British Values, Protected Characteristics and Spiritual, Moral, Social and Cultural Development (SMSC) at Walter Halls

In our school, British Values, Protected Characteristics and Spiritual, Moral, Social and Cultural Development (SMSC) are not taught in isolation but are woven through the daily life of school and embedded across the curriculum. They are evident in classroom practice, whole-school routines, assemblies, pupil leadership opportunities and the wider curriculum, ensuring that all pupils develop the knowledge, skills and attitudes needed to thrive in modern Britain.

British Values are taught and reinforced through subject learning, behaviour expectations and pupil voice. Democracy, the rule of law, individual liberty, and mutual respect and tolerance are modelled consistently through high-quality texts, historical and contemporary contexts, RSHE learning, and whole-school systems such as voting, leadership roles and OPAL play. Pupils are supported to understand rights and responsibilities, make informed choices, and respect the views and beliefs of others.

Protected Characteristics are actively promoted through an equity-led approach that recognises and values individual difference. Learning across subjects ensures pupils encounter positive representation, challenge stereotypes and develop respectful understanding of age, disability, race, religion or belief, sex, gender, family structures and identity. These themes are made explicit through curriculum content, role models, discussion, and reflection, supporting inclusion, aspiration and a strong sense of belonging for all pupils.

SMSC development underpins all areas of school life. Spiritual development is fostered through reflection, curiosity, awe and wonder, and opportunities to consider meaning and values. Moral development is supported through discussion of right and wrong, ethical dilemmas and responsible decision-making. Social development is promoted through collaborative learning, play, leadership and community involvement, while cultural development is strengthened through diverse curriculum content, RE, the arts, performances and celebrations.

Together these strands ensure pupils leave our school as confident, reflective and respectful individuals, prepared for the next stage of education and for life in a diverse and ever-changing society.



The Thumb and Finger Model

At our school, British Values are introduced and reinforced through the use of the thumb and finger model, helping pupils remember and understand each value in a simple and memorable way. Each finger represents one of the core values and provides a visual prompt for discussion. The thumb represents Democracy, reminding pupils that everyone can give their opinion through a “thumbs up or thumbs down.” The index finger represents the Rule of Law, symbolising rules and guidance that help keep everyone safe. The middle finger represents Tolerance of different faiths and beliefs, as it is the tallest finger reaching upwards, reminding pupils to respect different beliefs and perspectives. The ring finger represents Mutual Respect, linked to the idea of a wedding ring and respecting other people and relationships. Finally, the little finger represents Individual Liberty, as it stands slightly apart from the others, symbolising the right to make personal choices and express individuality.

This model is used across the school to support pupils’ understanding of British Values and is encouraged to be referenced in classroom discussions, lessons and assemblies. Teachers are also encouraged to incorporate the thumb and finger model within classroom displays and learning environments, providing a clear visual reminder that helps pupils recognise and apply these values in everyday situations.

BRIITISH VALUES, PROTECTED CHARACTERISTICS AND SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT (SMSC) – WHOLE SCHOOL CURRICULUM MAP (EYFS-YEAR 6)

	Democracy	Rule of Law	Individual Liberty	Mutual Respect & Tolerance of those with Different Faiths and Beliefs
BRITISH VALUES	**EYFS**			
	In EYFS, democracy is promoted by providing children with meaningful opportunities to make choices, express preferences, and participate in simple decision-making processes, helping them understand that their voice matters within the community. • Children exercise autonomy and independence in their play, supporting emotional wellbeing and self-confidence through making choices. Children independently select resources and learning areas, developing decision-making skills and an understanding of personal choice within a shared environment. Children choose materials, tools, and creative activities, enabling them to express preferences and ideas while respecting shared resources and the choices of others. • Children are given opportunities to express preferences by voting for shared texts, learning that their views are valued and that decisions can be made collectively. Through group decision-making, children also begin to understand that different people may have different opinions and that democratic processes help groups reach fair decisions. • Children make a choice about where they sit during group times by selecting their named or photo card, reinforcing a sense of belonging, fairness, and participation in group routines.	In EYFS, the Rule of Law is embedded through clear expectations, consistent routines, and positive role modelling. Children learn that rules help keep everyone safe, promote fairness, and support a happy and well-organised learning environment. • Children are introduced to age-appropriate language related to rules and boundaries, supported by praise and positive reinforcement when they make appropriate choices. • Following Ready, Respectful, Safe: Children consistently follow simple school rules that promote safety, respect, and positive behaviour, supporting emotional security and social development. Children learn that rules help everyone to feel safe and supported within the school community, developing an early understanding of why rules exist and how they apply to daily life. • Adults model appropriate behaviour, including kindness, politeness, and safe practices, helping children understand expectations and learn through observation. • Children are supported to share resources appropriately, developing self-regulation, cooperation, and respect for others. Children learn to follow agreed expectations when using and sharing creative and practical resources, understanding the importance of fairness, turn-taking, and caring for shared materials. • Children follow clear routines during transitions and movement around the setting, learning that rules and routines help maintain safety, order, and fairness for everyone.	In EYFS, Individual Liberty is promoted by empowering children to express their feelings, make their needs known, and seek support when required. Children learn that they have a voice, that their feelings are important, and that they can make safe and appropriate choices within a supportive environment. • Children are guided to express emotions in an appropriate and respectful way, helping them understand that all feelings are valid, while learning how to manage them safely. Children are supported to identify and articulate their emotions using age-appropriate vocabulary (e.g., “I feel angry”), developing communication skills and emotional literacy. They are encouraged to express feelings through art, music, movement and role play, providing alternative ways to communicate thoughts and emotions. • Regular opportunities are provided for children to share how they are feeling, supporting language development and self-awareness. These support children in recognising their emotions and understanding that their feelings matter. • Children learn that they have the right to express their needs and feelings and that their voices should be listened to and respected by others. Children are taught to assert themselves safely by using the word “stop” to communicate boundaries during play, supporting personal safety and confidence. • Children are encouraged to approach a teacher or trusted adult for comfort, reassurance, or intimate care when needed, reinforcing their right to feel safe and supported.	In EYFS, Mutual Respect and Tolerance are promoted through inclusive practice, meaningful exposure to diverse cultures and beliefs, and clear messages that differences are valued. Children learn to respect others, celebrate diversity, and understand that everyone deserves kindness and inclusion. • Adults model respectful language and behaviour, helping children to develop positive attitudes towards difference and inclusion, promoting kindness and inclusion. • Children are introduced to inclusive communication through sign language, learning a new sign each week to support communication, inclusion, and respect for different ways of communicating. • A wide range of inclusive texts are available, reflecting the cultures, languages, and experiences of the children and the wider world, supporting understanding and respect for diversity. • Children engage in art, music, dance, and craft activities inspired by a range of cultures and festivals, encouraging curiosity, appreciation, and respect for cultural diversity. Children learn about and celebrate a variety of festivals such as Diwali, Eid, Holi, and Lunar New Year, developing an awareness of different traditions, beliefs, and cultures. • Children are supported to recognise that people may have different beliefs, traditions, and ways of life, while also identifying shared experiences. • Children are taught that everyone learns in different ways and that some children may need additional support, fostering empathy, kindness, and respect for individual differences.
	Year 1			
	Core Subjects: Pupils vote to select shared texts and class rewards, practising simple democratic processes. **The Arts:** Pupils express personal preferences in creative work and learn to listen respectfully to differing viewpoints.	**Core Subjects:** Through shared texts and classroom discussions, pupils explore ideas about fairness, rules and consequences. Stories and texts featuring figures such as Rosa Parks help pupils begin to understand how rules and laws can influence fairness within society. **The Arts:** Pupils learn to follow classroom expectations when using materials and	**Core Subjects:** Through independent tasks and structured learning activities, pupils are encouraged to make choices about how they approach their learning. Opportunities for independent work help develop confidence, resilience and a sense of responsibility for their own progress.	**Core Subjects:** Through reading and discussion of a range of texts, pupils learn about human similarities and differences. These discussions help pupils develop respect for themselves and others while recognising that people may have different experiences, opinions and backgrounds. **The Arts:** Pupils explore different artistic ideas and are encouraged to share their own opinions

