



**Archbishop Cranmer C of E Primary Academy**  
**Personal Development, SMSC and British Values Across the Curriculum (Foundation Subjects)**



SMSC	
Spiritual Development	Moral Development
<ul style="list-style-type: none"> <li>• Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life</li> <li>• Knowledge of, and respect for, different people's faiths, feelings and values</li> <li>• Sense of enjoyment and fascination in learning about themselves, others and the world around them</li> <li>• Use of imagination and creativity in their learning</li> <li>• Willingness to reflect on their experiences</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Understanding of the consequences of their behaviour and actions</li> <li>• 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</li> </ul>
Social Development	Cultural Development
<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</li> <li>• 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</li> <li>• Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities</li> <li>• Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</li> <li>• Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities</li> <li>• 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</li> </ul>

BRITISH VALUES				
Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those with different faiths and beliefs
We all have a voice within school and society.	We understand that rules and laws are there to keep everyone safe and happy and we respect them.	We know our human rights and responsibilities and are aware that we have freedom to make our own choices in life.	We respect others and expect them to show us respect.	We respect and appreciate diversity and understand that everybody has different views and beliefs.

### SMSC in Design and Technology

Spiritual Development	Moral Development
<ul style="list-style-type: none"> <li>• Offering opportunities to marvel at the human achievements which have led to many design and technology advancements.</li> <li>• Encouraging pupils to develop a fascination with how things work.</li> <li>• Inspiring pupils to be creative and imaginative in their design.</li> <li>• Emphasising the importance of reflection during the evaluation process of the design cycle.</li> </ul>	<ul style="list-style-type: none"> <li>• Raising ethical issues related to design, such as sustainability of materials, the environmental impact of single-use or non-degradable materials and importing food.</li> </ul>
Social Development	Cultural Development
<ul style="list-style-type: none"> <li>• Giving them opportunities to collaborate with a group towards a shared outcome.</li> <li>• Enabling them to make decisions as a group, dealing with conflict when it arises and treating each other with respect.</li> <li>• Supporting them to give constructive feedback to their peers, considering the feelings of others when doing so</li> <li>• Offering them opportunities to 'pitch' their products to others.</li> <li>• Encouraging pupils to consider the safety of themselves and others as they work.</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching them how cultural influences impact on design over time.</li> <li>• Asking them to consider cultural influences on the food we eat.</li> <li>• Demonstrating that difference in design is often seen as a positive, synonymous with innovation.</li> </ul>

### SMSC in Art and Design

Spiritual Development	Moral Development
<ul style="list-style-type: none"> <li>• Encouraging reflection on beliefs, experiences, and perspectives through engaging themes and ideas, promoting enjoyment and self-discovery in learning.</li> <li>• Introducing diverse art forms, styles, and designs from various cultural and personal viewpoints, fostering respect for different faiths, emotions, and values.</li> <li>• Stimulating imagination and creativity, enabling original and inventive expressions of their understanding of the world.</li> <li>• Nurturing curiosity about artistic materials, techniques, and perspectives, fostering wonder and appreciation for the world's diversity and complexity.</li> <li>• Providing opportunities for discussing and interpreting artwork, cultivating empathy, understanding, personal insight, and self-awareness.</li> </ul>	<ul style="list-style-type: none"> <li>• Promoting respect for original work and intellectual property rights in art.</li> <li>• Facilitating discussions on ethical issues in art, including cultural representation and understanding diverse perspectives.</li> <li>• Using art to explore fairness, justice, and moral dilemmas, fostering students' critical thinking and personal viewpoints.</li> <li>• Encouraging responsibility for creative materials and shared resources, emphasising consequences and care.</li> <li>• Creating opportunities for fair group work, cultivating an ethical environment of accountability.</li> </ul>
Social Development	Cultural Development
<ul style="list-style-type: none"> <li>• Encouraging diverse social skills through collaborative group projects, embracing ideas from various backgrounds.</li> <li>• Fostering a classroom community through shared appreciation of art, promoting participation and cooperation. Using art to explore conflicts, teaching respectful expression and active listening.</li> <li>• Introducing diverse art and design, promoting respect and tolerance for different beliefs.</li> <li>• Inspiring positive contributions to the classroom and community through creative skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Introducing diverse art and design forms, fostering cultural understanding and appreciation.</li> <li>• Promoting artwork reflecting pupils' cultural backgrounds, creating an inclusive and respectful learning environment.</li> <li>• Studying globally renowned artists from diverse backgrounds, highlighting shared human creativity.</li> <li>• Exploring cultural significance, fostering respect for faiths, diversity, and the influences of British history.</li> <li>• Connecting art to key events, enhancing understanding of cultural diversity.</li> </ul>

