







## SMSC and Promoting British Values at Pilgrim Academy

At Pilgrim Academy, we recognise the importance of spiritual, moral, social and cultural (SMSC) development for all children. We strive to support every child in achieving their full potential through their learning and experiences in their education. It is our duty to provide opportunities for all children to explore and develop their SMSC skills through ‘courage, kindness and respect’ amongst themselves and within their community. Promoting British Values is also a key aspect to learning across the curriculum to ensure that all our pupils live their lives respectfully.


In this document, you will see how we embed SMSC and British Values across the Academy through the curriculum and enrichment. We pride ourselves on the opportunities we provide for our pupils to experience the wider community and engage in activities that they may never have accessed to in their lives.

Subject area	Links to SMSC and Promoting British Values
<p style="text-align: center;">Reading</p> <div style="display: flex; flex-direction: column; align-items: center;">   </div>	<ul style="list-style-type: none"> <li>• English phonics are taught from Nursery level and are developed year on year. Children in Year 1 will take their Phonics Screening and support is given to develop these skills therefore after. <b>(Social)</b></li> <li>• Reading is promoted in all areas of our school. We have lots of parent sessions for reading, weekly in Early Years and Key Stage 1 and half termly in Key Stage 2. <b>(Social)</b></li> <li>• Our library is one of our greatest assets. All children have weekly access to the amazingly stocked library with a range of up-to-date books. During this time, the children can read together and discuss their book preferences. They may also ask for book recommendations from their peers and teachers. <b>(Social)</b></li> <li>• There is a range of books for our EAL children who want to look at books in their home language. <b>(Cultural)</b></li> <li>• There are also books that expose the children to real-life issues <b>(Moral)</b> and characters from different cultures and backgrounds. <b>(Cultural)</b>.</li> <li>• Children will read the posters of the potential house captains to decide who they want to vote for. <b>(Moral)</b></li> <li>• Reading to our therapy dog <b>(Spiritual)</b></li> <li>• Theatre Company productions such as ‘Wind in the Willows’ <b>(Social)</b></li> <li>• Our half termly ‘Reading Challenge’ promotes reading at home. In reception the children have a weekly reading challenge certificate that they can achieve and this is shared with parents and carers on teams. Children are encouraged to read with their grown-ups at least three times a week. <b>(Social)</b></li> <li>• Weekly reading buddies take place across the school to encourage reading confidence when reading aloud and it gives the children the opportunity to</li> </ul>





	<p>share and discuss their love for reading and specific books and authors. This child led activity gives them ownership of their reading. <b>(Social)</b></p>
<p>Writing</p> 	<ul style="list-style-type: none"> <li>• Children across the school are taught how to write in a variety of genres, including letters, non-chronological reports, stories and instructions. <b>(Spiritual)</b></li> <li>• Children show a willingness to reflect on their experiences as they engage in recounts in various year groups. <b>(Spiritual)</b></li> <li>• Children write balanced arguments where they demonstrate an understanding of various viewpoints. <b>(Moral)</b></li> <li>• The World Book Day theme for the year was 'Humans Environmental Impact.' The children used this to develop their understanding of the consequences of behaviours and actions. <b>(Moral)</b></li> <li>• In Key Stage 2, debates are constructed through topics of British Values. <b>(Democracy)</b></li> <li>• School councillors and house captains will write their proposals and speeches on how to improve our school. <b>(Rule of Law)</b></li> </ul>
<p>Maths</p> 	<ul style="list-style-type: none"> <li>• Verbal discussions are used to evaluate problem solving and reasoning. This is done during Maths lessons and cross-curricular activities when the skill has been developed through numbers. An example of this is when dealing with money or counting up votes. <b>(Social)</b></li> <li>• The use of British currency is used and as form of play in Early Years and problem solving in Key Stage 1 and 2. <b>(Culture)</b></li> <li>• Children work in pairs and small groups, identifying that working together can have a positive impact socially and through problem solving. <b>(Social)</b></li> <li>• Data collection-for example, collecting votes, responses for questionnaires, asking children what clubs they want etc. <b>(Democracy)</b></li> <li>• NSPCC number Day. This is a full day working on numbers, showing how maths is inclusive to all children from nursery level to secondary ages. <b>(Culture)</b></li> <li>• UK Interschool Mathematics Competition to promote team building, and to experience competing against schools outside of the locality.</li> <li>• Active maths sessions across KS1 and KS2 with PE specialist, Owen Donovan. This not only promotes Mathematical skills but also physical well-being. <b>(Spiritual)</b></li> <li>• Whole school summer team building day in June, linking maths with PE activities. <b>(Spiritual)</b></li> <li>• Artful maths after-school club during the last term of summer – ran by year 6 children for children in KS2. The aim is to forge links between curriculum areas whilst promoting social skills, such as: independence, team building and communication. <b>(Social)</b></li> <li>• Year 6 children plan, resource and deliver a small lesson to children in KS2 during the last summer term. <b>(Democracy, Individual Liberty)</b></li> <li>• Embedding the concept of 'Think like a Mathematician' throughout lessons – encouraging children to not just focus on correct answers but to recognise their achievements when thinking deeply or making connections with other areas of the curriculum. Self-esteem and confidence are boosted by doing so. <b>(Individual liberty, Spiritual)</b></li> </ul>






