

Greenvale Primary School



Spiritual, Moral, Social and Cultural Policy

Policy Date	January 2023
Signed by Head Teacher	Mrs A Allnutt
Review Date	September 2025

Revised October 2023 to include KS2 and book changes

Policy review date changed to September in line with book changes

Section 1- Monitoring:

- 1.1 The Headteacher will monitor the application of this policy and take appropriate steps to ensure that it is operating effectively.
- 1.2 The policy will be reviewed biannually to ensure its effective application.

Section 2 – Definitions

2.1 Spiritual Development

Pupil's spiritual development is shown by their:

- Beliefs; religious or otherwise, which inform their perspective on life.
- Interest in, and respect for different people's feelings and values.
- Sense of enjoyment and fascination in learning about themselves, others and the world around them including the intangible use of imagination and creativity in their learning.
- Willingness to reflect on their experiences

2.2 Moral Development

Pupil's moral development is shown by their:

- Ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives.
- Understanding of the consequences of their actions.
- Interest in investigating, and offering reasoned views about moral and ethical issues.

2.3 Social Development

Pupil's social development is shown by their:

- Use of a range of social skills in different contexts including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.
- Willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively.
- Interest in, and understanding of, the way communities and societies function at a variety of levels.

2.4 Cultural Development

Pupil's cultural development is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage.
- Willingness to participate in, and respond to, for example artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.
- Interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Section 3 – Aims

- 3.1 At Greenvale Primary School, the children and their learning are at the very heart of every decision made.

- 3.2 We aim to develop learners who are passionate, take ownership of their learning and are proud of their achievements.
- 3.3 The ethos of our school is such that all people who come into our school, whether staff, pupil, parent/carer, or visitor are valued as individuals in their own right. They should set, and be entitled to expect from others, a good standard of behaviour, marked by respect and responsibility. The school ethos is underpinned by the values that we use as the context for learning in PSHE. We have the Values for Wellbeing (adapted from the Campaign for Learning, John Hattie):
- Respect
 - Readiness
 - Resourcefulness
 - Responsibility
 - Resilience
 - Reflectiveness
- Please see appendix 3 for further details.*
- 3.4 The school will help all children to develop an inner discipline and will encourage all pupils to not just 'follow the crowd', they will make up their own minds and be ready to accept responsibility for what they do. They will grow through making choices and holding to the choices they have made. They will want to be honest with themselves and others.

Section 4 – Planning

- 4.1 In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs.
- 4.2 A vast majority of planning will be delivered through cross-curricular activities, as well as specific PSHE, RE and Circle Time activities.

Section 5 – Spiritual Development

- 5.1 Planned opportunities for spiritual development in all subjects can be seen across the school.
- 5.2 Children are given opportunities to reflect upon the meaning or spiritual experiences. Examples of experiences commonly regarded as spiritual include:
- Curiosity and mystery.
 - Connection and belonging.
 - Heightened self-awareness.
 - Prayer and worship.
 - Deep feelings of what is felt to be ultimately important.
 - A sense of security, well-being, worth and purposefulness.
- 5.3 The school will develop a climate or ethos within which all pupils can grow and flourish, respect others and be respected, accommodating difference and respecting the integrity of individuals.

5.4 These can occur during any part of the school day, for example, when listening to music, discussing the care needed for animals, exercising empathy or creativity, how we live, contemplating the future etc.,

5.5 Our school develops pupil spiritual development by:

See Appendix 1

Section 6 – Moral Development

6.1 At school we believe that a morally aware pupil will develop a wide range of skills including the following:

- Distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures.
- Develop an ability to think through the consequences of their own and others actions.
- Have an ability to make responsible and reasoned judgements.
- Ensure a commitment to personal values.
- Have respect for other's needs, interests, and feelings as well as their own.
- Develop a desire to explore their own, and others' views, and an understanding of the need to review and re-assess their values, codes and principles in light of experience.

