

The Vine Inter-Church Primary School is committed to the prevention of discrimination and the promotion of equality of opportunity for all and is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share these commitments.

THE VINE INTER-CHURCH PRIMARY SCHOOL



BRITISH VALUES AND SMSC POLICY

Policy Development: June 2018

Policy Ratification: February 2021

Policy Review: February 2024

[Link to The Vine Vision – Love of God](#)

We embrace the challenges of life and through determination show pupils and adults the joy that can be achieved from lifelong learning and having a love and a sense of God.

The Vine Inter-Church Primary School

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INTRODUCTION

- (a) The DfE have recently reinforced the need "to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs." These values form an integral part of the 'Prevent' Strategy set out by the government.
- (b) The Vine Inter-Church Primary School is fully aware of its responsibility under the Prevent Duty 2015. The school recognises that its responsibilities to prevent and protect children from extremism, fits within its duty of child protection and safeguarding.
- (c) Whilst The Vine Inter-Church Primary School is fully compliant in the Prevent duty the school will be thoughtful and proportionate in its response to ensure that no individual or group feels needlessly disenfranchised or unfairly discriminated.

1. THE BRITISH VALUES

According to Ofsted, 'fundamental British values' are:

- ◊ democracy
- ◊ the rule of law
- ◊ individual liberty
- ◊ mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

2. SMSC

SMSC stands for **spiritual, moral, social and cultural** development. All schools in England must show how well their pupils develop in SMSC.

- **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.
- **Social:** Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the '**British values**' of democracy, the rule of law, liberty, respect and tolerance.
- **Cultural:** Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

3. BRITISH VALUES AND SMSC AT THE VINE

3.1 Ofsted findings May 2018

- 'The school is welcoming and nurturing, ensuring that pupils develop key attributes to help them deal with issues in the outside world. A Year 2 pupil told me that 'the school was not the best in Cambourne but the best in the universe,' which echoes how many other pupils feel about the school.
- 'Parents wrote about the 'very approachable staff', 'the warm, supportive environment' and that 'pupils are nurtured to respect, love and care for others and know what is right.'
- 'Pupils behaviour is impeccable. They are respectful, kind and supportive of each other, resulting in a harmonious learning environment, throughout the school.
- 'Through the curriculum, you have ensured that pupils develop an understanding of the importance of tolerance, fairness and free speech. As a consequence, many pupils are able to articulate clearly their thoughts about how to live successfully in a community.'

3.2 SIAMS inspection 2014:

- SIAMS inspection rated the school 'outstanding' at meeting the needs of all the learners. 'The Christian character of the school very effectively supports their spiritual, moral, social and cultural (SMSC) development, regardless of whether or not they share the Christian faith.
- The school is a multi-cultural community, and pupils show great respect for one another, always keen to learn more about the faiths and practices of their friends who follow another religion. They showed considerable depth of knowledge about major world religions.
- Governors and staff share the vision to ensure that the school is committed to serving the community of Cambourne and to strive to 'open hearts and minds'. This is clear in the way that the well-being of all in the school community is of the utmost importance.

3.3 BRITISH VALUES AND SMSC OVERVIEW

- The British Values and SMSC (spiritual, moral, social and cultural development) form an integral part of the aims and values of The Vine. We support this by providing a stimulating, inclusive and relevant learning environment that promotes personal development by developing an understanding of self, alongside a respect for others, a positive attitude towards life and learning and resilience for facing challenges.
- Pupils have opportunity to learn through first-hand experiences both inside and beyond the classroom incorporating different learning styles.
- Our daily worship led by both adults and pupils is highly regarded by everyone and is an essential part of school life. It provides an environment for quiet contemplation and opportunities for reflecting on what we value, hope and strive for and believe in.

- We endeavor to enable our pupils to think for themselves by providing valuable opportunities for discussing, debating, researching and questioning, set within the context of learning based on sound knowledge and understanding.

4 OUR CURRICULUM AND BRITISH VALUES

4.1 BEING PART OF BRITAIN

- Our curriculum encourages and develops citizenship in preparation for life within local, national and global communities and our pupils embrace it.
- To further enrich our curriculum, planned focus days, weeks and whole school celebrations take place across the school and throughout the year.
- Our curriculum and international learning reflects, celebrates and teaches our pupils about diversity. Our international learning has been recognized and awarded the Full International Award by the British Council for our outstanding global learning; it acknowledges and celebrates the extent to which we understand, accept, respect and celebrate diversity.
- Courageous Advocacy is promoted through Worship and in each year group in the school studies a courageous advocate from across the globe, both past and present, that have faced injustice and have had to overcome barriers in order to help others for the greater good.
- The RE curriculum ensures the pupils learn about Christianity alongside, Judaism, Islam, Hinduism, Sikhism and Buddhism.
- We have forty-two different languages spoken at The Vine and more than 13 faiths and they are celebrated across the school.
- Throughout the year we celebrate our British culture such as Harvest, Christmas, Mothering Sunday, Easter and Remembrance Day. We also celebrate special dates such as The Queen's birthday, Paralympics, and Olympics.
- All classes take visits out to sites which celebrate our cultural heritage.
- Our humanities curriculum ensures we learn, understand and reflect upon key historical events which have impacted lives in Britain such as: The Battle of Britain, World War 1, The Windrush and the Fire of London. Pupils learn about key British historical figures such as Winston Churchill, Queen Elizabeth, Guy Fawkes, David Livingstone and John Wesley.

4.2 DEMOCRACY AT THE VINE

Some of the ways in which we teach and learn about democracy at The Vine.