### SMSC in Geography

Spiritual Development	Moral Development
<ul style="list-style-type: none"> <li>Encouraging pupils to appreciate the physical world around us and to look at it with wonder, awe and a sense of fascination.</li> <li>Offering opportunities to learn about the beliefs, values and perspective on life of other peoples around the world, causing pupils to reflect on their own.</li> <li>Encouraging pupils to reflect on their learning experiences, highlighting the relevance of geographical knowledge in everyday life.</li> </ul>	<ul style="list-style-type: none"> <li>Raising awareness of the impact that humans have on our planet and encouraging pupils to consider how they can limit their negative impact on the planet, to the benefit of future generations.</li> <li>Facilitating reasoned discussions on ethical dilemmas in geography such as land use and resource distribution, fostering appreciation for different viewpoints and respect for relevant laws and regulations.</li> </ul>
Social Development	Cultural Development
<ul style="list-style-type: none"> <li>Providing a platform to enhance social skills through collaborative fieldwork.</li> <li>Fostering discussions on diverse geographical topics between pupils and adults from varied religious, ethnic, and socio-economic backgrounds.</li> <li>Exploring geographical scenarios that involve cooperation, conflict resolution, and community engagement, such as disaster management or urban planning.</li> <li>Facilitating a better understanding of global interconnectedness, promoting empathy and respect towards people of different faiths, beliefs, and socio-economic backgrounds worldwide.</li> </ul>	<ul style="list-style-type: none"> <li>Facilitating an understanding and appreciation of various cultural influences that have shaped their own and others' heritage, through studying human geography and influence in different regions.</li> <li> <ul style="list-style-type: none"> <li>Highlighting the commonalities across different communities, using geographical concepts and case studies to demonstrate interconnectedness and shared global challenges.</li> </ul> </li> <li> <ul style="list-style-type: none"> <li>Nurturing an interest in exploring, understanding, and showing respect for different faiths and cultural diversity, and celebrating this diversity through respect and attitudes towards different religious, ethnic, and socio-economic groups at local, national, and global levels.</li> </ul> </li> </ul>

### SMSC in History

Spiritual Development	Moral Development
<ul style="list-style-type: none"> <li>Offering opportunities to marvel at human achievements and discoveries that influence our lives today.</li> <li>Inspiring pupils to be creative and imaginative in their exploration of historical narratives, artefacts, and sources to develop a deeper understanding of the past.</li> <li>Encouraging pupils to reflect on personal experiences by providing opportunities to connect historical events to their own lives, drawing meaningful insights and lessons from the past.</li> <li>Promoting knowledge of, and respect for, different people's faiths, feelings, and values by examining diverse historical civilisations, cultures, and religious practices.</li> </ul>	<ul style="list-style-type: none"> <li>Developing an understanding of the consequences of their behavior and actions by exploring the historical impact of choices made by individuals and societies.</li> <li>Encouraging them to explore their own understanding of right and wrong when considering ethical dilemmas and decisions throughout history.</li> <li>Nurturing their sense of justice and fairness. Through the study of historical events such as civil rights movements, world wars etc., pupils learn about the consequences of prejudice, discrimination and injustice.</li> </ul>
Social Development	Cultural Development
<ul style="list-style-type: none"> <li>Encouraging pupils to recognise and value the things we share in common across cultural, religious, ethnic, and socio-economic communities, promoting inclusivity and social cohesion.</li> <li>Promoting an appreciation of the diversity and richness of human cultures across the globe and throughout time.</li> </ul>	<ul style="list-style-type: none"> <li>Giving them opportunities to collaborate with a group towards a shared outcome.</li> <li>Enabling them to make decisions as a group, dealing with conflict when it arises and treating each other with respect.</li> <li>Offering them opportunities to present their work to others.</li> <li>Cultivating empathy through introducing students to diverse cultures, societies and perspectives.</li> </ul>

