

REDDIFORD SCHOOL

**SOCIAL, MORAL, SPIRITUAL &
CULTURAL POLICY**

with FUNDAMENTAL BRITISH VALUES
(Includes SMSC Audit and FBV Overview)

To be used in conjunction with;

PSHE Policy

RE & Philosophy Policy

Equal Opportunities Policy

Wellbeing and Mental Health Policy

DfE Character Education Framework Guidance

Relationship, Sex and Health Education Policy

Relationships Education, Relationships and Sex Education
(RSE) and Health Education (statutory guidance September 2026)

1 Statement of Intent

The Pupil/Parent and Staff Codes of Practice underpin all aspects of SMSC within the school community, demonstrating that the promotion of pupils' spiritual, moral, social and cultural development is considered to be a whole school issue.

We recognise that the example set by adults and the quality of relationships are key in promoting spiritual, moral, social and cultural development.

SMSC development contributes significantly to safeguarding by helping pupils recognise risk, seek support, make informed decisions and develop safe behaviours both online and offline.

At Reddiford we recognise that the personal development of pupils plays a significant part in their ability to learn and achieve.

The use of 'The Reddiford Way' in our Behaviour Policy instils in the pupils the importance of making the right choices.

The principles of respect, being kind and helpful, forgiveness, sharing, being honest and working hard, are interwoven into every aspect of Reddiford's daily life.

A Reddiford education promotes:

- opportunities to explore and develop their own values and beliefs
- opportunities to express views freely but sensitively
- opportunities to develop the capacity to reach independent decisions based on values
- spiritual awareness
- high standards of personal behaviour
- compassion towards other people
- understanding of and respect for diverse social and cultural traditions – fundamental British values of democracy.

It also ensures that where political issues are brought to the attention of stakeholders they are offered a balanced presentation of opposing views and precludes the promoting of partisan political views.

2 Aims

- 2.1 To promote inclusivity and parity of esteem
- 2.2 To provide a safe learning environment where children can develop self-belief
- 2.3 To ensure that all curriculum areas have a contribution to make to a pupil's spiritual, moral, social and cultural development
- 2.4 To ensure that the integrity and spirituality of pupils from other faith backgrounds are respected

- 2.5 To ensure that pupils understand expectations and rules which reflect, reiterate and promote our core values
- 2.6 To ensure that everyone connected with the School is aware of our values and that the curriculum and the general life of the school are true to them
- 2.7 To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience
- 2.8 To enable pupils to develop an understanding of their individual and group identity, their social and cultural environment and an appreciation of the many cultures that enrich our society
- 2.9 To provide each pupil with the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility

2.9.1 Spiritual Development

Spirituality is defined as the exploration of beliefs and experience; respecting faiths, feelings and values; enjoying learning about oneself, others and the surrounding world; using imagination and creativity; reflecting on experience to discover more about oneself.

As a school we aim to provide learning opportunities that will enable pupils to:

- sustain self-esteem in their learning experience
- develop capacity for critical and independent thought
- foster their emotional life and express their feelings
- experience moments of stillness and reflection
- discuss beliefs, feelings, values and responses to personal experiences
- form and maintain worthwhile and satisfying relationships
- reflect on, consider and celebrate the wonders and mysteries of life

2.9.2 Moral Development

As a school we aim to provide learning opportunities that will enable pupils to:

- recognise the unique value of each individual
- develop their self-knowledge
- listen and respond appropriately to the views of others
- gain the confidence to cope with setbacks and learn from mistakes
- take initiative and act responsibly with consideration for others
- distinguish between right and wrong
- show respect for the environment
- make informed and independent judgments
- accept responsibility for their actions

2.9.3 Social Development

As a school we aim to promote opportunities that will enable pupils to:

- develop an understanding of individual and group identity
- learn about service in the school and wider community
- resolve conflicts peacefully
- understand how public institutions function based on fundamental British values
- recognise and respect social differences
- respect of democratic processes, including the basis on which the law is made and applied in England.
- develop positive online relationships, recognise online harms, respond appropriately to cyberbullying, understand privacy and consent online and develop digital resilience.

2.9.4 Cultural Development

As a school we aim to promote opportunities that will enable pupils to:

- recognise the value and richness of cultural diversity and inter-dependence in the UK and the influence of this on individuals and society.
- enable pupils to acquire an appreciation of and respect for their own and other cultures
- encourages respect for other people, particularly those with protected characteristics
- acquire a broad general knowledge of and respect for public institutions
- develop an understanding of their cultural environment
- develop an understanding of UK's local, national, European, Commonwealth and global dimensions
- participate in literature, drama, music, creative arts and to reflect on their significance

3 Approach

- 3.1 Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the moral dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitudes and lifestyle.
- 3.2 All curriculum areas will strive to give examples drawn from as wide a range of cultural contexts as possible.
- 3.3 Class discussions will give pupils opportunities to:
- talk about personal experiences and feelings
 - express and clarify ideas and beliefs
 - speak about difficult events, e.g. bullying, death etc.
 - speak about medical or mental health needs
 - share thoughts and feelings sensitively with other people
 - explore relationships with friends/family/others
 - consider others' needs and behaviour
 - show empathy
 - develop self-esteem and a respect for others
 - develop a sense of belonging
 - develop open mindedness

- develop critical awareness
 - develop initiative and personal responsibility
- 3.4 Many curriculum areas provide opportunities to:
- listen and talk to each other
 - learn an awareness of treating all as equals
 - agree and disagree
 - take turns and share equipment
 - work cooperatively and collaboratively
 - create displays that foster respect for diversity
- 3.4.1 Spiritual development is promoted through:
- the ethos, values and attitudes the School upholds and identifies
 - the agreed common courtesies that the School has collectively adopted
 - assemblies and Religious Education
 - a culture of listening and valuing the opinion of others
- 3.4.2 Moral development is promoted through:
- an ability to distinguish right from wrong based on knowledge of the moral codes of their own and other cultures
 - an ability to think through the consequences of their own actions
 - a willingness to express their views on ethical issues and personal values
 - the confidence to express their view if they consider they or another is being treated unfairly
 - an ability to make responsible judgements on moral dilemmas
 - a commitment to upholding high personal standards
 - a considerate style of life
 - respect for other people's views and feelings as well as their own.
 - an understanding of the need to reassess values and moral codes in the light of experience
 - an understanding of the rights and responsibilities they have in the community and society in which they live
 - PSHE, Philosophy and RE lessons
- 3.4.3 Moral issues will be addressed through:
- the Behaviour, Anti Bullying and Positive & Negative Sanctions Policy
 - assemblies, Religious Education, Life Skills and Current Affairs Clubs
 - swiftly dealing with issues of injustice and discrimination
 - providing a safe working environment in which pupils can express their views and opinions
 - modelling through relationships and interactions, The Reddiford Code of Practice
 - encouraging pupils to take responsibility for their own actions and correct their behaviour as appropriate, The Reddiford Way
 - acknowledging, praising and rewarding good behaviour
 - engaging students to help those less fortunate than themselves
 - Year 6 Philosophy and Life Skills lessons