	KUW: Pupils learn about significant historical figures, such as Bessie Coleman, helping them to understand and consider different perspectives on local and global issues. **Wellbeing:** Worry boxes and Zones of Regulation provide structured opportunities for pupils to communicate feelings and concerns. RSHE lessons help pupils learn how to express opinions, resolve conflict, air concerns appropriately, and take part in structured discussions and debates.	equipment. They are encouraged to use tools safely, share resources responsibly, and tidy materials after use, reinforcing that rules help maintain a safe and organised learning environment. **KUW:** Pupils learn about significant historical figures, such as figures like Rosa Parks and Bessie Coleman, helping them to understand how laws and rules can affect people's lives and how individuals can challenge unfair systems. **Wellbeing:** RSHE lessons help pupils understand the purpose of rules within school and wider society. Pupils explore fairness, responsibility and consequences, learning that rules help keep people safe and support positive behaviour.	**The Arts:** Pupils begin to express personal preferences when choosing colours, materials and creative approaches. They learn that individual ideas are valid and that creativity provides a way to communicate thoughts and feelings. **KUW:** Through discussion and exploration of the world around them, pupils begin to recognise that people may have different opinions, interests and ways of living. They are encouraged to share their own ideas and listen respectfully to others. **Wellbeing:** Pupils are given opportunities to make choices during independent learning and continuous provision. These opportunities support the development of independence, confidence and personal responsibility while learning that choices should be safe and respectful to others.	about art while listening respectfully to the views of others. They learn that different interpretations and preferences are valid. **KUW:** Pupils visit a church and are introduced to the names of the six main religions represented in the UK. This supports awareness and respect for different beliefs and traditions within the wider community. **Wellbeing:** Through RSHE learning, pupils begin to understand the importance of kindness, inclusion and respect for others. They learn that everyone deserves to feel valued within the classroom community.
	Year 2			
	Core Subjects: Pupils vote to select shared texts and class rewards, practising simple democratic processes. **The Arts:** Pupils express personal preferences in creative work and learn to listen respectfully to differing viewpoints. They are taught to take responsibility for their own creative work and to respect shared resources and the environment during and after lessons. **KUW:** Pupils engage in discussions and research related to climate change and explore the history of Nottingham. They are encouraged to share views, ask questions, and consider different perspectives on local and global issues. **Wellbeing:** Worry boxes and Zones of Regulation provide structured opportunities for pupils to communicate feelings and concerns. Through the *Values and Differences* and *Me and My Relationships* units, pupils learn how to express opinions, resolve conflict, air concerns appropriately, and take part in structured discussions and debates. Structured debates encourage pupils to articulate viewpoints clearly and respectfully.	**Core Subjects:** Through shared texts and structured discussions, pupils explore themes of fairness, responsibility and consequences. They begin to recognise that rules help groups work together and ensure that everyone is treated fairly. **The Arts:** Pupils follow classroom expectations when using tools and materials, learning to care for resources and shared spaces. They understand that rules help ensure that creative activities remain safe and fair for all participants. **KUW:** Through the study of the Great Fire of London, pupils learn how safety regulations and building laws changed following the disaster. This helps pupils understand how rules and laws can evolve to protect communities and prevent harm. **Wellbeing:** Online safety lessons introduce pupils to rules for safe and responsible technology use. In RSHE lessons, pupils learn that rules exist to protect individuals and that actions have consequences.	**Core Subjects:** Through reading and discussion of a range of texts, pupils explore characters who make choices and consider the consequences of those decisions, supporting understanding of personal responsibility and independence. **The Arts:** Pupils are encouraged to develop their own preferences by expressing what types of art they like or dislike. They learn that personal opinions are valid and that creative expression allows individuals to communicate ideas and feelings. **KUW:** Through RE learning, pupils learn that individuals have the freedom to choose their own religion or beliefs and that these choices should be respected. **Wellbeing:** Through the Me and My Relationships and Keeping Safe units, pupils learn that choices have consequences and are taught how to communicate if they feel uncomfortable or unhappy about something. Pupils are also introduced to simple rules for safe internet use and begin to understand that responsible choices help keep them safe online.	**Core Subjects:** Pupils learn to respect the work and ideas of others, including when working collaboratively and when communicating online. They begin to understand the importance of responsible and respectful behaviour in both physical and digital environments. **The Arts:** Pupils discuss a range of artistic styles and forms, learning how to share opinions respectfully and listen to the views of others. They learn that creative work may reflect different cultures, ideas and personal experiences. **KUW:** Through RE learning, pupils are taught to respect different religious beliefs and personal choices. They develop an understanding that people may follow different traditions and practices. **Wellbeing:** Pupils explore differences in beliefs and values through RSHE learning. They develop an understanding of equality and equity and learn that some people may need different types of support in order to experience fairness.
	Year 3			
	Core Subjects: Pupils vote to select shared texts and class rewards, practising simple democratic processes.	**Core Subjects:** Through shared texts and class discussions, pupils explore themes of fairness, justice and responsibility. They develop a deeper understanding of why rules are needed and how	**Core Subjects:** Through reading and writing activities, pupils explore characters who make independent choices and reflect on how decisions can influence outcomes. Pupils are	**Core Subjects:** Pupils are encouraged to respect the choices and opinions of others during classroom discussions, including when selecting texts in English lessons or working collaboratively with peers.