- Headteacher for the Day: As part of our Rights and Responsibility PSHE learning, pupils explore the qualities that make a good leader and apply to be part of the school leadership team for the day.
- Pupil Voice: All pupils at The Vine have a say. Pupil forums are held to discuss issues that affect the school.
- Pupil interview: Staff subject leader interviews take place each year whereby pupils give their opinion on how the subjects are taught, how they learn and what they enjoy most. This information informs future school development plans.
- Being involved in the local, national and global community through fund raising projects such as: [Gitumaba Appeal](#) in Uzimatele, Kenya, Toilet Twinning, Fairtrade, Sports Relief, Jimmy's Night Shelter in Cambridge, local hospice and local food banks.

- Peer Mediators: After an interview and training process Year 6 pupils are actively involved in supporting playtimes by helping sort out friendship issues; they work closely with lunchtime staff.
- Play Leaders: After an interview and training process Year 6 pupils lead playground games with the younger pupils at lunchtimes.
- Through promoting our Positive (prosocial) behaviour – see Behaviour policy developed September 2020.

4.3 RULE OF LAW

Some of the ways in which we teach and learn about The Rule of Law at The Vine

- Through the Vine school vision, values and ethos which are embedded.
- Through our RE curriculum.
- The school prayer which is painted on the walls around the school and is also spoken by all in assembly.
- School-Parent/Carer-Pupil Protocol which parents/carers, pupils and teachers sign help everyone understand their responsibilities and work together towards the same goals.
- Our whole school positive behaviour policy means there is an expectation that all pupils will make the right choice. Anti-bullying policy supports teaching and learning across the school.
- School/Class/Playground rules which are revisited each year in PSHE are displayed around the school.
- Vine Language: all adults consistently use the same language when addressing pupils – Where should you be? Do the right thing. Talk and I will listen.
- Through the Cambridgeshire PSHE curriculum.
- Through our PSHCE curriculum studying rights and responsibilities and governments.
- Working closely with community police, using CEOPS to support e-safety measures.

4.4 INDIVIDUAL LIBERTY

Some of the ways in which we teach and learn about Individual liberty at The Vine.

- Promoting freedom of choice and the right to respectfully express our views. In a safe learning environment all pupils and adults can raise controversial questions and concerns without fear of reprimand or ridicule and explore boundaries of what is acceptable will encourage an open attitude to multi-cultural and race issues.
- Through pupil forums, class debates.
- In whole school/Class collective worship
- Through our RE curriculum thinking about those with different faiths or no faith.
- Through the humanities curriculum studying different cultures and historical events that have impacted communities over time.
- Through our PSHE and Computing curriculum being taught how to use choices and freedoms safely: e-safety, drug awareness education, sex and relationship education and anti-bullying.
- Through self and peer assessment and responding to feedback and marking.

4.5 MUTUAL RESPECT AND TOLERANCE

Some of the ways in which we teach and learn about mutual respect and tolerance at The Vine

- The Vine is a culturally diverse community; forty-two different languages are currently spoken. The school mission statement, 'all are welcome here', is reflected in the way pupils respect each other's beliefs and cultures. The Vine is committed to giving all pupils equal opportunities and discrimination is not tolerated.
- All year groups have a global focus and study: conflict and peace, fair trade, refugees, sustainability, identity and rights and therefore gain a greater understanding of how Britain sits in the global community.
- Our Parents/Carers from different ethnicities and cultures are actively involved in enhancing the school curriculum by supporting Family Learning Events, cooking, reading in their own language with the pupils, sharing interests and ways of life.
- Celebration of different religious festivals and world events and their place in British society.
- We are an inclusive community; behaviours which are contrary to the British Values are actively challenged and not tolerated. It is expected that all pupils and adults at The Vine will treat everyone with respect whatever their race, gender, sexual orientation, religious belief, special need or disability.

5 SMSC AT THE VINE

5.1 SPIRITUAL

- Pupils at The Vine are given opportunity to be reflective about their own beliefs, religious or otherwise, that informs their perspective on life and their interest in and respect for different people's faiths, feelings and values. Each classroom as a designated Prayer Space.
- Our school curriculum provides sense of enjoyment and fascination in learning about themselves, others and the world around them.
- All pupils are encouraged to use imagination and creativity in their learning and are given opportunity to reflect on their experiences.

5.2 MORAL

- Through our school rules, PSHE curriculum, behaviour policy whole school/class assemblies, pupils are given the ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England.
- Pupils have a clear understanding of the consequences of their behaviour and actions.
- Through teaching discussions, debates and worships, pupils are encouraged to take interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

5.3 SOCIAL

- In keeping with the cultural diversity of our school pupils are taught and encouraged to use a range of social skills when learning and socialising with both staff and other pupils, overcoming barriers including those from different religious, ethnic and socio-economic backgrounds.
- The Vine is firmly placed in the local community and actively encourages a willingness to participate in a variety of community projects and social settings. This includes volunteering and giving back to both the school and locality. Year 6 pupils can earn 'Verits' for service to the school community and all year groups take an active role in supporting local charities, events and community projects.
- The Vine aims and ethos and whole school curriculum enables and encourages cooperation with others. Staff, Play Leaders and Peer Mediators work together to help resolve conflicts effectively.
- The whole school approach to living the fundamental '**British values**' of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; enables our pupils to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

5.4 CULTURAL

- Through our inclusive, stimulating and relevant curriculum pupils show understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others.
- Our diverse school community enables a greater understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.
- Pupils gain knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain. The opportunity for Year 6 pupils to take part in Headteacher for the Day.
- Our whole school belief and broad curriculum gives all pupils opportunity to participate in and respond positively to artistic, musical, sporting and cultural opportunities. The Vine's comprehensive audit of learning enables us to track the different ways we celebrate our rich and diverse heritage, the languages spoken, our commitment to discrimination and the importance of promoting equality.
- Through our school curriculum pupils are encouraged to explore and improve their understanding of and show respect for different faiths and cultural diversity.
- The British Council International Award in 2017 acknowledges and celebrates the extent to which we understand, accept, respect and celebrate diversity.

