from visitors and members of the public.
- Captain's table

Introduction

The teaching and upholding of British Values is developing in its significance for schools, it is not something new at Buckstones Primary School. British values are promoted in so much of what we do, not least during our school assemblies, Religious Education and Social and Emotional Aspects of Learning (SEAL) sessions. The values are integral to our long-standing mission statement which complements British values and always has done.

As well as actively promoting British values, the opposite also applies: we would actively challenge pupils, staff or parents expressing opinions contrary to fundamental British values, including 'extremist' views. This is in line with our Positive Behaviour Policy.

The term 'British values' might be slightly misleading in that these values are integral to so many countries throughout the world.

What are British Values?

At Buckstones Primary School we uphold and teach pupils about British Values which are defined as:

- democracy
- rule of law
- individual liberty
- mutual respect and tolerance of those of different faiths and beliefs

These values are taught explicitly through Personal, Social, Health and Emotional (PSHE), and Religious Education (RE). We also teach British Values through planning and delivering a broad and balanced curriculum. We have achieved the following external accreditations which demonstrate evidence of our commitment to British Values and SMSC:

- Ofsted grade of 'Outstanding' (March 2014)
"School leaders and all staff foster good relations, tackle discrimination and provide an equal opportunity for all groups of pupils to learn exceptionally well."

The school takes opportunities to actively promote British Values through daily collective worship and whole school systems and structures such as electing and running a successful School Council, House Captains and Sports Leaders. We also actively promote British Values through ensuring that our curriculum planning and delivery includes real opportunities for exploring these values. (see Action Plan).

At Buckstones Primary School, these values are reinforced regularly and in the following ways:

Democracy:

Democracy is an important value at our school. Children, parents and staff have many opportunities for their voices to be heard at Buckstones Primary. The elections of members of the School Council and Year 6 House Captains are based on pupil votes.

The election of the School Council members reflects our British electoral system and demonstrates democracy in action: candidates make speeches, pupils consider characteristics important for an elected representative, pupils vote in secret using ballot boxes etc. Made up of

two representatives from each class, the School Council meets regularly to discuss issues raised by the different classes.

Other examples of 'pupil voice' are:

- children agree their Class Rules and the rights associated with these; all children contribute to the drawing up of the charter
- using Pupil Feedback forms, children are asked to respond and reflect on the teaching and learning
- children nominate various charities, then within their own class, select two to go forward to the School Council, who then vote to decide two school charities which we support over the course of two years
- pupil interviews with Governors and subject co-ordinators.

Pupils are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. We encourage pupils to take ownership of not only their school but also of their own learning and progress. This encourages a heightened sense of both personal and social responsibility and is demonstrated on a daily basis by our pupils.

The Rule of Law:

The importance of laws and rules, whether they are those that govern the class, the school or the country, are consistently reinforced throughout regular school days. Our system for behaviour is aligned to an agreed set of codes and if children are given verbal warnings this is always set against the agreed school behaviour code.

Children are asked to identify which aspect of the code they have broken to ensure that this connection is made and understood. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the police, fire service etc. are regular parts of our calendar and help reinforce this message.

To encourage and promote good behaviour, attitude and work, we have devised a reward system which is consistently followed throughout the school.

We are committed to praising children's efforts. We endeavour to praise the children informally, individually, during group work, in front of the whole class and the whole school. Children are rewarded not only for achievement in curriculum areas, but for behaviour and general adherence to the Buckstones Positive Behaviour policy.

Rewards are given in the form of stickers, house points, certificates, Miss Healey letters, positive behaviour raffle and end of year awards which are based around values central to our mission statement. Children's achievements are also recognised during Celebration Assemblies.

Individual Liberty:

Pupils are actively encouraged to make choices at our school, knowing that they are in a safe and supportive environment. As a school we provide boundaries for our children to make choices safely, through the provision of a safe environment and planned curriculum. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are

advised how to exercise these safely, for example through our e-Safety teaching. Pupils are given the freedom to make choices, e.g. signing up for extra-curricular clubs.

Mutual Respect for Those of Different Faiths and Beliefs:

Part of our school ethos and behaviour policy are based around core values such as 'respect' and 'responsibility' and these values determine how we live as a community at Buckstones Primary School. Collective Worship is based on Social, Emotional Aspects of Learning (SEAL) which are central to how we expect everyone to go about their life at our school.

We have chosen to use the word respect rather than tolerance because the definition of tolerance can have a negative connotation.

This is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity in our local community which is by large white British. Collective Worship and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE.

Assemblies are regularly planned to address this issue either directly or through the inclusion of stories and celebrations from a variety of faiths and cultures. Our RE and PSHE teaching reinforce this. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school. Children visit places of worship that are important to different faiths.