	The Arts: Pupils express personal preferences in creative work and learn to listen respectfully to differing viewpoints. **KUW:** Pupils learn about significant historical figures helping them to understand and consider different perspectives on local and global issues. Through studying Ancient Egypt, pupils explore how decisions were made historically and compare this to modern democratic systems. **Wellbeing:** Worry boxes and Zones of Regulation provide structured opportunities for pupils to communicate feelings and concerns. RSHE lessons help pupils learn how to express opinions, resolve conflict, air concerns appropriately, and take part in structured discussions and debates.	consequences help maintain fairness within communities. **The Arts:** Pupils follow safety expectations when using art and design tools and equipment. They learn that rules help maintain safe learning environments and ensure that resources are used responsibly. **KUW:** Through studying early civilisations such as the Stone Age, pupils explore how communities developed rules and expectations in order to survive and function effectively. **Wellbeing:** Online safety learning reinforces digital rules and responsible behaviour online. RSHE lessons encourage pupils to understand how rules help protect individuals and maintain fairness within groups.	encouraged to form and express their own opinions during classroom discussions. **The Arts:** Pupils are given opportunities to make choices about materials, techniques and subject matter within creative projects. They begin to discuss their creative choices and explain their artistic preferences, recognising that different viewpoints are valid. **KUW:** Pupils explore rural and urban settlements in geography, making comparisons and expressing their own preferences while considering how different environments influence people's lifestyles and choices. In RE, pupils learn about different religions and beliefs, developing understanding that individuals may hold different views and should be free to express them respectfully. **Wellbeing:** In computing and online safety learning, pupils are encouraged to make safe and responsible choices online and begin to understand the consequences of cyber actions.	**The Arts:** Pupils continue to share and discuss creative work respectfully, recognising that different ideas and interpretations contribute to richer learning experiences. **KUW:** Pupils learn about Islam and compare it with other religions they have studied. They explore similarities and differences between beliefs and traditions while developing respect for diverse viewpoints. **Wellbeing:** Through RSHE lessons, pupils explore relationships and develop understanding of the importance of respect for themselves and others within friendships and wider social interactions.
	Year 4			
	Core Subjects: Pupils vote to select shared texts and class rewards, practising simple democratic processes. **The Arts:** Pupils express personal preferences in creative work and learn to listen respectfully to differing viewpoints. **KUW:** Pupils learn about democracy through the study of Ancient Greece, exploring the origins of democratic systems and influence on modern governance. Opportunities for pupil voice are developed through class voting, for example when deciding on shared rewards. **Wellbeing:** Worry boxes and Zones of Regulation provide structured opportunities for pupils to communicate feelings and concerns. RSHE lessons reinforce rights, responsibilities and fairness within a democratic society.	**Core Subjects:** Through texts and discussion-based learning, pupils consider how rules influence fairness and justice within societies. They begin to explore how laws help organise communities and protect individuals. **The Arts:** Pupils continue to follow expectations when using tools and materials, understanding that rules support safety, organisation and shared responsibility within creative environments. **KUW:** Pupils explore how systems of rules and governance have developed over time. Through historical study and discussion, they begin to understand how laws help structure societies and guide behaviour. **Wellbeing:** RSHE lessons introduce pupils to age-appropriate laws and expectations, including discussions around personal boundaries and online platforms. Pupils learn that laws exist to protect individuals and communities.	**Core Subjects:** Through reading and discussion of a range of texts, pupils explore themes of choice, responsibility and independence, encouraging them to reflect on how individuals make decisions in different situations. **The Arts:** Pupils continue to make independent choices in creative work, selecting techniques and materials that reflect their ideas. They reflect on how creative work can communicate personal ideas and viewpoints. **KUW:** In RE, pupils are encouraged to form and express their own views about religious beliefs while learning to respect the beliefs of others. Through history learning, pupils begin to explore how societies developed rules and expectations that shaped the freedoms individuals experienced. **Wellbeing:** Anti-bullying Week and RSHE themes embedded across lessons support pupils in understanding personal choice, responsibility and self-expression. Pupils also develop decision-making skills through RSHE, including learning about online safety and making safe, informed choices in digital environments.	**Core Subjects:** In History, pupils explore contrasting viewpoints and interpretations of events. They learn that different perspectives may exist depending on people's experiences, helping them develop respect for alternative interpretations of the past. **The Arts:** Through the study of artists such as figures like Faith Ringgold, pupils learn about respect, equality and activism. They explore how art can communicate messages, challenge injustice and promote understanding. **KUW:** In RE, pupils learn about a range of religious festivals and compare their meanings and significance. They also explore different beliefs about life after death across religions, encouraging respectful discussion about faith and belief systems. **Wellbeing:** RSHE lessons reinforce respect for others, helping pupils understand the importance of empathy, cooperation and inclusive behaviour within friendships and group work.
	Year 5			
	Core Subjects: Pupils vote to select shared texts and class rewards, practising simple	**Core Subjects:** Through shared texts and discussion, pupils explore themes of justice,	**Core Subjects:** Reading texts linked to Roman gladiators and slavery encourages pupils to	**Core Subjects:** The class novel *The Boy at the Back of the Class* promotes discussion around

	democratic processes. Text-based discussions using texts like Julius Caesar encourage pupils to explore ideas about leadership, persuasion, and public decision-making. **The Arts:** Pupils express personal preferences in creative work and learn to listen respectfully to differing viewpoints. Pupils discuss artistic choices and provide constructive feedback, recognising that different perspectives can influence creative outcomes. **KUW:** Through the study of global issues such as climate change, trade, or environmental responsibility, pupils explore how decisions made by governments and communities can affect people and the planet. Pupils are encouraged to discuss different viewpoints and consider how collective decision-making can influence change. Study of monarchy, empire and systems of governance (including figures like Julius Caesar) encourages pupils to compare different leadership models and understand how power and decision-making can shape societies. **Wellbeing:** Pupils explore how individual voices contribute to decision-making within communities. Through structured discussion and collaborative activities, pupils learn that democracy involves both rights and responsibilities.	fairness and responsibility. They begin to consider how rules and laws influence behaviour and shape society. **The Arts**: Pupils follow clear expectations when using specialist tools and materials in creative subjects. They understand that rules ensure safety and help maintain positive working environments. **KUW:** Through the study of crime and punishment in historical periods such as the Romans, Vikings and Anglo-Saxons, pupils examine how laws have changed over time and how they reflect the values of different societies. **Wellbeing:** RSHE lessons explore how laws help protect people, including discussions about consent, personal safety and boundaries.	discuss freedom, choice and the consequences of losing personal liberty. Pupils explore how individuals' rights and freedoms have been restricted or protected throughout history. **The Arts:** Pupils continue to make independent choices within creative projects, developing confidence in expressing personal ideas and recognising that creative work can communicate identity and viewpoints. **KUW:** Through the study of Sikhism, pupils learn about the Five Ks and the personal choice involved in becoming baptised, supporting understanding of faith, identity and individual commitment. **Wellbeing:** Pupils develop decision-making skills through RSHE, including learning about online safety and making safe, informed choices in digital environments.	respect, empathy and inclusion. Pupils reflect on the experiences of others and consider how kindness and understanding support inclusive communities. **The Arts:** Pupils create self-portraits as part of their transition into a new year group, celebrating individuality, diversity and personal identity while recognising and respecting the uniqueness of others. **KUW:** Through RE learning, pupils deepen their understanding of Sikhism. They share their learning through presentations to parents, promoting respect for religious beliefs and developing confidence in communicating their ideas. **Wellbeing:** RSHE learning encourages pupils to develop empathy and respect for others, exploring how inclusive behaviour supports positive relationships within school and wider communities.
	Year 6			
	Core Subjects: Pupils vote to select shared texts and class rewards, practising simple democratic processes. Through texts like *Holes*, pupils explore justice systems, fairness, and the misuse of power. **The Arts:** Pupils express personal preferences in creative work and learn to listen respectfully to differing viewpoints. Pupils reflect on how art can communicate messages about society, identity, and fairness. **KUW:** Pupils explore global challenges such as deforestation, climate change, or sustainability, discussing how decisions made by governments, organisations, and communities influence people's lives. Pupils consider how democratic decision-making can contribute to positive change. Study of Hitler's rise to power and women's suffrage explores how democratic systems can be influenced, challenged, or undermined. Pupils examine how individuals and	**Core Subjects:** Through texts such as texts like *Holes*, pupils explore ideas of justice, punishment and fairness. These discussions help pupils understand how legal systems influence people's lives. **The Arts:** Pupils continue to follow expectations when using specialist materials and equipment, reinforcing safe working practices and shared responsibility within creative learning environments. **KUW:** Through historical studies, including topics such as the abolition of slavery and wider human rights developments, pupils examine how laws evolve to protect individuals and promote fairness within society. **Wellbeing:** RSHE lessons deepen pupils' understanding of safeguarding laws and rights. Pupils learn how legal systems help protect people and maintain fairness within communities.	**Core Subjects:** Texts such as *When We Were the World* and writing tasks linked to *Holes* (for example survival guides) encourage pupils to explore themes of freedom, resilience and personal choice. **The Arts:** Pupils use creative work to express ideas, identity and opinions, recognising that art can communicate individual perspectives and experiences. **KUW:** Pupils study child labour during the Victorian era, slavery and its global links, and life in concentration camps. These topics develop understanding of situations where individual liberty was restricted and the impact this had on people's lives. Pupils also reflect on how belief systems can influence identity and personal values. **Wellbeing:** Through RSHE and safeguarding education, pupils explore rights, responsibilities	**Core Subjects:** Texts including *The House with Chicken Legs* and *When We Were the World* highlight themes of empathy, cooperation and respect for others. Pupils engage in meaningful discussions about identity, belonging and the importance of understanding different perspectives. **The Arts:** Pupils continue to use creative work to express identity, ideas and beliefs. They reflect on how art can represent cultural experiences and personal viewpoints while respecting the creative work of others. **KUW:** Pupils revisit previously studied religions and explore worldviews, justice and charity. Learning focuses on how communities come together to support one another and show respect for different beliefs and values. **Wellbeing:** Through RSHE learning, pupils reflect on respect, tolerance and empathy within

