



# SMSC at William Stockton



**At William Stockton we promote and encourage Equality and Diversity. We prepare children for life in 21st Century Britain by developing their knowledge and understanding of diversity and equality.**

**We believe celebrating diversity means unlocking potential within the child and our community.**

## **What is SMSC?**

SMSC stands for spiritual, moral, social and cultural development.

**Spiritual:** Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

**Moral:** Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views and have an appreciation of British Values.

**Social:** Investigate and moral issues; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the fundamental values of British democracy.

**Cultural:** Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.



# Value of the Month



Each month as part of our curriculum, we have a value of the month. This enables us to explore the values throughout the curriculum and develop the children's values toolkit.

Key Stage 2 children attend assemblies weekly, where they explore the value of the month. These assemblies focus on SMSC.

**Spiritual:** we explore beliefs and experiences and respecting other faiths and reflecting on their thoughts of feelings

**Moral:** we explore different situations through current news stories and History and the children develop an understanding of British Values through this.

**Social:** we look at different situations within society and discuss how these are dealt with with the Value of the month at the heart.

**Cultural:** We look at and appreciate cultural influences across Britain. We focus on understanding; accepting; respecting; and celebrating diversity.

September	October	November	December	January	February	March	April	May	June	July
Respect	Equality	Courage	Diversity	Positivity	Love	Friendship	Consideration	Self belief	Patience	Determination



# School Council



The school council is elected yearly in a democratic way - children vote for the councillors to represent them. The school council delivers assemblies; supports with pupil voice and acts as a link between their classmates and teachers. The children meet at the beginning of the year with our Headteacher to decide on our focus for each term. The children wear badges to show they are part of the school council and meet regularly to complete their actions.



# Charity Work



Periodically throughout the year, the school raise money for charities to support others

September	October	November	December	January	February	March	April	May	June	July
	Harvest - collect for food banks	Children in Need  Poppy Day	Christmas Fair - raising money for school funds  Christmas jumper day- Save the Children charity		NSPCC - number day	Sport Relief/ Red nose day				Summer Fair - raising money for school funds



# Learning Mentor Work



Our learning mentors, identify children and families who need further support and provide opportunities for them to access this through outside agencies. They support SMSC across children and their families.

Recently, we have been working towards an Investors in Families Kitemark  
We have achieved the Lockdown Award (June 2021)  
We have also achieved an Attachment friendly School kitemark (July 2022)

We work closely with Outside Agencies who working with school, children and families. We also signpost families to agencies for support.

	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
<b>Learning Mentor Work</b>	<p>Supporting children to understand differences and that these are ok.</p> <p>The mental health support team works with groups of children to support them with their feelings.</p> <p>Next steps training has been completed to support children to have a healthy mindset.</p> <p>Support children with strategies for relaxation and for coping with life.</p> <p>Initiate, lead and run Team Around the Family assessments</p>	<p>Through targeting children for ELSA sessions</p> <p>Trained to deliver a program to support children who are victims of domestic abuse.</p> <p>We work closely as a multi agency team to support families</p> <p>Initiate, lead and run Team Around the Family assessments</p>	<p>Through targeting children for ELSA sessions</p> <p>The Mental Health Support Team comes into school to deliver assemblies once a term regarding: worries, new beginnings; and transitions</p> <p>We work closely with Healthbox and the local Doctors surgeries to support families and children with healthy eating; emotional well-being; cooking on a budget; puberty; parent support; sleep routines; and emotional wellbeing.</p>	<p>Through targeting children for ELSA sessions</p> <p>Positive parenting workshops are held and run by our learning mentors</p> <p>We work closely with Healthbox and the local Doctors surgeries to support families and children with healthy eating; emotional well-being; cooking on a budget; puberty; parent support; sleep routines; and emotional wellbeing.</p>