6. THE VINE SCHOOL'S COMMITMENT TO BRITISH VALUES AND SMSC

- The school is committed to giving all pupils equal opportunities and discrimination is not tolerated. Pupils are well prepared for their life ahead and understand British values of tolerance and democracy. British Values and SMSC evidence will be found throughout all the curriculum areas. The British Values and SMSC form an integral part of the aims and values of The Vine.
- Our Academic Mentor provides Aspirational Enrichment provision which is in keeping with our school ethos, offering enrichment opportunities to meet the academic and social needs of our pupils. For more information <http://www.thevine.cambs.sch.uk/aspiration-enrichment>
- We support this by providing a stimulating, inclusive and relevant learning environment that promotes personal development by developing an understanding of self, alongside a respect for others, a positive attitude towards life and learning and resilience for facing challenges.
- The school is a multi-cultural community, and pupils show great respect for one another, always keen to learn more about the faiths and practices of their friends who follow another religion. They showed considerable depth of knowledge about major world religions.
- Governors and staff share the vision to ensure that the school is committed to serving the community of Cambourne and to strive to 'open hearts and minds'. This is clear in the way that the well-being of all in the school community is of the utmost importance.
- Displays across the school encompass SMSC and the British Values as part of the school ethos. These are informative, interactive, challenging and celebratory. Displays carry a 'Big Question' to encourage deep and meaningful thinking.
- The 'Thinking Tree' in the front entrance is linked to Big Questions and a record is kept of all responses.
- The school website and a monthly article in the local Cambourne Crier are just two ways of communicating to the wider public our aims and values, what happens in our school and what we want to celebrate.
- The school also uses Tapestry and Seesaw as a communication platform for teachers, parents/carers and pupils. The platform allows our school to share learning, pictures, announcements and other information with parents and pupils.

7. THE CHURCH

- 'The Christian character of the school very effectively supports their spiritual, moral, social and cultural (SMSC) development, regardless of whether or not they share the Christian faith.
- The Vine School has a unique partnership with both the Church of England and the Methodist Church.
- The Vine School has local links with Cambourne Church in Cambourne.

8. MONITORING

- The Governors reviews the policy every 3 years.
- Governors undertake a number of learning walks during the year to look for evidence of British Values and SMSC in the school.
- The Curriculum Coordinator provides a strategic lead and offers support and guidance to all staff on the implementation and delivery of British Values and SMSC in the curriculum we also have an International and Global perspectives coordinator.

- Teaching staff complete an audit of learning which tracks British Values and SMSC in the curriculum. The Vine's comprehensive audit of learning is one of the ways we track and evidence SMSC, British and Global Values.
- Subject Coordinators/ Leaders complete a curriculum review at the end of the academic year and this is passed to the Curriculum Coordinator who reports findings to the governors.
- Parent/Carer workshops, drop-ins, consultations and meetings are monitored and data recorded to be reported to the governors.
- Parents and carers are invited to make comment on all consultation forms and to complete evaluation forms after workshops, drop-ins. These evaluations help inform staff and governors of the effectiveness of these meetings so the school can meet the needs of the school community.
- Pupil forums and pupil interviews enable us to monitor and evaluate the impact and importance of SMSC and British Values in the curriculum and the wider school.
- Feedback and marking policy.
- Celebrations of achievements across the school for example through a Leader Learner or a Courageous Advocate certificate which are awarded in Worship.
- Worship Watching-Whole school worship is monitored by a range of stakeholders including Staff, Governors, pupils and parents.

9. SUMMARY

- We believe we effectively promote the pupils' spiritual, moral, cultural and social development and prepare them well for life in 21st century Britain.
- The British Values and SMSC form an integral part of our Vision and Values at The Vine.
- The school mission statement, 'all are welcome here', is reflected in the way pupils respect each other's beliefs and cultures.
- The Vine is committed to giving all pupils equal opportunities and discrimination is not tolerated.'
- We celebrate our rich and diverse heritage, the languages spoken, our commitment to prevent discrimination and the importance of promoting equality.
- We encourage our greater involvement of in environmental issues and an understanding of complex international interdependencies in the global economy.
- We ensure all year groups have a global focus and study, conflict and peace, fair trade, refugees, sustainability, identity and rights. The Vine was awarded the International Award by the British Council and this celebrates our continued commitment to international learning.
- We are committed to encouraging and developing citizenship in preparation for life within the local, national and global communities and our pupils embrace it.

APPENDIX A

Subject briefing sheet outlining how **each subject** links to our whole school intent and how each subject has been adapted to suit our school context. Nov 2020.

1. Do you have anything specific to say about the curriculum intent for your subject area?
2. How has it been adapted to suit your school's context?

English	<p>The Vine English curriculum is challenging and accessible for all. It fosters a love of learning and gives opportunities for pupils to evaluate and reflect on their spoken language, reading and writing.</p> <p>Pupils work towards knowledge retention and mastery by studying a wide range of high quality texts. We believe that becoming a confident, fluent reader is the key to accessing learning across the curriculum and promotes high quality writing across all curriculum areas.</p> <p>Adults use open and supplementary questioning and implement a variety of differentiation and scaffolding. There is discreet teaching of technical aspects of English; including phonics, grammar, spelling. Knowledge and skills are planned and sequenced to aid future learning and pre- and post- teaching is employed to facilitate spaced learning and reduce cognitive load.</p> <p>Pupils engage in purposeful learning with topics drawn from meaningful and real life experiences; including broad, international and diverse cultural links. The curriculum has been adapted to suit the Vine's diverse international and faith intake and uses links to schools in other countries; including in Uzamatele, Kenya, Cadiz, Spain and Melbourne, Australia. It builds pupils' cultural capital by having book week, theatre visits and author studies.</p> <p>The curriculum has been adapted to implement direct teaching of basic skills; discreet teaching of reading fluency, grammar and spelling and making time for overlearning and embedding skills from previous learning in order to close gaps and allow for better progress.</p>
Mathematics	<p>At The Vine we aim for all children to have a secure understanding of the basic skills of Mathematics so that they can access all learning at their level. We will equip pupils with the confidence and skills needed to solve mathematical problems in the classroom and a real life context. The focus of fluency, reasoning and problem solving provides children with a repertoire of skills to enable them to use and apply efficient methods of calculation.</p> <p>To show children that Maths is important in all aspects of everyday life we develop children's understanding through an active, hands on approach which encourages enthusiastic learners. Children can then take these skills and use them in all areas of the curriculum.</p>