	<ul style="list-style-type: none"> <li>• Weekly whole school recognition, during assembly, for children who show perseverance and resilience during maths lessons. <b>(Social)</b></li> <li>• Maths assemblies linked to real-life mathematicians and their professions: international and domestic footballers, gymnasts, e.t.c The aim is to build cultural awareness as well as to inspire. <b>(Spiritual, Social)</b></li> <li>• Year 4 parents invited to take part in an afternoon of times tables, whereby children were demonstrating how times tables are taught and then teaching their family members. Year 6 children assist and show guidance and leadership to their younger peers. <b>(Social)</b></li> <li>• Multiplication club took place to target Year 3 and 4 children in preparation for the MTC check. This club involved games and competitions to develop multiplication speed. <b>(Social)</b></li> </ul>
<p>Science</p> 	<ul style="list-style-type: none"> <li>• Exploration of living things including the school wildlife area. We embrace our school's Wildlife Weekly updates. They help us see first-hand the variety of wildlife that have made their home on our school grounds. <b>(Spiritual)</b></li> <li>• Exploring the world around us through our local environment, in and around school. <b>(Spiritual)</b></li> <li>• We always find interesting ways of viewing the world throughout our scientific discovery. We enjoy visits to the wildlife Park, local Woods, the beach and parks. <b>(Spiritual)</b></li> <li>• Workshops to demonstrate experiments involving the children to complete their own. For our whole school extra-curricular day (During British Science Week), we invited the Science Boffins in to broaden our scientific knowledge. This included live science experiments during an assembly attended by all year groups from Nursery to Year 6. Each class then had their own hands-on session with the 'Boffin'. The day culminated in a live rocket launch on the school field with all pupils present. <b>(Social)</b></li> <li>• Teamwork on decision making and problem solving. When discussing our ideas, we like to 'Speak like a Scientist' and show that we can communicate using scientific vocabulary that empowers us. <b>(Social)</b></li> <li>• Learning about seasonal changes <b>(Spiritual)</b></li> <li>• Learning about changes in ourselves. Pupils are taught, using the Yasmin and Tom scheme of lessons, about changes that will happen to them both physically and mentally. <b>(Spiritual)</b></li> <li>• Sustainable drainage project with SUDS. Planters outside our classrooms are nourished by the rainwater collected from our buildings – pupils are able to explore how plants grow and flourish with no help from humans. <b>(Spiritual)</b></li> <li>• Beach clean and learning how to protect our environment. For the first time, many of our pupils visited Cleethorpes beach and explored how humans have a direct impact (both positively and sadly sometimes negatively) on the natural world around us. <b>(Spiritual)</b></li> <li>• Magma trip planned for Year 4 on the 14.5.24 to expose the children to real life science and to allow the opportunity to revisit prior learning (materials). <b>(Spiritual)</b></li> </ul>