<ul style="list-style-type: none"> <li>• Teaching them about Britain's democratic parliamentary system and its central role in shaping the nation's history and values, as well as emphasising the ongoing development of Britain.</li> <li>• Exploring historical events and their impact on individuals and societies, learning how cultures have adapted and changed as a result of significant events.</li> </ul>	
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SMSC in French	
Spiritual Development	Moral Development
<ul style="list-style-type: none"> <li>• Providing them with opportunities to learn about life in another country and consequently to reflect on their own lives.</li> <li>• Encouraging them to practise and showcase their language learning in creative ways (raps, descriptive writing, art etc.)</li> <li>• Instilling a sense of wonder around language etymology through developing language detective skills.</li> <li>• Giving opportunities for pupils to reflect on their language skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Providing opportunities to further explore moral issues, such as stereotyping and access to education around the world.</li> </ul>
Social Development	Cultural Development
<ul style="list-style-type: none"> <li>• Promoting communication and conversation skills.</li> <li>• Giving them opportunities to cooperate with a group towards a shared goal.</li> <li>• Ensuring that there are regular opportunities to work with their peers from different backgrounds and abilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Fostering respect for French culture and subsequently other cultures as well.</li> <li>• Encouraging pupils to reflect on their own cultural heritage when considering cultural differences.</li> <li>• Celebrating cultural differences as a positive thing.</li> <li>• Exploring the commonalities between French and British culture.</li> <li>• Raising awareness of the need to challenge cultural stereotypes.</li> <li>• Developing awareness of social conventions in France and that social conventions differ between cultures.</li> <li>• Celebrating cultural achievements in France (art, architecture, sport, music).</li> </ul>

