



Kehelland Personal Development Curriculum 2023-24



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Kehelland School Vision and Values

At Kehelland School we share a vision to cultivate character and nurture growth so that learning blossoms. We believe in “Maslow before Bloom” and strive to ensure our children are not only supported in their academic development but that they have opportunities to develop and explore their personal development.

We have a really strong Motto that we feel defines us all – staff and children. We believe in these principles as a framework for continued development whether you are a child or an adult at our wonderful school. We have carefully considered the order in which these things appear in our motto as well because each statement builds on the success of the previous one. They are:

We are Safe

We are Loved

We are Joyful

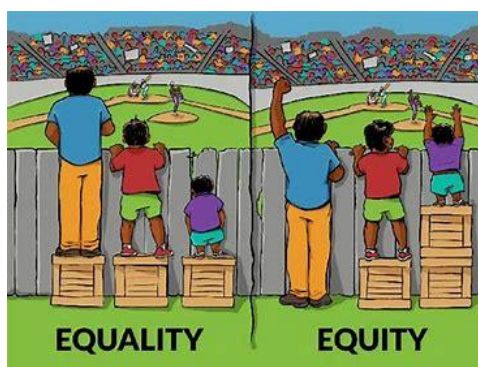
We Succeed

We are Making Memories

In addition to this we have three simple rules to ensure that we can work together productively and positively and so that all of our school community can achieve their full potential.

Ready – Respectful – Safe

Our ethos is deliberately co-operative and caring, having firm boundaries but with responsive and sensitive approaches to all children and adults as individuals. We recognise everyone is an individual with individual needs and this is seen in our Relational Policy which includes approaches to help children and adults develop their own approach and reflect on their actions and motivations.



Areas of Personal Development at Kehelland

There are many areas of our approach that contribute to our Personal Development curriculum at Kehelland. We have thought about each area in relation to our motto and ethos and reflected this in the table below. This maps our intent, school ethos and how we promote SMSC within our school. Central to personal development, are the British Values which we have identified and discussed further on in this section. The highlighted colours correspond to these.

British Values: Democracy; Rule of Law; Individual Liberty; Respect and Tolerance for Others

	We are SAFE	We are LOVED	We are JOYFUL	We SUCCEED	We are making MEMORIES
SPIRITUAL	<p>Our ethos allows pupils to be safe physically, socially, emotionally. Assemblies focus on and discuss safety in all forms. We develop a climate within which all pupils can grow and flourish, respect others and be respected for example in school council.</p> <p>We give pupils the opportunity and develop a safe culture, where pupils can understand human emotions and feelings, the way they impact on people and how an understanding of them can be helpful for example through PSHE, English and Drama.</p>	<p>Understanding our identities as individuals and understanding what it is to respect ourselves and each other and appreciate differences.</p> <p>We give pupils the opportunity to explore values and beliefs, including religious beliefs and the way that they impact on people's lives in RE and during assemblies and whole school events.</p>	<p>We celebrate achievements and foster a sense of enjoyment in learning. We offer pupils the opportunity to appreciate the beauty and wonder of the natural environment, for example through woodland learning and visits to the local beaches/landscape.</p>	<p>PSHE and assemblies provide opportunities to enable pupils to explore specific strategies and develop spirituality in all its forms.</p> <p>We promote teaching styles that value pupil questions and give pupils' space for their own thoughts, ideas and concerns and enable pupils to make connections between aspects of their learning.</p> <p>Opportunities to explore the language and concepts of Virtues gives rise to opportunities for reflection and working toward a Virtues target.</p>	<p>Opportunities for pupil voice allow us to identify and share memories and thoughts and reflect on these. Encourage pupils to relate their learning to a wider frame of reference; for example, asking "why", "how", "where" and "what".</p> <p>We give opportunities for creativity and link this to learning, ensuring that imagination and creativity in learning are built into lessons and everyday school life.</p>
MORAL	<p>The children have a clearly defined sense of right and wrong presented to them through school behaviour and reward system.</p> <p>The school has a clear behaviour</p>	<p>Children and families are aware of what bullying is and how we prevent and deal with incidents through PSHE, assemblies and our newsletter.</p> <p>The school actively</p>	<p>We work to discuss and reflect on behaviour choices, use a positive and proactive way forward focused on restorative practice and caring for other people's feelings.</p> <p>Pupils participate in</p>	<p>Staff lead by example and model through relationships and interactions the principles they wish to promote. Staff help pupils develop a 'good moral compass' and reward</p>	<p>We use learning as an opportunity to explore the 9 Protected characteristics through stories, songs and discussion and woven into the curriculum.</p> <p>Give pupils opportunities to</p>

	<p>policy which outlines the expectations of pupils within the school and which is linked to choices and rewards.</p> <p>§ Behaviour choices that are right and those which are wrong are made explicit as necessary.</p> <p>§ Pupils are shown the results of their choices and how they need to take responsibility for their actions</p> <p>Develop an open and safe learning environment in which pupils can express their views and practise moral decision making.</p>	<p>promotes its relational policy.</p> <p>. On the very rare occasions when it is needed, class teachers, teaching assistants, senior staff, pupils and parents work together very effectively to ensure positive relationships.</p> <p>Our Equality Policy and action plan promote racial, religious and other forms of equality.</p> <p>Pupils are guided towards consideration of wider moral issues through classroom discussion and circle time.</p> <p>Modelling through quality relationships the principles we wish to encourage in our Motto and in our Virtues mapped across the year.</p>	<p>class council discussions and contribute to school improvement.</p> <p>Recognise and respect different cultural groups.</p>	<p>good behaviour and attitudes.</p> <p>We celebrate positive behaviour and moral choices.</p> <p>Target setting, reflection and assemblies focused on the virtues allows children to develop and reflect on their own moral virtues.</p> <p>Encouraging children to take responsibility for their actions.</p>	<p>make memories in meaningful contexts so that they can explore and develop moral concepts and values throughout the curriculum.</p> <p>Experiencing a range of different cultural celebrations and celebrating difference and equality.</p>
SOCIAL	<p>Positive role models are fostered both in and out of school.</p> <p>The staff team provides very good support for children with behavioural and emotional needs and helps children to reach the right place emotionally in order to learn effectively.</p> <p>Our Equality Policy and action plan promote</p>	<p>There is a well-established, nurturing culture between the older and younger pupils in the school with Godrevey groups and paired reading.</p> <p>Foster and promote a sense of community with common, inclusive values.</p> <p>We encourage children to work co-operatively.</p> <p>We encourage and teach children to recognise and</p>	<p>New pupils adjust well to the school and are firmly accepted and welcomed by their classmates.</p> <p>Our Virtues teaching helps pupils to develop personal qualities which are valued in society.</p>	<p>Pupils make a significant contribution to the life of the school through a wide range of roles and there are many opportunities provided for pupils to exercise leadership and responsibility.</p> <p>§ These include the School Council and pupil voice groups to enable all children to have a “voice” and an input into school</p>	<p>We respond to national and global issues; for example, resources were circulated to support the children’s understanding about war and refugees during the crisis in the Ukraine. Following this, the children wanted to fundraise to support.</p> <p>§ Pupils care, and take responsibility, for their own environment, for example through</p>