<p style="text-align: center;"><b>History</b></p>  	<ul style="list-style-type: none"> <li>• Learning about local history including that of our relatives, local industry and land. For example, in Years 5 and 6, we look at the development of Cleethorpes as a seaside town during the Victorian era supporting local cultural awareness and heritage. <b>(Spiritual)</b></li> <li>• Learning about British history such as The Great Fire of London in Key Stage 1 and the Victorians in Years 5 and 6. <b>(Cultural)</b></li> <li>• Early Years explore events that have happened in the past. <b>(Spiritual)</b></li> <li>• The use of artefacts such as newspaper articles and physical objects to analyse. Exploration of evidence across the curriculum, not only builds up cultural awareness from Britain and the wider world, but also provides countless opportunities for discussion; forming of opinions; analysis and debate, whilst developing mutual respect for views and opinions of others. For example, when Years 3 and 4 discuss Stonehenge or Years 5 and 6 study accounts of the reasons for the outbreak of WWII. <b>(Spiritual, Respect and tolerance)</b></li> <li>• Encourage asking questions about the past and respecting and listening to the views of others. For example, in Years 1 and 2, when exploring the Moon landings, pupils are given the opportunity to discuss the merits of space exploration, encouraged to share their views, whilst considering and listening to alternative opinions, promoting democracy and social development. <b>(Respect and Tolerance)</b></li> <li>• Visits to museums such as The Collection in Lincoln to look at artefacts from Ancient Egypt. For example, studying topics such as the Egyptians and Romans in Years 3 and 4, builds up a wide knowledge of and respect for other cultures, supporting tolerance and understanding of other traditions. <b>(Cultural, respect and tolerance)</b></li> <li>• Workshops for children to engage with for The Vikings and Florence Nightingale. Topics such as Florence Nightingale, in Years 1 and 2, help to build knowledge and respect for public institutions and services such as the NHS, through teaching an understanding of how health care has developed over time into our current system. <b>(Spiritual, respect and tolerance)</b></li> <li>• The promotion of Black History Month. <b>(Cultural)</b></li> <li>• Learning about conflict and extremist views through topics such as World War II and the Romans. For example, in Years 5 and 6, pupils will explore the impact of WWII on gypsies, Jews and other groups, helping to emphasize the importance of tolerance in today's society, whilst helping them to distinguish right from wrong. <b>(Cultural)</b></li> </ul>
<p style="text-align: center;"><b>Geography</b></p>	<ul style="list-style-type: none"> <li>• Learning about the local environment, including the local area and community, wildlife areas and local industry. Children have been to Cleethorpes, Hubbard Hills and Immingham Docks. Children have also completed walks in the local area. Reception children walked around the local area to identify different types of houses. <b>(Spiritual)</b></li> <li>• Our students were involved in a tour of the Port of Immingham to learn about their locality. Each year group went around the docks on a coach and completed a guided tour. <b>(Spiritual, Cultural)</b></li> </ul>




	<ul style="list-style-type: none"> <li>• Visits including contrasting areas such as beach and countryside, local industry such as fishing ports and field trips to study the weather. (Spiritual)</li> <li>• Studying the areas of the world and the country we live in. In Year 1 and 2, children focus on the United Kingdom. (Spiritual)</li> <li>• Group work for experiments and problem solving. Children complete fieldwork where they often work in groups. (Social)</li> <li>• Wilberforce College trip to learn about water and flooding in the local area and the effects of global warming. (Spiritual)</li> <li>• Visits from guests from Konigswinter in Germany to explain what life is like for children living in Germany. (Cultural)</li> <li>• Children in Key Stage 1 went on a beach clean to learn how to protect our environment in line with our learning about protecting the earth. The children learned about the effects of pollution to the beaches and the oceans and how we can protect wildlife and the planet. (Spiritual)</li> <li>• Comparing life to other parts of the world. In Year 1 and 2 children learn about Australia. In Year 5 and 6, children learn about North and South America. (Spiritual)</li> </ul>
<p style="text-align: center;">RE</p>  	<ul style="list-style-type: none"> <li>• Learning about different religions including Islam, Hinduism, Judaism and Christianity (Spiritual)</li> <li>• Identifying different cultures and building respect for how they live their lives differently to others. (Respect and tolerance)</li> <li>• Close links with local reverend who delivers assemblies and holds visits to her church. Visits have taken place for Christingle each year for Early Years and KS1. Reverend Julie delivers yearly assemblies on Harvest Festival, Easter and Remembrance Day. (Spiritual)</li> <li>• Celebrating cultures with visits such as Hinduism through art, dance and learning about their daily lives. (Spiritual)</li> <li>• Visits to different places of worship such as Lincoln Cathedral and St Andrews Church in Immingham specifically for topics covered 'Places of Worship.' Enquiries regarding visits to other religious places of worship have taken place, for example Scunthorpe Mosque. (Spiritual)</li> <li>• Christmas plays and Christingle celebrations are held yearly. Early Years and KS1 visit the local church with family members after learning about Christingle and making their own. Reverend Julie attends the school to hold a Christingle workshop for Nursery with parents. (Spiritual)</li> <li>• Workshop with 'I Sing Pop', learning songs about Inclusive Christianity Value and Collective Worship took place for the whole school and have access to these songs to use freely. (Cultural)</li> <li>• Remembrance Day assemblies with Reverend Julie take place yearly and children from each class produce some work. (Spiritual)</li> <li>• Visit from St Nicholas of Konigswinter to tell the children about the story of Father Christmas. (Cultural)</li> <li>• Harvest festival celebrations including a visit from local charity CARE about giving food to those who need it. Food donations collected yearly from families and children in the school. (Spiritual)</li> </ul>