	groups have campaigned for rights and representation. **Wellbeing:** Pupils deepen their understanding of rights, responsibilities and civic participation. Through discussion and debate, they consider how individuals can influence decisions within communities and wider society.		and personal safety. They deepen their understanding of digital responsibility and learn how to seek support when needed, recognising that individuals have the right to feel safe and respected.	relationships and communities. They consider how respectful behaviour helps create inclusive environments where everyone feels valued.
Whole-School Approach				
	• Pupil leadership opportunities and democratic voting processes • An equity-led approach that values fairness (equity vs equality) • Consistent behaviour policy promoting shared responsibility • Explicit teaching of core values across the school • OPAL play encouraging collaboration, voice and decision-making • Pupils begin to understand that democracy involves responsibility as well as choice.	• Clear behaviour expectations through Ready, Respectful, Safe • Shared understanding of being in "school mode" • Core values learning underpinning positive conduct • A safe learning environment reinforced by whole-school routines	• Use of "choice" language to promote independence and responsibility • Whole-school anti-bullying themes and messages • Emphasis on safety, including online and real-world contexts • Equity-focused ethos supporting individual needs • Pupil voice through leadership roles and feedback • Diversity and anti-stereotyping themes across the curriculum	• Respect embedded as a school rule and core value • Celebration of diversity through whole-school themes • RE performances and celebrations recognising different beliefs • Educational visits and trips promoting social understanding • Learning from positive role models • Black History themes celebrating heritage and contribution
Additional Support (Play Therapy Provision and MHST)				
	• **Play Therapy Provision:** Children's voices are central within play therapy sessions. Pupil views are gathered through regular check-ins and safeguarding conversations. Older pupils, particularly in Years 5 and 6, are supported to co-produce a child-friendly safeguarding policy, ensuring pupils feel heard and involved in decisions affecting their wellbeing. • **Mental Health Support Team (MHST):** Pupils are encouraged to provide feedback following MHST workshops. Their views are gathered honestly and openly, and the team operates a "You said, we did" approach to demonstrate that pupil voice leads to meaningful change. MHST also plan to deliver Mental Health Ambassador training and focus groups for Inclusion Ambassadors, helping pupils develop leadership and representation skills within the school community.	• **Play Therapy Provision:** Consistent therapeutic boundaries within play therapy help pupils understand that rules and routines exist to keep everyone safe. Sessions reinforce ideas of responsibility, fairness and consequences in developmentally appropriate ways. Clear structure and predictable expectations across pastoral support strengthen pupils' understanding of safe behaviour. • **Mental Health Support Team (MHST):** During workshops and 1:1 sessions, pupils are taught that information shared is confidential unless there are concerns about someone's safety. This helps pupils understand that safeguarding rules and laws exist to protect people. Pupils also develop an understanding that parental consent is required for MHST involvement, depending on age and mental capacity, reinforcing the role of rules and legal responsibilities in keeping everyone safe.	• **Play Therapy Provision:** Children are encouraged to express emotions, explore identity and make personal choices within a safe therapeutic environment. Sessions promote confidence, self-advocacy and emotional regulation while reinforcing pupils' right to be heard and feel safe. • **Mental Health Support Team (MHST):** Pupils are given opportunities to make choices about aspects of their sessions, such as when sessions take place, how they are collected from class, and the order of activities within a session. This empowers pupils to take ownership of their wellbeing and supports confidence in expressing thoughts, feelings and needs.	• **Play Therapy Provision:** Play therapy provides a safe and inclusive environment where all children are welcomed regardless of background, need or protected characteristic. The therapeutic relationship models empathy, acceptance and unconditional positive regard, supporting pupils to explore feelings, relationships and differences respectfully. • **Mental Health Support Team (MHST):** MHST workshops actively promote respect for differences in beliefs, emotional expression, neurodiversity and perspectives. Neutral and inclusive language is used (for example, referring to "grown-ups at home" rather than specific family structures), ensuring all pupils feel represented and respected. Workshops highlight that difference is both normal and valuable within communities.

	Age	Disability	Race	Religion	Marriage / Civil Partnership	Pregnancy / Maternity	Sex / Sexual Orientation / Gender Reassignment
Protected Characteristics	**EYFS**						
	In EYFS, the protected characteristic of age is promoted by celebrating growth, milestones, and individual developmental pathways. Children learn that everyone develops at their own pace and that all ages and stages are respected and valued. • Children take part in birthday celebrations, helping them understand the concept of age and the passing of time, while developing language and early mathematical understanding linked to numbers and sequencing. • Adults use inclusive and affirming language to talk about age and stages of development, reinforcing that everyone grows and develops at their own pace. • Children who remain in F1 for an additional term are positively referred to as “our big boys and girls,” reinforcing that development is individual and that staying longer is a normal and valued part of learning.	In EYFS, the protected characteristic of disability is supported through inclusive practice, reasonable adjustments, and targeted provision. Children are enabled to access learning in ways that meet their individual needs, promoting equality, dignity, and full participation. • Learning experiences are adapted using symbols, visual prompts, and videos to ensure all children, including those with SEND, can access and understand the curriculum. • Targeted morning group sessions are provided to support children with additional needs, focusing on interactive play, sensory exploration, communication, and social interaction. Adults ensure that all children are supported to participate fully in daily routines and activities, fostering confidence, wellbeing, and a sense of belonging.	In EYFS, the protected characteristic of race is promoted through inclusive resources, celebration of diverse cultures, and consistent modelling of respectful behaviour. Children learn that differences in race and culture are valued and that everyone belongs within the school community. • A wide range of books are available that reflect diverse races, cultures, languages, and family experiences, including that representative of the children within the setting, promoting positive racial identity and respect for others. • Children learn about a range of cultural traditions and celebrations, such as Diwali, Eid, Holi, and Lunar New Year, developing an understanding that people from different racial and cultural backgrounds may have different customs and beliefs. • Children are supported to recognise both similarities and differences between themselves and others, fostering curiosity, respect, and acceptance. • Visual supports, symbols, and Makaton are used to ensure all children can access communication and learning, reinforcing the value of different	In EYFS, the protected characteristic of religion and belief is supported through age-appropriate teaching of the school’s focus religion. Children develop an early understanding of religious traditions while learning to respect the beliefs of others. • Children are supported to show respect for religious beliefs and celebrations, learning that some people celebrate religious festivals as part of their faith. • Children take part in a Christmas performance that explores key stories and themes from Christianity, learning about Christian beliefs, traditions, and celebrations through age-appropriate stories, symbols, and discussion.	In EYFS, the protected characteristic of marriage and civil partnership is addressed through inclusive teaching about families and relationships. Children learn that all families are different and that every family is valued, promoting respect and acceptance from an early age. • Children are taught that families may look different and have different structures, helping them to develop respect for family diversity and relationships. We look at the *All Families are Different* stories to promote this further. • Children are supported to understand that families come in many forms and that all families are valued and respected.	In EYFS, the protected characteristic of pregnancy and maternity is explored through stories and play-based experiences. Children develop an early understanding of babies, caregiving, and family change in a sensitive and inclusive way. • Children engage with books such as *Guess the Baby*, helping them to understand that babies grow and develop and that families welcome new members in different ways. • Children use baby dolls in role play to explore caring behaviours, relationships, and routines, supporting imaginative play and empathy.	In EYFS, the protected characteristics of sex, sexual orientation, and gender reassignment are supported through inclusive play, language, and teaching. Children learn that gender does not limit interests or abilities, and that everyone deserves respect and acceptance for who they are. • Children are supported to understand and use age-appropriate pronouns such as “he” and “she,” helping them recognise and respect differences in gender identity among their peers. • Children learn that boys and girls can engage in a wide variety of activities, challenging stereotypes and promoting understanding that interests and skills are not determined by sex. Children have access to a range of dress-up clothes and props without restriction based on gender, supporting imaginative play and reinforcing that all forms of self-expression are valid. They are guided to respect everyone’s choices regarding clothing, hairstyles, and play, developing empathy, self-confidence, and acceptance of diversity.