6.2 Our school develops pupils' moral development by:

See Appendix 1

6.3 Teachers always discuss with their classes, a code of conduct for the classroom based on the values held by the school.

6.4 We teach the children to be aware of their own actions, take responsibility for their own bodies and encourage independence.

6.5 At school, we will help the children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable. This is done through collective worship, circle time, social skills groups and PSHE sessions.

6.6 We are interested in the development of the whole child and will endeavour to raise their self-esteem through praise, rewards, certificates, stickers, class of the week and other means that highlight both academic and social achievements. *Link to Behaviour Management Policy and Mental Health & Wellbeing Policy.*

Section 7 – Social Development

7.1 At school we recognise that pupils who are becoming socially aware are likely to be developing the ability to:

- Adjust to a range of social contexts by appropriate and sensitive behaviour.
- Relate well to other people's social skills and personal qualities.
- Work successfully as a member of a group or team.
- Share views and opinions with others.
- Resolve conflicts maturely and appropriately.
- Reflect on their own contribution to society.
- Show respect for people, living things, property and the environment.
- Exercise responsibility.

- Understand how societies function and are organised in structures such as the family and school.
- Understand the notion of interdependence in an increasingly complex society.

7.2 Our school develops pupil social development by:

See Appendix 1

Section 8 – Cultural Development

8.1 Children should be made aware of the diversity of other cultures both within modern Britain and throughout the world. This is achieved through music, PE, art and many other curriculum areas.

Link to British Values Statement see Appendix 2

8.2 Pupils who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- An ability to reflect on important questions or meaning and identity.
- An interest in exploring the relationship between humans and the environment.

8.3 Our school develops pupil cultural development by:

See Appendix 1

Section 9 – The Key Features of Spiritual, Moral, Social and Cultural Development

9.1 Activities that take place within school include:

- Breakfast and after school clubs.
- Assemblies
- Charity support
- Competitions
- Library
- Celebration of diversity
- Learning walks
- Themed days / weeks
- Educational visits
- School Council involvement (the pupil voice)
- The Dog Mentor Programme

9.2 The term “pupil voice” describes how pupils give their input into what happens within the school and classroom. Our desire is for pupils to know that their expertise, opinions and ideas are valued in all aspects of school life.

9.3 Pupil voice permeates all levels of our work together, from pupils participating in small group classroom conversations to children establishing procedures, events and contributing to the overarching ethos of the school.

Section 10 – Promoting British Values

10.1 The Department of Education (DfE) have recently reinforced the need to ‘create and enforce a clear and rigorous expectation on all schools to promote the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs’.

See Appendix 2 – British Values Statement

Linked Policies

Behaviour for Learning

British Values Statement

Equality Information and Objectives

ICT & Acceptable Use

Mental Health & Wellbeing

Online Safety

RE

Tackling Extremism & Radicalisation

Appendix 1 – How we promote children’s Spiritual, Moral, Social and Cultural development in school

Subject:	We promote spiritual development	We promote moral development	We promote social development	We promote cultural development
Mathematics	<p>By making connections between pupils’ mathematical skills and real life.</p> <p>By considering pattern, order, symmetry and scale in both the manmade and natural world.</p> <p>By showing enjoyment and fascination of numbers. Reflecting on pattern and order, as well as a sense of mystery and space.</p> <p>By exploring the relationships of numbers, shapes and objects and the possibility of interconnectedness.</p> <p>By showing a sense of achievement and self-worth at appropriate levels of understanding.</p>	<p>By engaging pupils playfully; for example, in unequal shares of resources, why might someone be upset if they received less than other people?</p> <p>By reflecting on and sharing learning team points in assembly.</p> <p>By promoting attendance through collecting attendance data and sharing this in assembly.</p> <p>By encouraging a sense of responsibility for our own learning in class and through homework.</p> <p>By encouraging honesty, not cheating.</p> <p>By showing an awareness of manipulation of data (statistics).</p>	<p>By the sharing of resources within the classroom, turn-taking in games and negotiating responses and group problem solving.</p> <p>By collecting and analysing.</p> <p>By collecting and counting up class reward points.</p> <p>By recognising maths skills as a tool for everyday life.</p>	<p>By asking questions about how Roman numerals are used in everyday life.</p> <p>Exploring currency and exchange rates across different cultures.</p> <p>By creating Islamic patterns, Rangoli patterns.</p> <p>By carefully selecting resources and examples to include references to other cultures.</p> <p>By shopping in a multicultural area and counting in different languages.</p>