- PSHE lessons

3.4.4 Social development is promoted through:

- the pupils' ability to adjust to a range of social contexts by appropriate and sensitive behaviour
- working successfully as a member of a group or team
- an ability to share views and opinions with others and work towards consensus
- respect for people, living things, property and the environment.
- appreciation of others' rights and responsibilities
- an understanding of the structures of society and its organisation
- an understanding of British institutions and values

3.4.5 Social issues will be addressed through:

- encouraging a sense of community
- assemblies, Life Skills and Current Affairs Club and Religious Education
- providing opportunities for pupils to work in a variety of social groupings
- providing a full range of extra-curricular activities and sport
- providing positive whole school experiences such as school productions, music events, assemblies, awards and prize giving, Activity Weeks, Year 5 and 6 residential weeks
- promoting an ability to resolve tensions and conflict
- encouraging students to express their view about their school and how it can be improved e.g. School Council, Geography, RE/Philosophy and PSHE lessons

3.4.6 Cultural development is promoted through:

- an ability to recognise their own cultures and values
- an ability to recognise cultural diversity and respect other people's values and beliefs
- an openness to new ideas
- assemblies
- a willingness to participate in artistic and cultural events
- the celebration of our pupils' individual gifts and talents
- raising awareness of other cultures throughout School life (including an awareness of FGM)
- reporting incidents of racism and prejudice appropriately
- PSHE lessons
- History lessons

4. **Fundamental British Values**

- 4.1 The school actively promotes the Fundamental British Values of Democracy, Rule of Law, Individual Liberty, Mutual Respect, and Tolerance of Those with Different Faiths and Beliefs. These values are embedded throughout the curriculum, wider school life and enrichment opportunities.

5. Democracy

5.1 Where it is taught:

- School Council
- Parliament visits and workshops
- PSHE
- History
- Languages
- Mathematical reasoning
- English

5.2 How it is promoted:

- Voting opportunities
- Class and School Council elections
- Debate and discussion
- Pupil voice activities
- Democratic decision-making processes

5.3 Evidence of understanding:

- School Council election results and participation records
- School Council meeting minutes
- Pupil questionnaires and surveys
- Pupil voice interviews explaining democratic processes
- Outcomes from House of Parliament workshops and visits
- Written work demonstrating understanding of democracy and voting

6. Rule of Law

6.1 Where it is taught:

- PSHE
- Computing
- History
- Behaviour Policy and school routines
- Religious Education/Philosophy

6.2 How it is promoted:

- Acceptable Use Agreements
- School Code of Conduct
- Behaviour expectations and restorative approaches
- Visits from police and emergency services
- Online safety education

6.3 Evidence of understanding:

- Behaviour records demonstrating pupils' understanding of expectations
- Pupil discussions about the purpose and importance of rules
- Online Safety Week activities and outcomes
- PSHE books and learning journals
- Reflections following educational visits and workshops
- Evidence from assemblies linked to safety, rights and responsibilities

7. Individual Liberty

7.1 Where it is taught:

- PSHE
- English
- Languages
- Philosophy and enquiry-based learning
- Wellbeing and personal development programmes

7.2 How it is promoted:

- Pupil voice opportunities
- Choice and decision-making within learning
- Encouragement of independent thinking
- Respectful expression of opinions
- Leadership responsibilities and roles

7.3 Evidence of understanding:

- Philosophy and enquiry books
- Debate and discussion activities
- Pupil surveys and questionnaires
- Wellbeing reflections
- Learning journals and personal target-setting records
- Pupil interviews demonstrating understanding of rights, choices and responsibilities

8. Mutual Respect

8.1 Where it is taught:

- Across all curriculum areas
- Physical Education and Sport
- Religious Education
- PSHE
- School Council

8.2 How it is promoted:

- Teamwork and collaborative learning
- Peer assessment opportunities
- Positive behaviour systems
- Residential visits and enrichment activities
- Recognition of positive relationships and conduct

8.3 Evidence of understanding:

- Behaviour records and positive conduct logs
- Examples of peer assessment
- Sportsmanship awards and sporting achievements
- Learning walk and lesson observation evidence
- Observation of respectful classroom interactions
- Pupil discussions about respectful relationships

9. Tolerance of Those with Different Faiths and Beliefs

9.1 Where it is taught:

- Religious Education
- PSHE
- Languages
- Geography
- Assemblies

9.2 How it is promoted:

- Celebration of religious and cultural festivals
- Cultural awareness weeks
- Visits to places of worship
- Visitors from different faiths and backgrounds
- Curriculum opportunities exploring diversity and inclusion

9.3 Evidence of understanding:

- Children's work related to religions, cultures and festivals
- Reflection books and learning journals
- Assembly evaluations and responses
- Pupil voice interviews
- Cultural Week displays and outcomes
- Evidence from educational visits and visitor workshops

10. Evidence of Impact

10.1 Evidence that pupils understand, value and apply SMSC principles and Fundamental British Values is gathered through a range of monitoring and evaluation activities, including:

- Lesson observations
- Learning walks
- Work scrutiny
- Pupil discussions and interviews
- Pupil voice surveys and questionnaires
- School Council participation and records
- Behaviour and safeguarding records
- Assembly participation and evaluations
- Enrichment activities and educational visits
- Charitable initiatives and community engagement
- Residential visits
- Curriculum monitoring and subject leader reviews

11.2 Monitoring evidence demonstrates that pupils develop an age-appropriate understanding of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. Pupils are encouraged to apply these values in their learning, relationships and contributions to the wider school community, preparing them effectively for life in modern Britain.