	<p>Maths at The Vine can bring moments of wonder and pleasure when a link is discovered, when a problem is solved or when a more efficient method is mastered. Using resources such as NRICH encourages working together to make us stronger mathematicians (many hearts make a school).</p> <p>Contentment and peace are part of the structure of Maths learning; contentment as children learn that slow, steady and progressive hard work will lead to developing a secure and deep understanding of Maths. Peace as Maths requires logical thinking and methodical practise embodying 'good order'.</p> <p>Maths shows the Christian values of patience and perseverance. Maths allows all children to experience new concepts which will need patience and perseverance to achieve and understand. Children develop social skills through working together with a partner, in small groups or as a whole class especially in the area of problem solving. Maths enables pupils to develop their self-knowledge, self-esteem and self-confidence by actively 'having a go' even when it is new or tricky. It encourages respect for other people as children are required to listen as others share their Maths thinking.</p>
<p>Religious Education</p>	<p>1. Religious Education at The Vine</p> <ul style="list-style-type: none"> • develops religious literacy. • develops deeper level thinking through enquiry based learning. • is relevant to The Vine School community. • provides opportunities for engagement with the Church, the wider Cambourne community and a range of religions. <p>Our RE curriculum is designed to meet the content requirements of the Cambridgeshire agreed syllabus. There is a set amount of time specified for each religion which reflects both the agreed syllabus and the beliefs within our school.</p> <p>2. Our RE lessons are based on a big question each half term. We make connections and collect clues to help us answer the big question. Teaching of RE starts at Pre-School and from FS2 to Year 6 RE is taught for a minimum of 1 hour per week plus year group Smart learning sessions and whole school Smart learning mornings for Christmas and Easter. In addition to this, RE forms part of the half termly home learning. Pupils also experience different religions through community visitors in school and visits out to different places of worship. The Vine RE curriculum includes study of Christianity, Judaism, Sikhism, Hinduism, Islam, Buddhism and Humanism. Our role as an inter-church school is reflected in our curriculum through explicit teaching of Understanding Christianity and Methodism.</p> <p>The end of year statements ensures progression of knowledge and skills from learning in previous year groups. This is used to support pupils' reflection and form teacher's assessments based on AT1 (what we are learning about?) and AT2 (what are we learning from?) statements.</p>
<p>Science</p>	<p>At The Vine we try to ensure we carry out hands on, practical investigations in order for the children to have a real experience of Science. Teaching ensures that the children are learning and using scientific vocabulary, in the correct context.</p> <p>There are many cross curricular links, especially with Maths. Children produce</p>

	<p>tables, graph, data and averages during learning. Other links relate to sound, rivers and countries. We also ensure that, where possible, collaborative learning takes place, ensuring that children can work together and develop communication skills.</p> <p><u>Links to The Vine Vision.</u></p> <p>Rooms are full of contentment – investigations that are thoughtful and engaging.</p> <p>Love of one another – Collaborative learning, discussion of ideas which leads children to be thoughtful enough to understand others.</p> <p>Love of mankind – Children that learn about discoveries and creations that have occurred through time.</p> <p>Love of life itself – Having the opportunity to explore the world around us, appreciate what we have. Knowing that things (life) is precious and unique.</p>
<p>Computing</p>	<ul style="list-style-type: none"> • In Computing, four key areas are taught: Online safety, digital literacy, computer science and information technology. These are taught in each year group aiming to maximise pupil’s knowledge and skill retention. • Online safety is prioritised and taught in every year group within the first half term. This enables the children to become safe, responsible and respectful internet users. • Before using Computing equipment, all children are required to sign a ‘Rules for Responsible Computer Use’ agreement. This highlights first their right to access the computer equipment within school but also their responsibility to ensure it is treated with care and respect. • In order to build upon children’s cultural capital and experiences, a whole school STEM Week occurs each year. • At the Vine, all children are supported to develop their Computing skills and become competent users of technology, preparing them to thrive as citizens in a digital world. Particularly due to the high percentage of pupil premium children within school, we have chosen to include technology within our EYFS curriculum to give every child the maximum opportunity to develop their Computing skills within school.
<p>Design and Technology</p>	<p>1.Our Design & Technology curriculum teaches pupils how to work logically, researching, exploring, creating and evaluating. Projects in each year group focus on developing the pupils’ problem solving skills alongside promoting creative thinking. Key skills are developed through giving pupils’ opportunity to research, design, make and evaluate. Pupils develop an understanding of the role design and technology plays both in our society and globally.</p> <p>2.The Design & Technology curriculum meets our school context as it:</p> <ul style="list-style-type: none"> • is a skills based curriculum which builds upon their skills from one year to the next – Linked to contentment • promotes the use of team work and collaborative learning which are

