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CUMNOR HOUSE SCHOOL FOR BOYS

SMSC POLICY 2016

At Cumnor House School for Boys we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures.

Rationale

The spiritual, moral, social and cultural development of the child is recognised as being of fundamental importance for the education of all children by staff of our school. It is taught through all subjects of the curriculum and, in particular, RE and PSHE. It supports all areas of learning and can contribute to the child/student's motivation to learn. It is recognised that such development will be most successful when the values and attitudes promoted by the staff provide a model of behaviour for all pupils. In later years it can enrich the individual's appreciation of life's experiences and their relationships with others.

As part of our SMSC Policy, we believe that all children and adults have the right to live in a supportive, caring environment in which pupils feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language. Bullying can occur through several types of anti-social behaviour.

Pupils should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others. The Cumnor Way helps pupils understand what we expect as a school. Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.

The aims of our SMSC Policy are to:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- enable pupils to understand what is right and wrong in their school life and life outside school;

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- encourage pupils to accept responsibility for their behaviour, show initiative and contribute to the school, local and wider communities;
- take part in a range of activities requiring social skills, develop leadership skills, take on and discharge efficiently roles and responsibilities, offer help and learn to be reliable;
- acquire knowledge and are able to reflect on beliefs, values and more profound aspects of human experience, use their imagination and creativity, and develop curiosity in their learning;
- assist pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions;
- encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;
- develop respect towards diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation, and disability;
- provide pupils with a broad general knowledge of public institutions and services in England
- precludes the promotion of partisan political views in the teaching of any subject in the school;
- respond positively to a range of artistic, sporting and other cultural opportunities, provided by the school, including, for example an appreciation of theatre, music and literature;
- overcome barriers to their learning.

We ensure that pupils (as appropriate to their age) are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety.

We provide positive experiences through planned and coherent opportunities in the curriculum, extracurricular activities and through interactions with teachers and other adults for our pupils. Our range of artistic, sporting and other cultural opportunities available to pupils through the curricular and extracurricular programme, and their participation in these opportunities.

We plan our, personal, social, health, citizenship and economic education, form time, assemblies and 'circle time' to help our pupils acquire values and skills to enable them to develop independence and choose their path in life.

We aim for our pupils to understand and appreciate the range of different cultures and faiths in modern democratic Britain. We use our schemes of work and other plans which enable pupils to develop an understanding of public services and institutions and to take their place in modern democratic British society. We provide a range of quality opportunities for pupils to take on responsibility in school and make a positive contribution to the school, local and wider communities.

We also take such steps as are reasonably practicable to ensure that political issues are brought to the attention of pupils:

- while they are in attendance at the school;
- while they are taking part in extra-curricular activities which are provided or organized by or on behalf of the school; or
- in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere;
- so that they are offered a balanced presentation of opposing views.

In our school we plan and provide effectively in order to develop pupils' spiritual, moral, social and cultural awareness. Pupils of all faiths and belief systems are encouraged to strive for academic

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excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world. Whilst SMSC is integral to all aspects of our curriculum, PSHE and religious education make a strong contribution. Pupils are led towards distinguishing right from wrong and towards acting consistently with their beliefs and with a view to the consequences of their own and others' actions. In addition, our school

- leads pupils towards becoming confident and positive contributors to their community and effective users of its services and facilities according to their maturity;
- enables pupils to gain insights into the origins and practices of their own cultures and into those of the wider community;
- takes steps to ensure that the pupils appreciate racial and cultural diversity and avoid and resist racism.

School Ethos

The values and attitudes promoted by the staff influence the behaviour and attitudes within the school. The quality of relationships and the atmosphere within the school reflect an appreciation of their shared values.

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families. The school community will be a place where pupils can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.

The Cumnor Way

The Cumnor Way serves as an ever-present backcloth to life at the school. This "way of life" is comprised of the following elements: *Be Kind, Be Truthful, Be Helpful, Forgive, Listen, Share, Do Your Best To Be Your Best Self* and *Treat Others As You Would Like To Be Treated*. This is interwoven throughout the school and brings morality, integrity, commitment, discipline, personal relationship and each pupil's potential to the forefront of the school ethos.