Social, Moral, Spiritual and Cultural Overview

SPIRITUAL	
Developing Personal values and beliefs	We actively promote British values, including tolerance, respect, the rule of law, and personal beliefs, both in and out of lessons. Through the 'Reddiford Way,' we instil the importance of making the right choices in uniform, attendance, and punctuality while fostering self-awareness in learning. Across all subjects, we nurture an inclusive, respectful, and reflective environment, empowering pupils to develop strong personal values and beliefs that guide them in life. Early Years (EYFS): Children explore different forms of worship and religious celebrations in assemblies and class. During circle time, they share personal experiences and link history to their environment, developing an appreciation for diverse backgrounds. Geography: Pupils reflect on personal values and those of others, considering different perspectives on global issues such as living in a favela or experiencing natural disasters. They develop empathy and cultural awareness. Religious Education (RE): Through a comprehensive RE curriculum, pupils explore multiple religions, share their own beliefs, and listen to differing viewpoints, fostering a respectful and open-minded environment. Philosophy: Children articulate and challenge their personal beliefs, engaging in meaningful discussions that enhance their understanding of values and identity. Mathematics: Resilience, perseverance, and resourcefulness are key as pupils develop strategies to overcome challenging problems. English: Through literature, pupils explore symbolism, allegory, and spiritual themes, deepening their understanding of cultural and religious perspectives while analysing the impact of language and storytelling. PSHE: Pupils reflect on personal and societal values, resilience, and relationships. They engage in discussions on the rule of law, life skills, and respect for others, strengthening their ability to navigate moral and ethical issues. Reasoning: Through problem-solving tasks, pupils build perseverance, self-confidence, and teamwork, enhancing critical thinking and collaboration. Music: Discussions on the influence of music in different cultures and religious practices foster sensitivity and respect for personal beliefs. Art, Design & Technology (ADT): Pupils engage with diverse artists and cultural influences, celebrating artistic talent and understanding art's impact on society and careers. British art and culture are highlighted through assemblies, museum visits, and guest artists. History: By studying the past, pupils develop empathy, critical thinking, and a moral compass, shaping their values and preparing them to be engaged, responsible citizens. Science: Exploring nature, sustainability, and health fosters curiosity and respect for the environment. Topics such as forces, space, and nutrition encourage responsibility and informed decision-making.

Experiencing fascination, awe and wonder	We inspire independent thought by encouraging children to make discoveries and share their experiences. Participation in events like the Remembrance Service, Harvest, Christmas celebrations and charity events fosters reflection and appreciation. Visitors such as Stage Ed, authors, para athletes, themed Activity Weeks, and public recognition in assemblies and prize-giving enhance learning. Trips to art galleries, museums, zoos, and wildlife parks provide first hand experiences of wonder. By integrating awe and wonder across subjects, we nurture curiosity, creativity, and a lifelong love of learning. Mathematics: Pupils observe mathematical patterns in nature and explore real-life problem-solving, understanding the power of maths in describing and modelling the world. Geography: We cultivate curiosity about the physical and human world, fostering a deep appreciation for diverse landscapes and cultures. English: Through captivating literature, creative writing, multimedia, and poetry, pupils experience awe and inspiration, sharing their creative works with peers. Early Years (EYFS): Autumn walks, mini-beast hunts, and observing life cycles of caterpillars and tadpoles foster curiosity about nature. Visits to Willows Farm and hands-on science experiments enhance experiential learning. Science: Exploring waterproof materials, buoyancy, plant growth, chemical reactions, magnetism, life cycles, and the night sky connect science to the real world and inspire discovery and deepen understanding. Art, Design & Technology (ADT): Pupils embrace new skills with enthusiasm, stretching their creativity and celebrating artistic achievements. Religious Education (RE): Lessons promote respect and appreciation for different faiths, encouraging children to find wonder in religious beliefs and traditions. Philosophy: Thought-provoking discussions inspire deep thinking, often leading to moments of fascination and wonder. PSHE: A safe space for enthusiastic discussions, allowing pupils to share experiences, express opinions, and listen to others with respect. Reasoning: Critical thinking tasks stimulate imagination and creativity, such as problem-solving scenarios and dream-inspired exercises. Music: Exposure to diverse genres creates moments of awe, allowing pupils to connect emotionally with music and its cultural significance. History: Engaging stories, remarkable achievements, and visits to historical sites inspire curiosity, helping children connect with the past and their place in history.
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	Languages: The Year 5 trip to Normandy provides immersive experiences, from historical monuments to natural landmarks, leaving lasting impressions.
Exploring the values and beliefs of others	As a Church of England school with a diverse student body, we embrace the opportunity to instil respect and tolerance for different faiths and beliefs. By integrating these themes across subjects, we nurture an inclusive school environment where pupils learn to appreciate, respect, and engage with the values and beliefs of others. Mathematics: Pupils explore multiple approaches to problem-solving, respecting different perspectives and evaluating solutions against their own experiences. Religious Education (RE) & Assemblies: A wide range of religions is studied, with celebrations of festivals and visits to places of worship, including synagogues and churches. Pupils are given time off for religious observances, reinforcing the importance of honouring different faiths. Early Years (EYFS): Young children visit religious sites and celebrate festivals from around the world, fostering early appreciation of cultural diversity. PSHE: Respect for others' beliefs is demonstrated through discussions, debates, and social interactions, helping pupils develop an understanding of different heritages and cultures. Art, Design & Technology (ADT): Pupils study artistic works from diverse cultures, deepening their appreciation of different traditions and ways of life. Music: Children experience music from various cultures and are encouraged to showcase instruments from their own heritage at events like the spring concert. History: Lessons explore the values and beliefs that have shaped human history, encouraging critical thinking about past societies, religious movements, and conflicts. By understanding historical perspectives, pupils develop empathy and awareness of modern-day issues. English: Diverse texts introduce pupils to various cultural traditions and perspectives. Discussions on characters' motivations and challenges help foster empathy, respect, and a deeper understanding of different worldviews. Science: Exploring scientific discoveries from different cultures, such as astronomy, herbal medicine, and engineering, fosters respect for diverse beliefs and highlights the global impact of science. Geography: By studying different environments, cultures, and traditions, pupils gain insights into how geography shapes beliefs and lifestyles. Topics such as sustainability, climate change, food, water and energy conservation encourage discussions on global responsibility and diverse cultural perspectives.
Understanding human feelings and emotions	As a Church of England school with a diverse student body, we emphasize respect and tolerance for different faiths, beliefs, and emotions. By embedding emotional understanding across subjects, we nurture compassionate, thoughtful, and emotionally intelligent individuals.