	<p>important – love for one another</p> <ul style="list-style-type: none"> places the importance of D&T in our society and globally – Love of mankind. <p><u>Examples:</u></p> <p>In Year 1 the focus for their learning is based on cutting and joining materials and understanding how simple mechanisms move.</p> <p>In Year 4 pupils are expected to use a range of materials and components including electrical components. Their learning focuses on being able to measure, mark out, cut and shape materials and components with some accuracy.</p>
Art and Design	<p>1. The intent of the Art curriculum at the Vine is rooted and focussed on creating learners that reflect the school values. The Art curriculum maximises the pupil's knowledge and develops their skills. By revisiting each skill year on year, we can ensure that skill retention is built upon each year. The skills develop incrementally and as such develop with the learner in a meaningful way. This in turn reinforces our pedagogical approach to spaced learning as well as dual coding. Learners are able to match theory and practical applications year on year in a variety of contexts.</p> <p>At the Vine we celebrate our diversity and link our learning to the wider community, even globally by exploring many cultures through their arts and crafts. The pupils learn about the achievements of artists, designers and crafts people from many different times and cultures and are encouraged to share their ideas and evaluate their learning through a critical lens. Our exposure to many cultures has allowed us to develop an Art curriculum that is tailored specifically to help the pupils celebrate and promote cultural capital as well as endorse courageous advocacy.</p> <p>2. The Art curriculum has been broken down into 6 key areas that are revisited and built on each year. These are textiles and mixed media, 3D, use of ICT, drawing, painting and printing. At the Vine, we have a rich and diverse student population, as such the curriculum has been adapted so we explore and celebrate these cultures. We have tailored the curriculum to look at artists and crafts people from around the world. By incrementally developing skills, the learners have the opportunity to apply the skills in a variety of contexts through the medium of art and design. The expectation is that lessons are sequenced and planned carefully according to the end of year expectation as well as the following the skills progression map. The skills that are covered and offered at the Vine are unique in the sense that there is a range from classical skills such as drawing, painting and mark making to skills like printing, embroidery and 3D using mixed media.</p>
History	<p>1. Developing 21st century citizens, understanding our world today and how it has been influenced by those before us.</p> <p>International links – studying history from across the globe helps us to celebrate our international links.</p> <p>Global values embedded – using study of different times in history to address</p>

	<p>these global values and how they have changed over time.</p> <p>Allows pupils the chance to think of themselves as a person in the wider world, what is their impact and what was the impact of those before us. Links to Methodist values and encourages the pupils to consider the ways we can 'do all the good we can' and reflect on times when this has not been achieved in historical events.</p> <p>2. Linking to IDSR data, we have 47 languages in our school so studying historical civilisations and cultures from around the globe is vital to our diverse context.</p> <p>Our school is rooted in developing the pupils into being 21st century citizens. Our focus on chronology as a key skill is linked to our courageous advocacy and allows pupils to put these people into context of their history learning too. Weaving in basic English and Maths skills into history – IDSR data shows our pupils enter the school below the national average, and by the end of EYFS are just below the national average. By the end of YR2 are typically average and at the end of YR6 also typically broadly average. By weaving these skills into our history curriculum, is aiding to make this difference progressively through the school and provide more opportunity for the pupils to practice and embed these skills.</p>
Geography	<p>1. Geography at the Vine teaches pupils the knowledge, skills and understanding to make sense of their world. The curriculum is designed to have a balance of core knowledge (facts, location, names, vocabulary) and a sense of place (senses, emotions, values, opinions) in order to develop a knowledge and understanding of real places as well as how people affect the environment and are influenced by it.</p> <p>Geography Progression Maps provide a clear development of knowledge and skills which is built upon each year, with a gradual deepening of understanding and increasing complexity enabling us to reinforce previous learning.</p> <p>2. The Geography Curriculum at The Vine has been adapted to complement the British Council's Global Values focus given to each group. For example, Year 4 focus on the Global Value of 'Fairness and Equality' and in Geography they learn about Fairtrade in South America. To support pupils in developing their location knowledge and understanding of real places, each year group learns about a specific continent which is linked to other areas of the curriculum. For example, Y5 learn about Europe which links to their Global Values focus 'Conflict and Peace' and World Wars I and II in History.</p>
Music	<p>We take great pride in our Music learning as it is an integral part of the school and valued by all.</p> <p>1. Some of our key aims are:</p> <ul style="list-style-type: none"> To develop the child as a whole through engagement in musical activity. To ensure that all pupils are able to access musical activities. To create a platform to recognise and celebrate the diverse culture of our school through music. To provide opportunities for all pupils to create, play, perform, appreciate and enjoy music.

	<p>To develop knowledge and understanding by having opportunities to practise key skills. (all aims can be found in Music Intention on the school website)</p> <p>2.Reflects our diverse community:</p> <p>Creating opportunities that lots of our children don't get at home e.g. classical music, playing instruments etc.</p> <p>Music from around the world and songs in different languages opens the eyes of white British and celebrates other cultures. (We choose our Charanga units carefully to ensure this is covered. Also represented in worship songs/music chosen.)</p> <p>Celebrating our Christian/Church link and faiths through singing worship (singing as a form of worship – John Wesley).</p> <p>Courageous Advocates – celebrating musician of the week, famous musicians etc.</p> <p>Vine Values – songs chosen in worship are linked to and reflect these.</p> <p>Global Values – songs/music from around the world.</p>
<p>Physical Education</p>	<p>To maximise pupils' knowledge retention, developing key skills, that will be transferable into the next stage of their education and across various sports and activities. To deepen awareness of the role we all play as 21st century citizens, and how PE impacts healthy lifestyles and sporting values.</p> <p>Give children a range of opportunities to develop their competence, knowledge, skills and understanding through various activity.</p> <p>Across all of our PE we encourage sportsmanship through identifying and praising particular behaviours, highlighting them as positive examples to their peers.</p> <p>To develop leadership qualities across PE strands; games, dance, gymnastics etc and in developing and leading warm ups and cool downs.</p>
<p>PSHCE</p>	<p>1.Our teaching of a broad range of topics in PSHCE underpins our whole school intent. Learning about emotions, recognising own strengths and reflecting on the process of learning new skills, links with our focus on knowledge retention. Topics on Citizenship include learning about Rights and Responsibilities, Working Together, and Diversity, which link directly with our promotion of global and national values and our long term aim for pupils to deepen their awareness of their role as 21st century citizens. In addition, every year in Anti-Bullying Week, all pupils learn about their own role in preventing bullying and how our uniqueness is something to be respected and celebrated. SMSC is promoted through topics focussed on relationships, the skills needed to work together, and opportunities for self-reflection. In addition to the explicitly taught PSHCE curriculum, pupils have the opportunities to put British and Global values into practise, for instance through peer mentoring, play leaders and our pro-social jars.</p>