	racial, religious and other forms of equality	respect social differences and similarities such as where they live, different kinds of family models and age.		decisions and whose opinions are sought and respected. § They also allow the children to engage with democracy and to develop a sense of responsibility. § School council are involved in interviewing new teachers as part of our interview process.	beach cleans, creating a wildlife meadow and developing the grounds. They regularly raise money for charity – weekly cake sales and we celebrate individuals who work outside school to raise money for others. We provide positive experiences like curriculum events and musical productions.
CULTURAL	Our equality policy and action plan promote racial, religious and other forms of equality.	Understanding the difference and respecting the integrity of individuals	We celebrate the attitudes, values and traditions of diverse cultures across the curriculum. A wide range of opportunities for pupils to find and develop a love of The Arts and sports with music lessons and sports competitions.	We celebrate and recognise all achievements in and out of school depending on individual children's interests and give opportunities and encourage this.	Trips to London to engage with Parliament and explore this first hand. Our Local MP involvement to bring democracy to the children.
CURRICULUM INTENT (see subject breakdown for individual subject mapping)	Children are taught how to stay safe – curriculum areas of COMPUTING, PSHE, RSE, PE.	Children are taught how to care for themselves and each other – PSHE, RSE, wellbeing and mindfulness and yoga sessions, RE. All subjects develop a love of learning and the world around them. Virtues teaching gives children space to reflect on their strengths and needs for development personally.	Children are taught to love the world around them, and the curriculum subjects are set out to develop experts in curriculum areas.	Children are taught that learning looks different for everyone and that success is something we can all achieve in every subject. Lesson design and pedagogy uses low stakes quizzing to develop successful learners.	Curriculum and lesson pedagogy is designed to ensure all children learn more and remember more. Opportunities to make memories in their subjects are built and planned in – school trips and visitors etc. Lots of residential experiences.
CHARACTER	We use the Virtues and language of the Virtues to establish and identify areas of personal development that the children feel they do well in and explore those that they may need to improve. We teach this by mapping the Virtues we believe are paramount in our setting and for our children. They are mapped out across the year and change every two weeks. Every other week we have an assembly to explicitly teach				

	<p>the Virtue we are considering. Children have time to reflect on and set Virtues targets each term and these are shared with parents. Our Virtues are mapped across the year as follows:</p> <ul style="list-style-type: none"> Friendliness Care/Caring Truthfulness Orderliness Creativity Determination Generosity Tolerance Trust/Trustworthiness Enthusiasm Responsibility Reliability Perseverance Respect Confidence Courage Kindness Integrity Peacefulness Humility Thankfulness
<p>WIDER OPPORTUNITIES</p>	<ul style="list-style-type: none"> • We run a range of after school clubs to cater for all children’s loves and needs. They change each half term so as many children as possible get to attend and broaden their horizons. Children from all year groups are encouraged to attend. <p>Arts and crafts after school club Nature club Gardening club Football Tennis Basketball Hockey Cookery Construction Puzzle and board games Choir lunchtime Home from home Maths puzzles Maths SATS club</p> <ul style="list-style-type: none"> • We also have strong links with our secondary schools and CSIA NEXUS project and offer weekly sessions to children with a particular aptitude for Maths and Science. • We run residential trips that provide a stark contrast to the experience of most of our pupils and their backgrounds, to increase cultural capital. Sleepover/Aquarium and Dartmoor/London • We ensure children experience core aspects of Cornish life – swimming, surfing, farming, mining and the local history of the site. • Music lessons extend into many disciplines and we use PP money to support this. We provide, Rocksteady (multidisciplinary group) , Violin, Brass, Drums and Piano. • School community is strong- our PTA runs events such as discos and Easter Egg hunts for the children. They help pay for and give children opportunities to increase their cultural capital for example a trip to the Cornwall Playhouse Theatre to see the Pantomime. • Every Friday the children hold a bake sale for playtime snack. The money raised is given to charity. This charity is voted on and changes each term. We have supported Charles’ Star charity over a long period as well as Guide Dogs for the Blind. • Parents regularly come into school and help to enhance the environment in “service” days, where their expertise as farmers and builders helps to make our outdoor environment stronger. Children see the involvement of parents as a strength that helps them to understand our value and place within a community.
<p>Assemblies</p>	<ul style="list-style-type: none"> • Run every day to ensure children understand the importance of community and being a family. • Opportunities are taken to explore values and beliefs and how they impact on people’s lives. • Rota of assemblies caters for different areas:

	<p>Monday – Picture News, British Values, UN Rights of the Child. Exploring popular culture and reflecting on this.</p> <p>Tuesday – RE assembly alternates with Virtues assembly. Reflection and spiritual connection are promoted and guided among the whole school community.</p> <p>Wednesday – Story assembly; the whole school share a story together that has been mapped out against the protected characteristics and these characteristics are reflected on within the assembly.</p> <p>Thursday – Singing assembly. The act of singing together and the feelings this promotes of cohesion, togetherness, celebration, and community are reflected on. The content of lyrics and reflection on emotion is explored.</p> <p>Friday – Celebration assembly. We explore our own choices and celebrate achievements in and out of school.</p>
Pupil Voice	<p>Opportunities for pupil voice are extensive. They are built into the “rota” for subject leads as part of the monitoring and getting to know the subject. Governors carry out pupil voice activities, the Headteacher does pupil conferencing and questionnaires and we have a pupil survey yearly. An important feature of our Relational policy is to listen to children and ask for their opinion and give them opportunities to be heard in all things. School council and the Ambassadors allows pupils to feel that their voice is heard. School council takes place every half term and meetings are arranged at the beginning of the year and timetabled clearly.</p>
Ambassadors linked to our Motto areas	<p>The Teachers choose children to represent the associated Motto area each term, to allow children to understand and feel responsible for an area. Children have special badges that they keep and each half term have a lunch with senior leadership to plan and review their responsibilities. Staff regularly canvass their opinions and ask what they think.</p> <p>Safe – Children focus on health and safety, keeping an eye out and informing adults about things that might not be safe. They provide children with a point of contact if something is wrong.</p> <p>Loved – Children focus on whether people and resources are cared for and treated with respect. For example the library, helping grown ups and so on. They provide a point of contact for children if someone is lonely, needs a friend.</p> <p>Joyful- Children consider things that make people happy – playtimes, equipment, and behaviour. They provide children with a point of contact and suggest ways in which grown ups and the school council can improve our environment.</p> <p>Success – Children with this badge are recognised as children who have worked hard and developed resilience in learning or other areas. They help children with learning or skills and provide mentorship to ensure children develop skills of resilience.</p> <p>Memories – Children focus on the experiences children have – trips, residential and overcoming barriers to these. Children chosen for this responsibility may have overcome or found something difficult with experiencing new things. They may suggest ways to help encourage children to have a go at new things. They may communicate with teachers if children are nervous or really want to have a go at something. They are a point of contact for other children to go to for support.</p>
5 Ways to Wellbeing	<p>Is referred to clearly in assemblies, a question is posed “What would you do if...” or “How can we help ourselves if we feel...”. We discuss the 5 ways to Wellbeing in assemblies, in class and in individual conversations as staff coach children to develop their skills of self care and self kindness. Initiatives across the whole school (For example the computer game trial in 2022) are looked at in relation to the five areas and we evaluate whether it is a good idea or not, and whether new strategies benefit the school as a whole in one of the five key areas.</p> <p>Ways to wellbeing are displayed in the central school space to remind children that we all have to manage and work at our wellbeing – it isn’t just something children have to do.</p>

British Values

British Values are woven into everything that we do. Children have weekly assemblies where using the resource Picture News to explore current affairs and our evaluation of this based on British Values and the UN Rights of the Child. We also look at popular songs and culture to reflect on how we embody British Values in our culture and approach each day. Our coverage for Picture News is mapped out each term, as an example the coverage document from Picture News for Spring 2023 is below:

Week	News Story	Focus Question	UN Article	UN Link	British Value Link	Protected Characteristics
2 nd January	A flatpack wind turbine, invented by Douglas Macartney from Scotland, is to help provide power to communities in Kenya, Africa.	Should all the energy we use be renewable?	 6 LIFE SURVIVAL AND DEVELOPMENT	Having electricity and heating in our homes and schools can help ensure we survive and develop in the best possible way. Governments must make sure all children survive and develop in the best way possible.	Democracy - Energy is required to power many of the useful and convenient items we use daily. This energy can be produced in many different ways. We can use our voices to share our thoughts on this and impact the future.	Age - Young people can be overlooked for their ideas because they may not be as experienced as adults but when given the opportunity, they can often make a valuable contribution.
9 th January	18-year-old Andrea Spadolini-Sirieux has been named as a BBC Young Sports Personality of the Year finalist.	Can you learn how to manage under pressure?	 5 FAMILY GUIDANCE AS CHILDREN DEVELOP	Governments should let our families and communities guide us. They can help us find ways to respond to life's pressures and learn to use our rights in the best way. As we grow, we will need less guidance.	Mutual Respect and Tolerance - We are all different so the way we respond to the demands or pressures we may face will be different too. We understand and respect that not everyone is the same and everyone needs to be treated as an individual.	Sex - 'I think this year especially has shown that women are strong and nothing can stop you doing what you want to do. Your age or gender don't stop you.' – diver, Andrea Spadolini-Sirieux
16 th January	Many of us are increasingly reusing, repairing, and upcycling items, instead of throwing them away and replacing with new ones, according to experts.	Do we throw things away too easily?	 3 BEST INTERESTS OF THE CHILD	When adults make decisions, such as what items we should learn to repair and when, they should think about how it will affect us. They should make sure we are safe and protected.	Individual Liberty - It is important to remember all our actions have consequences. If we choose to repair items, we can save money, help the environment and learn new skills.	Religion or Belief - Some people throw away more than others because of their beliefs. Our beliefs affect our life choices and the way we live our life.
23 rd January	A drink called 'Prime Hydration' has arrived in the UK and as quickly as it arrived, it sold out.	How much control do influencers have over our choices?	 36 PROTECTION FROM EXPLOITATION	We all have the right to be protected from exploitation (being taken advantage of). Learning about social media and keeping safe online can help do this.	Mutual Respect and Tolerance - We all have the power to influence so should consider how our behaviour, actions and words can affect others.	Religion or Belief - Our beliefs consist of the things we believe to be true about ourselves, the world and others. They are firmly embedded and affect the way we think and behave. There are many things which may influence our beliefs.
30 th January	Brazil's new president has said he aims to reduce deforestation and help protect the Amazon rainforest.	Does the natural world have rights?	 13 SHARING THOUGHTS FREELY	We have the right to share what we have learned about the deforestation of the Amazon rainforest. We can also share what we think and feel about it unless it harms other people.	Rule of Law - Rules and laws can be put in place to help protect the natural world. We are all responsible for these rules and laws.	Race - Luiz Inácio da Silva is Brazilian. This is his nationality. People around the world can unite to reduce the deforestation of the Amazon rainforest. Our nationality must never stop us doing something.
6 th February	The Welsh Football Association has announced that the national men and women's football teams will be paid equally moving forward.	Should men and women's sports teams be paid the same?	 2 NO DISCRIMINATION	All children have rights and should not be treated unfairly for any reason. This includes whether we are a girl or a boy.	Democracy - if we do not agree with something or do not think it is fair, we can use our voices to make changes. Wales' national men and women's football teams will now receive equal pay.	Sex - Both men and women should be treated fairly. This includes being paid fairly for the job they do.
13 th February	Humans can understand other apes' common methods of sign language, scientists have just discovered.	What is the most important form of communication?	 30 MINORITY CULTURE, LANGUAGE AND RELIGION	There are many languages spoken across the world that people can use to communicate with one another. We all have the right to use our own language, even if this is not shared by most people in the country we live in.	Mutual Respect and Tolerance - We are all different, so communicate in different ways. Developing our communication skills can help us become more understanding of the world we live in and may even help someone else feel welcome and cared for.	Disability - Some people may have a disability, such as deafness, which means they communicate with others in a different way. This should never cause someone to be treated unfairly.

The way we consider British Values as woven into all we do, we have looked at our SMSC intent and provision and highlighted the relevant British Value to identify and demonstrate how they are central to all we do. Please see pages 4-7 of this document called Areas of Personal Development at Kehelland for more information.

British Values: Democracy; Rule of Law; Individual Liberty; Respect and Tolerance for Others

SMSC Whole School Evidence Mapping – Where do we see evidence of our SMSC provision and what does Ofsted define this as.

	Spiritual	Moral	Social	Cultural
Ofsted:	<p>245. Provision for the spiritual development of pupils includes developing their:</p> <ul style="list-style-type: none"> • ability to be reflective about their own beliefs (religious or otherwise) and perspective on life • knowledge of, and respect for, different people’s faiths, feelings and values • sense of enjoyment and fascination in learning about themselves, others and the world around them • use of imagination and creativity in their learning • willingness to reflect on their experiences 	<p>246. Provision for the moral development of pupils includes developing their:</p> <ul style="list-style-type: none"> • ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England • understanding of the consequences of their behaviour and actions • interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues 	<p>247. Provision for the social development of pupils includes developing their:</p> <ul style="list-style-type: none"> • use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds • willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively • acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain 	<p>248. Provision for the cultural development of pupils includes developing their:</p> <ul style="list-style-type: none"> • understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others • understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain • ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities • knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain • willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities • interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand,

				accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities
Whole School:	<ul style="list-style-type: none"> • 5 ways: <ul style="list-style-type: none"> - Give - Connect - Active - Learning - Notice • RE lessons/curriculum • RSE • PSHE • Assemblies • Motto and values • Knowledge Organisers and development of these • Pupil Voice • QFT – collaborative learning; wider curriculum; Art, DT, Music, some PE • Class Yoga • Clubs • Residential • Visitors to school to expand horizons • Virtues and targets • School council • Learning mentor time 	<ul style="list-style-type: none"> • 5 ways to wellbeing – inc. video • Relational policy and three rules. • Motto and values • Assemblies – rule of law British Values • PSHE – debates • Debates in curriculum • Tolerance and Respect • QFT – collaborative learning; wider curriculum • School council • Newsletter and website • TIS • Learning Mentor time 	<ul style="list-style-type: none"> • 5 ways to wellbeing inc. video • Relational policy and three rules • Motto and values • Assemblies – British Values – see attached assembly map. • PSHE curriculum • PE curriculum • School clubs • School Council • 5 ways – acts of kindness; specifically, community acts • 5 ways: <ul style="list-style-type: none"> - Give - Connect - Active - Learning - Notice • QFT – collaborative learning; wider curriculum • Trips • Newsletter and website • TIS 	<ul style="list-style-type: none"> • Trips; new opportunities that enrich Children’s cultural capital • Cornish heritage – St Piran’s Day, Remembrance Day, Trevithick day, Will Keating visit, Beach visits and surf days • London • Camp • 5 ways to wellbeing; kindness; community i.e. Cake charity money and charity work • PSHE • RSE • 5 ways: <ul style="list-style-type: none"> - Give - Connect - Active - Learning - Notice • Assemblies and British Values • Protected Characteristics • Curriculum • QFT – collaborative learning; wider curriculum • Newsletter and website • School clubs • External providers and visitors

Personal Development Opportunities in Curriculum Subjects

Our curriculum leads have been considering Personal development opportunities in their subjects. Some subjects are very clearly centred around Personal Development like PSHE, which has an obvious PD content. However some subjects like Maths for example are not as obvious. As subject leads consider their subjects, in line with managing workload, we will add more subjects to this document. See the ones we have looked at below.

Subject and intent:

Religious Education

Our aim is that pupils at Kehelland Village School receive their “full entitlement to religious education, as part of a broad and balanced curriculum”. We aim to foster the qualities of commitment, fairness, respect, self-understanding, enquiry and openness, all essential prerequisites for entering fully into the study of religions and learning from that experience. These qualities align closely with Kehelland Village School’s Virtues Project. As a Cornish school, we have chosen to follow the Cornwall Agreed Syllabus 2020-2025, which, over the course of a child’s journey through Primary School, introduces them not only to Christianity and the other principal religions represented in Great Britain, but also to the unique religious and spiritual character of our home county (Curriculum Kernewek).

