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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **PE, Sport, Daily Activity**  **Nutrition**  Develop understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities | **Fundamental British Values**  Through curriculum, assemblies, wider opportunities, visits, discussions and literature, develops and deepens pupils’ understanding of the fundamental British values of democracy, individual liberty, the rule of law, and mutual respect and tolerance  Able to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England Engagement with the FBVs of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. knowledge of Britain’s democratic Parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain | **Equality, Diversity and Inclusion and Protected Characteristics**  Promote equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique. This includes, but is not limited to, pupils’ understanding of the protected characteristics and how equality and diversity are promoted  ensures an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation. | **Educational Visits, Cultural Capital and Enrichment**  A wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality.  The curriculum goes beyond the academic, vocational or technical  The school provides effectively for pupils’ broader development  No discrimination exists, for example in respect of wider opportunities for pupils | **Citizenship, Careers, Economic Education & Transition**  Opportunity for pupils to become responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults.  Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively  Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.  Readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully, including, for secondary schools, through careers information education, advice and guidance | **Resilience and Mental Health**  The curriculum develops pupils’ confidence, resilience and knowledge so that they can keep themselves mentally healthy | **Welfare and**  **E-Safety**  Enables pupils to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them.  Pupils are able to recognise the dangers of inappropriate use of mobile technology and social media and  know how to stay safe, including online | **Arts Education**  Participate in and respond positively to artistic, musical, sporting and cultural opportunities | **CREW Time, Dialogic Discussion Social and Moral Development**  The curriculum develops pupils’ characters, which we define as a set of positive personal traits, dispositions and virtues that informs pupils’ motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society.  Develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain  Pupils are able to understand the consequences of their behaviour and actions  Pupils take 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. | **Relationships and Sex Education**  The schools has formed a policy following consultation with parents  Staff are trained to assess and deliver the RHSE curriculum which  develops pupils’ age-appropriate understanding of healthy relationships through appropriate relationships and sex education | **Religious Education and Spiritual Development**  Provision for the spiritual development of pupils includes developing their: 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 sense of enjoyment and fascination in learning about themselves, others and the world around them. Pupils use imagination and creativity in their learning and show a willingness to reflect on their experiences. Show  Pupils take interest in exploring, improving understanding and showing respect for different faiths and cultural diversity.  They understand, accept, respect and celebrate diversity.  Pupils show respect and positive attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities |
| **PE, Sport, Daily Activity**  **Nutrition** | **Fundamental British Values** | **Equality, Diversity Inclusion & Protected Characteristics** | **Cultural Capital and Enrichment** | **Citizenship, Careers, Economic Education & Transition** | **Resilience and Mental Health** | **Welfare and**  **E-Safety** | **Arts Education** | **Social and Moral Development** | **Relationships and Sex Education** | **Religious Education and Spiritual Development** |
| **EYFS**  **Daily Mile**  **Premier**  **Sports**  **DT - Cooking** | **Monday Story Time Values Assembly**  **Picture News** | **No Outsiders Assemblies** | **Educational Visits**  **Extra-Curricular Activities** | **Compassion to Social Action** | **Forest School**  **Mind Up** | **Trusted Adults**  **Anti-Bullying Week**  **E-Safety Week**  **Risk Assessments** | **Singing Assembly**  **Music Lessons**  **Access Arts**  **Arts Week** | **CREW Time including activities for self and co-regulation**  **Dialogic Discussion** | **PHSE Scheme** | **Discovery RE** |
| **Year 1**  **Daily Mile**  **Premier Sports**  **DT - Cooking** | **Monday Story Time Values Assembly** | **No Outsiders Assemblies** | **Educational Visits**  **Extra-Curricular Activities** | **Compassion to Social Action** | **Forest School**  **Mind Up** | **Trusted Adults**  **Anti-Bullying Week**  **E-Safety Week**  **Risk Assessments** | **Singing Assembly**  **Music Lessons**  **Access Arts**  **Arts Week** | **CREW Time**  **including activities for self and co-regulation**  **Dialogic Discussion** | **PHSE Scheme** | **Discovery RE** |
| **Year 2**  **Daily Mile**  **Premier Sports**  **DT - Cooking** | **Monday Story Time Values Assembly** | **No Outsiders Assemblies** | **Educational Visits**  **Extra-Curricular Activities** | **Compassion to Social Action** | **Forest School**  **Mind Up** | **Trusted Adults**  **Anti-Bullying Week**  **E-Safety Week**  **Risk Assessments** | **Singing Assembly**  **Music Lessons**  **Access Arts**  **Arts Week** | **CREW Time**  **including activities for self and co-regulation**  **Dialogic Discussion** | **PHSE Scheme** | **Discovery RE** |
| **Year 3**  **Daily Mile**  **Premier Sports**  **DT - Cooking** | **Monday Story Time Values Assembly** | **No Outsiders Assemblies** | **Educational Visits**  **Extra-Curricular Activities** | **Compassion to Social Action** | **Forest School**  **Mind Up** | **Trusted Adults**  **Anti-Bullying Week**  **E-Safety Week**  **Risk Assessments** | **Singing Assembly**  **Music Lessons**  **Access Arts**  **Arts Week** | **CREW Time**  **including activities for self and co-regulation**  **Dialogic Discussion** | **PHSE Scheme** | **Discovery RE** |
| **Year 4**  **Daily Mile**  **Premier Sports**  **DT - Cooking** | **Monday Story Time Values Assembly** | **No Outsiders Assemblies** | **Educational Visits**  **Extra-Curricular Activities** | **Compassion to Social Action** | **Forest School**  **Mind Up** | **Trusted Adults**  **Anti-Bullying Week**  **E-Safety Week**  **Risk Assessments** | **Singing Assembly**  **Music Lessons**  **Access Arts**  **Arts Week** | **CREW Time**  **including activities for self and co-regulation**  **Dialogic Discussion** | **PHSE Scheme** | **Discovery RE** |
| **Year 5**  **Daily Mile**  **Premier Sports**  **DT - Cooking** | **Monday Story Time Values Assembly** | **No Outsiders Assemblies** | **Educational Visits**  **Extra-Curricular Activities** | **Compassion to Social Action** | **Forest School**  **Mind Up** | **Trusted Adults**  **Anti-Bullying Week**  **E-Safety Week**  **Risk Assessments** | **Singing Assembly**  **Music Lessons**  **Access Arts**  **Arts Week** | **CREW Time**  **including activities for self and co-regulation**  **Dialogic Discussion** | **PHSE Scheme** | **Discovery RE** |
| **Year 6**  **Daily Mile**  **Premier Sports**  **DT - Cooking** | **Monday Story Time Values Assembly** | **No Outsiders Assemblies** | **Educational Visits**  **Extra-Curricular Activities Educational Visits** | **Compassion to Social Action** | **Forest School**  **Mind Up** | **Trusted Adults**  **Anti-Bullying Week**  **E-Safety Week**  **Risk Assessments** | **Singing Assembly**  **Music Lessons**  **Access Arts**  **Arts Week** | **CREW Time**  **including activities for self and co-regulation**  **Dialogic Discussion** | **PHSE Scheme** | **Discovery RE** |

**We Are Aiming for Outstanding**

* The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality.
* There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work.
* The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school’s offer.
* The way the school goes about developing pupils’ character is exemplary and is worthy of being shared with others.