	<p>2.</p> <ul style="list-style-type: none"> • Teaching covers all aspects of PSHCE (not just statutory elements) to best equip all pupils for school and future life (for example managing change, road safety, financial capability) • Resources aim to reflect the diverse population so pupils see themselves represented • Extra-curricular opportunities and support available to promote the development of less able pupils (eg responsibilities such as play leading, celebrating achievements to promote self-esteem, school counselling) • EOYE include an understanding of the Vine Values and behavioural expectations • Teaching can be reactive in response to any arising issues • Teaching this year has taken into account any learning gaps, especially time sensitive topics for some pupils • Focus on teaching strategies and language to develop assertiveness and independence, for example class traffic lights and 'Don't do that'
<p>Languages</p>	<p>As the school itself has such a diverse intake and is ecumenical in foundation, we believe it vital to develop pupils' appreciation for and love of different languages and cultures, right from Early Years, all the way up to Year 6. Across KS2, the focus in language learning is on mastering a single language, allowing pupils to develop the skills and knowledge that will futuristically aid them in then applying this to any further language learning.</p> <p>The Languages curriculum at The Vine is designed to develop communicative skills and encourage intercultural knowledge and understanding. We seek to open children's minds to different cultures whereby they feel 'Citizens of the World.' Furthermore, we want to nurture a lifelong passion and curiosity for languages and to consolidate the skills for future language learning. Celebration of languages does not end in the classroom; it is through the lifeblood of the school.</p> <p>In addition to this, it is about young people exploring the relationship between language and identity, about developing an international outlook and growing into an enhanced understanding of the world and their place within it.</p> <p>Link to the school vision: Let peace dwell here – structured learning opportunities with an opportunity to reflect. Let love abide – supportive relationships, sharing best practice with less confident Spanish speakers teaching the subject. Love of Mankind – connecting locally and globally with the wider community, learning about different cultures. Love of life itself – learning about other cultures to promote a curiosity and awareness of life outside their own cultures. Hearts create a school – inviting our parents in to share cultural experiences to develop a better understanding.</p> <p>Link to Christian, British and Global values: Mutual respect and tolerance: ensuring that all pupils develop an understanding and respect for other cultures, and that they develop an understanding of the similarities and differences among themselves when making those comparisons.</p> <p>Link to international partnerships: Bringing the language alive: providing pupils and teachers with opportunities to share knowledge, experiences, religious appreciation and learning alongside our international partner schools, including our partner school in Spain.</p> <p>Link to other curriculum areas: Taking advantage of other regular opportunities to share the importance and influence of language and intercultural understanding: across every other curriculum subject, through lead learner assemblies, the words of courageous advocates, and through music and singing during collective worship.</p>

<p>International</p>	<p>To enable all pupils from FS1 to Year 6 to gain a greater understanding of local, national and global issues through cross curricular approaches.</p> <p>At The vine global learning is reflected in the attitudes and values of our pupils and staff, the ethos of our school and the key skills we teach.</p> <p>School's context:</p> <p>'All are welcome' Ecumenical and Diverse</p> <p>International links from across the world so pupils all can see themselves represented.</p>
<p>Learning Outside the Classroom</p>	<p>1.Outdoor learning encourages children to make cross curricular links throughout the curriculum. It allows children to explore their environment and notice changes around them. It encourages children to develop their life skills, take risks and adapt their behaviour to new settings.</p> <p>2.The coordinator's role is maximised because of the context of the school. We have created a curriculum to ensure cross- curricular links. It maximises experiences for PP and EAL children. It also encourages focus on SMSC.</p> <p>A timetable has been created allowing all year groups to take their learning outside as well as LOTC through forest school approach and through introducing cross curricular orienteering.</p>

APPENDIX B

SMSC: How does your subject contribute to the school's wider SMSC Provision?

<p>Maths</p>	<p>Maths shows the Christian values of patience and perseverance.</p> <p>Maths allows all children to experience new concepts which will need patience and perseverance to achieve and understand.</p> <p>Children develop social skills through working together with a partner, in small groups or as a whole class especially in the area of problem solving.</p> <p>Maths enables pupils to develop their self-knowledge, self-esteem and self-confidence by actively 'having a go' even when it is new or tricky.</p> <p>It encourages respect for other people as children are required to listen as others share their Maths thinking.</p>
<p>English</p>	<ul style="list-style-type: none"> • Spiritual and cultural – pupils experience awe, wonder and excitement; through listening to and reading a diverse and wide selection of texts. Examples including, Jack and the Beanstalk, Lila and the Secret of Rain, instructions for mummifying, Roman and Greek myths, Shakespeare, Benjamin Zephaniah poetry. To experience 'life in its fullness' (John 10:10) • Tolerance - opportunities to experience, understand and be tolerant of those of different faiths and beliefs. Examples including Coming to England by Floella Benjamin, Anne Frank's Diary, link to and mention Courageous Advocates. • Moral – pupils understand and learn how to write for different purposes and audiences. Examples including persuasive letters to the Head, Animal fact files to share with younger age groups, playscripts to perform. • Rule of Law - knowing there are rules and expectations that have to be followed. • Individual Liberty – knowing they can make independent, informed choices within the parameters of the laws. • Social – pupils develop skills to be able to work independently, but also with a partner, in a group or class, LOTC, or in the wider community; in their reading, writing and particularly using speaking and listening skills. • Mutual Respect – understanding they can express their views and listen to the views of others. • Cultural – pupils encounter culturally diverse planning and resources