Overarching fabric and content of the subject –

Religious Education has strong links with the Personal Development curriculum. It offers social, moral, spiritual and cultural opportunities, in its study of the beliefs and cultural practices across a range of religious and social groups. It allows the children to grow spiritually and morally as they explore their own beliefs and values. Religious Education also promotes citizenship, in developing the understanding and acceptance of differences between cultures and beliefs, and also the acknowledgement of our similarity and unity.

Social, Moral, Spiritual, Cultural Opportunities

Understanding the importance of showing love and care towards others, whether we are religious or non-religious. Exploring the charitable acts of different faith communities. Knowing right and wrong.

Being special- where do we belong?F4
Which stories are special and why? F6
What do Christians believe God is like?1.1
How should we care for others and for the world and why does it matter?1.9
What does it mean to belong to a faith community? 1.10
What is the good news Jesus brings? 1.4
What kind of world did Jesus want? L2.4
How and why do people try to make the world a better place? L2.12
What is it like for someone to follow God? L2.2
What does it mean to be Hindu in Britain today?L2.8
What does it mean if Christians believe God is holy and loving?U2.1
Why do Hindus want to be good? U2.7
How do Christians decide how to live? What would Jesus do? U2.4
What does it mean to be a Muslim in Britain today?U2.8

YR- Aut 1, Sum 2.
 Y1/2 – Aut 1 Sum 2 Year A Aut 1 Year B.
 Year 3/4- Aut 2, Spr 1Year A B Sum 2 Year A.
 Y5/6- Aut 1 Spr 1 Sum 1 Year A, Aut 2 Year B

<p>British Values</p>	<p>Understanding our national culture based on religious festivals: Christmas and Easter.</p> <p><i>Why is Christmas Special for Christians? F2</i> <i>Why is Easter special to Christians? F3</i> <i>Why does Christmas matter to Christians?1.3</i> <i>Why does Easter matter to Christians?1.5</i> <i>Why do Christians call the day Jesus died "Good Friday"? L2.5</i> <i>What is the "Trinity" and why is it important to Christians? L2.3</i> <i>What do Christians believe Jesus did to save people?U2.5</i> <i>For Christians, what kind of King is Jesus? U2.6</i></p> <p>Mutual respect for and tolerance of different faiths and beliefs</p> <p><i>Which places are special and why?F5</i> <i>Which stories are special and why? F6</i> <i>Who is Jewish and how do they live?1.7</i> <i>Who is Muslim and how do they live? 1.6</i> <i>How do festivals and family life show what matters to Jewish people? L2.10</i> <i>What does it mean to be Hindu in Britain today?L2.8</i> <i>What do Hindus believe God is like? L2.7</i> <i>How do festivals and worship show what matters to Muslims? 2.9</i> <i>Why do Hindus want to be good? U2.7</i> <i>What does it mean to be a Muslim in Britain today?U2.8</i> <i>Why is the Torah so important to Jewish people?U2.9</i> <i>What matters most to Humanists, Christians?U2.10</i></p>	<p>YR Aut 2 Spr2 Y1/2- Aut 2 Spr 2 Year A B Y3/4- Spr 2 Year A B Y5/6- Spr 2 Year A B</p> <p>YR- Sum 1 Sum 2 Y1/2- Spr 1 Judaism Year AB Sum 1 Islam Year AB Y3/4- Aut 1 Judaism Year A. Spr 1 Hinduism Year AB Sum 1 Islam Year B Y5/6- Spr 1 Hinduism Year A Sum 1- Islam Year A. Spr 1 Judaism Year B Sum 1 Humanism Year B.</p>
<p>The Protected Characteristics- equality and inclusion</p>	<p>Belief within religions that all people are considered equal and loved by their god.</p>	
<p>Citizenship</p>	<p>Awareness of being part of the unique community and home county of Cornwall.</p> <p><i>What makes some places sacred to believers? (Curriculum Kernewek- Cornish links)1.8</i> <i>How and why do people in Cornwall mark the significant events of life? L2.11(Curriculum Kernewek- Cornish links)</i> <i>Does faith help people in Cornwall when life gets hard? (Curriculum Kernewek- Cornish links)U2.12</i></p> <p>Respect and care for the environment</p> <p><i>Why is the word God special for Christians? F1</i> <i>Who do Christians say made the world? 1.2</i> <i>How should we care for others and for the world and why does it matter?1.9</i> <i>What do Christians learn from the creation story? L2.1</i> <i>Creation and science- conflicting or complementary? U2.2</i></p>	<p>Year1/2 - Sum 1 Year B. Year 3/4 – Sum 1 Year B. Year 5/6 – Sum 1 Year B.</p> <p>YR- Spr 1 Y1/2- Aut 1 Year AB Y3/4 –Aut 1 Year B. Y5/6 – Aut 2 Year A.</p>
<p>Wider Opportunities (including trips/visitors)</p>	<p>Visits to places of worship. People of different beliefs visiting school. Representatives of charities visiting.</p>	
<p>Physical Health</p>		
<p>Mental and emotional health/wellbeing</p>	<p>Sense of self and awareness of place in the world.</p> <p><i>Being special- where do we belong?F4</i> <i>What does it mean to belong to a faith community? 1.10</i> <i>How and why do people try to make the world a better place? L2.12</i> <i>Why do some believe in God and some people not? U2.11</i></p>	<p>YR Aut 1 Y1/2- Sum 2 Year A. Y3/4 – Sum 2 Year A. Y5/6- Sum 2 Year A Sum 1 Year B.</p>

	<i>What matters most to Humanists, Christians? U2.10</i>	
Keeping safe (physically, online, in the world around us)		
Aspiration and careers	<p>Faith leaders and charity founders and workers as role models and source of inspiration.</p> <p><i>What is the good news Jesus brings? 1.4 (Food banks, care for homeless).</i> <i>How should we care for others and for the world and why does it matter? 1.9 (Mother Theresa, Dr Barnardo, CAFOD, Tzedek etc.)</i> <i>What kind of world did Jesus want? L2.4</i> <i>How and why do people try to make the world a better place? L2.12 (Jewish Tikkan oram and tzedaka, Muslim zakah, Islamic Relief, Christian Aid, Desmond Tutu, Martin Luther King, Mother Theresa, Annie Besant).</i> <i>Why do Hindus want to be good? U2.7 (Mahatma Gandhi, Pandurang Shastri Athavale).</i> <i>What do Christians believe Jesus did to save people? U2.5 (20th century martyrs).</i> <i>What does it mean to be a Muslim in Britain today? U2.8 (Five pillars, almsgiving).</i> <i>How do Christians decide how to live? What would Jesus do? U2.4 (Desmond Tutu, Leprosy Mission, Christian Aid)</i> <i>For Christians, what kind of King is Jesus? U2.6 (Trinity Cheltenham, Oasis churches, Salvation Army, Christian Prison Fellowship. Traidcraft).</i></p>	<p>Y1/2- Aut 1 Year B Y3/4- Aut 2 Year A, Sum 2 Year A. Y5/6- Spr 1 Spr 2 Sum 1 Year A, Aut 2 Year B, Spr 2 Year B,</p>

Subject and intent:

Foreign Languages

At Kehelland Village School, we aim to offer a relevant, broad, vibrant and ambitious Languages curriculum that will inspire and excite our KS2 pupils, using a wide variety of topics and themes. Our school has chosen French as its Modern Foreign Language. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their language learning. The intent is that all pupils will develop a genuine interest and positive curiosity about foreign languages, finding the lessons enjoyable and stimulating. Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, developing a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that they will be working towards becoming life-long language learners.

