

'St Mary's Catholic Infant and Junior Academies are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.'



ST MARY'S
CATHOLIC INFANT AND JUNIOR ACADEMIES

Spiritual, Moral, Social and Cultural (SMSC) Policy 2025 2026

Designation	Name	Date Approved	Date of Renewal
Executive Headteacher	Mrs Samantha Birchall	Sept 2025	Sept 2026
Chair of Governors	Mrs Vanessa Wells	Sept 2025	Sept 2026

1. Introduction

Purpose of the Policy

This policy aims to integrate Spiritual, Moral, Social, and Cultural development (SMSC), British Values, Gospel Values, and The Beatitudes into St Mary's Catholic Infant and Junior Academies curriculum and culture. It is designed to ensure these critical elements support each other to provide a holistic educational experience that promotes comprehensive personal development.

Rationale

Integrating SMSC, British Values, Gospel Values, and The Beatitudes is essential in preparing students to be responsible, respectful, and active members of society. This approach aligns with the DfE guidance on promoting fundamental British values through educational settings, and supports Ofsted's inspection framework which places importance on nourishing personal development and managing behaviours and attitudes.

2. Legal Framework

Relevant Legislation

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 2002
- DfE (2014) 'Promoting fundamental British values as part of SMSC in schools'
- DfE (2014) 'National curriculum in England framework for key stages 1 to 4'
- Ofsted (2021) 'School inspection handbook'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Online Safety Policy
- Behaviour Policy
- Anti-bullying Policy
- Health and Safety Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Supporting Pupils with Medical Conditions Policy

Ofsted Requirements

This policy supports criteria set by Ofsted which evaluates the effectiveness of spiritual, moral, social and cultural education in providing a broad and balanced curriculum that promotes the welfare of students.

3. Defining Key Components

Spiritual, Moral, Social, and Cultural Development (SMSC)

- **Spiritual:** Encourage students to explore their beliefs, values, and emotions. Foster a sense of curiosity and a passion for learning about themselves and the world around them.
- **Moral:** Develop students' ability to recognise the difference between right and wrong, respect the law, understand the consequences of their actions, and explore moral and ethical issues.
- **Social:** Enhance students' ability to form relations, use various social skills in different contexts, including teamwork, and resolve conflicts.
- **Cultural:** Encourage an appreciation of cultural influences and diversity, respect for democratic processes, and engagement in cultural opportunities.

British Values

- Cover the essential principles of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Gospel Values

- Emphasise values such as faith, hope, love, compassion, justice, and integrity that are inherent within the teachings of the Gospel.

The Beatitudes

- Include the teachings presented by Jesus such as meekness, righteousness, mercy, purity, and peace, which guide moral and ethical behaviours.

4. A Whole-school approach to SMSC Education

The governing board will ensure that SMSC education is embedded across the school's activities to ensure that the potential of each pupil is developed in accordance with their individual needs and capabilities.

The headteacher and SLT will facilitate and encourage a school environment which is welcoming, inclusive, and safe for all pupils and members of the school community, irrespective of their protected characteristics and/or background. Staff will be expected to model high standards of discipline, courtesy, respect, and acceptance of others, and to encourage pupils to take responsibility for their own actions.

The school's spiritual development provision enables pupils to:

- Be reflective about their beliefs, religious or otherwise, and their

perspective on life.

- Have knowledge of, and respect for, different people's faiths, feelings, and values.
- Develop a sense of enjoyment and fascination in learning about themselves, others, and the world around them.
- Use imagination and creativity in their learning.
- Develop willingness to reflect on their experiences.

The school's moral development provision enables pupils to:

- Recognise the difference between right and wrong, readily apply this understanding in their own lives and, in doing so, respect the civil and criminal law of England.
- Understand the consequences of their behaviour and actions.
- Develop an interest in investigating and offering reasoned views about moral and ethical issues, and an ability to understand and appreciate the viewpoints of others on these issues.

The school's social development provision enables pupils to:

- Use a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socioeconomic backgrounds.
- Participate in a variety of community and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.
- Accept and engage with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and acceptance of those with different faiths and beliefs.
- Grow in faith and love, keeping Jesus' teaching and the Gospel Values at the heart of their choices and learning.
- Develop and demonstrate skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain.

The school's cultural development provision enables pupils to:

- Understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others.
- Understand and appreciate the range of different cultures within the

school, and further afield, as an essential element of their preparation for life in modern Britain.