SPIRITUAL	Design and Technology		Art and Design		Geography		History		French	
	Key Stage 1	Key Stage 2	Key Stage 1	Key Stage 2	Key Stage 1	Key Stage 2	Key Stage 1	Key Stage 2	Key Stage 1	Key Stage 2
Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life		Y3 Spring Y5 Summer Y6 Summer	Y1 Autumn Y1 Summer Y2 Autumn Y2 Spring	Y3 Autumn Y3 Spring Y4 Autumn Y5 Autumn Y5 Spring Y5 Summer Y6 Autumn Y6 Spring Y6 Summer	Y1 Autumn Y2 Autumn Y2 Spring	Y3 Autumn Y4 Spring Y5 Autumn Y5 Spring Y5 Summer Y6 Autumn Y6 Summer	Y1 Autumn Y1 Spring Y1 Summer Y2 Autumn Y2 Spring Y2 Summer	Y3 Spring Y3 Summer Y4 Autumn Y4 Summer Y5 Autumn Y5 Summer Y6 Autumn		Y6 Autumn
Knowledge of, and respect for, different people's faiths, feelings and values		Y3 Summer Y4 Summer Y5 Autumn Y5 Summer Y6 Spring	Y1 Autumn Y1 Spring Y1 Summer	Y3 Autumn Y3 Spring Y4 Autumn Y5 Autumn Y5 Spring Y5 Summer Y6 Autumn Y6 Spring Y6 Summer	Y1 Autumn Y2 Autumn Y2 Spring	Y3 Autumn Y4 Autumn Y4 Spring Y5 Spring Y6 Summer	Y1 Autumn Y1 Spring Y1 Summer Y2 Autumn Y2 Spring Y2 Summer	Y3 Autumn Y3 Spring Y4 Spring Y4 Summer Y5 Autumn Y5 Summer Y6 Autumn Y6 Summer		Y3 Autumn Y3 Spring Y4 Autumn Y5 Spring
Sense of enjoyment and fascination in learning about themselves, others and the world around them	Y1 Autumn Y1 Spring Y1 Summer Y2 Autumn Y2 Spring Y2 Summer	Y3 Autumn Y3 Spring Y3 Summer Y4 Autumn Y4 Spring Y4 Summer Y5 Autumn Y5 Spring Y5 Summer Y6 Autumn Y6 Spring Y6 Summer	Y1 Autumn Y1 Spring Y1 Summer Y2 Autumn Y2 Spring	Y3 Autumn Y3 Spring Y3 Summer Y4 Autumn Y4 Spring Y4 Summer Y5 Autumn Y5 Spring Y5 Summer Y6 Autumn Y6 Spring Y6 Summer	Y1 Autumn Y1 Spring Y1 Summer Y2 Autumn Y2 Spring Y2 Summer	Y3 Autumn Y3 Spring Y3 Summer Y4 Autumn Y4 Spring Y4 Summer Y5 Autumn Y5 Spring Y5 Summer Y6 Autumn Y6 Spring Y6 Summer	Y1 Autumn Y1 Spring Y1 Summer Y2 Autumn Y2 Spring Y2 Summer	Y3 Autumn Y3 Spring Y3 Summer Y4 Autumn Y4 Spring Y4 Summer Y5 Autumn Y5 Summer Y6 Autumn Y6 Summer		Y3 Autumn Y3 Spring Y4 Autumn Y4 Spring Y5 Autumn Y6 Autumn Y6 Spring
Use of imagination and creativity in their learning	Y1 Autumn Y1 Spring Y2 Autumn Y2 Spring Y2 Summer	Y3 Autumn Y3 Spring Y3 Summer Y4 Autumn Y4 Spring Y4 Summer Y5 Autumn Y5 Spring Y5 Summer Y6 Autumn Y6 Spring	Y1 Autumn Y1 Spring Y1 Summer Y2 Autumn Y2 Spring Y2 Summer	Y3 Autumn Y3 Spring Y3 Summer Y4 Autumn Y4 Spring Y4 Summer Y5 Autumn Y5 Spring Y5 Summer Y6 Autumn Y6 Spring	Y1 Autumn Y1 Spring Y1 Summer Y2 Autumn Y2 Spring Y2 Summer	Y3 Spring Y3 Summer Y4 Spring Y4 Summer Y5 Summer Y6 Spring Y6 Summer	Y1 Autumn Y1 Spring Y1 Summer Y2 Autumn Y2 Spring Y2 Summer	Y3 Autumn Y3 Spring Y3 Summer Y4 Autumn Y4 Spring Y4 Summer Y5 Autumn Y5 Summer Y6 Autumn Y6 Summer		Y3 Autumn Y3 Spring Y4 Autumn Y5 Spring Y6 Autumn Y6 Spring