Research shows that children acquire language skills optimally from a very young age. The Reception, Year 1 and Year 2 children in Longships Class therefore also have short, weekly French lessons, learning very simple phrases and basic vocabulary, through exciting songs, stories and active games.

Overarching fabric and content of the subject –

The study of a modern foreign language allows us to understand our own culture and beliefs in relation to other cultures. This can lead to personal growth and a deeper understanding of self. We become aware of how our home country, with its language and culture is just a small part of an interconnected world of countries, with their own languages and cultures. We recognise differences and similarities, and learn to respect and value what is important to us, and what is important to others. Additionally, the successful acquisition of foreign language skills boosts self-confidence, and creates future exciting opportunities for travel and for linguistic-based careers.

Social, Moral, Spiritual, Cultural Opportunities	<p>The study of the French culture enables a deeper awareness of the uniqueness of our culture in the United Kingdom. It fosters an interest in and respect of the different cultures in France and French speaking countries. At the same time, pupils also recognise similarities between cultures, preparing them to live as adults in harmony with people of different nationalities and backgrounds.</p> <p><i>Earlstart film clips of children in France- at school and at play, and of key festivals.</i></p> <p><i>Playground games - numbers and age (5 lessons)</i> <i>Bon Appetit (5 lessons)</i> <i>Shopping for French food (5 lessons)</i> <i>School days (5 lessons)</i> <i>Shopping (10 lessons)</i></p> <p><i>Clothes- getting dressed in France (5 lessons)</i> <i>French weather (5 lessons)</i> <i>French speaking world (5 lessons)</i> <i>Planning a French holiday (5 lessons)</i> <i>Birthday celebrations (5 lessons)</i> <i>French sport and the Olympics (5 lessons)</i> <i>French transport (5 lessons)</i> <i>Visiting a town in France (5 lessons)</i></p>	<p>YR/1/2- All lessons. Y3/4- Spr 1,2, Sum 1,2 Year A Spr 1, Sum 1 Year B. Y5/6- Spr 1, 2, sum 1,2 Year A, Spr 1, Spr 1, Sum 1.2 Year B.</p>
British Values	<p>Understanding our national culture Mutual respect for and tolerance of different faiths and beliefs (See Social, Moral, Spiritual and Cultural)</p>	
The Protected Characteristics- equality and inclusion		
Citizenship		
Wider Opportunities (including trips/visitors)	<p>The study of French enables “virtual”, if not actual school trips to a foreign country. Visitors can be invited into school, either to share their French speaking, discuss their language-based job, or to share travel experiences. Letter or online links can be set up with school children in France.</p>	
Physical Health		
Mental and emotional health/wellbeing	<p>The acquisition of a second language, whereby most pupils start from a level base, plays an important role in developing pupils’ self-confidence and resilience. They learn that everyone makes mistakes and that it is ok to do so.</p>	
Keeping safe (physically, online, in the world around us)		
Aspiration and careers	<p>In class discussion, children will learn about the wide range of careers that require knowledge of a foreign language. They will be encouraged to consider why knowledge of a foreign language</p>	

	<p>might make travel and holidays more enjoyable and rewarding.</p> <p><i>French speaking world (5 lessons)</i></p> <p><i>Planning a French holiday (5 lessons)</i></p> <p><i>Visiting a town in France (5 lessons)</i></p>	Y5/6- Sum 1,2 Year A, Sum 2 Year B
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Subject and intent:

Reading

It is our intention to ensure that by the end of their primary education, children read fluently, with good understanding and we aim to develop a lifelong love for books and reading. Our aim is to ensure not only that children can read but that they do read. We know that if children are enthusiastic, independent readers by the time they leave primary school, and this is sustained into their teenage years, then this has a strongly positive impact on their life chances and educational success.

We, therefore, encourage all pupils to read a wide range of genres and quality texts which are sequenced on our two year rolling planning documents. Reading is given a high priority in our curriculum as the ability to read and understand opens up learning for children and supports all areas of school life.

Reading in Key Stage 2 develops and extends the skills acquired in Key Stage 1. Children explore a wide variety of texts which are carefully matched to engage all children in all areas of their learning.

Our key aim is to promote reading for pleasure and for children to develop the ability to make links to the wider curriculum and the world through reading.

Overarching fabric and content of the subject – The Reading Curriculum

The Reading curriculum is designed to support children’s personal development in a number of ways.

First and foremost, learning to read is a crucial skill that allows children to access information, engage with their communities, and interact with the world around them. By developing strong reading skills, children can explore new ideas, express themselves effectively, and gain confidence in their own abilities.

In addition the curriculum is designed to foster children’s social and personal development. Reading books and other materials can expose children to a wide range of experiences, perspectives and ideas, helping them to develop empathy, understanding and a sense of curiosity about the world. Reading can also help children develop their own creativity, imagination and critical thinking skills, as they engage with different types of literature and learn to analyze and interpret texts.

Overall, the reading curriculum supports children’s personal development by providing them with the tools they need to access information, communicate effectively, and engage with the world around them. By helping children to develop strong reading skills and a love of literature, the curriculum can help nurture lifelong learners who are curious, insightful and engaged members of their communities.

Social, Moral, Spiritual, Cultural Opportunities	All children have regular opportunities read in mixed age groups and share their love of reading a range of different texts.	All year groups. Weekly
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	<p>Daily reading sessions and the wider curriculum provide opportunities for children to read about characters facing difficult decisions and learn from their experiences. They also read texts that explore moral questions and religious texts to deepen understanding of different belief systems.</p> <p>Religious Festivals Chinese New Year Christmas Traditions</p> <p>Different Cultures Creation Myths</p> <p>Greece Music History</p> <p>Stories with a past Cornish Poetry</p> <p>Migration Shang Dynasty Italy Classic Poetry</p> <p>Shakespeare</p> <p>Picture Books The Viewer by Gary Crew Sulwe by Lupita Nyong'o The Arrival by Shaun Tan Cornwall Famous Artists</p> <p>Christmas Traditions Mexico Middle Eastern Countries Ibtihaj Muhammad 20th Century Music Classic Poetry</p>	<p>TREVOSE Autumn A</p> <p>Spring B</p> <p>Autumn B</p> <p>Summer A</p> <p>Summer B</p> <p>TATER DU Autumn A</p> <p>Autumn B</p> <p>Spring A</p> <p>Summer A</p> <p>Spring B</p>
British Values	<p>Armistice Day</p> <p>British Inventions Famous British Authors</p>	<p>Weekly TREVOSE Autumn A</p> <p>Summer B</p>

	<p>Poetry Do Not Stand At My Grave And Weep by Mary Elizabeth Frye Notable People – Alan Turing WW2 Mining In Cornwall and Cornwall</p> <p>Charles Darwin</p> <p>The Industrial Revolution</p>	<p>TATER DU Autumn B</p> <p>Spring A</p> <p>Spring B</p>
The Protected Characteristics- equality and inclusion	<p>This is carefully planned in the choice of texts children read following our daily reading lessons and shared classroom texts. The weekly reading assembly also provides opportunities for children to explore a range of carefully selected texts that address the protected characteristics – equality and inclusion.</p> <p>Hearing Impairment</p> <p>Women Scientists</p> <p>Women Mountaineers</p> <p>Women of Influence</p> <p>Space – Margaret Hamilton and Dorothy Vaughan Notable People</p> <p>Poetry We Refugees by Benjamin Zepheniah Notable People – Alan Turing Women’s Football</p> <p>Equality</p> <p>Inspirational Women Civil Rights Singing for Freedom What is Disability?</p>	<p>All year groups.</p> <p>TREVOSE Autumn B</p> <p>Spring A</p> <p>Spring B</p> <p>Summer B</p> <p>TATER DU Autumn A</p> <p>Autumn B</p> <p>Spring A</p> <p>Spring B</p> <p>Summer A</p>
Citizenship	<p>Older children are encouraged to read with and too younger learning partners which is planned on a weekly basis. Children also share their reading skills in school performances including Christmas plays, end of year performances and</p>	<p>All Year Groups Weekly</p> <p>KS1 – Christmas Performance</p>