	Mathematics: Pupils respect different problem-solving approaches, recognizing how personal experiences shape thinking and decision-making. Religious Education (RE) & Assemblies: We explore a wide range of religions, celebrate diverse festivals, and visit places of worship. Pupils are granted time off for religious observances, fostering inclusivity and emotional awareness. Computing: discussing online behaviour, digital well-being, and empathy in digital interactions, promotes emotional awareness and responsible online conduct. Early Years (EYFS): Young children visit religious sites and celebrate global festivals, developing empathy and cultural appreciation from an early age. PSHE: Through discussions, debates, and social interactions, pupils express emotions, build relationships, and learn to respect different perspectives. Art, Design & Technology (ADT): Exploring global artistic traditions helps pupils understand how emotions and beliefs are expressed through creative works. Music: Exposure to music from various cultures and the opportunity to share personal traditions enhance emotional connections and appreciation of different backgrounds. History: Pupils examine the emotions behind historical events – war, migration, revolutions – developing empathy for those affected. Studying personal accounts and significant movements deepens their understanding of human resilience and emotions. English: Literature introduces pupils to diverse emotional experiences. By analysing characters’ motivations and struggles, they develop empathy and an appreciation for different perspectives. Science: Investigating how exercise, sleep and nutrition impact mood and wellbeing links science to everyday experiences. Ethical discussions on medical advancements, sustainability and climate change encourage reflection on human responsibility and compassion. Geography: Studying the impact of natural disasters, migration, and climate change fosters an understanding of human suffering, resilience, and the emotions tied to displacement and environmental challenges.
Using imagination and creativity in learning	We encourage imagination and creativity across all subjects, helping pupils develop problem-solving skills, original thinking, and a love for learning. By integrating imagination and creativity throughout learning, we inspire pupils to think innovatively, express themselves confidently, and approach challenges with curiosity and originality. Mathematics: Pupils explore multiple strategies for problem-solving, fostering creative thinking in approaching challenges. Religious Education (RE) & Assemblies: Exploring different faiths and beliefs encourages imaginative thinking about diverse traditions, symbols, and spiritual concepts.

	Early Years (EYFS): Creative play, storytelling, and role-playing allow children to express ideas, develop curiosity, and explore the world imaginatively. PSHE: Discussions and debates encourage pupils to think creatively about real-life situations, fostering empathy and innovative problem-solving. Art, Design & Technology (ADT): Pupils experiment with different materials, styles, and cultural influences, developing artistic expression and critical thinking. Music: Composing, improvising, and performing enhance pupils' creativity while exploring diverse musical traditions and styles. Computing: designing games, websites, and digital art encourages creativity and fosters innovative thinking and problem-solving through hands-on projects. History: By imagining historical events from different perspectives, pupils develop critical thinking and empathy. Creative storytelling brings history to life. English: Through imaginative writing, drama, and exploring different literary genres, pupils develop creativity, self-expression, and analytical skills. Science: Scientific inquiry fosters curiosity and creativity through experiments, problem-solving, and exploration of new ideas. Pupils design investigations, hypothesize, and innovate solutions to real-world challenges. Geography: Pupils creatively analyse global issues, such as urban planning, climate change solutions, and the impact of geographical features on societies.
MORAL	
Developing and expressing personal views or values	We encourage pupils to recognise their unique value, express their opinions confidently, and respect the perspectives of others. Opportunities for discussion are embedded in lessons, School Council, Current Affairs Club, and everyday interactions. By embedding opportunities for self-expression across subjects, we empower pupils to think critically, develop their beliefs, and engage in respectful discussions. Early Years (EYFS): Through circle time discussions, storytelling, and choice-based activities, children develop their voices, e.g., understanding fairness in "The Little Red Hen" or expressing their aspirations like "Titch." Geography: Pupils evaluate environmental issues, discussing solutions for sustainability and the impact of human actions on the planet. Wellbeing & PSHE: Pupils are encouraged to voice opinions respectfully, engage in meaningful discussions, and reflect on personal choices. Mathematics: Pupils justify problem-solving strategies, reason mathematically, and debate real-life applications of concepts.

	Computing: Through digital projects, pupils express personal values, explore ethical tech use, and advocate for causes they care about. English & Drama: Discussions, debates, and creative writing allow pupils to articulate opinions, analyse character motivations, and engage in critical thinking. Art, Design & Technology (ADT): Pupils develop personal interpretations of themes, engage in discussions on artistic and ethical topics, and support each other's creative growth. Reasoning: Pupils select problem-solving strategies, share methods, and provide constructive feedback, fostering confidence in expressing views. Religious Education (RE): A core element of RE is discussing diverse beliefs and forming personal perspectives on moral and philosophical issues. Music: Pupils explore and discuss their personal preferences across different musical genres and cultural influences. History: Through studying past events, pupils form opinions on fairness, justice, and social responsibility, shaping their values as informed individuals. Science: Pupils explore ethical questions in science, such as sustainability, medical advancements, and environmental responsibility, developing informed opinions on scientific and moral issues.
Investigating moral values and ethical issues	Children explore moral and ethical issues across the curriculum, fostering respect, responsibility, and empathy. Discussions in PSHE, Philosophy, and Current Affairs Club cover topics like rights and responsibilities, social justice, and world events. History: pupils examine events such as World War II and figures like Florence Nightingale, considering the ethical dilemmas faced. Charity initiatives, such as fundraising for Children in Need and Jinja, encourage social responsibility. Geography: pupils discuss global inequalities, such as poverty, through decision-making activities that develop their own values and understanding of societal perspectives. Philosophy and RE: lessons encourage open discussion on moral questions, where all viewpoints are respected. Music: pupils reflect on fairness in performance opportunities—should roles be assigned based on ability or inclusivity? ADT: peer evaluation fosters constructive feedback, respect for others' work, and critical engagement with moral themes in art, such as depictions of war or political rule. Computing: pupils explore digital ethics, including online privacy, cybersecurity, and responsible AI use. English: pupils analyse ethical dilemmas in stories, fables, and parables, developing empathy through characters' choices and consequences. Languages: studying Latin and ancient civilisations prompts discussions on democracy, slavery, and individual rights.