		Y6 Summer		Y6 Summer						
Willingness to reflect on their experiences	Y1 Autumn Y1 Spring Y1 Summer Y2 Autumn Y2 Spring Y2 Summer	Y3 Autumn Y3 Spring Y3 Summer Y4 Autumn Y4 Spring Y4 Summer Y5 Autumn Y5 Spring Y5 Summer Y6 Autumn Y6 Spring Y6 Summer	Y1 Autumn Y1 Spring Y1 Summer Y2 Autumn	Y3 Autumn Y3 Summer Y4 Autumn Y5 Autumn Y5 Spring Y5 Summer Y6 Autumn Y6 Spring Y6 Summer	Y1 Autumn Y1 Spring Y1 Summer Y2 Autumn Y2 Spring Y2 Summer	Y3 Summer Y4 Autumn Y4 Spring Y4 Summer Y5 Autumn Y5 Summer Y6 Autumn Y6 Summer	Y1 Autumn Y1 Spring Y1 Summer Y2 Autumn Y2 Spring Y2 Summer	Y3 Autumn Y3 Spring Y3 Summer Y4 Autumn Y4 Spring Y4 Summer Y5 Autumn Y5 Summer Y6 Autumn Y6 Summer		Y3 Autumn Y3 Spring Y4 Autumn Y4 Spring Y5 Autumn Y5 Spring Y6 Autumn Y6 Spring

MORAL	Design and Technology		Art and Design		Geography		History		French	
	Key Stage 1	Key Stage 2	Key Stage 1	Key Stage 2	Key Stage 1	Key Stage 2	Key Stage 1	Key Stage 2	Key Stage 1	Key Stage 2
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				Y5 Spring Y6 Spring	Y2 Spring	Y4 Spring Y6 Summer		Y3 Spring Y3 Summer Y4 Autumn Y4 Spring Y4 Summer Y5 Autumn Y5 Summer Y6 Autumn Y6 Summer		Y6 Spring
Understanding of the consequences of their behaviour and actions		Y3 Autumn Y6 Summer	Y1 Autumn Y1 Spring Y1 Summer Y2 Autumn Y2 Spring Y2 Summer	Y3 Autumn Y3 Spring Y3 Summer Y4 Autumn Y4 Spring Y4 Summer Y5 Autumn Y5 Spring Y5 Summer Y6 Autumn Y6 Spring Y6 Summer	Y1 Autumn Y2 Spring	Y4 Autumn Y4 Spring Y5 Autumn Y5 Summer Y6 Spring Y6 Summer		Y3 Summer Y4 Autumn Y4 Summer Y5 Autumn Y5 Summer Y6 Autumn		
Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate	Y1 Autumn	Y3 Autumn Y3 Spring Y5 Summer Y6 Summer	Y1 Autumn Y1 Spring Y1 Summer	Y3 Autumn Y3 Spring Y4 Autumn Y4 Summer Y5 Autumn Y5 Spring	Y1 Autumn Y2 Spring	Y4 Autumn Y4 Spring Y5 Autumn Y5 Summer Y6 Spring Y6 Summer	Y1 Summer	Y3 Autumn Y3 Spring Y3 Summer Y4 Autumn Y4 Spring Y4 Summer		Y6 Spring