	<p>planned showcase days where children will be reading play scripts, speeches, poetry and sharing their expertise and love of reading. We also plan in book swap days where children can share their enthusiasm for different authors.</p> <p>Saving the Bees</p> <p>Recycling Climate Change and Renewable Energy Plastic Pollution Notable People</p> <p>Crime and Punishment</p> <p>Rainforests and Conservation</p>	<p>KS2 – Summer end of year performance</p> <p>Book swaps termly</p> <p>TREVOSE</p> <p>Summer A</p> <p>Spring Term B</p> <p>TATER DU Autumn B</p> <p>Spring A</p>
<p>Wider Opportunities (including trips/visitors)</p>	<p>Children are provided with opportunities to visit local theatres to see plays performed and take part in performance skills. We plan in reader visits including professional authors, poets and also secret parent readers who come into school on a regular basis to share their own love of reading with the children.</p>	<p>All year groups. Hall For Cornwall – Christmas Minack Trip – Class 2 Spring Term</p>
<p>Physical Health</p>	<p>Reading and its impact on our physical and mental health is explicitly shared with children and parents in the reading information workshop in the Autumn Term.</p> <p>Keeping Healthy The Human Body Teeth</p> <p>Sports People The Human Body</p> <p>Heart Health – NHS Fad Diets Drugs and Alcohol</p> <p>Islands/Leprosy</p>	<p>Parents Reading meetings in the Autumn and Spring terms.</p> <p>TREVOSE Summer A</p> <p>Summer B</p> <p>TATER DU Autumn B</p> <p>Spring B</p> <p>Summer B</p> <p>Summer A</p>

	The History of Medicine Plague	
Mental and emotional health/wellbeing	<p>Opportunities for reading for pleasure are a key part of the school day and contribute to mental and emotional health and well being. The environment for reading also calm and conducive to promoting this.</p> <p>Mental Health Bullying</p> <p>Resilience Critiquing The Media Picture Books – Can I Build Another Me? Philosophy</p> <p>Understanding Autism Wonder by RJ Palacio</p>	<p>All year groups.</p> <p>Daily</p> <p>TREVOSE Autumn A Spring B</p> <p>TATER DU Autumn B</p> <p>Spring A</p>
Keeping safe (physically, online, in the world around us)	<p>Internet Safety</p> <p>Computer Gaming</p>	<p>TREVOSE Autumn A/B</p> <p>TATER DU Autumn A/B</p>
Aspiration and careers	<p>.</p> <p>Women of the Skies</p> <p>Notable People Notable People</p> <p>Notable People</p>	<p>TREVOSE Autumn A Spring A Spring B</p> <p>TATER DU Autumn A</p>

Subject and intent: DT

Design and Technology is a way of learning, which spans and links the whole curriculum. In primary school it has its roots in imaginative play, art and science. We want all children at Kehelland Village School to think innovatively, to question and explore the practical world around them and to develop a positive and passionate approach to their learning, through creative design. Teaching staff lead design technology lessons with a no ceiling approach to differentiation, taking into consideration the needs of children with SEND and the most able, enabling all children to access our challenging curriculum and to feel confident in their design decisions. Children understand how to apply their technical knowledge and justify their design decisions using key vocabulary, initial designs, mock-ups, prototypes and functional products from the conceptual through to the constructional, avoiding design fixation. We want to instil the ethos at the heart of all good design - to design, test, make and evaluate...

something... for someone... for some purpose

We aim to help our children at Kehelland Village School develop: enjoyment and pride in their technological and creative abilities; a keen and passionate interest in creating functional and user-focused designs and products; communication, cooperation and collaboration skills; confidence, perseverance and the ability to critically self-reflect and evaluate their design decisions, making valuable connections across the curriculum. We want children to challenge themselves with innovative and bold design, applying an iterative, problem-solving approach alongside critical thinking to show a deeper understanding of the design process.

Overarching fabric and content of the subject –

The DT curriculum at Kehelland is designed to particularly support the children's social development by encouraging children to work collaboratively throughout the designing, making and evaluating process.

Social, Moral, Spiritual, Cultural Opportunities	Evaluating the work of others and receiving feedback on own work Consider welfare issues of beef farming	Y5/6, year A, autumn term Y3/4, year A, autumn term Y5/6, year A, summer term
British Values	Respect the choice made by others to be vegetarian/vegan	Y5/6, year A, summer term
The Protected Characteristics- equality and inclusion		
Citizenship		
Wider Opportunities (including trips/visitors)	Farm visit	Y5/6, year A, summer term
Physical Health	Identify and describe healthy benefits of food groups	Y5/6, year A, summer term
Mental and emotional health/wellbeing		
Keeping safe (physically, online, in the world around us)	Know how to use equipment and tools safely	All year groups, year A&B, throughout the year
Aspiration and careers		

Subject and intent: **HISTORY**

The intent of our History curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. As a result of this they will

- Increase and develop their historical skills, concepts, knowledge and attitudes.
- Increase their understanding of the present in the context of the past.
- Develop and use their skills in enquiry, analysis, evaluation, and argument.
- Develop their interest in the past, arousing their curiosity and motivation to learn.
- Develop a sense of identity through learning about the past.

From EYFS up to the end of KS2, the children will be taught about various historical events, where they take place within a historical timeline and famous historical figures, some of which have shaped the world today. We will monitor progress regularly through learning walks, lesson visits, book scrutiny and pupil voice.

Overarching fabric and content of the subject –		
The History curriculum at Kehelland is designed to support the children’s personal development by engendering their sense of identity through learning about the past. Where possible, local connections are made to embed this development further.		
Social, Moral, Spiritual, Cultural Opportunities		
British Values	Crime and punishment World War 2	Y5/6, year B, autumn term
The Protected Characteristics- equality and inclusion		
Citizenship		
Wider Opportunities (including trips/visitors)		
Physical Health	Hospitals and healthcare	R/Y1/Y2, year B, spring term
Mental and emotional health/wellbeing		
Keeping safe (physically, online, in the world around us)	Technology	R/Y1/Y2, year B, autumn term
Aspiration and careers	Explorers	R/Y1/Y2, year B, summer term

Subject and intent: PE		
At Kehelland, we will give every pupil opportunity to access the components of our PE curriculum in order to reach the following objectives:		
<ul style="list-style-type: none"> • children to leave Kehelland with a positive relationship to physical health, activity and personal wellbeing • children to use physical education at Kehelland to develop their understanding of competition, including: fair play, sportsmanship, team work, passion and playing within the rule • children to have a sound knowledge of the basic skills needed to access specific sports • children to use physical education at Kehelland to develop themselves as a whole person - mentally, personally, physically and socially 		
Overarching fabric and content of the subject –		
RealPE forms the basis of our PE curriculum at Kehelland. It is a values-led approach that supports children to develop their personal, social, cognitive and creative skills as well as their fitness and physical skills with each half termly unit focussing a different one of these elements.		
Social, Moral, Spiritual, Cultural Opportunities	real PE social strand – understand others, help and encourage, guide a small group through a task, negotiate, collaborate and motivate those around me to perform better.	All year groups, year A&B, autumn term
British Values	CSIA competitions	All year groups, year A&B, throughout the year

	Sports Day	All year groups, year A&B, summer term
The Protected Characteristics- equality and inclusion	Sportsmanship and fair play in rules. Adaptations for activities in each lesson for those that need it.	
Citizenship		
Wider Opportunities (including trips/visitors)	CSIA competitions Cornish Pirates sessions	All year groups, year A&B, throughout the year Y5/6, year A&B, summer term
Physical Health	realPE health and fitness strand – know why exercise is important for good health, move and use equipment safely, plan and follow a basic fitness programme	All year groups, year A&B, summer term
Mental and emotional health/wellbeing	Built into the fabric of the programme	
Keeping safe (physically, online, in the world around us)	realPE health and fitness strand – use equipment appropriately and move and land safely, know how to warm up and cool down to avoid injury	All year groups, year A&B, summer term
Aspiration and careers	Visits from professional sports people like Jessica Roper	

Subject and intent:

Mathematics

At Kehelland, our primary mathematics curriculum is designed to provide a comprehensive and engaging learning experience for our students, in alignment with the National Curriculum. Our intent is to equip our learners with the essential mathematical skills, knowledge, and understanding necessary for their academic success and everyday life. Kehelland Primary School aims to develop students who are confident and competent mathematicians, capable of using mathematical skills to solve problems in their daily lives and in future academic and career pursuits.