Monitoring and Evaluation

Provision for SMSC will be monitored and reviewed on a regular basis. This will be achieved by:

- Monitoring of lesson plans and teaching and learning, by the head teacher
- Regular discussion at staff and governors' meetings
- Audit of policies and Schemes of Work.
- Sharing of classroom work and practice.
- Audit of Collective Worship policy and practice.

Review

This policy will be reviewed in accordance with the policy review schedule.

Appendix 1

Good/Outstanding Practice Guidance	Evidence At Buckstones Priamry
SPIRITUAL	
<p>Giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives.</p>	<ul style="list-style-type: none"> - Regular collective worship topics for Key Stage 1 and Key Stage 2: Please see collective worship policy. -Year 1 trip to local church -Year 2 trip to the Mosque -Year 3 visit - "A Christmas Experience" at Holy Trinity Church, Shaw. - collective worship policy recognises key festivals in all religions and special days. -RE curriculum using Locally Agreed Syllabus - Christmas Carol Concert - Infant Christmas concert
<p>Where pupils already have religious beliefs, supporting and developing these beliefs in ways which are personal and relevant to them.</p>	<ul style="list-style-type: none"> - RE Curriculum discussions. - Show and Tell in Reception where children explain what they have done when not in school. - Celebration Assembly where children's activities are celebrated. - Encouraging pupils to share their beliefs with their classes and during collective worship.
<p>Encouraging pupils to explore and develop what animates themselves and others.</p>	<ul style="list-style-type: none"> - RE Curriculum - PSHCE curriculum
<p>Encouraging pupils to reflect and to learn from reflection.</p>	<ul style="list-style-type: none"> - Positive Behaviour Policy - Charity and fundraising events -Down Syndrome day, Red Nose day - Regular Collective Worship - Pupils go on discussion forum to reflect on assemblies. - RE planning and curriculum; knowledge and response
<p>Giving pupils the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful.</p>	<ul style="list-style-type: none"> - RE planning and curriculum - PSHCE curriculum - Positive Behaviour Policy

<p>Developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected.</p>	<ul style="list-style-type: none"> - Explicit teaching of manners and politeness - Positive Behaviour Policy rewarding mutual respect - Reinforcing concepts in whole school assemblies - Class rules across EYFS and whole school and displayed in each room - School Council; regular meetings.
<p>Promoting teaching styles which:</p> <ul style="list-style-type: none"> - Value pupils' questions and give them space for their own thoughts ideas and concerns. -Enable pupils to make connections between aspects of their learning. - Encourage pupils to relate their learning to a wider frame of reference, for example asking 'why', 'how' and 'where' as well as 'what'. 	<ul style="list-style-type: none"> - Teachers are encouraged to ask varied and differentiated questions; this is looked for on planning during scrutiny and during lesson observations. - Encouraging pupil thinking time when answering

MORAL

<p>Providing a clear moral code as a basis for the behaviour which is promoted consistently through all aspects of the school.</p>	<ul style="list-style-type: none"> - Positive Behaviour Policy with display in each class - Positively worded whole school rules - Regular updates and reinforcement in assemblies - Head Teacher awards at the end of each half term - Star of the Week and Writer of the week and recognised in Friday Assemblies. - Whole school house point system with House Captains - British Values Badges/Attitude to Learning Badges - Captain's Table for positive behaviour at playtimes
<p>Promoting racial, religious and other forms of equality.</p> <p>Giving pupils opportunities across the curriculum to explore and develop moral concepts and values, for example personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong.</p>	<ul style="list-style-type: none"> - Trips organised with Religious theme studying different faiths - RE planning - Positive Behaviour Policy - School Council
<p>Developing an open and safe learning environment in which pupils can express their views and practise moral decision-making.</p>	<ul style="list-style-type: none"> - E Safety Computing planning and workshops for pupils and parents - Anti-Bullying lessons, assemblies and awareness in PSHCE - Pupil voice questionnaire