the viewpoints of others on these issues				Y5 Summer Y6 Autumn Y6 Spring Y6 Summer				Y5 Autumn Y5 Summer Y6 Autumn Y6 Summer		
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SOCIAL	Design and Technology		Art and Design		Geography		History		French	
	Key Stage 1	Key Stage 2	Key Stage 1	Key Stage 2	Key Stage 1	Key Stage 2	Key Stage 1	Key Stage 2	Key Stage 1	Key Stage 2
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	Y2 Autumn	Y3 Autumn Y3 Spring Y3 Summer Y4 Summer Y5 Autumn Y5 Spring Y5 Summer Y6 Spring Y6 Summer	Y1 Autumn Y1 Spring Y1 Summer Y2 Autumn Y2 Spring Y2 Summer	Y3 Autumn Y3 Spring Y3 Summer Y4 Autumn Y4 Spring Y4 Summer Y5 Autumn Y5 Spring Y5 Summer Y6 Autumn Y6 Spring Y6 Summer	Y1 Autumn Y1 Spring Y2 Autumn	Y3 Autumn Y3 Spring Y3 Summer Y4 Spring Y4 Summer Y5 Autumn Y5 Summer Y6 Autumn Y6 Spring Y6 Summer	Y1 Autumn Y1 Spring Y2 Autumn Y2 Summer	Y3 Autumn Y3 Spring Y3 Summer Y4 Autumn Y4 Spring Y4 Summer Y5 Autumn Y5 Summer Y6 Autumn Y6 Spring Y6 Summer		Y3 Autumn Y3 Spring Y4 Autumn Y4 Spring Y5 Autumn Y5 Spring Y6 Autumn Y6 Spring
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		Y6 Spring Y6 Summer				Y3 Summer Y5 Autumn Y6 Autumn Y6 Summer		Y4 Autumn Y5 Autumn Y6 Summer		Y3 Autumn Y3 Spring Y4 Autumn Y4 Spring Y6 Spring
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		Y3 Summer – Mutual Respect Y4 Summer – Mutual Respect Y5 Autumn – Mutual Respect Y5 Summer – Mutual Respect and Tolerance	Y1 Autumn Y1 Spring Y1 Summer – Individual Liberty, Mutual Respect, Tolerance Y2 Autumn Y2 Spring Y2 Summer – Individual Liberty, Mutual Respect, Tolerance	Y3 Autumn Y3 Spring Y4 Summer – Individual Liberty, Mutual Respect, Tolerance Y4 Autumn Y4 Spring Y4 Summer – Individual Liberty, Mutual Respect, Tolerance	Y1 Autumn – Individual Liberty, Mutual Respect Y2 Autumn – Mutual Respect Y2 Spring – Mutual Respect	Y3 Spring – Rule of Law Y4 Autumn – Democracy, Individual Liberty Y4 Spring – All 5 Y5 Autumn – Democracy, Individual Liberty Y5 Summer – Individual Liberty Y6 Autumn – Rule of Law,	Y1 Autumn – Mutual Respect, Tolerance Y1 Spring – Mutual Respect Y1 Summer – Mutual Respect Y2 Autumn – Mutual Respect Y2 Spring – Mutual Respect Y2 Summer – Tolerance Y2 Spring – Mutual Respect Y2 Summer – Tolerance	Y3 Spring – Mutual Respect, Tolerance Y3 Summer – Rule of Law Y4 Autumn – Rule of Law, Individual Liberty, Mutual Respect, Tolerance Y4 Spring – Rule of Law, Individual liberty		Y3 Autumn – Mutual Respect Y3 Spring – Rule of Law, Mutual Respect Y4 Autumn – Mutual Respect Y6 Spring – Individual Liberty, Mutual Respect

				Y5 Autumn – Individual Liberty, Mutual Respect, Tolerance Y5 Spring– Rule of Law Y5 Summer– Individual Liberty, Mutual Respect, Tolerance Y6 Autumn – Individual Liberty, Mutual Respect, Tolerance Y6 Spring– rule of Law Y6 Summer– Individual Liberty, Mutual Respect, Tolerance		Individual Liberty, Mutual Respect Y6 Spring – Democracy, Individual liberty, Tolerance Y6 Summer – Democracy, Rule of Law, Mutual Respect, Tolerance		Y4 Summer – Mutual Respect Y5 Autumn – Rule of Law, Tolerance Y5 Summer – Democracy, Rule of Law, Individual Liberty, Mutual Respect Y6 Autumn – all 5 Y6 Summer – Mutual Respect, Tolerance		
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CULTURAL	Design and Technology		Art and Design		Geography		History		French	
	Key Stage 1	Key Stage 2	Key Stage 1	Key Stage 2	Key Stage 1	Key Stage 2	Key Stage 1	Key Stage 2	Key Stage 1	Key Stage 2
Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others	Y1 Autumn	Y3 Autumn Y3 Spring Y3 Summer Y5 Summer	Y1 Autumn Y1 Spring Y1 Summer Y2 Autumn Y2 Spring	Y3 Autumn Y3 Spring Y4 Autumn Y4 Summer Y5 Autumn Y5 Spring Y5 Summer Y6 Autumn Y6 Spring Y6 Summer	Y1 Summer	Y4 Autumn Y6 Autumn	Y1 Autumn Y1 Spring Y2 Autumn Y2 Summer	Y3 Autumn Y3 Spring Y3 Summer Y4 Autumn Y4 Summer Y5 Autumn Y6 Autumn Y6 Summer		Y3 Autumn Y3 Spring Y4 Autumn Y4 Spring Y5 Autumn Y6 Autumn
Understanding and appreciation of the range of different cultures in the		Y5 Summer	Y1 Autumn Y1 Spring Y1 Summer	Y3 Autumn Y3 Spring Y3 Summer	Y1 Summer	Y3 Summer Y6 Summer		Y3 Autumn Y3 Spring		Y3 Autumn Y3 Spring Y4 Spring