General Aims

- To ensure that everyone connected with the school is aware of our values and principles.
- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- To ensure that pupils know what is expected of them and why.
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To enable pupils to develop an understanding of their individual and group identity.
- To enable pupils to begin to develop an understanding of their social and cultural environment, and an appreciation of the many cultures that now enrich our society.
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

Definitions

Spiritual Development

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

- Sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought.

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- Foster their emotional life and express their feelings
- Experience moments of stillness and reflection.
- Discuss their 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.

Spiritual Development is about:

- The non-physical aspect of a person concerned with profound thoughts, relating particularly to Christianity and other religious faiths;
- That which moves people as well as experiences and emotions;
- A sense of purpose, awe, wonder and mystery;
- Insights into a personal existence which are of enduring worth and valuing a non-material dimension to life;
- The relationship between belief and behaviour and a sense of heightened perception or awareness;
- A sense of being part of a greater whole as well as a search for meaning and purpose;
- The attribution of meaning to experience.

Moral Development

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

- Recognise the unique value of each individual.
- 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 judgements.

Moral development is about:

- Knowing of the codes and conventions of conduct agreed by society;
- Having the will to behave morally as a point of principle and being able to articulate attitudes and values;
- Recognising the moral dimension to situations and developing a set of socially acceptable values and principles;
- Recognising that values and attitudes change over time;
- Making judgements on issues by applying moral principles, insights and reasoning;
- Taking responsibility for ones' own actions and understanding the consequences of actions for self and others;
- Behaving consistently in accordance with principles and recognising the greater needs which extend beyond self-interest.

Social Development

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

- Develop an understanding of their individual and group identity.
- Learn about service in the school and wider community.

Social development is about:

- The progressive acquisition of the competencies and qualities needed to play a full part in society;

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- Understanding of the institutions, structures, processes of society and of how individuals relate to each other;
- Being able to adjust to a range of social contexts by appropriate and sensitive behaviour and being able to make a personal contribution to the well-being of groups;
- The ability to exercise responsibility and initiative;
- Being able to participate cooperatively and productively in the community;
- Knowing how societies function and are organised as well as understanding how what is learnt in the curriculum relates to life in society;
- Being able to take on the roles of team leader and team worker.

Cultural Development

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

- Recognise the value and richness of cultural diversity in Britain, and how these influenced individuals and society.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

Cultural development is about:

- Understanding of beliefs, customs, values, knowledge and skills which form the basis for identity and cohesion in society; Recognition of and respect for the rights of others to exercise a cultural influence and knowledge of the nature and roots of cultural traditions;
- The key features of major cultural groups within society and personal response and accomplishment;
- The capacity to relate what is learnt to an appreciation of wider cultural aspects of society;
- Developing and strengthening the cultural interests of pupils and exposing pupils to a breadth of stimuli in order to allow them to develop new interests;
- Extending horizons beyond the immediate to the highest artistic, musical and literary achievements;
- Understanding the diversity of religious, social, aesthetic, ethnic and political traditions and practices and being able to evaluate the quality and worth of cultural achievements.

Fundamental British Values

Fundamental British values are: democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Promoting Fundamental British Values is about:

- Educating pupils that while different people may hold different opinions about 'right' and 'wrong', all people living in England are subject to our laws;
- School aims and ethos support the rule of English civil and criminal laws and do not undermine our society. Pupils are made aware of the difference between law of the land and religious law;
- Challenging opinions or behaviours in school that are contrary to fundamental British values;
- Enabling pupils to develop self-knowledge, esteem and confidence;
- Encouraging students to accept responsibility for behaviour and to contribute positively to both the school and wider community through groups such as the Cumnor School Council;
- Encouraging and fostering respect for others, for democracy and support for democratic processes, understanding how citizens can influence decision making through this process;

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- Developing appreciation of the protection of living under rule of law extends to individuals and is essential for their well-being and safety;
- Understanding the separation of power between executive and judiciary and that while some public bodies (police and army) can be held to account through Parliament, others such as courts remain independent;
- Understanding that the freedom to choose and hold other faiths and beliefs is protected in law and also; that others with different faiths and beliefs (or none) should be accepted and tolerated;
- Identifying and combatting discrimination;
- Refer also to 'Promoting fundamental British Values as part of SMSC in schools' DfE-00679-2014 Nov 14.