	Science: pupils examine ethical issues such as animal testing, environmental responsibility, and sustainable practices. Investigations into pollution, deforestation, and climate change encourage them to consider human impact on the planet and moral responsibility in scientific advancements.
Moral Codes and models of moral virtue	Children develop moral understanding through role models, historical figures, and ethical discussions embedded across the curriculum. Staff, prefects, and monitors lead by example, fostering respect, responsibility, and integrity. This structured approach nurtures pupils' moral awareness, encouraging them to apply ethical principles in everyday life. PSHE, Philosophy, and RE: pupils explore moral codes through the study of influential figures, assemblies with religious leaders, and discussions on laws and principles, including visits from figures like Nick Hurd MP. The School Council engages in decision-making on charity support and reinforcing social responsibility e.g. recycling and traffic ambassadors. History: pupils study moral leadership, justice, and responsibility through key figures and events, such as the monarchy, legal reforms, and social movements. Sports: emphasise fairness, respect for rules, and good sportsmanship. Music: fosters turn-taking and appreciation of others' contributions. Early Years (EYFS): assembly stories highlight kindness, sharing, and helping others, often through the lives of saints and community helpers. Art and Design Technology (ADT): encourages pupils to follow shared values and classroom rules, creating a safe, respectful, and collaborative environment. Computing: discussions on digital ethics, cyber responsibility, and online integrity help children navigate moral challenges in the digital world. English: pupils explore moral dilemmas in literature, such as <i>Charlotte's Web</i>, linking characters' choices to real-life ethical decisions. Science: discussions on ethical issues—such as caring for animals, environmental responsibility, and the impact of scientific discoveries—help children reflect on their role in making responsible choices. For example, debates on plastic pollution or animal habitats teach the importance of sustainability and respect for life.
Recognising right and wrong and applying it	At Reddiford, children are encouraged to take initiative while acting responsibly and considerately. They develop an understanding of right and wrong through daily experiences, discussions, and the school's ethos, guided by "The Reddiford Way." By embedding ethical discussions across the curriculum, children develop strong moral reasoning, preparing them to make responsible choices in all aspects of life.

	PSHE: all pupils sign a Pupil Code of Practice to reinforce positive behaviour. During a lessons children discuss real-life scenarios, such as finding lost property or witnessing unkind behaviour. They explore possible actions, consider consequences, and reflect on how their choices align with fairness and responsibility. RE: moral reasoning is embedded across assemblies, lessons and classroom discussions. Early Years (EYFS): learning about emergency services, helping peers, and taking responsibility for shared spaces. Learning Support: social skills stories, board games, and Zones of Regulation help children understand emotions and consequences. Art & Design Technology (ADT): fosters respect, responsibility and safety in creative work. History: Explores moral dilemmas in historical events and figures, highlighting the impact of ethical decisions. Computing: develops responsible digital citizenship through online safety, cyber ethics and critical thinking. Pupils sign an Acceptable Use Agreement to reinforce responsible digital behaviour and awareness of online safety. English: encourages moral reflection through storytelling, writing and role-playing scenarios that explore ethical choices. Science: introduces honesty in scientific investigations, ethical considerations in experiments and responsibility for the environment. Discussions include fair testing, sustainability and the impact of human actions on nature.
Understanding the consequences of actions	A strong understanding of right and wrong naturally leads children to recognise how their actions have consequences. This concept is reinforced through "The Ladder," a visual guide helping pupils reflect on their choices and make positive changes. By embedding the understanding of actions and consequences across all subjects and school experiences, children develop essential decision-making skills, preparing them to act responsibly in all aspects of life. For example, Travel Ambassadors encourage responsible choices for safe and sustainable travel and Fire Drills reinforce responsible actions in emergency situations. Computing: pupils explore the impact of digital actions, ethical technology use, and online safety. Geography: examines global environmental issues, such as pollution and climate change, linking human actions to long-term consequences. Science: pupils investigate the effects of littering through a simple experiment, observing how different materials decompose, reinforcing the importance of responsible waste disposal. Mathematics: highlights how incorrect choices, such as miscalculating or misapplying operations, lead to errors, emphasizing accuracy and attention to detail. History: Explores how past decisions, such as those leading to war or social change, shaped societies and affected lives. English: cause and effect are explored in stories through discussions, debates, and writing exercises (e.g., "What if Jack hadn't climbed the Beanstalk?").

	Art & Design Technology (ADT): encourages teamwork, decision-making, and adherence to rules for a safe and creative environment. Sport: pupils reflect on their actions in competitive play, learning from mistakes (e.g., the impact of committing fouls or making strategic decisions in team games). Early Years (EYFS): story discussions examining character choices (e.g., the Wolf in <i>Little Red Riding Hood</i> or Cinderella's stepsisters). Emotional awareness tools like happy and sad charts encourage reflection and emotional regulation. Learning Support: scaffolded learning e.g. sentence starters, word banks, and varied recording methods help pupils process and express consequences effectively.
CULTURAL	
Exploring, understanding and respecting diversity	At Reddiford, children are encouraged to respect and celebrate diversity, recognising that everyone has unique contributions to offer. This is fostered through charity work, visits to retirement homes, assemblies, festivals, and Cultural Community Weeks, broadening pupils' perspectives. Engaging with children and staff from other schools fosters inclusivity and broadens understanding. By embedding cultural awareness across all subjects, children develop empathy, respect, and a global mindset, preparing them to thrive in a diverse world. Geography: pupils study global cultures, customs, and traditions, developing respect for different ways of life. RE: hands-on activities such as making Rakhis reinforce appreciation of cultural traditions. Languages: lessons incorporate diverse cultural references, breaking stereotypes and promoting inclusivity. History: by studying societies like the Vikings, Ancient Egyptians, and Indigenous peoples, pupils gain insight into different values, traditions, and historical perspectives. Children learn to respect and celebrate the diversity that exists both in the past and in the present world. Mathematics: pupils explore contributions from various cultures, including the Babylonian, Egyptian, and Arabic number systems, and pioneers like Al-Khwarizmi in algebra. They also look at the contribution of women in mathematics. Computing: lessons highlight global digital issues, diverse role models in technology, and inclusive project design to promote cultural understanding. English: culturally diverse literature, such as <i>Handa's Surprise</i> (African culture) and <i>The Magic Paintbrush</i> (Chinese folklore), deepens pupils' appreciation of different traditions. Respect, empathy and a sense of belonging is nurtured, also enriching children's language and literacy skills. Early Years (EYFS): celebrating cultural festivals through assemblies, art, and craft activities (e.g., making Diva lamps). Science: Pupils learn about global scientific advancements, such as the discovery of early medicinal practices from different cultures. They also explore diversity in nature and adaptations across different ecosystems to reinforce respect for the variety and interdependence of life.