Subject:	We promote spiritual development	We promote moral development	We promote social development	We promote cultural development
English	<p>In responding to a poem, story or text; pupils can be asked:</p> <p>‘I wonder what you think happens next?’</p> <p>‘How would you feel if you were the person in the story?’</p> <p>‘Where have you met these ideas before?’</p> <p>By appreciating the beauty of language</p>	<p>By exploring stimulus for thinking about the consequences of right and wrong behaviour; pupils can speculate and apply their learning to their own lives.</p> <p>Through drama and speaking and listening activities children consider moral dilemmas.</p> <p>Through a range of texts children consider different characters perspectives.</p>	<p>By supporting conceptual and language development through an understanding of and debates about social issues e.g. the use of social media.</p> <p>By providing opportunities for talk in a range of settings.</p>	<p>By pupils telling stories from their own cultures and backgrounds creating the idea that ‘everyone has a story to tell’</p> <p>Parents are invited into school to share stories from their own cultures. Some parents choose to read a story in their own language.</p> <p>By providing opportunities for pupils to engage with texts from different cultures e.g. creation stories from around the world, myths and legends, poems from other cultures etc.</p>

Subject:	We promote spiritual development	We promote moral development	We promote social development	We promote cultural development
Science	<p>By demonstrating openness to the fact that some answers cannot be provided by Science.</p> <p>By creating opportunities for pupils to ask questions about how living things rely on and contribute to their environment.</p> <p>By using tools such as Star Walk which allow pupils to plot the stars in relation to their location and open up questions about the size of the universe and how it might have been formed.</p>	<p>By offering pupils the chance to consider the wonder of the natural world and the inventions which have made the world a better place.</p> <p>By considering that not all developments have been good because they have caused harm to the environment and to people.</p> <p>By encouraging pupils to speculate about how science can be used both for good and evil.</p>	<p>By using opportunities during Science lessons to explain how to keep other people safe and how they might protect a younger or vulnerable young person.</p> <p>By exploring the social dimension of scientific advances e.g. environmental concerns, medical advances, energy processes.</p>	<p>By asking questions about the ways in which scientific discoveries from around the world have affected our lives. There is a rich heritage of scientific discoveries from Hindu, Egyptian and Muslim traditions.</p>

Subject:	We promote spiritual development	We promote moral development	We promote social development	We promote cultural development
MFL – Spanish is taught from year 3 upwards	<p>By exploring the beauty of languages from around the world through topic work e.g Africa and by learning Spanish and knowing where around the world the Spanish language is spoken.</p> <p>By exploring the way language is constructed.</p>	<p>By helping pupils to have an accurate and truthful understanding of the Spanish culture.</p> <p>A whole topic on Spain, were they research Spain books and look at similarities and differences including looking at Spanish buildings and structure (Year 5).</p>	<p>By learning the skill of communicating in different ways.</p> <p>By exploring different social conventions e.g. forms of address in Spanish.</p>	<p>By appreciating the language and customs of others.</p> <p>By exploring the literature and culture of other countries.</p> <p>Including learning Spanish songs.</p> <p>By taking part in cultural occasions through assemblies and class activities and topics.</p>