- Develop knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- Participate in, and respond positively to, artistic, sporting and cultural opportunities.
- Develop an interest in exploring, improving their understanding of, and showing respect for, different faiths and cultures.
- Understand, accept, respect, and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.
- Make a difference to our community, both at home and globally, recognising that our differences make us stronger whilst holding on to the love of God's family

4. Strategy for Implementation

Cross Curriculum Planning

SMSC education will take place across all areas of the curriculum. SMSC has particularly strong links to religious education, citizenship, history and RSHE. The school has developed an SMSC matrix, which shows where SMSC education, respectively, are embedded into subjects and provides evidence of their inclusion.

All areas of the curriculum will draw examples from as wide a range of cultural contexts as possible. Teaching staff will be expected to foster an open environment in their lessons in which respect, tolerance for different values, opinions and backgrounds, and team work are encouraged and prioritised in line with the guiding principles of SMSC education.

Teaching staff will use classroom discussion to support pupil:

- Talk about their experiences, thoughts and feelings.
- Express and clarify personal ideas and beliefs.
- Speak about difficult events, e.g. bullying and death.
- Explore their relationships with friends, family and others.
- Consider, and show empathy towards, the needs and experiences of others.
- Develop self-esteem and personal confidence.

- Develop a sense of belonging.
- Develop their SMSC skills and Gospel Values, e.g. compassion, respect, open-mindedness, sensitivity, and critical awareness.

Many areas across the curriculum provide opportunities for pupils to:

- Listen and talk to each other.
- Learn to treat one another as equals, regardless of protected characteristics and/or background.
- Recognise and celebrate the differences and similarities between themselves and others.
- Agree and disagree with people respectfully.
- Work co-operatively and collaboratively.

The school will use the following methods to help pupils develop an understanding of how they can influence decision making through the democratic process:

- Electing an academy council (one in each academy)
- Establishing monitoring roles for pupils, to allow pupils opportunities to develop and display leadership skills
- Appointing play leaders
- Issuing pupil questionnaires to gather pupil opinions on decisions
- Providing pupils with opportunities to build balanced arguments and form opinions, e.g. by taking part in debates and public speaking

The school will use the following methods to help pupils develop an understanding of the rule of law:

- Setting and enforcing high expectations for attendance, punctuality and behaviour
- Setting and enforcing classroom and school rules
- Teaching pupils about laws that are relevant to the school setting
- Teaching pupils about adults who fulfil roles designed to help others, including staff members, emergency services, friends and family
- Teaching pupils about the role of the monarchy and of previous

monarchies

- Providing pupils with opportunities to celebrate the lives of people who have influenced the course of history
- Implementing clear, consistent and defined sanctions for challenging behaviour in line with the Behaviour Policy

We may use the following methods to help pupils develop an understanding of different faiths and beliefs:

- Celebrating differences and similarities through all areas of school life
- Teaching about different beliefs and cultures
- Exploring moral values through lessons, stories and assemblies
- Timetabled, in-depth and significant Religious Education Study through the Religious Education Direction 'To Know You More Clearly' and the Religious Education Catholic Directory, the 'Come and See' Curriculum.

The school will also employ additional practical activities and practices to encourage pupils' SMSC development, including:

- Encouraging pupils to work together in different groupings and situations.
- Providing opportunities for pupils to consume and study literature, art, music and media from artists of different cultures, backgrounds, genres and faiths.
- Organising in a variety of different social and cultural school trips.
- Learning songs from different cultures and playing a range of instruments.
- Making and consuming food from other countries.
- Studying the contributions to society that famous people of all backgrounds have made.

Teaching staff will help pupils' SMSC development by:

- Encouraging teamwork across all subjects.
- Encouraging an appreciation of, and respect for, the work and performance of other pupils, regardless of perceived ability.
- Using themes, e.g. in assemblies and lessons, to explore important aspects of British heritage and other cultures, e.g. religious festival days

and global events.

Promoting fundamental British Values

The school will use SMSC education to promote fundamental British values:

- Including, in suitable parts of the curriculum, age-appropriate material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain compared to other countries.
- Teaching pupils a broad and balanced international history curriculum.
- Representing the cultures of all our pupils within the curriculum.
- Teaching a wide range of English and non-English literature.
- Listening to the voices of all pupils and promoting active participation in democratic processes, e.g. through a school council.
- Using democratic opportunities in the wider community, e.g. general and local elections, to provide pupils with the opportunity to learn how to argue and defend points of view.
- Using teaching resources from a wide variety of sources to help pupils learn about and understand a range of faiths.
- Using extra-curricular activities to promote fundamental British values.