			languages and ways of expressing ideas.				
	Year 1						
	Core Subjects: Class discussions and texts introduce pupils to characters and people of different ages, helping them understand that people experience different stages of life and have different roles within families and communities. **The Arts:** Pupils explore artwork created by artists from different time periods and life stages, recognising that creativity can be expressed by people of all ages. **KUW:** Pupils begin to learn about people from the past and present, recognising that individuals may be older or younger and that experiences change over time. **Wellbeing:** Through RSHE discussions, pupils begin to recognise that people of different ages may have different needs and experiences. This supports understanding, respect and empathy.	**Core Subjects:** Pupils learn that people have different needs and abilities and that everyone should be valued, included and supported. This promotes empathy, understanding and respect for others. **The Arts:** Pupils explore artwork created by a range of artists, recognising that creativity and talent can be expressed in many different ways. **KUW:** Class discussions encourage pupils to recognise that people may have different abilities and needs, helping them develop understanding and inclusive attitudes. **Wellbeing:** RSHE learning reinforces that everyone should be treated with kindness and respect, and that some people may need additional support to access learning and everyday activities.	**Core Subjects:** Class texts and reading materials are carefully selected to ensure representation of characters from a range of racial and cultural backgrounds, supporting inclusion and positive identity. **The Arts:** Pupils are introduced to artwork created by artists from different cultural backgrounds, helping them recognise the importance of representation and diversity in creative expression. **KUW:** Pupils learn about significant historical figures such as figures like Bessie Coleman, helping them to understand and celebrate diversity while challenging stereotypes related to race. **Wellbeing:** Through classroom discussion and RSHE learning, pupils develop understanding that everyone should be treated fairly and respectfully regardless of background.	**Core Subjects:** Texts and stories may introduce pupils to characters and experiences from different religious backgrounds, encouraging respectful discussion. **The Arts:** Pupils may explore creative activities linked to celebrations and festivals from a variety of faith traditions. **KUW:** Pupils are introduced to the six main religions represented in the UK, developing awareness, respect and understanding of different beliefs and traditions. **Wellbeing:** RSHE learning encourages pupils to respect different beliefs and recognise that people may celebrate different traditions and practices.	**Core Subjects:** Stories and texts include examples of different families and relationships, helping pupils recognise that families can be structured in different ways. **The Arts:** Creative work such as drawing or storytelling may explore family relationships and the people who are important to pupils. **KUW:** Discussions about family life help pupils understand that families may be structured differently across cultures and communities. **Wellbeing:** Through RSHE learning, pupils learn that families can take many different forms, promoting respect and understanding of relationships within a family context.	**Core Subjects:** Texts and discussions about families may introduce the concept of babies and family growth in simple and age-appropriate ways. **The Arts:** Pupils may represent family life through creative work such as drawing, storytelling or role play. **KUW:** Learning about families helps pupils understand that babies grow into children and that families care for new members. **Wellbeing:** RSHE discussions reinforce caring relationships within families and how families support one another.	**Core Subjects**: Through history learning, pupils explore the achievements of figures like Bessie Coleman, helping them understand how gender stereotypes have been challenged. **The Arts:** Pupils are introduced to a range of male and female artists, ensuring balanced representation and promoting equality and aspiration. **KUW:** Discussions about significant individuals highlight that people of all genders can achieve success and make important contributions. **Wellbeing:** RSHE learning reinforces that everyone should be treated fairly and with respect regardless of gender.
	Year 2						
	Core Subjects: Pupils learn about the human life cycle in science, developing an understanding of growth and change across different stages of life. Online safety lessons also support pupils in understanding that technology use may be guided by age-related expectations.	**Core Subjects:** Texts and classroom discussion may include characters with different needs and abilities, helping pupils develop understanding that everyone can contribute and succeed. **The Arts:** Creative activities encourage pupils to value different ways of expressing ideas, recognising that individuals	**Core Subjects:** Class texts and reading materials continue to reflect characters from a range of racial and cultural backgrounds, reinforcing inclusive representation. **The Arts:** Pupils explore art influenced by a range of cultures, supporting appreciation for diversity in creative traditions.	**Core Subjects:** Stories and texts introduce pupils to characters and narratives connected to religious traditions, supporting respectful discussion. **The Arts:** Creative activities may link to religious festivals or traditions, helping pupils appreciate cultural	**Core Subjects:** Texts and stories include examples of different family relationships and structures. **The Arts:** Creative work may represent family members or relationships that are important to pupils. **KUW:** Discussions about communities highlight that	**Core Subjects:** Science learning about the human life cycle introduces the concept of babies and growth. **The Arts:** Pupils may explore themes of family and care through storytelling or drawing activities. **KUW:** Learning about families and life cycles	**Core Subjects:** Texts and classroom discussion introduce pupils to a range of characters and individuals who challenge traditional gender stereotypes. **The Arts:** Creative activities provide opportunities for pupils to express identity and recognise that interests

	The Arts: Pupils explore creative work inspired by people and stories from different generations, recognising that experiences and perspectives may vary across ages. **KUW:** Through learning about people from the past, pupils recognise that individuals live during different periods of history and that life experiences may change over time. **Wellbeing:** Through the Values and Differences unit, pupils explore respect for people of all ages and understand that everyone's experiences may differ.	may communicate and create in different ways. **KUW:** Class discussions support pupils in recognising that people may have different abilities or needs within the classroom and wider community. **Wellbeing:** Through RSHE discussions, pupils explore the difference between equality and equity, learning that some people may need different support to thrive.	**KUW:** Learning about communities and historical events encourages pupils to recognise the diversity of people and cultures in the UK and the wider world. **Wellbeing:** Through the Values and Differences unit, pupils learn to recognise and respect racial diversity, developing understanding, inclusion and respect for others.	expression connected to faith. **KUW:** Pupils learn religious stories such as texts like the story of Moses, developing knowledge and understanding of key beliefs within Judaism. Pupils also explore similarities and differences between Judaism and Christianity. **Wellbeing:** RSHE learning reinforces that people may follow different beliefs and traditions, and that these should be respected.	families may take different forms across cultures and traditions. **Wellbeing:** Through the My Special People unit, pupils learn about different relationships and family structures, promoting respect for loving and supportive relationships.	helps pupils recognise that families grow and change over time. **Wellbeing:** RSHE learning reinforces caring relationships and how families support one another.	and talents are not limited by gender. **KUW:** Discussions about significant individuals highlight that both men and women contribute to society in many different ways. **Wellbeing:** Through the Values and Differences unit, pupils learn about gender respect, challenge stereotypes and understand that everyone should be treated fairly.
	Year 3						
	Core Subjects: Texts and historical learning introduce pupils to people from different time periods and life stages. **The Arts:** Creative activities allow pupils to explore historical life and communities across different ages and generations. **KUW:** Learning about historical societies such as Ancient Egypt helps pupils recognise how roles and responsibilities may differ across age groups. **Wellbeing:** Class discussions support understanding that people of different ages may have different roles and experiences within families and communities.	**Core Subjects:** Texts and discussion may include characters or individuals with different needs or abilities. **The Arts:** Creative learning encourages pupils to recognise and celebrate different ways of expressing ideas and creativity. **KUW:** Class discussions reinforce understanding that people may have different abilities and that everyone's contributions should be valued. **Wellbeing:** RSHE learning encourages pupils to recognise the importance of inclusion and empathy when working and interacting with others.	**Core Subjects:** Reading materials continue to represent diverse cultural backgrounds and perspectives. **The Arts:** Creative learning may explore artistic styles from a range of cultures. **KUW:** Through the study of Ancient Egypt, pupils explore the diverse racial and cultural identities of historical civilisations. **Wellbeing:** Discussions reinforce respect for cultural diversity and encourage pupils to value different backgrounds and traditions.	**Core Subjects:** Texts and discussion may introduce characters from a variety of religious traditions. **The Arts:** Creative work linked to cultural traditions supports appreciation of different faith-based celebrations. **KUW:** Pupils study Islam in depth and compare it with other religions, developing respect and understanding for different beliefs and practices. **Wellbeing:** RSHE discussions reinforce the importance of respecting different beliefs and traditions.	**Core Subjects:** Stories and texts include examples of family relationships across cultures and time periods. **The Arts:** Creative work may represent family life or relationships that are meaningful to pupils. **KUW:** Pupils explore family structures and marriage practices in Ancient Egypt, recognising that families and relationships can take different forms. **Wellbeing:** RSHE learning reinforces that families may be structured differently and that all families deserve respect.	**Core Subjects:** Science learning continues to support understanding of human growth and life cycles. **The Arts:** Creative storytelling and role play may explore family life and care. **KUW:** Historical learning helps pupils recognise how families and communities cared for children across time. **Wellbeing:** RSHE learning reinforces respect for family roles and responsibilities.	**Core Subjects:** Pupils learn about significant scientists and explorers including figures like Mary Anning and Mae Jemison, highlighting achievements across genders. **The Arts:** Creative work may explore identity and representation across genders. **KUW:** Pupils examine gender roles in Ancient Egypt and the Stone Age, including figures like Cleopatra, recognising that men and women contributed to society in different ways. **Wellbeing:** RSHE learning reinforces that everyone should be treated fairly and not limited by gender stereotypes.
	Year 4						