	<p>and be able to make cross curricular links. Examples including prayers in RE, fact files in Science, presenting learning using ICT, information about Fairtrade, Remembrance poems and prayers. They will become familiar with different forms of performing arts, including theatre visits to school, cinema screenings, author visits.</p> <p>Democracy – giving them opportunities to have a say, ask big questions and be engaged in topics they want to learn. Show and tell sessions, e.g. Year 4 develop speaking and listening by each pupil signing up each week to do a presentation about something they are interested in</p>
RE	<p><i>Our school vision embodies SMSC, and we have ensured our Religious Education meets this by:</i></p> <p>'This is our school' – Our curriculum is designed to reflect and understand in depth the multiple faiths within our school community.</p> <p>'Let Peace dwell here' – Ethical questioning and critical thinking is developed through the RE curriculum, especially within AT2. Pupils also learn about 'rules' of different religions and how they impact how we live today.</p> <p>'Let the rooms be full of contentment' – Planning is progressive and skills are taught from FS1 to Year 6.</p> <p>'Let love abide here' – We teach tolerance, respect and compassion towards all faiths and communities.</p> <p>'Love of one another' – Diversity is celebrated through different faiths.</p> <p>'Love of mankind' – Our curriculum develops children as a 'Global Citizen' and provides experiences with the wider world through church links and visits.</p> <p>'Love of life' – Cross curricular opportunities including art, music, PE are embedded in the RE curriculum. Pupils are exposed to the rich diversity of wider society.</p> <p>'Love of God' – As an inter-church school, the RE curriculum has strong weighting on Christianity so that the pupils understand how God's values impact their lives.</p> <p>'So many hearts' – We embrace and celebrate all faiths in our school and invite pupils, parents and visitors from the community to share their faiths with one another.</p> <p>Our curriculum develops the British value of mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.</p> <p>Understanding of rule of law, individual liberty and respect for democracy is</p>

	taught and explored in depth through debate and critical thinking activities.
Languages	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>SMSC: How does your subject contribute to the school's wider SMSC Provision?</p> <ul style="list-style-type: none"> • Building confidence in speaking out loud, experimenting with language and not being afraid to make mistakes (learning opportunities, not failures) • Developing conversation and presentation skills, asking and answering questions, verbal presentations to others • Encouraging independent learning as well as pair and larger group learning, such as co-operative learning tasks – having to socially interact with others to achieve the learning </div> <p style="text-align: center;">3</p> <hr style="border: 2px solid gray; margin: 10px 0;"/> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <ul style="list-style-type: none"> • Instilling empathy and understanding to others as well as respect and tolerance of other cultures • Exploration of language and culture, equalities, inequalities, differences and similarities, and the discussion and challenge of stereotypes • Building relationships with others via pen pals? (not yet) </div> <p>What are your future plans/areas for development?</p>
Computing	<div style="border: 1px solid black; padding: 5px;"> <p>SMSC: How does your subject contribute to the school's wider SMSC Provision?</p> <p>Spiritual – The digital literacy elements of the curriculum gives children the opportunity to express themselves, be creative and use their imagination.</p> <p>Moral/ Social – Online-safety teaches children the importance of respecting others online and encourages children to be responsible internet users who know the difference between right and wrong and understand that their actions have consequences. - Often, the children will share the equipment. This gives them the opportunity to develop their social skills, in particular: teamwork, cooperation and compromise.</p> <p>Cultural - Undertaking research into a variety of topics online, gives children the opportunity to explore their own culture and lives, as well as cultures and cultural influences which are different to their own.</p> </div>
DT	<p>Cooking and Nutrition provides opportunities to find out about where our food comes from, learn about traditional British foods such as crumble and appreciate foods from different cultures.</p> <p>Opportunities for decision making, showing initiative and innovative thinking when planning and completing projects.</p> <p>Respect for democracy and others through sharing ideas and resources when completing projects.</p> <p>Respect and tolerance when evaluating their own and each other's work.</p>
History	<p>Social – understanding the complexity of lives of those who lives before us, understanding the relationship between others, the conflicts and relationships built.</p> <p>Moral – understanding the moral conflicts of historical events i.e. WW1/WW2, how morals have changed or how we morally view things from our own perspectives today.</p> <p>Spiritual– understanding and appreciating the change in religions over time, how beliefs have changed as well as how they reflect the beliefs we have today</p> <p>Cultural – understanding the different cultural beliefs across the world over historical periods of time.</p>
Art & Design	The British values and the Spiritual, Moral and Social and Cultural Development (SMSC) form an integral part of the Art Curriculum. Each pupil has the opportunity to

	<p>learn about different cultures and reflect on their learning. Pupils develop an awareness of different cultures and cultivates tolerance. It sparks a love of learning and deep critical and creative thinking. The Art Curriculum allows children to think responsibly about how they impact the world around them. It allows teamwork and build resilience through a range of activities. Creating and sharing artworks fosters a deep level of respect and nurtures a love of life and expression. At the Vine, the Art Curriculum not only includes but embodies the British Values and SMSC.</p> <p>The Art Curriculum taught at The Vine is inclusive, it gives opportunities to celebrate talents, share skills, build resilience and learn collaboratively, creatively and responsibly. The cross curricular nature of the Art Curriculum allows Pupils and staff opportunity to reflect on our Christian faith and other beliefs, develop an awareness and respect for diversity and an understanding of the social, moral and ethical implications that impact our world. Due to its cross curricular nature it helps develop an appreciation of the wider world and its culture, music, design, artists, designers, craftspeople, film makers, writers and architects and we celebrate this.</p> <p>Our school vision shows this and is broken down into further detail below:</p> <p><i>This is our school. Let peace dwell here</i> – At the Vine, we nurture creativity through our thinking and express this through our Art. Pupils are encouraged to take time to reflect and question and develop a sense of awe and wonder.</p> <p><i>Let love abide here</i> – we take pride and care about our pieces of Art. The Vine community of adults and pupils celebrate and value the art work displayed throughout the school.</p> <p><i>Let the rooms be full of contentment</i> – Each year, the children build upon previously learned techniques and learn new skills. Pupils are given opportunity to experiment, deepen their understanding and celebrate their achievements.</p> <p><i>Let us remember that as many hands build a house, so many hearts make a school</i> – each piece of artwork is personal and special to the pupils but as a collective, it adds value to the celebration of Art as a whole at the Vine.</p>
Geography	<p>Social – working with others</p> <p>Moral – teaching right and wrong</p> <p>Spiritual – light bulb moments</p> <p>Cultural – diversity, courageous advocate</p>
PSHCE	<p>Spiritual: well being</p> <p>Moral: rules, anti-bullying, relationships, rights and responsibilities</p> <p>Social: relationships, citizenship, community, conflict resolution</p> <p>Cultural: respect for others, diversity, differences</p>
Science	<p>Spiritual – thinking awe and wonder Space is unfathomable</p> <p>Moral – Following instructions for investigations – using the correct etiquette</p>