Participating and responding to cultural activities	At Reddiford, pupils actively engage in cultural celebrations, historical commemorations, and creative arts, fostering a deeper appreciation for traditions and diversity. Key events include Christmas, Diwali, Hanukkah assemblies, International Week, music and drama performances, visits to Parliament, the King's birthday, Remembrance Sunday (wreath-laying at Pinner Memorial), and Curriculum Enrichment Weeks. Through active participation in cultural and historical events, pupils develop respect, awareness, and a sense of global citizenship. Early Years (EYFS): participation in Harvest and Christmas celebrations at school and Pinner Parish Church, making festive cards (Christmas, Valentines, Easter, Diwali, Mother's Day, Father's Day) and performing in concerts (Harvest, Christmas, Mother's Day). Mathematics: contextual problem-solving linked to Easter, Diwali, Chinese New Year, Eid, Remembrance Day, and Harvest. History: hands-on activities like museum visits, historical reenactments, and studying cultural traditions bring history to life and deepen pupils' connection to diverse societies. Languages: Spanish, Latin American, French, and European cultures are explored through European Day of Languages, national celebrations, and themed units such as 'Traditions & Celebrations' and 'Me in the World.' English: pupils explore cultural themes through reading, writing, and creative activities, such as diary entries, letters, and stories inspired by significant cultural events.
Preparing for life in modern Britain	Reddiford equips pupils with the skills and knowledge needed to thrive in modern British society through financial literacy, digital safety, citizenship, and cultural awareness. Enrichment activities include Secondary transfer workshops, TfL and internet safety sessions (for pupils and parents), Y6 Finance Skills workshops, charity initiatives, and visits to Parliament (Year 6), Hazard Alley (Year 4), St John's Ambulance First Aid training (Year 6) and the Harrow Citizen visit. By embedding critical thinking, social responsibility, and practical skills across the curriculum, pupils develop the confidence and knowledge needed to be active participants in modern British society. Early Years (EYFS): engagement in School Council activities, learning about British landmarks, the Royal Family, and addressing letters. Practical experiences include recognising coins, handling money and exploring different modes of transport. Mathematics: developing logical thinking, problem-solving, and pattern recognition to tackle real-world challenges, including financial literacy. Wellbeing: mental health awareness is reinforced through assemblies, classroom discussions and events like Mental Health Awareness Week, ensuring pupils understand where to seek support. History: exploring Britain's cultural heritage, democracy, laws, and key historical events fosters an understanding of fairness, equality and justice. Languages: lessons support a whole-school approach to multicultural understanding and promote inclusivity.

	Computing: pupils develop digital literacy, critical thinking, and responsible online behaviour, ensuring they navigate technology safely and contribute positively to the digital world. Children also develop an understanding of artificial intelligence, AI-generated content, misinformation and the ethical and responsible use of emerging technologies. English: activities such as writing letters to MPs, exploring diverse characters, and composing group poetry on modern British life enhance pupils' awareness of democracy and social responsibility. Science: understanding nutrition, exercise, and the impact of substances like sugar, alcohol and tobacco promotes healthy lifestyle choices. Learning about climate change, renewable energy, and pollution encourages sustainable thinking. Exploring electricity, forces, and materials fosters problem-solving skills relevant to modern technology and engineering. Conducting fair tests and evaluating evidence develop critical thinking, essential for informed decision-making in today's world.
Understanding and appreciating personal influences	Respecting those in authority and valuing the wisdom of older generations fosters mutual respect and tolerance. Everyone—adults, children, and teenagers—has something to offer. This approach helps pupils develop a strong sense of identity, respect for others, and a meaningful connection to their community. Participation in the School Council and assembly rewards fosters responsibility and engagement. Learning about influential historical and literary figures, such as Florence Nightingale, Mary Seacole, Roald Dahl, David Attenborough, Rosa Parks, and Stephen Hawking, highlights the power of personal choices in shaping society. Individual Education Plans (IEPs) help pupils reflect on effective learning strategies. History: Examining inventors, leaders, and activists demonstrates how individuals shape communities and drive change. Science: encouraging healthy choices in diet, exercise, and substance awareness helps pupils develop lifelong well-being habits. Understanding human impact on habitats and ecosystems promotes environmental responsibility. Exploring food chains and pollution's effects on wildlife illustrates the consequences of human actions on ecosystems. English: Exploring identity, culture, and values through literature fosters self-awareness and empathy. Books like <i>Elmer</i> celebrate individuality, while characters such as Miss Honey in <i>Matilda</i> highlight positive influences. Reflective writing about inspirational figures strengthens personal growth.
SOCIAL	
Developing personal qualities and using social skills	Children develop personal qualities and social skills across the curriculum through collaboration, communication, and real-world experiences. Oral presentations, drama performances, and assemblies build confidence. Pupils take on responsibilities such as guiding visitors on open days and supporting younger students. Year 6 interview practice reinforces skills like eye contact, clear speech, and active engagement. Residential trips (Year 5 Normandy and Year 6 PGL), choir performances at the local hospital, care homes and stroke unit encourage independence, empathy, and