	<p><b>Support children with bereavement.</b></p>		<p><b>Play Leaders are used to support the development of children's social skills.</b></p> <p><b>We work closely as a multi agency team to support families</b></p> <p><b>We celebrate attendance weekly; half termly; termly; and annually.</b></p> <p><b>We provide wake-up calls for families; we support families with getting into school.</b></p> <p><b>Work with young carers to support children who care for others' at home.</b></p> <p><b>Provide counselling for parents and children.</b></p> <p><b>Initiate, lead and run Team Around the Family assessments</b></p> <p><b>Provide extra transition to support vulnerable children in changes</b></p> <p><b>Support children on residential with social and emotional care.</b></p> <p><b>Liaise with local community links: church, food bank, poverty trust, PCOS.</b></p>	<p><b>Trained to deliver a program to support children who are victims of domestic abuse. We work closely with the Early Help Team and Social Care to support families and their needs</b></p> <p><b>Initiate, lead and run Team Around the Family assessments</b></p>
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# SMSC across the Curriculum



We ensure that the children have carefully chosen trips, experiences and visitors to enhance the curriculum that we offer to the children. This ensures that the children's SMSC development is enhanced throughout the school.

Subject	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
<b>Mathematics</b>	<p>By making connections between pupils' mathematical skills and real life;</p> <p>By considering pattern, order, symmetry and scale in both the man-made and natural world</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 data that has moral and ethical implications; for example at <i>Harvest time and Christingle Service where pupils consider the percentage of people around the world suffering from hunger and suffering.</i></p> <p>Investigating moral issues relating to money and wealth e.g. developed countries and is it a fair distribution of wealth.</p>	<p>By the sharing of resources within the classroom, the negotiating of responses and group problem solving, <i>working in Kagan Group activities such as Quiz, Quiz Trade.</i></p> <p>Paired talking partners to develop learning strategies through Power Maths.</p>	<p>By asking questions about the history of maths: for example, 'What did the Greeks discover that we still use in maths today?' <i>Looking at mathematical concept from around the world</i></p> <p>Enabling pupils to acknowledge the important contribution made to mathematics by non-western cultures e.g. Roman Numerals, Ancient Maya</p> <p>Through the real life problems, children come across and gain experiences of different cultures.</p>

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<b>English</b>	In responding to a poem, story or text;	By exploring stimulus for thinking	By supporting conceptual and	By pupils telling stories from

	<p>pupils can be asked, 'I wonder what you think happens next?' 'How would you feel if you were the person in the story?' 'Where have you met these ideas before?'</p> <p>By using and applying Blooms taxonomy high order questioning skills.</p> <p>By appreciating the beauty of language. <i>Looking at a variety of texts like The Spider and the Fly by Mary Howitt and The Tyger by William Blake. Celebrating authors in annual events like World Book Day.</i></p>	<p>about the consequences of right and wrong behaviour; pupils can speculate and apply their learning to their own lives. When they do this they are developing their speaking, listening and higher order thinking skills.</p> <p><i>By considering different perspectives by giving them opportunities to value others opinions and express their own opinions.</i></p> <p>Enabling pupils to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television.</p> <p>Developing pupils' awareness of moral and social issues in fiction, journalism magazines, radio, television and film.</p>	<p>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, especially through the 'Kagan' approach.</p> <p>Developing confidence and expertise in language, which is an important aspect of individual and social identity.</p> <p>Helping pupils to understand how language changes over time, the influences on spoken and written language and social attitudes to the use of language.</p>	<p>their own cultures and backgrounds creating the idea that 'everyone has a story to tell'.</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> <p>Choosing class books from a variety of different cultures.</p>
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<b>Science</b>	<p>By creating opportunities for pupils to ask questions about how living things rely on and contribute to their environment. <i>We work with Chester Zoo, who engage pupils to consider things like: pollution and poaching.</i></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. <i>We work with Chester Zoo, who engage pupils to consider things like: pollution and poaching.</i></p> <p>By encouraging pupils to speculate</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. <i>The effect of sunlight on the eyes.</i></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.</p> <p>Showing respect for differing opinions, on creation for example;</p> <p>Raising awareness that scientific developments are the product of many different cultures.</p>