By promoting fundamental British values through SMSC education, we will provide pupils with:

- An understanding of how they can influence decision making through the democratic process.
- An appreciation that living under the rule of law protects them and is essential for their wellbeing and safety.
- An understanding that there is a separation of power between the executive and the judiciary, and while some public bodies, for example the police, can be held to account by parliament, others maintain independence, for example, the court system.
- An understanding that their freedom to choose and hold faiths and beliefs is protected by law.
- An acceptance that people of different faiths and beliefs to themselves (and those with no faiths or beliefs) should be accepted, not just tolerated, and should not be subject to prejudicial or discriminatory behaviour.
- An understanding of the importance of identifying and combatting discrimination.

As a Catholic school, with Christ at the core, we do not promote teachings, beliefs or opinions in conflict with its own, but we will not promote discrimination against pupils or groups based on their belief, opinion or background. We teach about other beliefs and faiths, recognising that acceptance and understanding is a vital part of a child's education, celebrating differences and welcoming new points of view to discuss with our own.

5. Policy Review and Improvement

Review Schedule

SMSC provision is reviewed on an annual basis in the following ways:

- The monitoring of teaching and learning and work scrutiny by the curriculum coordinator, headteacher and governors as part of our general monitoring.
- Regular discussions at staff and governors' meetings.
- Annual policy audits.
- The development of RE, RSHE and Prayer & liturgy to reflect the diversity of both our school and society.
- The sharing of classroom work and practice.

This policy is reviewed on an annual basis by the SLT, and any changes will be communicated to all stakeholders

6. Appendices

British Values, Gospel Values and Beatitudes across each subject

 Religious Education 		
British Value	Gospel Values	Beatitude
Democracy	Respect Tolerance Servant Leadership Compassion	"Blessed are those who hunger and thirst for righteousness, for they shall be satisfied"
Rule of Law	Respect Community Forgiveness Justice	"Blessed are the peacemakers for they shall be called children of God"
Individual Liberty	Respect Simplicity Honesty	"Blessed are the pure of heart, for they shall see God"
Mutual Respect	Respect Peace Equality	"Blessed are the merciful, for they shall obtain mercy"
Tolerance	Community Compassion Tolerance Equality	"Blessed are the meek, for they shall inherit the earth"
At St Mary's , we aim to develop the above through RE by:		
- Challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human - To aspire to form an ever-stronger relationship with Christ - Our children learn about significant people from our Catholic faith that have demonstrated resilience. - To encourages children to say, "I can" rather than, "I can't" ('Together we can do great things.' St Teresa). - Study of key people from the bible, the Catholic faith and other faiths - Visitors from our Churches and other faith communities - Visits to our Churches and other faith communities - Regular Masses celebrated with our Parish Priests - Daily Prayer and liturgy - Support the children in their sacramental preparations of First Holy Communion and Reconciliation - RE contributes to pupils' personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society. - Through RE we create a secure and welcoming environment based on Gospel Values where everyone feels valued and is treated with dignity and respect. - Disciplinary literacy – reading like a theologian - Our RE Curriculum develops pupils' knowledge and understanding of Catholicism, of other principal religions, other religious traditions, and worldviews. - Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human		



English



British Value	Gospel Values	Beatitude
Democracy	Respect Tolerance Servant Leadership Compassion	"Blessed are those who hunger and thirst for righteousness, for they shall be satisfied"
Rule of Law	Respect Community Forgiveness Justice	"Blessed are the peacemakers for they shall be called children of God"
Individual Liberty	Respect Simplicity Honesty	"Blessed are the pure of heart, for they shall see God"
Mutual Respect	Respect Peace Equality	"Blessed are the merciful, for they shall obtain mercy"
Tolerance	Community Compassion Tolerance Equality	"Blessed are the meek, for they shall inherit the earth"

At St Mary's , we aim to develop the above through English by:

- Writing creatively from high quality texts to cover a range of genres considering audience and purpose
 - Every child is a reader – despite their barriers or background
 - Confident and articulate speakers
 - High expectations in all areas of English
 - Next step marking and feedback approach
- Our Catholic ethos underpins all of our English teaching. Gospel values are strongly promoted in all topics
 - English curriculum content – quality texts pertaining to wellbeing
 - Parent partnership – encourages 1:1 reading at home
 - Creating a love of reading
 - SMSC, British and Christian Values woven throughout each quality text
 - English texts are linked to the wider curriculum
 - Developing children's schema across subjects
 - Clear end points in English from NC and EYFS framework
 - Poetry and author visits
 - Themed days and weeks
 - Ample opportunities to become articulate speakers, readers and writers
- 'Reading opens doors' – our English book spine offers a range of opportunities through the power of reading
 - Achievements in English are celebrated



Mathematics



British Value	Gospel Values	Beatitude
Democracy	Respect Tolerance Servant Leadership Compassion	"Blessed are those who hunger and thirst for righteousness, for they shall be satisfied"
Rule of Law	Respect Community Forgiveness Justice	"Blessed are the peacemakers for they shall be called children of God"
Individual Liberty	Respect Simplicity Honesty	"Blessed are the pure of heart, for they shall see God"
Mutual Respect	Respect Peace Equality	"Blessed are the merciful, for they shall obtain mercy"
Tolerance	Community Compassion Tolerance Equality	"Blessed are the meek, for they shall inherit the earth"

At St Mary's , we aim to develop the above through Mathematics by:

- Fluency, Problem Solving and Reasoning embedded in our curriculum
 - Mastery Curriculum
 - Concrete, Pictorial and Abstract approach embedded
- Every lesson has a 'focus on feedback' section. Children are expected to access this in daily lessons and fix any misconceptions or challenge themselves further.
 - Small steps planned helps to build confidence and resilience
- Talk time is embedded to build children's use of mathematical language
 - High expectations in all areas of Maths
- We provide all children with mathematical experiences not just in maths lessons but in other lessons and events happening in school.
 - Link their learning in Maths to the possible careers they could have in the future.
 - All our children are confident and happy mathematicians
- Work is adapted to meet the needs of all learners allowing children to feel confident, building self-esteem.
 - Knowledge is built on the key component parts of the Maths Curriculum
 - Knowledge is progressive, sequential, and part of a schemata
 - All our children can see themselves as successful mathematicians
- Effective planning allows all children to succeed in Mathematics regardless of their starting point.



Science



British Value	Gospel Values	Beatitude
Democracy	Respect Tolerance Servant Leadership Compassion	"Blessed are those who hunger and thirst for righteousness, for they shall be satisfied"
Rule of Law	Respect Community Forgiveness Justice	"Blessed are the peacemakers for they shall be called children of God"
Individual Liberty	Respect Simplicity Honesty	"Blessed are the pure of heart, for they shall see God"
Mutual Respect	Respect Peace Equality	"Blessed are the merciful, for they shall obtain mercy"
Tolerance	Community Compassion Tolerance Equality	"Blessed are the meek, for they shall inherit the earth"

At St Mary's , we aim to develop the above through Science by:

- Having a secure understanding of subject disciplines: Biology, Chemistry & Physics
 - Planning, recording and analysing data
 - The Working Scientifically Cycle
 - Stages of scientific investigations
 - Understand the Churches point of view on scientific topics
 - Visitors to school to raise pupils' aspirations in science
- Develop awe and wonder at scientific discoveries and how they are developed to help the world.
 - Healthy diet and healthy living
 - The importance of exercise
 - Lifecycles and reproduction
- Promote personal development through awe and wonder and an appreciation of the natural world
 - Disciplinary literacy – reading like a scientist
 - Key knowledge revisited
 - Schema within and across STEM subjects
 - Study of key scientists / emphasis on women in STEM
 - Visitors with careers in Science to raise aspirations
 - Science Week & Science Fairs

History

British Value	Gospel Values	Beatitude
Democracy	Respect Tolerance Servant Leadership Compassion	"Blessed are those who hunger and thirst for righteousness, for they shall be satisfied"
Rule of Law	Respect Community Forgiveness Justice	"Blessed are the peacemakers for they shall be called children of God"
Individual Liberty	Respect Simplicity Honesty	"Blessed are the pure of heart, for they shall see God"
Mutual Respect	Respect Peace Equality	"Blessed are the merciful, for they shall obtain mercy"
Tolerance	Community Compassion Tolerance Equality	"Blessed are the meek, for they shall inherit the earth"

At St Mary's , we aim to develop the above through History by:

- To have a secure understanding of history as a subject discipline.
 - To 'think like a historian' by interrogating sources and artefacts
 - Understand historical concepts: locality, rule and transport
- A selection of carefully chosen historical figures to promote resilience within the history curriculum including local significant people
 - Make connections, draw contrasts, analyse trends, frame historically valid questions
- Opening our hearts and minds to learning about things in the past and how these people or events have impacted on our world today.
 - Empathising with people from the past
- Having a profound appreciation for what people in the past have done and how they have impacted modern day society
- To have a secure knowledge of the history strands including chronology, historical enquiry and knowledge and interpretation
 - Disciplinary literacy – reading like a Historian!
- To have a secure substantive knowledge based to enable our children to make connections, To laying the foundations for future study and beyond
To be enthused and engaged about history



Geography



British Value	Gospel Values	Beatitude
Democracy	Respect Tolerance Servant Leadership Compassion	"Blessed are those who hunger and thirst for righteousness, for they shall be satisfied"
Rule of Law	Respect Community Forgiveness Justice	"Blessed are the peacemakers for they shall be called children of God"
Individual Liberty	Respect Simplicity Honesty	"Blessed are the pure of heart, for they shall see God"
Mutual Respect	Respect Peace Equality	"Blessed are the merciful, for they shall obtain mercy"
Tolerance	Community Compassion Tolerance Equality	"Blessed are the meek, for they shall inherit the earth"

At St Mary's , we aim to develop the above through Geography by:

- Having a secure understanding of Geography disciplines and the 4 strands of geography: locational knowledge, place knowledge, environmental, human and physical and map skills and fieldwork.
 - Encourage students to ask questions and explore local area and the wider world.
 - Collect, analyse and communicate with a range of data
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs etc.
 - Understanding how different communities show resilience in the face of hardships.
- "Geography is learned through the soles of our feet" Field work is embedded in every year group
- Promoting stewardship, caring for the Earth and how we are all interconnected. Pope Francis' letter to the world Laudato Si'
- Appreciating the big concepts of environmental impact, sustainable development, cultural awareness, and cultural diversity
 - Appreciation of the world around them and feeling a sense of place
 - Promoting physical outdoor activity through fieldwork in each year group.
 - Feeling a sense of connectedness to their friends around the world
 - Global citizenship
 - Disciplinary literacy – reading like a Geographer!
 - Map skills are taught to automaticity
 - Having both disciplinary and substantive knowledge to be geographers
 - 'Knowledge Maps' in every classroom to showcase that geography is everywhere
- To have secure substantive knowledge to be able to make connections between their learning and their lived experiences.
 - To have the foundations for later geographical studies.
 - To be enthused and engaged with geographers.



Art and Design



British Value	Gospel Values	Beatitude
Democracy	Respect Tolerance Servant Leadership Compassion	"Blessed are those who hunger and thirst for righteousness, for they shall be satisfied"
Rule of Law	Respect Community Forgiveness Justice	"Blessed are the peacemakers for they shall be called children of God"
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Mutual Respect	Respect Peace Equality	"Blessed are the merciful, for they shall obtain mercy"
Tolerance	Community Compassion Tolerance Equality	"Blessed are the meek, for they shall inherit the earth"

At St Mary's , we aim to develop the above through Art and Design by:

- An Art and Design curriculum that motivates, challenges and inspires our children by providing them with quality first teaching and resources
 - Pupils confident in creating their own works of art.
- We challenge our children to think critically, observe and develop a secure understanding of art and design through our structure: Research, Experiment, Plan, Create and Reflect.
- Encourage the children to refine their skills through exploring styles, media and techniques in their sketch books.
- We endeavour to ensure that all children have a positive relationship with Art and Design and speak openly and honestly about their experiences in order for us to meet them at their point of need.
- With Christ at the Heart of our school, every opportunity is made to take advantage of meaningful cross-curricular links, particularly in R.E. There are plentiful opportunities to engage with and respond to art work that depicts Jesus and other religious figures.
- Our children know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation
- Art lessons create a sense of calm and mindfulness, our children look forward to their Art and Design lessons
- At St. Mary's we strive to promote happy working environments for our children and so sometimes exposing the children to 'The Arts' whilst partaking in 'being artists' can be hugely beneficial. For example: playing classical music as the children work.
- Equip our children with the knowledge and skills to experiment, plan and create their own works of art, craft whilst also developing their knowledge on how different artists and designers use these skills to create works of art that are appreciated by a wider audience.
- We want our children to experience success in Art and Design regardless of their age or stage – through quality first teaching and careful planning of lessons, we want our children to leave St. Mary's as successful artists ready for the next challenge at Key Stage 3.
- There are regular opportunities to celebrate and display their art work through exhibitions, displays and competitions.