school and further afield as an essential element of their preparation for life in modern Britain			Y2 Autumn Y2 Spring Y2 Summer	Y4 Autumn Y4 Spring Y4 Summer Y5 Autumn Y5 Spring Y5 Summer Y6 Autumn Y6 Spring Y6 Summer				Y5 Autumn Y5 Spring Y5 Summer Y6 Autumn Y6 Spring Y6 Summer		Y5 Autumn Y6 Autumn Y6 Spring
Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities			Y1 Autumn Y1 Spring Y1 Summer Y2 Autumn	Y3 Autumn Y3 Spring Y3 Summer Y4 Autumn Y4 Summer Y5 Autumn Y5 Spring Y5 Summer Y6 Autumn Y6 Spring Y6 Summer	Y1 Summer	Y3 Summer Y4 Autumn Y4 Spring Y5 Autumn Y5 Spring Y5 Summer Y6 Autumn Y6 Spring Y6 Summer	Y1 Autumn Y2 Summer	Y3 Autumn Y3 Spring Y4 Autumn Y4 Summer Y5 Autumn Y6 Autumn		Y3 Autumn Y3 Spring Y4 Autumn Y5 Autumn Y5 Spring Y6 Autumn Y6 Spring
Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain				Y3 Autumn Y5 Spring Y5 Summer Y6 Autumn Y6 Spring			Y2 Summer			
Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities		Y3 Summer Y5 Spring Y6 Summer	Y1 Autumn Y1 Spring Y1 Summer Y2 Autumn Y2 Spring Y2 Summer	Y3 Autumn Y3 Spring Y3 Summer Y4 Autumn Y4 Spring Y4 Summer Y5 Autumn Y5 Spring Y5 Summer Y6 Autumn Y6 Spring Y6 Summer	Y1 Autumn Y1 Spring Y1 Summer Y2 Autumn Y2 Summer		Y1 Spring Y1 Summer Y2 Summer	Y3 Autumn Y3 Spring Y3 Summer Y4 Autumn Y5 Autumn		Y3 Autumn Y3 Spring Y4 Autumn Y5 Spring Y6 Autumn Y6 Spring
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		Y3 Autumn Y5 Summer	Y1 Autumn Y1 Spring Y1 Summer Y2 Autumn Y2 Spring Y2 Summer	Y3 Autumn Y3 Spring Y3 Summer Y4 Autumn Y4 Spring Y4 Summer Y5 Autumn Y5 Spring	Y1 Summer Y2 Autumn	Y3 Summer Y4 Autumn Y4 Spring Y5 Spring Y6 Autumn Y6 Summer	Y1 Summer Y2 Summer	Y3 Autumn Y3 Spring Y4 Autumn Y4 Summer  Y5 Autumn Y5 Spring Y5 Summer		Y3 Autumn Y3 Spring Y4 Autumn Y4 Spring Y5 Autumn Y6 Autumn Y6 Spring