		<p>about how science can be used</p> <p>Consideration of the moral dilemmas that can result in scientific developments.</p>	<p>Encouraging pupils to reflect on the wonder of the natural world.</p> <p>Develop an awareness of the ways that science and technology can affect society and the environment.</p> <p>Co-operation in practical activity. Working collaboratively underpins the school ethos and science in William Stockton will involve children challenging beliefs, discussing questions, testing hypothesis and undertaking the principles that underpin science in our school.</p>	
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<p><b>MFL – French</b></p> <p>Children may gain insights into the way of life, cultural traditions, moral and social developments of other people;</p>	<p>By exploring the beauty of languages from around the world through topic work.</p> <p>By learning French and knowing where around the world the French 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 French culture.</p>	<p>By learning the skill of communicating in different ways, reinforcing languages, not just French in everyday school life from answering the register in French to all the other nationalities represented in our classes and school, so that it becomes the 'norm' not just an add on.</p> <p>By exploring different social conventions e.g. forms of address in French.</p>	<p>By appreciating the language and customs of others.</p> <p>By exploring the literature and culture of other countries.</p> <p>By taking part in cultural occasions e.g. Easter and Chinese New Year.</p>



			<p>Social skills are developed through group activities and communication exercises; children working collaboratively</p> <p>Listening skills are improved through oral/ aural work.</p>	
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<b>History</b>	<p>Looking at the creation and evolution of British society; 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</p> <p>By looking at the history of Britain, and the influence of invaders and settlers</p> <p>By speculating about how we mark important events from history and the people who shaped them e.g. Guy Fawkes on the 5<sup>th</sup> November, Remembrance day.</p> <p>By encouraging students to consider how life for students would have been different in the past. We consider the changes that have happened in the past and the benefits of those changes for today. For example the fight for suffrage in</p>	<p>By exploring the results of right and wrong behaviour in the past</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?</p> <p>By going beyond the facts and asking pupils to make hypotheses and pose questions such etc. Our topics start with questions to stimulate thoughts and group discussions.</p> <p>By exploring crime and punishment as a thematic study, students consider if the way crime and punishment was dealt with in the past was suitable for the time period but consider the reasons why it changed over time.</p> <p>Showing an awareness of the moral implications of the actions.</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.</p> <p>By encouraging pupils to talk to their parents and grandparents; for example, when learning about war through exploration of Remembrance Day Services</p> <p>By investigating how history, in Britain and beyond, is different for different people and exploring the reasons why e.g. Women had no rights to vote in Ancient Greece..</p> <p>By inviting parents in to hear about our learning.</p>	<p>By exploring the history of the Ellesmere Port and history around us in Cheshire.</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 considering how parliament formed in Britain and the impact of this on not on the culture of expression in the country but also the monarchy.</p> <p>By taking pupils on visits to heritage sites</p> <p>Local history society coming in to work closely with the Key Stage 2 children</p>

	<p>the 20th century.</p> <p>Students will reflect on the impact of significant individuals e.g. Florence Nightingale and how they helped people then and their impact still helps people today.</p>			
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<p><b>RE</b></p>	<p>By experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religion and world views.</p> <p>By asking and responding to questions of meaning and purpose.</p> <p>By considering 'big questions' about religions and beliefs through the world</p> <p>By exploring spiritual practices such as worship and prayer, and considering the impact of these on believers and any relevance to their own life</p> <p>Open the Book visit KS1 weekly to share Bible stories and encourage the children's spiritual development.</p> <p>Children visit different religious buildings: churches of different denominations, Church Mosque, Mandir, Synagogue, Gurdwara. Celebrating Christian festivals within a church eg Easter and Christmas.</p>	<p>By exploring morality including rules, teachings and commands in different religions</p> <p>By investigating the importance of service to others</p> <p>By exploring religious perspectives and responses to evil and suffering in the world.</p> <p>By asking questions about the purpose and meaning of reconciliation and salvation</p>	<p>By exploring the qualities which are valued by our school through our value of the month</p> <p>By asking questions about the social impact of religion at an age appropriate level.</p> <p>In William Stockton Religious Education study is embraced. We strive for a holistic approach to studying RE to give children a deeper understanding of the world around them. Children get to visit Places of Worship to gather a deeper understanding of religion</p>	<p>By exploring similarities and differences between faiths and cultures</p> <p>By considering in particular. different cultural expressions</p> <p>By engaging with text, artefacts and other sources from different cultures and religious backgrounds.</p>