	teamwork. Through these experiences, pupils gain essential life skills, preparing them for meaningful social interactions and future challenges. Computing: collaborative projects promote communication, problem-solving, and resilience. Sports: teamwork, leadership, and fair play are fostered through group activities. Mathematics: paired and group tasks develop listening, reasoning, and cooperative problem-solving. Geography: discussions on climate change and sustainability build awareness of social and environmental responsibility. Science: group investigations develop teamwork and curiosity, while learning about scientific pioneers promotes resilience and perseverance. EYD: practicing table manners, using cutlery, and participating in off-site visits build independence and social etiquette. History: debates, role-play, and studying historical figures encourage empathy, leadership, and critical thinking. Languages: expressing and respecting different feelings, opinions, and beliefs enhances communication and cultural awareness. English: peer editing, group storytelling, and discussing moral dilemmas in literature develop creativity, respect, and thoughtful dialogue.
Participating, co-operating and resolving conflict	Children are encouraged to resolve conflicts calmly using the 'Reddiford Way,' which promotes respect, tolerance, and forgiveness. Opportunities for cooperation include the School Council, Prefects, Buddies, and Philosophy debates. These experiences help children develop essential social skills, preparing them to engage positively with others in school and beyond. Computing: Teamwork in coding challenges and group projects teaches problem-solving, collaboration, and constructive conflict resolution. Sports: Pupils develop fair play and self-regulation by resolving rule disputes and working towards shared goals. Mathematics: Group problem-solving reinforces that challenges can have multiple approaches, encouraging discussion and compromise. EYD: Sharing, turn-taking, and teamwork in activities like building a model village, participating in Sports Day, and performing in concerts foster cooperation. History: Role-playing historical events, debating key issues, and studying past conflicts teach collaboration, perspective-taking, and peaceful resolution. English: Group discussions, collaborative storytelling, and analysing conflicts in literature help pupils understand different viewpoints and navigate disagreements constructively.

	Science: Group experiments, such as investigating forces, materials, or habitats, encourage teamwork and negotiation, while learning about scientific debates (e.g., Galileo’s heliocentric model) illustrates how respectful discussion shapes progress.
Understanding how communities and societies function	Pupils explore society through charity work, community visits, and subjects like History, Geography, and PSHE, which cover governance, law, and finance. Year 6 participates in a <i>Making Laws</i> workshop at the Houses of Parliament, attends the Pinner Remembrance Service, and engages in Q&A sessions with local MPs. Through these experiences, pupils develop a deeper understanding of how societies function and their role within them. Early Years (EYFS): role-play in settings like a doctor’s office or post office, visits to local institutions (e.g., library, pet shop, synagogue), and learning about caring for babies foster an understanding of community roles. Geography: pupils examine social responsibility through topics like environmental care and tourism. History: studying ancient civilizations, local history, and social movements teaches how communities organise, govern, and solve challenges. English: literature explores roles and responsibilities in society, such as <i>Farmer Duck</i> (shared effort) and <i>Street Child</i> (Victorian social structures). Computing: pupils learn how technology connects communities, supports collaboration, and promotes ethical digital citizenship. Science: studying ecosystems and food chains illustrates interdependence within natural communities, while exploring medical advancements (e.g., vaccines, sanitation) shows how science improves public health.

FUNDAMENTAL BRITISH VALUES OVERVIEW

To understand and appreciate the history, heritage and wide-ranging cultural influences that underpin our individual and shared experience of life in Britain, both in the past and in Modern Britain.

SUBJECT	ASPECTS OF BRITISH VALUES
MUSIC	British Composers in Classical Music and the Relationship with Famous European and Worldwide Composers. Promenade Concerts & Popular Venues. British Musicals, Film Themes and their Relationship to the Artists and Composers. Nursery Rhymes in EYD. National Anthems and adopted themes. The School Choir performs at North Harrow Stroke Club, a retirement home and a care home. The children enjoy discussing aspects of life in the past with the residence and members.
HISTORY	British History through the Ages. Key events that shaped the Nation. Individuals who have influenced the course of British History including various Monarchs The Relationship of the UK to Europe and the Rest of the World through the Ages. The Promotion of Democracy, the Rule of Law and the Monarchy. The contribution of its people and leadership in conflicts and throughout the First & Second World Wars. Remembrance Day assembly and activities in EYD. Children learn about various Prime Ministers and how they shaped Britain. The establishment of the NHS. British Pop Music and Concerts, Pop Culture and Jazz. Various trips include Reception children visit to Knebworth House, Y1 Harrow Museum, Y2 Chiltern Open Air Museum, Y3 have a Roman Day and they visit Celtic Harmony, Y4 go to Hampton Court, Y5 go to Gunnersbury Park, Y6 go to the House of Parliament.
PE	Great historical and topical Sporting Moments are studied (including through cross curricular links) and celebrated (e.g. the history of the Olympics and discussions about current sporting competitions including Para Olympics). Emphasis is placed on positive attitudes, teamwork and Fair Play (e.g. the children learn to be gracious in victory and defeat, show support for their own team and others and the importance of working together to achieve success). Sportsmanship and Respect for Rules and Officials is instilled. (e.g. the children gain a thorough knowledge of the rules and how to apply them fairly, they learn how to reach a fair resolution if they are unsure if a rule has been broken and the older children start to learn to officiate to enhance their understanding of the requirements of the role). Opportunities to build resilience and the spirit to overcome adversity are integrated into lessons and fixtures (e.g. the children become accustomed to thriving in adverse weather conditions, learning from less successful outcomes and working hard to contribute to their teams).

	Participation in Community and International Sporting Events (e.g. the children are invited to take part in the London Mini Marathon and local fun runs, many regularly take part in the Junior Park Run in Pinner Village Gardens.)
GEOGRAPHY	Countries, Counties, Cities and Towns of the UK and their place in its History. Important Towns and Cities in the World and how they have related to the UK through the Ages. Pupils use ordinance survey maps, investigate weather and climate, the search for resources and energy e.g. oil & gas. Communications, Transport and Motorways. British Explorers and Mountaineers. The British Empire and Commonwealth of Nations. Y6 Visit to the Amersham Field Centre. Reception walk to Pinner – compared to town in Africa discussing similarities and differences. Countries and their governments and democratic systems. Laws e.g. environmental protection, land use, natural resources etc. Pupils consider how geography affects the choices people can make in terms of where they live, work and move. Access to resources and education in different countries and how this can influence an individuals’ opportunities. Having respect for different cultures, customs, beliefs when studying countries around the world. Encouraging respect for the natural world and environment. Landmarks/tourist attractions – discuss those with religious significance and their impact these places have on geography, e.g. pilgrimage routes etc. To understand that geography isn’t just about physical places but also about the people, cultures and systems that shape those places. These skills help develop critical thinking skills, empathy and a broader understanding of the world.
LANGUAGES	Democracy: Pupils are encouraged to give their opinions and be respectful of the opinions of others. At times pupils will need to take a vote in lessons and they will learn in simple terms, that the most votes represent a majority. Exploration of Democracy in ancient Greece as part of the Latin scheme of work, The rule of law: Pupils learn the importance of laws that are created for a reason and must be respected. To understand that there is right and wrong and that rules protect us. Other cultures and countries have their own laws and that these laws may be different to our own. Rules may be different in the foreign country (French and Spanish children do not wear school uniforms). Rules also exist on a smaller scale in lesson time and in the foreign language lesson. Pupils will try and speak in the foreign language and others will need to listen and be respectful. These rules are always explained clearly when required in the various activities offered. Rules apply to all equally. Individual liberty: Pupils are encouraged to express themselves in the foreign language in all lessons and always to feel safe to do so. They will always be encouraged to see themselves as global citizens for whom the world is open in terms of exploration, travel and work (when they are older and potentially financially able to do so in the future). It is important to impart an understanding