Preventing Radicalisation

In order to protect its pupils from the risk of radicalisation, Cumnor House has undertaken a full training programme in order to fulfil its Prevent duty. This advice is intended to help schools and childcare providers think about what they can do to protect children from the risk of radicalisation and suggests how they can access support to do this. It reflects actions that many schools and childcare providers will already be taking to protect children from this risk.

To ensure that the things described in these statements can happen, there are three aspects or levels of the school which need to be considered:

1. The ethos of the school, which creates the climate within which Social, Moral, Spiritual and Cultural development can flourish. This is described well in the school aims;
2. The pastoral support for students which should reflect these aims, and creates a deliberate structure through which the care and concern for pupils can be given;
3. The curriculum, which sets out to ensure that there are opportunities to introduce and explore the elements of SMSC there this is appropriate.

The curriculum is the framework on which a school is built and so it is through the curriculum that schools can have a major influence. Teachers must:

- be aware of these responsibilities;
- know how respective curriculum areas might be used;
- plan accordingly;
- be alert to the many every day, unplanned and incidental opportunities that can provide important starting points.

Links with the wider community

- Visitors are welcomed into school
- The development of a strong home-school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the pupil
- Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it
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Monitoring and Evaluation

Provision for SMSC will be monitored and reviewed on a regular basis. This will be achieved by:

- Monitoring of lesson plans and teaching and learning
- Regular discussion at staff meetings
- Audit of policies and Schemes of Work.

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- Sharing of classroom work and practice.

The Headmaster, along with the Head of PSHCEE shall have oversight of this policy and monitors the provision of SMSC.

Teaching and Organisation

Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual 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 attitude and lifestyle.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible. Class discussions, PSHCEE/RE lessons and circle time will give pupils opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, e.g. bullying, death etc.
- Share thoughts and feelings 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 the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open mindedness, sensitivity, critical awareness, etc

Many curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals, and accepting people who are physically or mentally different.
- Agree and disagree.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

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Example opportunities for including SMSC within the curriculum (not exhaustive):

English

- Are given the opportunity to compare their own culture and community with that which is different
- Become aware of how different societies function and different social structures through prose and poetry from different social backgrounds and contexts, including literary heritage texts from British authors such as George Orwell and Charles Dickens.
- Address issues of discrimination (such as race/gender/age) within texts
- Are given the opportunity to develop empathy for characters and understand the feelings and emotions of characters in a text using methods such as hot seating and role play
- Are encouraged to make reasoned judgements on moral dilemmas that occur in texts or related real life situations through class and group discussion, and independent reflection and writing.
- Cover intangible concepts such as love, beauty and nature in poetry and look at differing views on those topics
- Think through the consequences of actions such as through advertising, charitable campaigns or sensationalism in the media or consequences in narratives.

Mathematics

- Group work on a shared topic or investigation promoting an appreciation of the input of all members of the group and an appreciation of the inherent pattern and beauty of mathematics;
- The promotion of positive attitudes towards mathematics through appropriate groupings and an understanding that mathematics has an historical and cultural base, for example Greek, Roman, Arabic, Egyptian as well as understanding of the role and importance of these cultures;
- Listening to others in a group and evaluating and respecting other peoples' opinions

I.C.T.

- For example, by working together to create a graphic design or study and researching religious artefacts on the website.
- Internet Safety and communicating safely with others

Science

- The development of an understanding of our place in the great scheme of things by studying space or life processes;
- An appreciation of moral questions as scientific knowledge increases e.g. the use of animals for research;
- An awareness of the cultural background of science.

Technology

- The aesthetic aspect of good design is an important area, as is the question 'How will this affect the environment?'
- Appreciating design in nature;
- The study of technologies from different cultures – historical and geographical – and how these have evolved provides important lessons in cultural awareness;
- Group working – sharing of equipment and designing together;

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- Promoting equality of opportunity and providing an awareness of areas that have gender issues e.g. activities that are historically female such as Textiles, encouraging girls to use equipment that has been traditionally male dominated.