	<ul style="list-style-type: none"> <li>• Parent session in Reception was held for learning about different cultures and religion. The parents prepared a variety of different foods for the children to taste and discuss. (Social, Cultural)</li> <li>• Music appreciates the different genres of music and cultures which takes place weekly across the school. (Cultural)</li> <li>• Interfaith week competition held where children had to design their own mugs to show cultures all belonging together. The winners then had their mugs designed and created to keep. (Social)</li> <li>• Comparisons of different religious beliefs and what/why celebrations are held during lessons, assemblies and enrichment. (Spiritual)</li> <li>• Year 3 and 4 children recently visited St Andrews church where the children handled and discussed Cristian artefacts. Reverend Julie encouraged the children to experience dressing up in her priest cassocks. The children were fully immersed in the experience and many children asked interesting and relevant questions. (Spiritual and Cultural)</li> <li>• Singing of Christian Hymns during singing assemblies that include Christian values. (Cultural)</li> </ul>
<p style="text-align: center;">Music</p> 	<ul style="list-style-type: none"> <li>• Weekly lessons incorporate 'Music appreciation' of different genres of music, cultures and preferences to different groups of musicians past and present. All children listen to the same piece of music across the school and are given the opportunity to share their opinion about the music. Giving their feelings and experiences about the music can allow them to speak out and give opportunities for their peers to listen and understand their views on a safe subject (Cultural, Social)</li> <li>• Lessons and extra-curricular activities include exploration of how different instruments can make different sounds. This will include Taiko drumming due in late summer term 2. (Cultural)</li> <li>• Exploration in Early years of what objects and body parts can create musical tones. (Spiritual)</li> <li>• Learning how to create a piece of music in harmony as a group. Use of composition and group work to create a piece of personalised music. Year 6 children will create their own leavers song as part of their music curriculum and perform it to their peers and parents at the end of the year (Cultural)</li> <li>• Children are encouraged to express their feelings through music and sounds and what they feel in response to music and sounds. (Social)</li> <li>• The school choir have visited the local care home; Glyn Tomas house and sang to the residents, bringing joy to them and their families. We also participate in Christmas carol singing to local audiences. This year we visited the Grimsby Widows Association for their annual Christmas party. (Social)</li> <li>• Pilgrim participated in a week-long workshop with I Sing Pop; learning songs and dances about Inclusive Christianity Value and Collective Worship. The children worked collectively as a school and performed their songs to parents in a big production with a sound system and lighting. (Spiritual and cultural)</li> </ul>







	<ul style="list-style-type: none"> <li>From Nursery to Year 6, all children are given a range of opportunities to explore musical instruments from percussion, to recorders, glockenspiels to trumpets, the children build excitement through experimenting with the sounds they make and learn resilience when honing their skills to play the instruments in the correct way. For example, in year 2 the children are exposed to a piece of music linked to weather and they are given a vast range of musical instruments that they can choose from in order to recreate weather sounds. This is also replicated in upper key stage 2 where the children use glockenspiels to create melodies to represent emotions. (Cultural and Spiritual)</li> </ul>
<p>Design Technology</p> 	<ul style="list-style-type: none"> <li>Understanding and exploring that there isn't one way to do things and we can learn from our mistakes and improve through our cycle of design, make and improve. (Tolerance and individual liberty)</li> <li>Children are taught the importance of following rules when using dangerous equipment including cooking, and using saws, knives and scissors. (Individual liberty, Rule of law)</li> <li>Explore our creativity through design. For example, Year 5 designed a stuffed animal of their choice then used appliqué to add details such as buttons. (Culture)</li> <li>Peer evaluation is utilised in our projects whereby students have an opportunity to give feedback and encouragement to each other in order to improve their own design. (Individual liberty)</li> <li>STEM workshops including engineers from local company Equans (Spiritual)</li> <li>Visits from local companies such as DC Brickwork to tie in with the children's learning about the Three Little Pigs and how houses are built. (Spiritual)</li> <li>Exploring different cultures and beliefs through cooking and nutrition. For example, Year 5 created some dishes from around the world and sampled some delicious Bulgarian soup. (Cultural)</li> <li>Appreciation of different values through Farm to Fork food technology unit. Students explore where food comes from (farms, rivers, seas, etc) and can appreciate how some people may be vegetarians, vegans, pescatarians, etc due to their values. (Cultural)</li> <li>After school club with different ages (vehicle construction). KS1 created a vehicle from a shoe box while KS2 created an electrical circuit which powered their vehicle. (Spiritual)</li> <li>STEM Careers Day to take place which involves local businesses and parents. (Social)</li> <li>In Year 3/ 4 children had the opportunity to cook and make a range of foods. This gave the children the opportunity to develop their life skills. Following hygiene rules, safety regulations and how to use equipment safely. (Spiritual)</li> </ul>
<p>Art</p>	<ul style="list-style-type: none"> <li>Art competitions for all ages (Cultural)</li> <li>Exploring our feelings and emotions through art (Cultural)</li> <li>Exploring different genres and cultures of art (Cultural)</li> </ul>