	Core Subjects: Pupils learn about age-related laws and responsibilities, including age requirements for social media use. **The Arts:** Creative work may reflect experiences and perspectives across generations. **KUW:** Historical learning introduces pupils to societies where roles and expectations changed with age. **Wellbeing:** RSHE learning reinforces understanding that rights and responsibilities develop over time.	**Core Subjects:** Texts and discussion may introduce characters with different needs and abilities. **The Arts:** Creative learning supports expression in a variety of ways, recognising that individuals may communicate ideas differently. **KUW:** Through the study of Ancient Greece, pupils explore how people with disabilities were treated historically and discuss how attitudes have changed. **Wellbeing:** RSHE discussions reinforce empathy, inclusion and respect for individual needs.	**Core Subjects:** Pupils learn about diverse role models and individuals contributing to society. **The Arts:** Through studying artists such as figures like Faith Ringgold, pupils explore identity, equality and representation. **KUW:** Learning about significant individuals such as figures like Seyed Nasrollahi highlights contributions from diverse backgrounds. **Wellbeing:** Through the *What Makes Me Special* unit, pupils explore identity, similarities and differences.	**Core Subjects:** Texts may include stories and perspectives connected to different faiths. **The Arts:** Creative work may reflect themes linked to religious celebrations. **KUW:** Pupils study Hinduism in depth while revisiting previously studied religions. **Wellbeing:** RSHE learning reinforces respect for different beliefs and traditions.	**Core Subjects:** Texts may include stories representing different families and relationships. **The Arts:** Creative activities may represent important family relationships. **KUW:** Learning about communities highlights how family life varies across cultures. **Wellbeing:** Through RSHE learning, pupils explore different types of families.	**Core Subjects:** Science learning reinforces understanding of life cycles. **The Arts:** Creative work may explore family life and care. **KUW:** Discussions about life stages help pupils understand family development. **Wellbeing:** Through the *Different Families* unit, pupils learn about family structures and life stages including pregnancy.	**Core Subjects:** Texts and discussion may challenge gender stereotypes. **The Arts:** Creative work inspired by artists such as figures like Faith Ringgold encourages discussion about identity and equality. **KUW:** Learning about societies in history highlights different expectations placed on men and women. **Wellbeing:** Through the *That's Such a Stereotype* unit, pupils explore gender stereotypes and respectful discussion.
	Year 5						
	Core Subjects: Texts and biographies introduce individuals at different stages of life contributing to society. **The Arts:** Creative work explores identity and life experiences across generations. **KUW:** Historical learning highlights how expectations and roles may differ with age. **Wellbeing:** RSHE learning reinforces understanding of personal development and responsibility.	**Core Subjects:** Through reading texts such as texts like Percy Jackson, pupils encounter characters with learning differences. **The Arts:** Creative learning encourages pupils to value different perspectives and strengths. **KUW:** Pupils learn about scientists such as figures like Maggie Aderin-Pocock, recognising that disabilities do not limit achievement. **Wellbeing:** RSHE discussions reinforce inclusion and understanding of individual differences.	**Core Subjects:** Texts continue to reflect diverse cultural identities and experiences. **The Arts:** Creative work may explore identity and cultural heritage. **KUW:** Learning about global issues and communities reinforces respect for cultural diversity. **Wellbeing:** RSHE learning reinforces equality and respect for all backgrounds.	**Core Subjects:** Texts may introduce perspectives connected to religious traditions. **The Arts:** Creative learning may explore artistic traditions connected to faith communities. **KUW:** Pupils study Sikhism in depth, developing understanding and respect for religious beliefs and practices. **Wellbeing:** RSHE discussions reinforce respectful dialogue about belief systems.	**Core Subjects:** Through biography writing about figures like Maurice and Katia Krafft, pupils explore marriage as partnership and mutual support. **The Arts:** Creative storytelling may explore relationships and shared experiences. **KUW:** Historical and social learning reinforces that relationships may take different forms across cultures. **Wellbeing:** RSHE learning encourages respect for different relationships and family structures.	**Core Subjects:** Texts and biographies may introduce family experiences and life stages. **The Arts:** Creative work exploring identity and family experiences may reflect life stages. **KUW:** Discussions about communities highlight how families grow and change. **Wellbeing:** RSHE learning reinforces understanding of family roles and care.	**Core Subjects:** Texts may challenge stereotypes about gender roles. **The Arts:** Creative work encourages expression of identity and individuality. **KUW:** Pupils learn about individuals such as figures like Michaela Loach, challenging stereotypes and promoting gender equality. **Wellbeing:** RSHE learning encourages pupils to challenge stereotypes respectfully.
	Year 6						
	Core Subjects: Texts such as texts like *Change Sings* support reflection on	**Core Subjects:** Texts such as texts like *Can You See Me?* support	**Core Subjects:** Texts and discussions encourage reflection on identity,	**Core Subjects:** Texts may explore themes connected	**Core Subjects:** Texts and biographies may include examples of partnerships	**Core Subjects:** Texts and historical learning may	**Core Subjects:** Texts and discussions encourage

