



Spiritual	Moral	Social	Cultural
<p>-Our RE curriculum with a rich and comprehensive understanding focussing predominantly on Christianity, but also exploring beliefs and customs of other faiths such as Hinduism, Islam etc.</p> <p>-Weekly RE and PSHE lessons.</p> <p>-Celebration of spiritual events such as Christmas nativities, Christingle, Easter Labyrinth, Harvest Festival etc.</p> <p>-‘The H&A 36’ enrichment curriculum includes ‘Visit a place of worship’ – children visit a Mosque, Gurdwara, Mandir and church alongside virtual meetings with practising faith tutors from other faiths.</p> <p>-Children are given the opportunity to reflect on their own beliefs through the ‘Golden Threads of RE’ which explore common themes across religions, and their own responses to these.</p> <p>-Children are encouraged to develop enjoyment and appreciation of themselves through themed weeks such as ‘Friendship Week’ and ‘This is Me’ week.</p> <p>-Children are encouraged to learn about others (including the protected characteristics) through ‘No Outsiders’, PSHE, RSE and themed weeks such as ‘Diversity Day’.</p> <p>-Pupils are encouraged to have a curiosity into the world around them through our curriculum aim ‘We are inquisitive’ – this is supplemented through Tuesday Newsday and global citizenship work. This begins in Reception with weekly curiosity cubes linked to learning.</p> <p>-Children are encouraged to be reflective – reflecting on their own learning, behaviour and attitudes.</p> <p>-Reflection times planned into timetable.</p> <p>-Reflection time built into assembly weekly.</p> <p>-Service pupils are effectively supported through Hunton Heroes including leading school Remembrance Day celebrations and attending The Service of Remembrance at Ripon Cathedral.</p> <p>-School uses the local church in Patrick Brompton to celebrate festivals, and utilise the village chapel as part of the RE curriculum.</p> <p>-School has close links with the local clergy who visit the school often and work closely with us.</p>	<p>-Our school behaviour policy is focussed on the three golden rules ‘Be Kind’, ‘Be Safe’ and ‘Be Driven’. 100% of children are able to articulate these rules.</p> <p>-Children’s ability to reflect on school rules, as well as the wider Rule of Law, is encouraged through assemblies, PSHE, RE, No Outsiders and themed days.</p> <p>-A robust PSHE curriculum which allows children to question the difference between right and wrong.</p> <p>-Celebration Assembly provides the opportunity to celebrate achievements of all pupils across the curriculum, as well as those who care, aspire and excel. Activities and interests outside of the school day are also celebrated daily within class.</p> <p>-Weekly pupil dives by senior leaders ensure children have a clear understanding of our school rules, ethos and how children are rewarded for working hard, and any potential consequences for not following the rules.</p> <p>-Children are encouraged to consider how their actions and behaviour affect others within the community, and the world itself – therefore developing a strong moral compass. Pupils are committed to being active citizens through global awareness, ‘Making our Village Smile’, beach-cleans.</p> <p>-‘We are change-makers’ is a key curriculum aim. Pupils have a ‘termly charity’ which they fundraise for – the charity is decided by the pupils and they raise money for regional, national and global charities as voted by democratically.</p> <p>-Additional charity fundraising is planned – for example Children in Need or in response to global events such as earthquakes etc.</p> <p>-One of our H&A36 aims is ‘Raise awareness of a global issue’. The school curriculum promotes global citizenship throughout all areas.</p> <p>-Pupil Leadership Groups are given the opportunity to lead and develop a sense of responsibility. There are many pupil leadership groups.</p>	<p>-Well-planned EYFS, PSHE and PE curriculums which support social development.</p> <p>-Collaborative and active learning are key features of lessons and lesson monitoring consistently shows that engagement and behaviour and attitudes are excellent.</p> <p>-Planned whole-school day-trips support social interaction amongst pupils of different ages, abilities, genders etc.</p> <p>-Charity fundraising events.</p> <p>-British Values are interwoven into the fabric of the school (see British Values in the Curriculum document). This was enhanced through British Values Week and British Values Day, celebrating each of the British Values and sharing learning.</p> <p>-Pupils of different ages support one and other during structured and unstructured times of the day e.g. through Reading Buddies, Assembly Partners, pupil leadership groups.</p> <p>-Pupils are part of ‘house teams’ and take part in competitions etc throughout the year to foster social interaction and team spirit.</p> <p>-Breaktimes are harmonious and older / younger pupils enjoy play together. Older pupils act as role models for younger pupils.</p> <p>-‘No Outsiders’ provides the children with opportunities to learn about the protected characteristics and develop respect and understanding – ‘all different, all equal’</p> <p>-Although our predominantly white British we actively promote opportunities for them to work alongside people from different religions (including virtual visits and visits to places of worship)</p> <p>-Pupils are encouraged to be active members of the village community.</p> <p>-Children struggling emotionally have access to wellbeing support and various intervention packages which are designed to support emotionally and develop social skills (for example Lego Therapy used for target children).</p> <p>-Inter and intra-school sport competition which are designed to develop competitiveness and sportsmanship.</p> <p>-A broad and engaging extra-curricular activity programme, which includes clubs such as Art, Sport, Photography and Science.</p>	<p>-A highly creative curriculum through our aim ‘We are Creators’. Art, Design Technology and Music are well planned and robust.</p> <p>-The curriculum is enriched by the H&A36 which provides children with various cultural capital opportunities i.e. ‘Visit a national museum’, ‘Perform on a theatre stage’, ‘Perform Shakespeare’</p> <p>-‘Music of the Week’ celebrates music from various genres and time periods allowing children to gain an appreciation the best that has been thought and composed.</p> <p>-Famous artists and designers, including local artists and designers, are celebrated through the Art curriculum. This was supplemented through a visit to the Baltic Centre, as well as visiting the Angel of the North whilst learning about Anthony Gormley.</p> <p>-The school has an artist in residence who conducts termly workshops or creates art installations for the school and for public display in galleries.</p> <p>-Visits to the theatre, including in London’s West End are a routine part of the curriculum.</p> <p>-Opportunities for music, dance and drama are interwoven through the curriculum – nativities, end of year productions, Easter Labyrinth, Harvest Festival, Spring Concert.</p> <p>-Broad curriculum in subjects such as MFL, Design Technology and Geography develops cultural awareness through the study of diverse people and places.</p> <p>-Regular singing assemblies, percussion lessons and peripatetic music lessons support the curriculum.</p> <p>-Ethos of ‘No Outsiders’ is embedded, preparing children for life in modern Britain as respectful and understanding members of society.</p> <p>-Planned opportunities for pupils to visit national museums and galleries including the National Gallery and the Natural History Museum.</p> <p>-Democracy is a key aspect of school life and this is further promoted through a residential visit to London.</p> <p>-Lower Key Stage 2 pupils are given the opportunity to visit London for a day trip to the Houses of Parliament.</p> <p>-Diversity is celebrated in our school. Pupils benefit from diverse texts which include a planned class story book across the school. This is further promoted through ‘No Outsiders’.</p>