Rewarding expressions of moral insights and good behaviour.	<ul style="list-style-type: none"> - Positive praise - House points system with House Captains; weekly, termly and Yearly winners - Celebration assembly with Star of Week certificates - Reading Prizes - Writer of the Week awards - Lunchtime behaviour rewards - Yearly Attendance Awards - House point certificates - Miss Healey letters
Making an issue of breaches of agreed moral codes where they arise, for example, in the press, on television and the internet as well as in school.	<ul style="list-style-type: none"> - Reinforcement in Assemblies - children very clear on expectations - Respond to breaches in moral code in assemblies. - E Safety Computing planning and policy
Recognising and respecting the codes and morals of the different cultures represented in the school and wider community.	<ul style="list-style-type: none"> - RE planning and curriculum - PSHCE curriculum
Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour.	<ul style="list-style-type: none"> - Positive Behaviour Policy with consistent rules across the school; school rule relates to respect for property. - Class rules and expectations reinforced by Year 6 House Captains, Sport Leaders, Happy Champions, Infant helpers and Sports leaders. - Gardening club, looking after the school's garden beds
Providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship.	<ul style="list-style-type: none"> - Whole school, Key stage and Class Assemblies
Reinforcing the school's values through images, posters, classroom displays, screensavers, exhibitions etc.	<ul style="list-style-type: none"> - Classroom and corridor displays all of a high standard, reflecting school's vision for curriculum.

SOCIAL	
Identifying key values and principles on which the school community life is based.	<ul style="list-style-type: none"> - Positive Behaviour Policy - Consistent whole school rules
Fostering a sense of community with common inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish.	<ul style="list-style-type: none"> - Competitive Sports Days in Houses - Community events; Carol Concert, Church visits, Christmas performances, band concerts & singing for the community, Fund raising events e.g., Year 5 Biscuit Topic - Family learning through parental talks - Equality statements drawn up and reviewed.
Encouraging pupils to work cooperatively.	<ul style="list-style-type: none"> - School Council - Talking Partners during class discussions - Regular competitive sporting events - Fundraising Events - Sports Leaders organising whole school Houses sport competitions - House Captains and encouraging others in Celebration Assembly.
Encouraging pupils to recognise and respect social differences and similarities.	<ul style="list-style-type: none"> - PSHCE elements when challenging stereotypes.
Providing positive corporate experiences, for example, through assemblies, team activities, residential experiences, school productions.	<ul style="list-style-type: none"> - Christmas Productions EYFS and KS1/Year 6 End of Year Production - Christmas Carol Concert - Sports Day - Termly topic plans have enrichment and enhancement opportunities with visitors and trips - Enhancement days where dress up / thematic creative tasks - Creative high standard topic books. - Residential experiences in Year 5 - Year 6 Crucial Crew visit to Mahdlo Centre

Helping pupils develop personal qualities which are valued in a civilised society, for example, through thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence and self-respect.	<ul style="list-style-type: none"> - RE planning and curriculum - PSHE/Citizenship curriculum - School involvement in community events
Helping pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community.	<ul style="list-style-type: none"> - Whole school assemblies on aspirations, talents and targets.
Providing a conceptual and linguistic framework within which to understand and debate social issues, providing opportunities for engaging in the democratic process and participating in community life.	<ul style="list-style-type: none"> - Pupils elections and democratic vote for School Council and House Captains - Children write own speeches for Council/House Captains - Pupil training for Happy Champions and Sports Leaders - Pupil voice on selection of House Captains
Providing opportunities for pupils to exercise leadership and responsibility.	<ul style="list-style-type: none"> - School Council choose how to raise money and fundraise for charities and involved in whole school change. - Children plan further ways to improve our school - Create school newspaper
Providing positive and effective links with the world of work and the wider community.	<ul style="list-style-type: none"> - Promoting parents to volunteer to support pupil's learning, including regular reading - Friends of Buckstones - Money Sense/First Aid in collaboration with Governors

CULTURAL	
Providing opportunities for pupils to explore their own cultural assumptions and values.	- Fairtrade / Rights to go to school / challenging stereotypes / war and peace through remembrance.
Extending pupils' knowledge and use of cultural imagery and language.	- Cultural elements in topics studied: France/ Greece /Egypt/St Lucia/Baghdad etc. - Sharing stories from other cultures and countries in assemblies
Recognising and nurturing particular gifts and talents.	- Differentiation in planning to challenge pupils' learning.
Providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance.	- Creative Thematic Curriculum: Links exploited and when studying other cultures make links to art / music / crafts. - In RE and assemblies, children will learn about different events in various religions' calendars. - Participation in Dance centred around theme - Participation in Art Project - All year groups visit the theatre every year.
Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, concert and gallery visits, resident artists and cultural exchanges.	- Specialist Music PPA teacher for Year 5 and 6 - Visitors from Dinosaur Museum/Pirates/Farm/Murton Park/Viking Man/Science Visitors/School Nurse etc. - Visits to War Memorial/Skipton Castle/Yorkshire Museum/Manchester Airport etc. - Yearly theatre trips for all year groups
Reinforcing the school's cultural values through displays, posters, exhibitions etc.	- Learning Environment Expectations which reflect themes taught - Entrance Display/British Values Tree
Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum.	- School's creative curriculum.