	growing up and transition to secondary school. **The Arts:** Creative work encourages pupils to reflect on personal identity and aspirations as they move to the next stage of education. **KUW:** Through the study of Victorian Britain, pupils explore attitudes towards age including child labour and child slavery. **Wellbeing:** RSHE learning supports pupils in understanding age-related rights, responsibilities and personal development.	discussion about disability and inclusion. **The Arts:** Creative activities encourage empathy and reflection on different perspectives. **KUW:** Through World War II learning, pupils explore how people with disabilities were treated historically. **Wellbeing:** RSHE learning reinforces respect, inclusion and understanding of individual needs.	equality and cultural diversity. **The Arts:** Creative work may explore identity and representation. **KUW:** Learning about World War II includes discussion about racism and discrimination. **Wellbeing:** RSHE learning reinforces equality, respect and challenging prejudice.	to belief, identity and community. **The Arts:** Creative learning may explore artistic traditions linked to different faiths. **KUW:** Pupils revisit previously studied religions and explore worldviews, justice and charity. **Wellbeing:** RSHE discussions reinforce respectful dialogue about beliefs.	and supportive relationships. **The Arts:** Creative storytelling may represent relationships and family life. **KUW:** Historical learning may explore family structures across time. **Wellbeing:** RSHE learning reinforces respect for different family structures and relationships.	explore family life and social expectations. **The Arts:** Creative work may represent family experiences and relationships. **KUW:** Historical learning helps pupils recognise how families and communities supported children. **Wellbeing:** RSHE learning reinforces understanding of family life and caring responsibilities.	reflection on equality and identity. **The Arts:** Creative work allows pupils to express individuality and respect diverse identities. **KUW:** Through the study of World War II, pupils explore how roles and expectations differed based on gender. **Wellbeing:** RSHE learning reinforces equality, respect and challenging stereotypes.
Whole-School Approach							
	• An equity-driven ethos valuing all ages and stages • Aspiration and anti-stereotyping themes	• Autism awareness and neurodiversity themes • Equity-focused practice supporting individual needs • Aspiration and challenge to stereotypes	• Black History themes celebrating identity, heritage and contribution	• RE performances and celebrations reflecting a range of faiths	• Diversity themes exploring families, relationships and differences	• Age-appropriate learning about family life stages, including pregnancy and caring for babies • Inclusive discussion of how families grow and support new members • Curriculum themes exploring family life, care and nurturing relationships.	• Diversity and differences themes promoting inclusion and respect
Additional Support (Play Therapy Provision and MHST)							
	• **Play Therapy Provision:** Therapeutic sessions celebrate individuality and recognise that each child's identity is unique. Children are supported to explore personal identity and differences in a safe and respectful environment. • **Mental Health Support Team (MHST):** During 1:1 assessments, pupils may complete a Protected Characteristics Tree, which supports them in exploring and discussing aspects of their identity such as ethnicity, gender and beliefs. This encourages reflection on identity, heritage and individuality, while reinforcing that every child's identity is respected and valued. • **MHST Workshop Materials:** Workshops are designed to reflect the diversity of pupils and families by using inclusive language, images and examples that represent a wide range of backgrounds and experiences.						

Spiritual, Moral, Social, Cultural

Spiritual	Moral	Social	Cultural
EYFS			
In EYFS, spiritual development is fostered through mindfulness, observation of nature, and creative expression. Children are encouraged to reflect on their experiences, develop self-awareness, and appreciate the beauty and wonder of the world around them. • Children participate in yoga and guided breathing activities, developing awareness of their body, movement, and emotions, which can also be explored creatively through dance and movement. • Breathing exercises and yoga activities support children in recognising and managing their emotions, fostering calmness, concentration, and a sense of wellbeing. • Outdoor learning and nature exploration provide opportunities for children to engage with their surroundings, fostering awe, respect, and connection to the environment. • Children explore seasonal changes in the natural environment, developing curiosity and wonder about the world while using vocabulary to describe observations.	In EYFS, moral development is promoted through guided experiences, restorative conversations, and teaching children to care for others and their environment. Children learn to recognise the consequences of their actions, develop empathy, and make positive choices that reflect respect and fairness. • Children learn to take care of toys, resources, and the classroom environment, developing an understanding that actions have consequences and that shared spaces are valued. Through activities such as tidying up and noticing natural surroundings, children develop awareness of how their actions affect others and the wider world, encouraging moral reasoning about responsibility and fairness. • Through reflective role play, stories, and creative projects, children are supported to explore moral dilemmas and practise empathy, helping them understand feelings, fairness, and the needs of others. • Children engage in age-appropriate restorative approaches, such as talking through disagreements, offering apologies, giving hugs, and making others feel heard, fostering empathy, respect, and emotional understanding.	In EYFS, social development is supported through adult-led modelling and social stories, including the use of Talking Tizzy. Children are guided to develop positive relationships, cooperate with others, and understand social expectations through play-based, real-life experiences. • Children are supported to take turns, share, negotiate and resolve minor conflicts through consistent adult narration and social storytelling, helping them to develop communication skills, empathy and positive friendships. • Adults use Talking Tizzy to model inclusive play, kindness and problem-solving, supporting children to play fairly, include others and build confidence in social situations.	In EYFS, cultural development is promoted through exposure to diverse faiths, traditions, and cultural practices. Children learn to value diversity, celebrate differences, and understand the wider world through authentic experiences, creative exploration, and community involvement. • Children are supported to recognise, respect, and celebrate differences in culture, language, and traditions, developing empathy, positive relationships, and a sense of belonging. • Parents and carers are invited to share their cultural traditions, practices, and stories, giving children authentic opportunities to learn from a range of experiences and perspectives.
Year 1			
Core Subjects: Pupils develop a sense of awe and wonder through learning about animals, seasonal changes, trees and plants. Enrichment activities such as the orchard visit and animal-handling sessions encourage curiosity, reflection and appreciation of the natural world. **The Arts:** Pupils are encouraged to ask thoughtful questions about works of art and creative work, helping them reflect, respond and express their own ideas and feelings. **KUW:** Pupils are given opportunities to share and discuss their own beliefs and experiences linked to places of worship, supporting reflection and personal understanding. **Wellbeing:** Class discussions and reflection activities encourage pupils to express feelings about the world around them and develop appreciation for living things.	**Core Subjects:** Pupils begin to understand right and wrong through clear classroom expectations and structured routines across lessons. **The Arts:** Creative work encourages pupils to respect resources and the work of others while developing responsibility for their own creations. **KUW:** Learning about animals and the natural environment encourages pupils to care for living things and recognise responsible behaviour. **Wellbeing:** Respectful behaviour is reinforced during visits and enrichment activities such as the orchard visit, animal-handling sessions and visiting speakers, promoting kindness, responsibility and care for others.	**Core Subjects:** Pupils develop social skills through shared learning activities such as talk partners, partner reading and collaborative science experiments. **The Arts**: Pupils take part in shared performances such as the Christmas production, learning to cooperate, practise together and contribute to a collective outcome. **KUW:** Visits and shared learning experiences encourage pupils to work collaboratively and communicate with others in new environments. **Wellbeing:** Pupils engage with the wider community through events such as the Christmas Tree Festival at the church and develop teamwork and cooperation through PE team games.	**Core Subjects:** Texts and discussions introduce pupils to characters and experiences from a range of cultural backgrounds. **The Arts:** Creative work introduces pupils to artistic traditions and styles from different cultures. **KUW:** Pupils learn about the six major religions represented in the UK and take part in a church visit, developing awareness and respect for different beliefs and traditions. **Wellbeing:** Discussions support pupils in recognising similarities and differences between people, encouraging tolerance and respect for diversity.
Year 2			