Subject:	We promote spiritual development	We promote moral development	We promote social development	We promote cultural development
History	<p>By considering how things would be different if the course of events had been different; for example what difference would it have made if the Romans had not invaded Britain or if the Normans had not been successful in 1066?</p> <p>By looking at the history of Chatham and investigating the origins of the Medway Towns Gurdwara.</p> <p>By speculating about how we mark important events from history and the people who shaped them e.g. Guy Fawkes on the 5th November, Remembrance Day.</p>	<p>By exploring the results of right and wrong behaviour in the past e.g. wars.</p> <p>By considering some of the characteristics of people who have had a bad influence and caused suffering to others. What have others done to stop injustice? Are there examples of this from the Chatham area?</p> <p>By going beyond the facts and asking pupils to make hypotheses and pose questions such as 'what if...?'</p> <p>'what would have turned a tragedy into a triumph?' etc.</p>	<p>By giving the trigger for discussions about how groups and communities organised themselves in the past e.g. Romans.</p> <p>By considering questions about social structure in the past, for example, What might pupils say about the rights of children in Victorian times? Is it important that society looks after young children? Are there people in the world who still don't get a fair deal?</p> <p>By encouraging pupils to talk to their parents and grandparents; for example, when learning about war through exploration of Remembrance.</p>	<p>By exploring the history of Chatham.</p> <p>By investigating how culture is shaped by history, exploring the 'cultural heritage' and in particular the Christian influence on British culture.</p> <p>By taking pupils on visits to heritage sites e.g. Rochester Castle, Upnor Castle, Royal Engineers Museum.</p>

Subject:	We promote spiritual development	We promote moral development	We promote social development	We promote cultural development
Geography	<p>By using Google maps and asking pupils to imagine what it might be like to live in different parts of the world.</p> <p>By making links with history when exploring the environment and speculating on why the landscape is as it is i.e. in the local area study in Y1.</p> <p>By comparing their lives with pupils living in other countries or other part of the UK.</p>	<p>By considering how people treat the environment; posing questions such as, 'How are we changing our surroundings – are some things for the better and others for the worse?' Who benefits and who suffers? What should be our personal response to these? Who should look after our environment?</p>	<p>By providing positive and effective links with the community, both locally in Chatham, e.g. choir singing at the retirement home at Christmas; class visits to a local at Christmas, and through linking with other schools with different demographics both in the UK and globally.</p> <p>By considering social responsibility e.g. impact of traffic on the local area in Y1.</p>	<p>By making links with other countries through schools linking and cultural theme days.</p> <p>By exploring cultures that have had, and still have an impact on the local area e.g. Muslim community.</p>

Subject:	We promote spiritual development	We promote moral development	We promote social development	We promote cultural development
RE	<p>Opportunities to discuss and reflect on key questions of meaning and truth such as the origins of the universe, life after death, good and evil, beliefs about God and values such as justice, honesty and truth.</p> <p>Learning about and reflecting on important concepts, experiences and beliefs that are at the heart of religious and other traditions and practices.</p> <p>Considering how religions and other world views perceive the value of human beings, and their relationships with one another, with the natural world, and with God.</p> <p>Valuing themselves and each other as unique individuals developing their own views and ideas on religious and spiritual issues through considering 'big questions' in comparative units.</p>	<p>Learning about morals in religious teachings and commandments in each of the main religions. This is linked to school rules and values to demonstrate morality and create a sense of conscious.</p> <p>Exploring the influence of family, friends and media on moral choices and how society is influenced by beliefs, teachings, sacred texts and guidance from Religious leaders.</p> <p>Studying a range of ethical issues, including those that focus on justice, to promote racial and religious respect and personal integrity.</p> <p>Considering religious perspectives on suffering in the world.</p>	<p>Discussing values that we demonstrate at our school and how these values are demonstrated within our local community.</p> <p>Considering how religious and other beliefs lead to particular actions and concerns.</p> <p>Investigating social issues from religious perspectives, recognising the similarities and differences in viewpoint.</p> <p>Pupils' expressing their own ideas on a range of contemporary social issues.</p>	<p>Studying people, literature, arts and resources from different cultures through our History and Geography topics as well as in RE.</p> <p>Learn about religion and cultures and how religions and beliefs contribute to cultural identity and practices.</p> <p>Promoting racial and interfaith harmony and respect for all for the common good.</p>