History

- The study of historical evidence, artefacts, documents and buildings can give pupils a sense of their place in the historical scheme of things. It can help to develop an awareness of beauty, design, wonder and aesthetics.
- Pupils can consider moral issues. For example, is it right that wars are fought, or people are forced to live and work in terrible conditions? (Victorian factories and slum housing).
- Other cultures from other times are studied in order to build an awareness of their importance and value, and therefore, they can be compared to our society and its importance and values. It also stresses the interdependences of cultures.
- The importance and development of democracy to present day levels is studied. Pupils are aware of the significance of Magna Carta and the Suffragette movement.
- Pupils are aware of the vast range of inventions and innovations that have helped to shape our society and culture.

Geography

- The study of different localities helps children to understand the background, way of life and values etc. of different people and cultures;
- Consideration of moral, environmental and citizenship issues when considering our role in caring for the environment e.g. efficient ways of feeding the world, intensive farming and the pollution of the planet;
- Tolerance of other people's differences, overcoming stereotyping, racism and prejudice can all be highlighted through the study of different peoples and their way of life;
- Local studies will encourage an awareness of the child's place, family, home, dependency upon other individuals, people and cultures and needs in the great scheme of things;
- Environmental issues and concerns can be discussed – what are the effects and the issues involved in urbanising an area.

Art

- Studying great works of art can give an insight into the culture of other people and provide a strong link with the past;
- Art can provide a valuable tool to study the past and make social or moral comment on it
- Multicultural art, the art of different religions, the art of ancient societies all reinforce the value of societies other than our own and help us to appreciate their value and the value of our own;
- The appreciation of great works of art and the appreciation of our own attempts helps to build up an awareness of aesthetics and gives an uplifting experience.

Music

- Listening to and performing music has an emotional dimension that can offer a new and worthy experience to many children. The entire school singing in our services and assemblies may help pupils find spirituality and build a sense of belonging.
- Listening to and appreciating music of all genres and roots builds an important awareness of our own culture and that of other lands.

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- Music of the fields, sea shanties, slave songs etc. can be used to build awareness of the importance of music and its place in social history. It may also assist with the understanding of moral and social questions that arise out of these times.
- Group music making is an important social activity – working together to achieve a common goal can teach compromise, leadership, diplomacy and many other facets of social interaction.

Physical Education & Games

- Caring for our bodies and respecting the health of others;
- Obeying the rules of the game, being a 'good sport', learning to be a good winner and a good loser, learning to take part and doing one's best is important;
- Appreciating the aesthetic beauty of the movements of gymnastics or dance;
- Building team spirit, being a good team member, valuing the contributions of others to the team;
- Learning that sport is an important element of many cultures – Ancient Greeks, Romans, the history of great sporting events such as the Olympics or the Ashes;
- Appreciating that different individuals or groups have different skills because of their background or habitat e.g. Austrian skiers, Dutch speed skaters.

Personal, Social, Health Education

- Listening to others;
- Holding debates and discussions leading to written work;
- Drama and role play linked to choices;
- Drawing pictures of feelings and emotions;
- Peer mentoring, emphasising with others and their feelings.
- Health, drugs, smoking, sex – an understanding of the social issues involved and an awareness of everyone's point of view.
- Elections for the Cumnor School Council
- Being me in my world, Celebrating Difference, Healthy Me,

Religious Studies

- The exploration of the spiritual self and the importance of considering personal beliefs and understanding
- The consideration of moral and ethical issues in relation to everyday life and their own personal opinion
- Appreciating and valuing other faiths and beliefs of both groups and individuals
- Learning about being a member of a pluralist society and respecting and tolerating others and their belief and needs;
- Knowing about the historical, social and religious aspects of our own culture and that of others.
- Holding debates about modern day issues and their own opinion of such matters
- Exploring the importance of respect for all religions and cultures
- The investigation of philosophy and its relation to their lives and attitudes to modern day life.