	<ul style="list-style-type: none"> <li>• Creating artwork through British Values, making their voices heard (<b>Cultural, Individual liberty</b>)</li> <li>• Exploring the environment like Henri Rousseau (<b>Spiritual</b>)</li> <li>• Working together to create collages and sculptures (<b>Social</b>)</li> <li>• Our children are given a range of after school clubs which include Doodle club and Sketching club</li> <li>• Peer and self evaluation are common practice throughout the art curriculum.</li> <li>• Exploring our creativity through drawing, painting and using a range of different mediums and materials – creating sketchbooks.</li> <li>• Understanding and exploring that there isn't one way to do things and we can learn from our mistakes and improve. (<b>Tolerance and individual liberty</b>)</li> </ul>
<p style="text-align: center;">PE</p> 	<ul style="list-style-type: none"> <li>• Across the school, children are learning the skills they need to develop what their bodies can achieve. This is done through dance, fine and gross motor skill (<b>Spiritual</b>)</li> <li>• To tie in with learning about our bodies, the children also learn about healthy living, including a balanced diet and the importance of being active. (<b>Spiritual</b>)</li> <li>• Throughout the milestones of PE, children will learn about the importance of rules and boundaries and understanding fair play and respect. (<b>Rule of Law, Respect and Tolerance</b>)</li> <li>• Pilgrim Academy work with Sports Partnership to promote and involve children in competitions, including football teams for girls and boys, dance festivals and cross country.. (<b>Cultural</b>)</li> <li>• Children are encouraged to work as a team and how to be inclusive to all pupils. Team work is specifically important, especially in PE as the children need to learn from each other and how best outcomes can come from team work. (<b>Social</b>)</li> <li>• Our SEND pupils have been involved with inclusive competitions such as Boccia. The children loved this activity and felt like they weren't left out as can sometimes be the case for children with SEND. (<b>Cultural</b>)</li> <li>• Dances of different countries and cultures are taught across the milestones. Children will appreciate different cultures from exploring how people from different ethnic backgrounds live and celebrate through dance. (<b>Culture</b>)</li> <li>• Promoting positive sportsmanship is rewarded during all lessons and competitions. The children will learn the importance of respect in sport and how teams will support each other with positive feedback. (<b>Social</b>)</li> <li>• We held a Race for Life to raise money for those who have suffered with Cancer. Parents were asked to join in with the event and children learned about the charity and how they can do something to support it. (<b>Social</b>)</li> <li>• Over the year we have visits from British athletes such as sprinters Andy Morgan-Harrison and Ashleigh Nelson and Paralympian Sean Gaffney who represented Britain in the Invictus games. Children have learned about resilience and overcoming adversity through inspirational talks and</li> </ul>