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<b>PSHE</b>	<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 encouraging reflection regularly through the day.</p> <p>By exploring spiritual practices such as worship and prayer, and considering the impact of these on believers and any relevance to their own life.</p>	<p>By exploring what is right and wrong and to work out what we need to do in this particular community to make sure everyone thrives</p> <p>By making explicit links to the school's distinctive ethos e.g. Values assembly.</p> <p>By providing children with opportunities to respond to 'dilemmas'</p>	<p>By helping pupils to engage in a democratic process for agreeing the rules for community life</p> <p>By creating opportunities for pupils to exercise leadership and responsibility through the school council. E.g. pupils might be asked 'Why do we think this is important?' 'What could we do about it?' 'Who would like to take it further?'</p> <p>The Dog's Trust comes into school to work with the children about responsibility.</p> <p>Junior Safety Officers present information and work with all children to improve social skills across lots of different scenarios.</p>	<p>By exploring how different cultures can offer great insights into how we lead our lives.</p>

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<p><b>Art</b></p> <p>Art lessons develop children's aesthetic appreciation; In turn Art evokes feelings of 'awe' and 'wonder';</p>	<p>By providing plenty of rich opportunities for pupils both to explore the spiritual dimension and natural phenomena</p> <p>By exploring different artists' interpretations of a key figure or event and asking what the artist was trying to convey</p> <p>By enjoying and celebrating personal creativity</p> <p>By allowing pupils to show what they know through their own expression of big ideas about life</p> <p>By promoting the process of 'reviewing and evaluating';</p> <p>Studying artists with spiritual or religious theme, issues raised by artists which concerns ethical issues</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>Giving pupils the chance to reflect on nature, their environment and surroundings.</p>	<p>By sharing of resources and discussion of ideas</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. Linking the power of advertising to literacy in the use of persuasive language.</p>	<p>By experiencing a wide range of creative media from around the world.</p> <p>Looking at different paradigms of Art: traditional; modern; and contemporary</p> <p>By developing aesthetic and critical awareness at an age appropriate level.</p> <p>Visits to art galleries to appreciate art from different cultures</p>
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<b>Music</b>	<p>By allowing pupils to show their delight and 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 someone feel and can 'move us' deeply.</p> <p>Children's own and personal musical tastes are explored.</p>	<p><i>By exploring how music can convey human emotions such as sadness, joy, anger etc.</i></p> <p>Children can look at <b>why</b> a piece of Music is written. <i>eg. Is there a message in the lyrics of a song?</i> <i>Has the song been written for a particular reason?</i></p> <p>A good chance to explore where purpose in writing songs can take a more emotional directive.</p> <p>Children can appreciate and respect other performers.</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 co-operate.</p> <p>Exposes children to a collaborative way of working.</p> <p>By appreciating how music is used in different ways in different settings e.g. for pleasure, for worship, to help people relax.</p> <p>Choir group encourages children to come together with music</p> <p>Choir attends singing for members of the public eg. Morrisons, Cheshire Oaks, Nursing homes etc</p>	<p>By giving all pupils an opportunity to learn take part regularly in singing and experiencing music from different cultures.</p> <p>By encouraging pupils to listen and respond to traditions from around the world</p> <p>By appreciating musical expression from different times and places.</p> <p>Composer of the month work exposes children to a wide range of genres featuring musical performers and writers through differing times (Classical - Modern) and cultures.</p>

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<p><b>Design and Technology</b></p> <p>Reflecting on products and inventions, the diversity of materials and ways in which design can improve the quality of our lives.</p>	<p>By enjoying and celebrating personal creativity</p> <p>By reviewing and evaluating created things.</p> <p><i>By offering a culture in which opinion matters by giving children the opportunity to give and receive feedback</i></p>	<p>By raising questions about the effect of technological change on human life and the world around them.</p> <p>Awareness of the moral dilemmas created by technological advances;</p>	<p>By exploring dilemmas that individuals may face and developing practical solutions to these problems</p> <p>Opportunities to work as a team, recognising others'</p>	<p>By considering cultural influences on design, looking at designers from different cultures</p> <p>By asking questions about functionality 'vs' aesthetics.</p> <p>How different cultures have contributed to technology.</p>