	<p>and behaviour to ensure investigations can run smoothly.</p> <p>Social – How the children work. Collaboratively, discussing ideas, letting others be heard, discussing predictions</p> <p>Cultural – British Values (respecting others, rule of law in terms of behaviour and individual liberty (having own thoughts)</p>
PE	<p>PE contributes to SMSC; by focusing and developing sportsmanship, leadership and teamwork continually through the PE curriculum. We encourage honesty and fair play in game situations, whether its 1 v1, small sided games, or larger. We encourage games to be played in the right spirit and respect is shown to teacher/TA or child who is officiating. There are often WOW moments in lessons (would be great to record these) when someone hits a great shot/pass/interception or masters a routine, a forward roll etc. Cultural development is linked with our curriculum for example we look at the Maori's tradition linked with the haka. We also make links to British success and participation in major sporting events etc.</p>
International	<p>SMSC: How does your subject contribute to the school's wider SMSC Provision?</p> <p>International and Global Perspectives and SMSC provision are at the heart of each other, so if teachers are weaving their global focus in to their day to day life at school, they should be addressing social, moral, spiritual and cultural aspects of the curriculum, too. Teaching the British Values and focusing on courageous advocates also links my subject with SMSC.</p> <p>Our Global Ambassadors use a range of social skills to communicate with each other and the peers they represent, they will be elected through democratic vote, promoting the fundamental British values. All pupils will address morality through their GV - whether they feel things are right or wrong, just or unjust, and what they can do to make a difference.</p> <p>By making links with different faith schools across the world, ie Spain and Australia currently, pupils can explore beliefs and enjoy learning about life in the wider world.</p> <p>In providing our pupils with a rich variety of cultures (we need only look at our own doorstep for this, but we choose to look further afield, too) such as annual visits from Japanese students and links with Antarctica, Spain, Australia and Kenya we are helping them to appreciate cultural influences and differences, and to understand, accept, respect and celebrate diversity.</p>

APPENDIX C

Example of Audit of learning tracking British Values and SMSC across the school

BRITISH VALUES					GLOBAL VALUES	
<ul style="list-style-type: none"> democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. 					<ul style="list-style-type: none"> sustainability, identity and belonging, fairness and equality, conflict and peace, rights and responsibilities 	
Year Group	Date	Global / British Citizenship Subjects	Visits out	Visits in	Area of learning short description of activities	Learning examples/ outcomes
FS1		IDENTITY AND BELONGING MUTUAL RESPECT Christmas Singing		Parents and Carers	To rehearse and perform with others. To sing songs from memory.	I can perform as a team. I can remember the songs. To share learning with a wider audience
FS2	12.10.17	IDENTITY AND BELONGING FAIRNESS AND EQUALITY RULE OF LAW Understanding the world, PSED		PC Black	To understand the community we live in. To meet people who help u and understand their roles and professions. To listen and ask appropriate questions	I understand that different people have different careers. I can identify people who help us. I know who policemen are and why we need them.
Y1	27.9.17	MUTUAL RESPECT SUSTAINABILITY IDENTITY AND BELONGING Science, Geography, PSHE and RE	✓		Nature reserve visit Science- to observe local habitat, to recognise seasonal changes. Geography- our local area. PSHCE/RE- belonging to a community.	Chn demonstrated respect to nature and other members of the Cambourne community. They could identify why it is an important area to Cambourne.
Y2	05.10.17	IDENTITY AND BELONGING MUTUAL RESPECT RULE OF LAW History/Science		Denny Abbey Outreach Worker Toys From The Past	CHANGES IN LIVING MEMORY To learn about changes within living memory by learning about toys from the past. To use different sources to ask and answer questions. To find out about different materials.	I can describe changes within living memory and aspects of change in national life. I can show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. I can speak about how I have found out about the past.
Y3	20.09.17	IDENTITY AND BELONGING MUTUAL RESPECT RULE OF LAW PE		CVC Multi-Skills Festival.	P.E. - completing a variety of sports activities led by CVC students and staff	Learning new skills for P.E. Learning how to work as a team in sports activities.
Y4	5.12.17	MUTUAL RESPECT Citizenship Community PSHCE Music/ Home learning / History		Darwin Manor	To perform Christmas Carols to residents To share our History learning about the Romans	I can perform confidently in front of an audience. I can share facts about The Romans. I can practice speaking/ singing to an audience
Y5	9.3.18	IDENTITY AND BELONGING MUTUAL RESPECT Music		The Brass Funkeys	Music – Mixing brass with modern music	Musical appreciation A greater understanding of mixing modern music with traditional instruments
Y6	25.05.18	MUTUAL RESPECT DEMOCRACY, RULE OF LAW Humanities		Cadbury World	Linked to Mayan humanities topic – how ancient civilisations influence how we live our lives today. Linked to RE – leaders, George Cadbury	To apply our humanities learning. To understand how different cultures lived