	<p>demonstrations. The children joined in with workouts and were challenged of their own ability. (Social, Spiritual, Cultural, Respect and tolerance)</p> <ul style="list-style-type: none"> <li>• Each year, children across the school join in with Sports Day. The children are awarded with medals and are encouraged to join in with healthy competition. Rewards are given for house teams too.</li> </ul>
<p>Computing</p> 	<ul style="list-style-type: none"> <li>• Children interact with each other through different programmes such as Times Tables Rock Stars (Social)</li> <li>• Children are provided with access to online subscriptions that can be used at home as well as school, such as Spelling Shed and Times Tables Rock Stars, which also includes healthy competition. (Cultural)</li> <li>• NSPCC support through online safety (Rule of Law, Respect and Tolerance, Cultural)</li> <li>• British values, including those of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are embedded in the Computing curriculum through topics such as programming, and creating media (Spiritual)</li> <li>• In years 5 and 6, children are given the task to showcase their computing skills. This can be done through creating leaflets, filming, programming and demonstrations of data handling (Social, cultural)</li> <li>• E-safety promotion days including respecting others online (Rule of Law)</li> </ul>
<p>PSHE</p>   	<ul style="list-style-type: none"> <li>• Promotion of Red Nose Day, social activities throughout the day including joke competition assemblies and coming to school dressed up for the day. (Social)</li> <li>• Activities across the school for Anti-bullying week. This would include awareness, actions to take and understanding the effects of bullying. (Rule of Law, Respect and tolerance)</li> <li>• NSPCC support workshops (Moral)</li> <li>• We have an amazing pastoral team to engage with children's mental health support. They deliver interventions, step-out support, de-escalation and support for staff and pupils with behaviour management. (Social)</li> <li>• Odd sock day to promote diversity which all the children in the school gets involved with. (Social, Spiritual, Respect and Tolerance)</li> <li>• Road safety talk assemblies and workshops with PCSO (Social, Rule of Law)</li> <li>• PSHE curriculum lessons include how families may differ, who can help us, including teachers, NHS and police and respecting others. (Individual Liberty, Respect and Tolerance, Social, Cultural, Democracy)</li> <li>• Award ceremonies to highlight the achievements of pupils across the school. These include mathematician of the week, special mentions of at least one child per class, reading certificates and attendance certificates. (Social)</li> <li>• Democratic votes to elect house captains and school councillors. The voting system occurs annually for each position through votes collected in class and as a whole school for house captains. (Moral)</li> <li>• Visits from the local Mayor have taken place over the year. Mister Mayor has been to see the work we do in class, the gardens we look after and</li> </ul>



	<p>the links between our locality and the twinned town of Konigswinter. (Individual Liberty, Cultural)</p> <ul style="list-style-type: none"><li>• Donations from the Mayor to improve our garden environment. After his first visit to the school, Mister Mayor was excited to present us with a donation for our gardens. He then came back to see the progress and was impressed by our gardening skills. (Spiritual)</li><li>• Our School councillors organised a school disco to raise funds for Barnardo's. The decision to hold the disco and the all the planning was lead by the School council team. (Moral, Social)</li><li>• We have a big promotion on friendships through lessons, working together in pairs and groups, buddy benches in the playground and Playground buddies to encourage fair play at playtimes. We also had a whole school 'Kindness' workshop to support this. (Social, Respect and tolerance)</li><li>• Playground buddies for playtimes to encourage safe play, anti-bullying and being a friend to those who need one. (Rule of Law, Social, Respect and tolerance)</li><li>• Children in Key Stage 1 engaged in a beach clean and learned how to protect our environment in a workshop with Ebb and Flo, Cleethorpes. (Spiritual)</li><li>• Hello yellow day gave us the opportunity to engage in lessons on identifying our emotions and support on how to control them. (Social)</li><li>• Children got involved with a 'Meet the author' web chat, around 'Its ok, not to be ok' book by Esther Marshall. (Social, Spiritual)</li><li>• YEAR 5/6 had a webinar with Dr Alex George around mental health awareness. (Social, Spiritual)</li><li>• Whole school activities to support Children's Mental Health Awareness week in February 2024. (Social, Spiritual)</li><li>• Mental health Champion training with 'one Goal' for years 2,3,5 (Social, respect and tolerance)</li><li>• Celebration of festivals for different cultures such as Eid and Chinese New Year. This was done through art, dance, craft and learning how the different cultures celebrate including Diwali in Early years (Social, Cultural)</li><li>• Embedding the rule of law through visits and discussions with local PCSO, promotion of manners and respect for all others, reward systems such as Carrots. (Moral, Rule of Law, Cultural)</li><li>• Promotion of our school values, Kindness, Courage and Respect. Moral, Cultural, Social, respect and tolerance)</li><li>• British Values webinar with Picture News delivered to all classes in Key Stage 2.</li></ul>
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