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				Y5 Summer Y6 Autumn Y6 Spring Y6 Summer				Y6 Autumn Y6 Spring Y6 Summer		
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PERSONAL DEVELOPMENT	Design and Technology		Art and Design		Geography		History		French	
	Key Stage 1	Key Stage 2	Key Stage 1	Key Stage 2	Key Stage 1	Key Stage 2	Key Stage 1	Key Stage 2	Key Stage 1	Key Stage 2
developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance of other faiths and beliefs	<i>See British Values mapping above (within Social Development)</i>									
developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults					Y1 Autumn	Y3 Summer Y4 Autumn Y4 Spring Y4 Summer Y5 Autumn Y5 Summer Y6 Autumn Y6 Spring Y6 Summer				
promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique		Y3 Autumn	Y1 Autumn Y1 Spring Y1 Summer Y2 Autumn Y2 Spring Y2 Summer	Y3 Autumn Y3 Spring Y3 Summer Y4 Autumn Y4 Spring Y4 Summer Y5 Autumn Y5 Spring Y5 Summer Y6 Autumn Y6 Spring Y6 Summer			Y1 Autumn Y1 Spring Y1 Summer Y2 Autumn Y2 Spring Y2 Summer	Y3 Autumn Y3 Spring Y3 Summer Y4 Autumn Y4 Spring Y4 Summer Y5 Autumn Y5 Spring Y5 Summer Y6 Autumn Y6 Spring Y6 Summer		Y3 Autumn Y3 Spring Y4 Autumn Y4 Spring Y5 Autumn Y6 Autumn Y6 Spring
developing pupils' character, which we define as a set of positive personal traits,	Y2 Autumn	Y3 Autumn Y3 Spring Y3 Summer	Y1 Autumn Y1 Spring Y1 Summer	Y3 Autumn Y3 Spring Y3 Summer			Y1 Autumn Y1 Spring Y1 Summer	Y3 Autumn Y3 Spring Y3 Summer		Y3 Autumn Y3 Spring Y4 Autumn

dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society		Y4 Autumn Y4 Spring Y4 Summer Y5 Autumn Y5 Summer Y6 Spring Y6 Summer	Y2 Autumn Y2 Spring Y2 Summer	Y4 Autumn Y4 Spring Y4 Summer Y5 Autumn Y5 Spring Y5 Summer Y6 Autumn Y6 Spring Y6 Summer			Y2 Autumn Y2 Spring Y2 Summer	Y4 Autumn Y4 Spring Y4 Summer Y5 Autumn Y5 Spring Y5 Summer Y6 Autumn Y6 Spring Y6 Summer		Y4 Spring Y5 Autumn Y6 Autumn Y6 Spring
developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy	Y1 Autumn Y1 Spring Y2 Autumn Y2 Summer	Y4 Spring Y4 Summer Y5 Autumn Y5 Spring Y6 Summer Y6 Autumn Y6 Spring	Y1 Autumn Y1 Spring Y1 Summer Y2 Autumn Y2 Spring Y2 Summer	Y3 Autumn Y3 Spring Y3 Summer Y4 Autumn Y4 Spring Y4 Summer Y5 Autumn Y5 Spring Y5 Summer Y6 Autumn Y6 Spring Y6 Summer	Y1 Autumn Y1 Spring Y1 Summer Y2 Autumn Y2 Summer	Y6 Summer	Y1 Autumn Y1 Spring Y1 Summer Y2 Autumn Y2 Spring Y2 Summer	Y3 Autumn Y3 Spring Y3 Summer Y4 Autumn Y4 Spring Y4 Summer Y5 Autumn Y5 Spring Y5 Summer Y6 Autumn Y6 Spring Y6 Summer		
developing pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities	Y1 Autumn	Y3 Autumn Y5 Summer	Y1 Autumn Y1 Spring Y1 Summer Y2 Autumn Y2 Spring Y2 Summer	Y3 Autumn Y3 Spring Y3 Summer Y4 Autumn Y4 Spring Y4 Summer Y5 Autumn Y5 Spring Y5 Summer Y6 Autumn Y6 Spring Y6 Summer			Y1 Summer Y2 Summer	Y5 Summer Y6 Autumn Y6 Summer		