Subject:	We promote spiritual development	We promote moral development	We promote social development	We promote cultural development
PSHE / Circle Time / Values Curriculum	<p>By developing an awareness of and responding to others' needs and wants.</p> <p>By exploring meaning and purpose for individuals and society.</p> <p>By developing resilience and inner strength.</p> <p>By exploring spiritual</p>	<p>By exploring what is right and wrong and to work out what we need to do in our School and local community to make sure everyone thrives.</p> <p>By making explicit links to the school's distinctive ethos of a values based curriculum.</p> <p>By ensuring that all adults</p>	<p>By helping pupils to engage in a democratic process for agreeing the rules for community life e.g. creating class expectations.</p> <p>By creating opportunities for pupils to exercise leadership and responsibility. School Council, Playground Buddies. e.g. pupils might</p>	<p>By exploring how different cultures can offer great insights into how we lead our lives.</p> <p>By having strong links with our local community.</p> <p>By inviting guests with specialist knowledge of other cultures to come and tell us of their experiences.</p>

	<p>practices such as collective worship. To incorporate time for reflection into our curriculum in order that we can review our values and how they benefit us a school community.</p> <p>By supporting the development of good mental health and wellbeing.</p>	<p>in the school, irrespective of role, demonstrate the school values and have high expectations of all pupils to do the same.</p> <p>By providing education on E-Safety, we can ensure understanding of the rights and wrongs within social media and how to stay safe.</p> <p>By developing the capacity to grow their own values and aspirations.</p>	<p>be asked (questionnaire or face to face. 'Why do we think this is important?' 'What could we do about it?' 'Who would like to take it further?' Charity fundraising for worthy causes both locally and globally.</p> <p>By offering opportunities for after school clubs/breakfast club and access to community.</p>	<p>By having assemblies and theme weeks.</p> <p>By providing rich experiences of different cultures in our school trips/workshops/visitors to school.</p>
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Subject:	We promote spiritual development	We promote moral development	We promote social development	We promote cultural development
Art & Design	<p>By providing plenty of opportunities for pupils to explore the way different works of art make them feel spiritually.</p> <p>By exploring different artists' interpretations of a key figure or event.</p> <p>By promoting the process of 'reviewing and evaluating'; for example, visiting a local art gallery or museum and associated follow-up work.</p>	<p>By exploring how emotions and inner feelings are expressed through painting, sculpture and architecture.</p> <p>By responses to and use of visual images to evoke a range of emotions.</p>	<p>By sharing of resources.</p> <p>By exploring social conflict and resolution.</p> <p>By exploring art as a powerful social tool e.g. in advertising, in representing particular groups.</p>	<p>By experiencing a wide range of creative media from around the world.</p> <p>By developing aesthetic and critical awareness at an age appropriate level.</p>

Subject:	We promote spiritual development	We promote moral development	We promote social development	We promote cultural development
Music	<p>By allowing pupils to show their curiosity in creating their own sounds.</p> <p>By making links between their learning in RE, Geography etc. with music being played as background i.e. Christmas Carols, Indian music.</p> <p>By considering how music makes us feel emotionally. By appreciating how music is used in different</p>	<p>By exploring how music can convey human emotions such as sadness, joy, anger etc.</p> <p>By appreciating the self-discipline required to learn a musical instrument e.g. a keyboard.</p>	<p>By exploring how an ensemble or orchestra works together.</p> <p>By discussing and experimenting with what would happen if musicians in a band/group didn't cooperate.</p> <p>By offering the opportunity to join an extra-curricular clubs e.g. Rhythmic dance. Visits to our local residential home.</p>	<p>By giving some pupils the opportunity to learn the recorder and all pupils regularly singing in assembly.</p> <p>By encouraging pupils to listen and respond to traditions from around the world e.g. Indian and African music.</p> <p>By appreciating musical expression from different times and places</p>