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<p><b>Computing</b></p> <p>Preparing the children for the challenges of living and learning in a technologically enriched, increasingly interconnected world;</p>	<p>By wondering at the power of the digital age e.g. use of the internet.</p> <p>By understanding the advantages and limitations of ICT.</p> <p>By using the internet as a gateway to big life issues.</p>	<p>By exploring the moral issues surrounding the use of data.</p> <p>By considering the benefits and potential dangers of the internet .</p> <p>By considering the vision of those involved in developing the web.</p> <p>Making clear the guidelines about the ethical use of the internet;</p> <p>Using the internet to make ‘smart choices’ – reinforcing the ‘safe’ use of the internet and being SMART.</p>	<p>By links through digital media services with other schools and communities.</p> <p>By highlighting ways to stay safe when using online 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>Acknowledging advances in technology and appreciation for human achievement.</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>



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<p><b>PE</b> Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play;</p>	<p>By delighting in movement, particularly when pupils are able to show spontaneity.</p> <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. <i>swimming lessons starting from year 3 through to year 6</i> and participation in <i>annual Sports Day</i>.</p>	<p>By discussing fair play and the value of teamwork.</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>Individual activities that provide the opportunity for self-reflection, awareness and challenge.</p> <p>Interschool competitive competitions are attended by children where children follow the rules and understand the idea of 'fairness' and understanding others.</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><i>Success is celebrated every week in our celebration assembly in which sporting participation is recognised and rewarded.</i></p> <p><i>By developing a sense of community identity through taking part in inter school events</i></p> <p>By offering a variety of extra-curricular sporting activities that are cross phase/ year group, enabling pupils' to work together in a variety of different groupings and contexts.</p> <p>Individual activities that provide the opportunity for self-reflection, awareness and challenge.</p> <p>Sports clubs outside of school hours are offered which encourage social awareness.</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</p> <p>Exploring the sports and traditions of a variety of cultures.</p>

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<p><b>Geography</b></p> <p>Opportunities for reflection on the creation, earth's origins, future and diversity are given;</p>	<p>By asking pupils to imagine what it might be like to live in different parts of the world from the knowledge they have gained</p> <p>By making links with history when exploring the environment and speculating on why the landscape is as it is</p> <p>By comparing their lives with pupils living in other countries or other parts of the UK.</p>	<p>By considering how people treat the environment and posing questions</p> <p>Reflection on the fair distribution of the earth's resources and issues surrounding climate change</p> <p>Look at the effect of humans on the environment</p>	<p>By providing positive and effective links with the community locally in Ellesmere Port</p> <p>By considering social responsibility e.g. care for the environment</p>	<p>By making links with other countries and identifying similarities and differences</p> <p>By exploring cultures that have had, and still have an impact on the local area</p> <p>Studies of people and physical geography give our children the chance to reflect on the social and cultural characteristics.</p> <p>Year 5 trip to London to experience different areas</p>



# Enrichment Opportunities Outside the Curriculum



	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
Passion for Learning - Reading club	Children are provided with a space and an area to read and reflect on what they have done.	Children are provided with a number of texts that they can choose that contain moral dilemmas.	Children discuss what they are learning and have designed the reading club programme for their own needs	Books from a variety of cultures are provided for the children to choose.  Children are encouraged to read different books and books with other cultures.
Nature club		Children plan and develop an area for the local community	Children plan and develop an area for the local community  Children working to support the needs of others in the community	
Choir	Children are provided with opportunities to learn songs related to Christian festivals eg. Christmas.	The choir regularly raise money for school to support school funds	The choir visits the community eg. Morrisons and Ellesmere Port arcades to sing for the public encouraging their social development.	Children are given opportunities to learn songs from a variety of cultures to sing and share with others.

Sports Clubs		Children are taught to be good sports people		
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