	Core Subjects: Science learning about plants, habitats and living things encourages pupils to develop curiosity and appreciation for the natural world. **The Arts:** Creative activities allow pupils to express feelings, ideas and reflections through art, music and storytelling. **KUW:** Learning about religious stories such as texts like the story of Moses encourages reflection on belief, faith and meaning. **Wellbeing:** Class discussions encourage pupils to share personal experiences and reflect on what is important to them.	**Core Subjects:** Texts and stories introduce pupils to moral dilemmas and themes of fairness, kindness and responsibility. **The Arts:** Pupils learn to respect shared resources and the creative work of others while developing responsibility for their own work. **KUW:** Learning about historical events such as the Great Fire of London encourages discussion about rules, safety and responsibility. **Wellbeing:** Through RSHE units such as Values and Differences, pupils explore fairness, empathy and respect for others.	**Core Subjects:** Partner talk and collaborative problem-solving support teamwork and communication skills across subjects. **The Arts:** Group creative projects and performances encourage cooperation and shared achievement. **KUW:** Visits and enrichment activities provide opportunities for pupils to interact and learn together outside the classroom. **Wellbeing:** PE activities and group learning encourage pupils to work together respectfully and support one another.	**Core Subjects:** Texts and stories introduce pupils to different cultures and communities. **The Arts:** Pupils explore art inspired by a range of cultures and traditions. **KUW:** Learning about Judaism and Christianity supports understanding of different religious traditions and beliefs. **Wellbeing:** RSHE discussions reinforce respect for diversity and different ways of life.
	Year 3			
	Core Subjects: Texts and reflective discussions encourage pupils to explore ideas about identity, belief and meaning. **The Arts:** Pupils engage in expressive opportunities such as Young Voices and the Wicked performance, fostering creativity, reflection and inspiration. **KUW:** Visits such as the Stone Age trip to Bestwood encourage reflection on the past and connection with the natural environment. **Wellbeing:** Discussions encourage pupils to express feelings about the world around them and appreciate the experiences of others.	**Core Subjects:** Pupils select books and explore stories that highlight moral dilemmas and ethical decision-making. **The Arts:** Creative collaboration encourages pupils to respect the ideas and contributions of others. **KUW:** Historical learning encourages pupils to consider fairness and responsibility in different societies. **Wellbeing:** Class discussions support pupils in recognising right and wrong and considering the consequences of actions.	**Core Subjects:** Partner and group discussions promote teamwork, cooperation and shared problem-solving. **The Arts:** Collaborative performances such as Young Voices encourage teamwork and mutual support. **KUW:** Trips such as the Stone Age visit foster social interaction and collaborative learning. **Wellbeing:** PE team activities encourage cooperation and shared responsibility.	**Core Subjects:** Texts introduce pupils to characters and experiences from different cultural backgrounds. **The Arts:** Creative projects allow pupils to explore cultural expression through music, art and performance. **KUW:** Learning about Ancient Egypt, the Stone Age and Islam broadens pupils' awareness of different societies and belief systems. **Wellbeing:** Discussions support pupils in recognising similarities and differences between cultures.
	Year 4			
	Core Subjects: Collaborative learning approaches such as partner talk in reading and writing encourage reflection, curiosity and thoughtful discussion. **The Arts:** Creative learning encourages pupils to express ideas and emotions through artistic work. **KUW:** Learning about historical societies encourages reflection on how people lived and what they believed. **Wellbeing:** RSHE discussions encourage pupils to reflect on personal values and beliefs.	**Core Subjects:** Pupils select books and explore stories that highlight moral dilemmas and ethical decision-making. **The Arts:** Creative discussions encourage pupils to consider how art can express values and beliefs. **KUW:** Historical learning encourages pupils to consider fairness and justice in past societies. **Wellbeing:** RSHE discussions encourage pupils to explore moral dilemmas and consider what is right in different situations.	**Core Subjects:** Collaborative problem solving in Maths and shared discussion in reading and writing support communication and teamwork. **The Arts:** Group performances and creative projects encourage pupils to cooperate and contribute to shared outcomes. **KUW:** Visits and shared learning experiences encourage pupils to interact and collaborate in new environments. **Wellbeing:** Team sports and group activities in PE reinforce cooperation and mutual support.	**Core Subjects:** Texts and discussion introduce pupils to different cultural experiences and perspectives. **The Arts:** Pupils explore artwork from different cultures and traditions. **KUW:** Learning about religions such as Hinduism broadens pupils' understanding of belief systems and traditions. **Wellbeing:** RSHE discussions encourage respect for diversity and different cultural identities.
	Year 5			
	Core Subjects: Collaborative learning in Maths and English encourages reflection, curiosity and perseverance when solving problems.	**Core Subjects:** Pupils select books and explore stories that highlight moral dilemmas and ethical decision-making.	**Core Subjects:** The class novel The Boy at the Back of the Class promotes discussion around empathy, cooperation and inclusion.	**Core Subjects:** Texts introduce pupils to experiences from different cultures and backgrounds.

	The Arts: Creative work provides opportunities for pupils to express ideas, identity and emotions. **KUW:** Learning about different belief systems encourages reflection on values and identity. **Wellbeing:** RSHE discussions encourage pupils to reflect on personal beliefs and responsibilities.	**The Arts:** Creative discussion encourages pupils to consider how artistic work can communicate messages about fairness and justice. **KUW:** Historical learning encourages reflection on moral decisions in different time periods. **Wellbeing:** RSHE discussions support pupils in considering ethical questions and making responsible choices.	**The Arts:** Group creative work encourages collaboration and shared achievement. **KUW:** Learning about global issues encourages pupils to consider the experiences of others. **Wellbeing:** PE and group learning activities reinforce teamwork and respectful communication.	**The Arts:** Creative work explores artistic traditions and cultural expression. **KUW:** Learning about Sikhism and global communities broadens pupils' cultural awareness. **Wellbeing:** RSHE discussions reinforce understanding of diversity and respect for different cultural identities.
	Year 6			
	Core Subjects: Problem solving and critical thinking in Maths encourage perseverance, curiosity and reflection. Science learning about rainforests and biomes promotes awe and appreciation of environmental diversity. **The Arts:** Creative projects encourage pupils to express identity, ideas and reflection through artistic work. **KUW:** Comparing religions encourages pupils to reflect on beliefs, values and how faith shapes identity. **Wellbeing:** Caring for the class pet encourages responsibility, empathy and appreciation for living things.	**Core Subjects:** Encouraging pupils to express opinions respectfully and consider right and wrong in real-world contexts. Learning about endangered animals promotes ethical responsibility for conservation. **The Arts:** Creative projects encourage pupils to consider sustainability and environmental responsibility. **KUW:** Learning about deforestation encourages pupils to explore moral consequences of human actions. **Wellbeing:** Activities such as litter picking and caring for the class pet reinforce responsibility and duty of care.	**Core Subjects:** Collaborative projects such as endangered animal reports and exploration tasks encourage teamwork and shared problem solving. **The Arts:** Creative collaboration encourages pupils to support and respond to the ideas of others. **KUW:** Debates about environmental issues encourage discussion, cooperation and understanding of different viewpoints. **Wellbeing:** Community activities such as litter picking promote shared responsibility for the environment.	**Core Subjects:** Learning about global environments such as biomes encourages understanding of cultures and communities beyond pupils' own experiences. **The Arts:** Creative work encourages appreciation of artistic traditions and cultural expression across time. **KUW:** Comparing past and present societies supports understanding of cultural heritage and change. **Wellbeing:** Discussions reinforce respect for diversity and global citizenship.
Whole-School Approach				
	• Assembly themes encouraging reflection, values and meaning	• British Values learning embedded across school life • Behaviour policy supporting reflection and positive choices	• OPAL play approaches developing cooperation and social skills	• Black History themes celebrating cultural identity • RE performances promoting understanding of different beliefs • Diversity themes recognising and valuing difference
Additional Support (Play Therapy Provision and MHST)				
	• **Play Therapy Provision:** encourages emotional expression, reflection and self-understanding, supporting pupils in exploring their inner thoughts and feelings. • **MHST** wellbeing workshops support pupils in developing self-awareness and reflection around emotions, wellbeing and personal experiences.	• **Play Therapy Provision:** Pupils develop understanding of responsibility, fairness and consequences through therapeutic discussions and structured wellbeing activities. • **MHST** workshops regularly encourage pupils to consider questions such as "How might your actions affect someone else?" and "What could the consequences be?", helping pupils reflect on the moral impact of behaviour.	• **Play Therapy Provision:** ○ Group interventions and pastoral support opportunities help pupils practise communication, cooperation and emotional awareness in supported settings. ○ Play therapy supports *Time to Talk* sessions, nurture provision and parental coffee mornings, strengthening relationships between pupils, families and the school community. • **MHST** provide whole-class workshops across KS2, covering topics such as managing worries, friendships, conflict resolution, emotional regulation and transition to secondary school. These sessions support pupils in developing positive relationships and social understanding.	• **Play Therapy Provision:** Support is offered through in-person sessions, online guidance for parents who face barriers to attendance, and systemic family approaches, ensuring access to support for a diverse range of families. • **MHST** engagement with parents through coffee mornings, progress evenings and parent workshops provides families with wellbeing advice, support and signposting, strengthening the school's inclusive and supportive community culture.