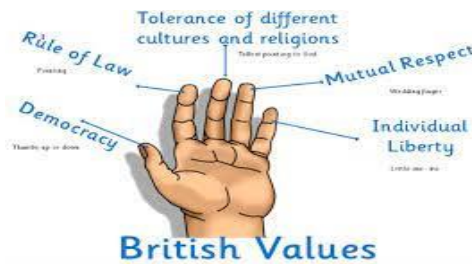
Subject:	We promote spiritual development	We promote moral development	We promote social development	We promote cultural development
Design & Technology	<p>By enjoying and celebrating personal creativity e.g. celebration assembly.</p> <p>By reviewing and evaluating created things.</p>	<p>By raising questions about the effect of technological change on human life and the world around them.</p>	<p>By exploring dilemmas that individuals may face and developing practical solutions to these problems.</p> <p>By making a contribution for our learning council for designing new areas of our school.</p> <p>By sharing resources.</p>	<p>By considering cultural influences on design.</p> <p>By asking questions about functionality aesthetics.</p>

Subject:	We promote spiritual development	We promote moral development	We promote social development	We promote cultural development
Computing	<p>By reflection of awe and wonder about the achievements in ICT today and the possibilities for the future.</p> <p>By understanding the advantages and limitations of ICT e.g. how computers can sometimes perform better in certain activities than some people.</p> <p>By using the internet as a gateway to big life issues e.g. Newsround.</p>	<p>By exploring aspects of real and imaginary situations and enabling pupils to reflect on the possible consequences of different actions and situations.</p> <p>By raising issues such as whether it is morally right to have computer games whose aim is killing and violence.</p> <p>By considering issues surrounding the misuse and access rights to personal data.</p> <p>By considering if it is fair that some people in this country and in other countries cannot use the internet.</p>	<p>By links through digital media services with other schools and communities.</p> <p>By encouraging pupils to research and work collaboratively.</p> <p>By highlighting ways to stay safe when using on line services and social media.</p> <p>By being prepared to work with technology to forge new relationships.</p> <p>By discussing the impact of ICT on the ways people communicate.</p>	<p>By exploring human achievements and creativity in relation to worldwide communications.</p> <p>By developing a sense of awe and wonder at human ingenuity.</p> <p>By creating new opportunities to communicate such as social networks.</p> <p>By thinking about how differing cultures access and use the internet and what implications this has on the individual and the culture.</p>

Subject:	We promote spiritual development	We promote moral development	We promote social development	We promote cultural development
PE	<p>By taking part in activities such as dance, games and gymnastics which help pupils to become more focused, connected and creative.</p> <p>By being aware of one's own strengths and limitations e.g. swimming lessons, participation in Sports Day.</p>	<p>By discussing fair play and the value of team work.</p> <p>By developing qualities of self-discipline, commitment and perseverance.</p> <p>By developing sportsmanship e.g. through shaking the hand of a competitor at the end of an event, regardless of the result.</p>	<p>By developing a sense of belonging and self-esteem through team work to create a dance, participate in a race etc.</p> <p>By developing a sense of community identity through taking part in inter school events.</p> <p>By developing both pupils and staff's skills with our sports partnership with Greenacre School.</p> <p>By offering a variety of extracurricular sporting activities that are across the key stage, enabling pupils' to work together in a variety of different groupings and contexts.</p>	<p>By learning about the history of sport, and where they originate from e.g. The Olympics when studying the Greeks.</p> <p>By making links with national and global sporting events such as the World Cup and the Olympics.</p> <p>By exploring rituals surrounding sporting activities e.g. medal ceremonies.</p>

Appendix 2: British Values Statement

British Values at Greenvale Primary School



The Department of Education recently reinforced the need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”

The Government set out its definition of British values in the 2011 Prevent Strategy, and these values were reiterated in 2014.