	that the world is connected, and pupils are responsible for achieving their full potential. Promotion of Individual Liberty through work on the French Revolution and Slavery (Latin). Mutual respect: Pupils will see in many units that mutual respect is shown when discussing other people's feelings, opinions and beliefs. This allows pupils to express their own feelings, opinions and beliefs but also to listen to someone else's feelings, opinions and beliefs. This is clearly seen in the Intermediate unit 'Traditions & Celebrations' and the Progressive unit 'Me in the World' which was specially designed for promoting the fundamental British values. Here, characters ask and answer questions on their heritage, beliefs and traditions. Tolerance of those with different faiths and beliefs: Pupils are taught the historical, cultural and religious differences between the countries where the foreign language is spoken and Britain. How do children practise their faith in these foreign countries? The emphasis will always be on exploring and valuing these differences but also respecting the similarities.
PSHE	The Houses of Parliament, other Democratic Institutions, Elections and the Rule of Law. The Police and other Emergency Services. The Judicial System and its Independence. Golden Rules and Pupils' Code of Conduct. Knowing Right from Wrong. The School Council. Reddiford Way. Discussing and reflecting right and wrong in different situations. Freedom and Individual Liberty. Freedom of Speech, Tolerance and Respect for others. Equal Opportunities, Human Rights and Responsibilities, free from Discrimination. British Entrepreneurs in Business, Trade and Finance. Celebrating Royal Events.
MATHS	Promotion of Sterling as a Currency. Adoption and Use of Roman Numerals. Time in terms of am, pm and the 24 Hour Clock. Imperial & Metric Units. Birthdays and Customs. Voting and democracy. Respecting different approaches to problem solving – teaching tolerance and respect. Famous Mathematicians and contributions, the History of Mathematics through Egypt, Medieval times, John Napier. Codes and codebreaking. Looking at the Census.
ENGLISH & DRAMA	Traditional Grammar and Spelling. British Literature and Writers through the Ages. British Drama, Plays and Theatres through the Ages. British Films, TV, Independent News Media and Libraries. Y1 to Roald Dahl Museum and Y5 to Shakespeare's Globe. Dressing up in multicultural clothes in EYD and acting out stories. Activities with multicultural toys, puzzles books and dolls. Remembrance Day comprehension in Pre Prep Democracy is embedded in classroom discussions and debates. Individual Liberty is promoted through creative writing, personal expression, and characters' exploration.

COMPUTING	British Scientists and their role in the advancement of the Computer, Communication, Technology and Internet Industries. Understand online safety, data protection laws (e.g., GDPR), and responsible internet use. Pupils learn about digital rights, age restrictions, freedom of expression, and responsible online behaviour. They explore diverse perspectives in digital media, discuss online misinformation and learn how to appreciate inclusivity and respect differences.
SCIENCE	British Scientists and their Discoveries through the Ages. Their effect on People's Lives and Health, both in this country and the Rest of the World. Nobel Prize Winners. British Engineers and their Inventions and Creative Design through the Ages. The Relationship of British Scientists and Engineers to their peers around the World throughout History. International Collaboration in Science and Engineering. Y1 - Lookout Discovery Centre, Y2 – Heath Robinson Museum, Y3 Kew Gardens, Y4 – London Wetland Centre.
ADT	British Artists and Sculptors and their Relationship with Famous European and Worldwide Counterparts. Ingenuity in Design and Creativity throughout the Ages. The National Gallery (Y4), other Art Galleries and Museums. Y6 'Putting on a Performance' using PSHE themes. Pupils are encouraged to develop their individual creativity, informed and inspired by the world around them. They are actively encouraged to make creative decisions. They are taught how to provide each other with constructive criticism to help each other make progress. Pupils are encouraged to give feedback about the projects in order to inform planning of topics. Pupils discuss a wide range of artists from different nationalities, backgrounds and beliefs. We instil a sense of responsibility, communicating that materials and equipment need to be respectfully used and returned at the end of each lesson without damage. Pupils are taught that creative arts can be an amazing career, to give themselves a sense of identity, that it helps them to respect other people in the world, no matter their background.
RE & PHILOSOPHY	Knowledge, Respect and Tolerance of Different Faiths, Beliefs and Diversity and their Important Festivals. Celebrating Saints days. Singing Hymns & Saying Prayers. Celebrating Christmas & Easter. Reception visit to the synagogue and church.
WELLBEING	Recognising and naming feelings and emotions, using feeling sticks and photographs in EYD to express how they are feeling. Managing feelings and experimenting with emotional regulation strategies. Weekly class sessions with the worry monster and feelings assemblies. Self-regulation room and areas in EYD classrooms. Pupils explore personal choices in maintaining physical and mental health, building confidence in decision-making, self-expression, and emotional regulation. Lessons on kindness, empathy, and teamwork encourage pupils to support others, develop healthy friendships, and handle conflicts constructively.

REASONING	Reasoning lessons encourage students to engage in critical thinking, develop informed opinions, and participate in discussions where they evaluate different perspectives. This fosters a democratic mindset where pupils understand that reasoning is not just about finding the "right answer" but engaging in a process that respects diverse viewpoints and considers evidence before making decisions. Reasoning activities like debates and argumentation exercises mirror democratic processes, encouraging students to express their ideas respectfully and consider the opinions of others. In Reasoning, students learn to understand logic, structure arguments, and follow rules of evidence. Logical reasoning in decision-making or problem-solving mirrors the need for clear, consistent rules in society, ensuring fairness and justice.
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