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Pre-Prep SMSC Curriculum links

In all lessons in the Pre-Prep the boys are encouraged to support each other and respect each others differences. Throughout daily events boys may be asked to vote for a story to read, or an activity to complete in Golden Time. The boys are constantly working in groups or with partners, this is embedded within our teaching. We discuss events that happen at break time and encourage the boys to find resolutions to problems and settle differences respectfully. The Cumnor Way is continually reinforced and discussed in all our lessons.

Year 1

PSHCEE

- Create Class rules- Understand our responsibilities within the classroom and school
- Voting for School Council Reps
- Partner talk and class discussion
- Understanding friendships, and valuing our differences and appreciating others
- Setting our targets
- Exploring our emotions and the impact that these can have on our ourselves and our community

RS

- Explore what it means to be part of a group within the family and the wider community
- Explore the different religions and learn to respect their differences and explore their similarities.

Literacy

- Class discussions and partner talk
- Share stories which cover moral situations eg The Little Red Hen
- Supporting partners and working together cooperatively.

Numeracy

- Group and paired work
- Modelling to others and support each other within the lesson
- Discuss strategies and discuss how everyone is unique and learns in different ways

Science

- Understand our bodies highlighting similarities and differences.
- Discuss differences and disabilities that people have linked to our senses
- Explore caring for our environment and our responsibly to look after animals

History

- Explore inventions and appreciate the value of achievements of others
- Explore toys and homes from the past to understand the value of objects
- Explore the British monarchy and where our values and rules have developed from

Geography

- Explore British locations and travel between Britain and other countries
- Explore homes and the local environments and how these may differ from other peoples
- Work together to read maps

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Art

- Shared appreciation of each others artwork
- Explore different artists and appreciate their different influences and skill- Matisse created collages when he was older because his hands did not work as well

Year 2

PSHCEE

- Decide on our class rules
- The Cumnor Way
- Voting for a school council representative
- Our strengths and our targets
- Being a good friend
- Caring for the environment
- Reflecting on Remembrance Day, discussions about grandparents and great grandparents in the war
- British Values - democracy, treating others with respect, our rights and responsibilities, tolerance of other religions and beliefs
- Celebrating differences and similarities
- Reflection, relaxation
- Lifestyle choices
- Our families
- Appreciation of people in our family school community and wider community
- Resolving conflict and anger
- Forgiveness

RS

- Respecting different religions : -
- Christianity; the meaning of Jesus's Parables, Christian festivals, respecting the church as a place of worship
- Buddhism; reflection, positive thoughts
- Hinduism; celebrating Diwali
- Judaism; Jewish food laws and festivals
- Islam; Ramadan and the celebration of Eid Al-Fitr

Literacy

- Talk partners
- Paired reading and phonic activities – checking and praising your partner
- Shared reading activities
- Group drama activities
- Choosing stories democratically
- Stories from other countries and cultures
- Speaking and listening – discussions about own experiences, family and knowledge of the world

Numeracy

- Group and paired number activities
- Working together to problem solve

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- Working together as a group to measure weight, length and capacity
- Working as a group to sort using a Venn diagram and Carroll diagram
- Working together to collect and interpret data

Science

- Sharing our knowledge and research
- Habitats and micro-habitats – caring for our environment, the needs of animals and plants in different environments
- Outing to Bay Pond Nature Reserve – plants and habitats, group work
- Caring for plants in the classroom and in the garden
- Caring for ourselves – healthy eating, exercise, taking medicines safely, hygiene

Geography

- Britain and the 4 Nations – landmarks, human and physical features of Britain
- British culture, food and traditions
- Our responsibilities in caring for our environment
- People, culture and environments in Australia and Kenya

History

- Ancient Egyptian artefacts – care and appreciation of old objects
- Ancient Egyptian mummification – discussion about their belief of life after death; working together in a group activity
- Ancient Egyptian gods and goddesses – compare their beliefs with our beliefs and religions today
- The life, role and impact of Florence Nightingale and Mary Seacole
- The Fire of London – visit by the Fire Brigade

Art

- Ancient Egyptian artefacts – care and appreciation of old objects
- Australian culture – Aboriginal dot art
- Kenyan culture – Maasai beaded collars
- Group and paired activities – animal collages
- Visit to 'Get Fired' pottery studio in Purley

ICT

- Internet safety