Overarching fabric and content of the subject – MATHS

Maths supports children's personal development through...

Logical Reasoning

Mathematics encourages logical thinking and problem-solving skills. By engaging in mathematical activities, children learn to analyse problems, think critically and develop logical reasoning skills. This helps them become better problem solvers not only in maths but also in other areas of life.

Persistence and Resilience

Mathematics often involves complex concepts that require perseverance and resilience. As children encounter challenges and difficulties while solving mathematical problems, they learn the importance of persistence and develop the ability to overcome obstacles. This resilience gained through mathematics can be applied to other areas of their personal development, such as tackling difficult tasks or coping with setbacks.

Abstract Thinking

Mathematics involves abstract concepts and symbols, which require children to think beyond concrete situations. This helps develop their abstract thinking skills, enabling them to understand and manipulate ideas that are not directly observable. The ability to think abstractly is valuable in various aspects of personal development, including creativity, problem-solving, and conceptual understanding in different subjects.

Numeracy Skills

Developing strong numeracy skills through mathematics enhances children's ability to make sense of numbers and understand quantitative information in daily life. This includes skills such as counting, measuring, estimating, and comparing quantities. Numeracy skills are fundamental to personal finance management, understanding data and statistics, and making informed decisions in various contexts.

Confidence and Self-Esteem

Achieving success in mathematics builds confidence and self-esteem in children. As they grasp mathematical concepts and solve problems independently, they develop a sense of accomplishment and realise their own abilities. This confidence extends beyond mathematics and positively impacts their overall personal development, encouraging them to take on new challenges and believe in their capabilities.

Pattern Recognition and Critical Thinking

Mathematics involves recognising patterns, relationships, and structures. Through activities like pattern recognition, children develop critical thinking skills and learn to make connections between different concepts. These skills are valuable in problem-solving, analysing information and making informed decisions, both within mathematics and in other areas of personal development.

Communication and Collaboration

Mathematics provides opportunities for children to communicate their ideas, reason with others, and collaborate on problem-solving tasks. Discussing mathematical concepts and strategies with peers or teachers enhances their verbal and interpersonal communication skills. Additionally, collaborative problem-solving promotes teamwork, empathy and respect for different perspectives, all of which are vital for personal development and social interactions.

Social, Moral, Spiritual, Cultural Opportunities

Financial education
Social opportunities

Collaboration

Mathematics provides opportunities for collaborative learning. Students can work together to solve problems, discuss strategies, and explain their thinking. This fosters teamwork, communication and the development of social skills.

Peer Interaction

Working on mathematical tasks with peers allows students to learn from one another, share ideas and engage in productive discussions. It promotes active listening, respectful communication and the ability to consider different perspectives.

Group Projects

Mathematics can be incorporated into group projects that require students to work together on real-life problem-solving activities. This

year 6 summer term consolidation projects

	<p>encourages cooperation, division of tasks, and effective communication within a team.</p> <p><u>Moral opportunities</u></p> <p><u>Ethical Decision Making</u> Mathematics involves making decisions based on principles of fairness, accuracy, and honesty. Students learn to follow ethical guidelines, such as showing their work, avoiding cheating, and being transparent in their problem-solving methods.</p> <p><u>Problem Solving with Values</u> Mathematical problems can be designed to incorporate ethical dilemmas or societal issues. By solving such problems, students can explore the moral implications of their decisions and consider the ethical consequences of different choices.</p> <p><u>Spiritual opportunities</u></p> <p><u>Patterns and Order</u> Mathematics can evoke a sense of awe and wonder in students by revealing patterns, structures and order in the world. This can foster a sense of spirituality, as students contemplate the beauty and interconnectedness of mathematical concepts and their relevance to the world around them.</p> <p><u>Reflection and Contemplation</u> Mathematical problems can require deep thinking and reflection. Students can engage in introspection, consider multiple approaches and appreciate the elegance and coherence of mathematical ideas, providing an opportunity for spiritual reflection.</p> <p><u>Cultural opportunities</u></p> <p><u>Cultural Applications</u> Mathematics provides opportunities to explore cultural contexts and applications. Students can investigate mathematical contributions from different cultures, historical advancements in mathematics, and real-world examples of mathematics used in various cultural contexts.</p> <p><u>Diversity of Perspectives</u> Mathematics education can expose students to diverse ways of approaching problems and mathematical thinking across different cultures. This promotes an appreciation for cultural diversity and challenges ethnocentric viewpoints</p>	
British Values	<p><u>Democracy</u> Mathematics promotes democracy by treating all students equally. It provides an objective</p>	<p>Y2 spring Y3 summer Y4 summer</p>

	<p>framework where every student has the opportunity to engage in problem-solving and critical thinking. In maths classrooms, students are encouraged to share their ideas, collaborate, and discuss solutions, fostering a sense of equality and respect for diverse perspectives.</p> <p>Understanding money Roman numerals</p> <p><u>Rule of Law</u> Mathematics teaches children the importance of following rules and procedures. In maths, there are clear and consistent rules that students must follow to arrive at correct answers. By adhering to these rules, students understand the significance of the rule of law and learn the consequences of not following them.</p> <p><u>Individual Liberty</u> Maths education supports individual liberty by empowering students to think independently and make decisions. It encourages them to explore different problem-solving strategies, allowing for personal choice and creativity. Through mathematical activities, children develop the ability to reason, make informed decisions and exercise their individual thinking skills.</p> <p><u>Mutual Respect</u> Mathematics fosters mutual respect by valuing the contributions of all students. Teachers create a positive learning environment where students feel safe to express their ideas, listen to others and appreciate different approaches to problem-solving. Respect for others' perspectives and opinions is crucial in mathematics, as it encourages collaborative learning and helps build a sense of community.</p> <p><u>Tolerance of Different Beliefs</u> Mathematics promotes tolerance by presenting objective and universal principles. Mathematical concepts and rules apply universally, irrespective of cultural or personal beliefs. By engaging in mathematics, students learn to accept and understand different methods and strategies, appreciating the value of diverse perspectives in solving problems.</p>	<p>(understanding money)</p> <p>Y5 autumn Y4 summer Y3 summer (roman numerals)</p>
<p>The Protected Characteristics- equality and inclusion</p>	<p><u>Accessible Learning</u> Mathematics provides a structured and sequential approach to learning that can be adapted to meet the needs of diverse learners. Teachers can differentiate instruction, providing various entry points and support strategies to accommodate students with different abilities,</p>	

learning styles and backgrounds. By recognising and addressing individual learning needs, mathematics helps create an inclusive environment where all students can participate and succeed.

Universal Language

Mathematics is often referred to as a universal language because its concepts and symbols are consistent across cultures and languages. This universal nature of mathematics helps level the playing field for students from diverse linguistic and cultural backgrounds. Regardless of their native language, students can engage in mathematical problem-solving, communicate their thinking, and understand mathematical concepts, fostering inclusivity and equal participation.