At Greenvale we understand that our pupils come from a culturally diverse society. We aim to teach them how this relates to daily life, including being respectful towards others. These values and aims are reinforced regularly through our spiritual, moral and cultural education, which is at the heart of everything we do. We recognise that these values support the development of the 'whole' child and are promoted by all staff and reinforced regularly in the following ways:

Democracy

All children are treated fairly and have an equal right to express their views and be listened to. Our pupils have the opportunity to be heard through our school council and through pupil questionnaires. Children are involved in democratic processes e.g. voting for school councillors in a ballot which introduces the children to the principal of democratic elections.

The Rule of Law

We consistently reinforce our high expectations of our children. They are taught the value and reasons behind our expectations, that they are there to protect us, that everyone has a responsibility and that there are consequences when expectations are not followed.

Visits from authorities such as the police reinforce the message that we all have a responsibility to follow laws and that there are consequences when laws are broken.

Individual Liberty

Within school, children are actively encouraged to make choices, knowing that they are in a safe, secure environment. At Greenvale, we educate and provide boundaries for our children to make choices safely, through provision of a safe environment and empowering education. Children are encouraged to know, understand and exercise their rights and personal freedoms. They are advised how to exercise these safely through our online safety policy and PSHE lessons.

Mutual Respect

Part of our school ethos and behaviour policy has revolved around our 'Values Based' education where values such as 'Respect' are taught and modelled. All staff help children to understand how to respect by talking about how actions and words can affect others. Children take part in discussions where they are expected to treat the opinions and views of others with respect, even if they differ from their own.

Tolerance of those of Different Faiths and Beliefs

Greenvale Primary School is a diverse school with a high percentage of the school coming from a country outside the UK. We actively promote diversity through our celebrations of different faiths and cultures. Religious Education lessons and PSHE lessons reinforce messages of tolerance and respect for others. Members of different faiths and religions are encouraged to share their knowledge to enhance learning within classes and the school and the children learn about and where possible visit, places of worship that are important to different faiths.

At Greenvale Primary School we will actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views. We will also challenge racism and expect everyone within our community to respect British laws whilst supporting their own culture.

Appendix 3 - Values for Wellbeing Texts - Overview

Term / Value	Cycle 1		Cycle 2	
	EYFS / KS1	Y3 / Y4	EYFS / KS1	Y3 / Y4
1. Respect	The Lion Inside Jim Field	The Day you Begin Jaqueline Woodson	Click Clack Moo, Cows that Type Doreen Cronin	The Proudest Blue SK Ali & Ibtihaj Muhammad
2. Readiness	The Dot Peter H Reynolds	Ada Twist, Scientist Andrea Beaty	The Cow who Climbed a Tree Gemma Merino	The Couch Potato Pete Oswald
3. Resourcefulness	The Gruffalo Julia Donaldson	Here I Am Patti Kim	Stuck Oliver Jeffers	Flooded Mariajo Ilustrajo
4. Responsibility	10 Things I can do to Help my World Melanie Walsh	The Last Tree Emily Hayworth-Booth	The Scarecrows Wedding Julia Donaldson	While you are Sleeping Mick Jackson
5. Resilience	The Disgusting Sandwich Gareth Edwards	The Comet Joe Todd Stanton	Giraffes Can't Dance Giles Andrae	Tiger Walk Dianne Hofmeyer
6. Reflectiveness	Augustus and his Smile Catherine Rayner	Hike Pete Oswald	The Snail and the Whale Julia Donaldson	Pip and Egg Alex Latimer