Collaboration and Communication

Mathematics encourages collaboration and communication among students. Group work and peer interaction provide opportunities for students to learn from each other, share ideas and explain their thinking processes. In inclusive classrooms, students with different abilities and backgrounds can collaborate on mathematical tasks, supporting one another and benefiting from diverse perspectives. This collaborative environment promotes equality and values the contributions of all students.

Problem-Solving Skills

Mathematics promotes the development of problem-solving skills, which are essential for empowering students and promoting equality. Problem-solving involves critical thinking, logical reasoning and perseverance. By engaging in mathematical problem-solving activities, students learn to approach challenges with confidence, irrespective of their background or previous knowledge. These problem-solving skills empower all students to participate equally and contribute to mathematical discussions and solutions.

Representation and Diversity

An inclusive mathematics curriculum ensures that students encounter a wide range of contexts, examples and problem scenarios that reflect diverse cultures, experiences, and identities. Including diverse representations in mathematics textbooks, lessons and resources helps students see themselves reflected in the subject and encourages a sense of belonging. Representation also helps challenge stereotypes

	<p>and biases, promoting equality and inclusion in the learning of mathematics.</p> <p><u>Challenging Gender Stereotypes</u></p> <p>Mathematics education plays a crucial role in challenging gender stereotypes and promoting gender equality. By providing equal opportunities and encouragement to all students, irrespective of their gender, mathematics helps break down the notion that certain mathematical abilities or careers are reserved for one gender. Creating a supportive and inclusive mathematics classroom environment helps foster gender equality and encourages all students to explore their mathematical potential.</p>	
Citizenship		
Wider Opportunities (including trips/visitors)	<p>Nexus visit</p> <p>Maths club</p> <p>SATS club</p>	
Physical Health		
Mental and emotional health/wellbeing	<p><u>Cognitive Stimulation</u></p> <p>Engaging in mathematical activities stimulates the brain and promotes cognitive development. Solving mathematical problems, reasoning through concepts and making connections between mathematical ideas all contribute to mental stimulation. This cognitive engagement can help improve memory, concentration and overall mental agility, which are important for maintaining good mental health.</p> <p><u>Problem-Solving Skills</u></p> <p>Mathematics fosters problem-solving skills, which are valuable in navigating real-life challenges and building resilience. When students encounter mathematical problems, they learn to break them down into smaller, manageable parts, devise strategies and persist in finding solutions. These problem-solving skills are transferable to other areas of life, helping individuals approach difficulties with a positive and proactive mindset.</p> <p><u>Building Confidence and Self-Efficacy</u></p> <p>As students learn and succeed in mathematics, their confidence and self-efficacy can be positively influenced. Overcoming mathematical challenges, solving problems independently and mastering new concepts can boost self-confidence and promote a sense of accomplishment. This sense of competence and self-belief can extend beyond the mathematics classroom, contributing to overall mental well-</p>	

	<p>being and resilience in facing other tasks or challenges.</p> <p><u>Developing Critical Thinking</u> Mathematics education promotes critical thinking skills, which are essential for analysing and evaluating information. Through mathematical reasoning, students learn to question assumptions, consider alternative perspectives and engage in logical and analytical thinking. These critical thinking skills can enhance decision-making, problem-solving and emotional intelligence, leading to improved mental well-being.</p> <p><u>Stress Reduction and Relaxation</u> Engaging in mathematical activities can provide a sense of focus and concentration, acting as a form of stress reduction and relaxation. The structured nature of mathematics, where problems have clear solutions, can offer a sense of order and predictability, which can be comforting to students. Solving mathematical puzzles or engaging in mathematical games can provide an enjoyable and calming experience, promoting mental well-being.</p> <p><u>Growth Mindset</u> Mathematics education can foster a growth mindset, which is the belief that abilities and intelligence can be developed through effort and practice. When students encounter challenges in mathematics, they are encouraged to view them as opportunities for growth and learning rather than fixed limitations. This mindset promotes resilience, perseverance and a positive attitude towards overcoming obstacles, which are important for mental and emotional well-being</p>	
<p>Keeping safe (physically, online, in the world around us)</p>	<p><u>Measurement and Estimation</u> Mathematics teaches students the skills of measurement and estimation. These skills are crucial in various real-life scenarios where safety is a concern. For example, understanding measurement units and estimation can help children assess distances, heights, or weights, which are important when it comes to ensuring safety in activities like crossing the road, using tools or equipment, or assessing potential hazards.</p> <p><u>Data Analysis</u> Mathematics education introduces students to basic data analysis and statistical concepts. These skills enable individuals to make sense of information and evaluate risks. By analysing data,</p>	

	<p>individuals can assess safety-related factors such as accident rates, crime statistics, or health risks. This knowledge empowers people to make informed decisions and take appropriate safety precautions.</p> <p><u>Understanding Probability</u> Probability is a fundamental concept in mathematics. It helps individuals understand the likelihood of events occurring and make informed decisions based on that understanding. In terms of safety, understanding probability can aid in assessing risks, evaluating the potential outcomes of different actions, and making choices that minimise risks to personal safety.</p> <p><u>Spatial Awareness</u> Mathematics helps develop spatial awareness, which is essential for understanding and navigating the physical world. By studying geometry and spatial relationships, students gain an understanding of shapes, sizes, distances, and orientations. This knowledge is beneficial for activities such as interpreting maps, following directions, understanding safety signs, and maintaining situational awareness in various environments.</p> <p><u>Problem-Solving Skills</u> Mathematics education nurtures problem-solving skills, which can be applied to safety-related situations. Through mathematical problem-solving, students develop the ability to analyse complex situations, identify potential risks or hazards and devise solutions. This problem-solving mindset can be transferred to real-life scenarios, enabling individuals to approach safety challenges with critical thinking and logical reasoning.</p>	
Aspiration and careers	<p><u>Developing Foundational Skills</u> Mathematics provides students with foundational skills that are essential for various future career paths. Numeracy, problem-solving, critical thinking, logical reasoning, and data analysis are skills that are highly valued across many professions. A strong mathematical foundation acquired in primary school serves as a stepping stone for further study and application of these skills in future academic pursuits and careers.</p> <p><u>Building Analytical Thinking</u> Mathematics develops analytical thinking skills, which are valuable in a wide range of careers. The ability to break down complex problems,</p>	

identify patterns and apply logical reasoning is crucial in fields such as engineering, computer science, finance, architecture and scientific research. The problem-solving skills developed in mathematics provide a solid framework for tackling challenges in various domains.

Fostering Computational Skills

Mathematical concepts and methods enhance computational skills, including mental math, estimation, and numerical fluency. Proficiency in computation is valuable in fields such as finance, accounting, engineering and data analysis. By practicing mathematical calculations, students develop accuracy, speed and efficiency in numerical operations, which are essential in many professional settings.

Supporting STEM Careers

Mathematics is an integral part of science, technology, engineering, and mathematics (STEM) fields. A strong foundation in mathematics from primary school prepares students for advanced studies in these disciplines. Careers in STEM fields, such as engineering, computer programming, data science, medicine and research, heavily rely on mathematical knowledge and skills. Primary school mathematics lays the groundwork for pursuing these STEM pathways.

Enhancing Data Literacy

In today's data-driven world, mathematical skills are vital for interpreting and analysing data effectively. Primary school mathematics introduces concepts such as data representation, statistics and probability. Developing data literacy skills empowers students to make informed decisions, understand trends and patterns, and critically evaluate information. These skills are valuable across various industries, including marketing, finance, research and public policy.

Cultivating Problem-Solving Abilities

Mathematics education cultivates problem-solving abilities, which are transferable to numerous careers. The ability to approach complex problems systematically, analyse information and devise creative solutions is highly sought after in fields such as business management, entrepreneurship, law, and healthcare. Mathematical problem-solving skills foster resilience, adaptability and the capacity to tackle real-world challenges.