Design Technology

British Value	Gospel Values	Beatitude
Democracy	Respect Tolerance Servant Leadership Compassion	"Blessed are those who hunger and thirst for righteousness, for they shall be satisfied"
Rule of Law	Respect Community Forgiveness Justice	"Blessed are the peacemakers for they shall be called children of God"
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Tolerance	Community Compassion Tolerance Equality	"Blessed are the meek, for they shall inherit the earth"

At St Mary's , we aim to develop the above through Design Technology by:

- Instil a curiosity and love of learning about how products around them work and are manufactured.
 - Provide enrichment activities meet people who use the D&T process in their work.
 - To follow the Design & Technology process – design, make, evaluate
 - Critique, evaluate and test their ideas and products and the work of others.
- Using creativity and imagination, design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.
- To give thanks when learning about technology including food and how this subject helps sustain our world.
 - Learn how to take risks, become resourceful, innovative, enterprising and capable citizens
- Cooking and nutrition – understanding how to be cook healthily and how to be safe when cooking
- Acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art.
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
 - To have a secure understanding of Design & Technology as a subject discipline.
 - To follow the design, make, evaluate process towards a final outcome/product



Computing



British Value	Gospel Values	Beatitude
Democracy	Respect Tolerance Servant Leadership Compassion	"Blessed are those who hunger and thirst for righteousness, for they shall be satisfied"
Rule of Law	Respect Community Forgiveness Justice	"Blessed are the peacemakers for they shall be called children of God"
Individual Liberty	Respect Simplicity Honesty	"Blessed are the pure of heart, for they shall see God"
Mutual Respect	Respect Peace Equality	"Blessed are the merciful, for they shall obtain mercy"
Tolerance	Community Compassion Tolerance Equality	"Blessed are the meek, for they shall inherit the earth"

At St Mary's , we aim to develop the above through Computing by:

- High quality computing education equips pupils to use computational thinking and creativity to understand and change the world.
- Be able to analyse problems in computational terms, writing computer programs to solve problems
- Have an approach to teaching and learning with open ended tasks – i.e. debugging, decomposing and tinkering in programming
 - Develop awe and wonder at innovations and how they are developed.
- Pupils learn how to express themselves through the use of technology and become digitally literate citizens with a knowledge that I can do all things through Christ who strengthens me.
- Learn how to use technology safely and responsibly, particularly for online services and digital footprints.
- Pupils learn how to express themselves using technology and become digitally literate citizens with a knowledge that I can do all things through Christ who strengthens me.
- The core of computing is computer science, in which pupils are taught the principles of how digital systems work, and how to put this knowledge to use through programming.
- Apply the skills from the close cross curricular links with mathematics, science, and design technology
- Have a sense of accomplishment when a computing challenge has been completed with a finished product or problem solved.

Modern Foreign Languages

British Value	Gospel Values	Beatitude
Democracy	Respect Tolerance Servant Leadership Compassion	"Blessed are those who hunger and thirst for righteousness, for they shall be satisfied"
Rule of Law	Respect Community Forgiveness Justice	"Blessed are the peacemakers for they shall be called children of God"
Individual Liberty	Respect Simplicity Honesty	"Blessed are the pure of heart, for they shall see God"
Mutual Respect	Respect Peace Equality	"Blessed are the merciful, for they shall obtain mercy"
Tolerance	Community Compassion Tolerance Equality	"Blessed are the meek, for they shall inherit the earth"

At St Mary's , we aim to develop the above through MFL by:

- Our language curriculum is ambitious and challenges our children to speak with increasing confidence, fluency and spontaneity.
- It challenges them communicate through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.
- Children are equipped with skills to review, revise and practise the new skills and learn how to communicate in a different language.
- We believe that learning a different language opens up the world to our children and equips them with ability to study or work in other countries
- Our high-quality languages education fosters our pupils' curiosity and deepen their understanding of the world.
- Through our work on Global Citizenship, our children are exposed to learning about other languages and cultures
- Our language teaching builds component knowledge of how other language are forms such as grammatical structures and patterns
 - Knowledge of other countries and cultures are taught in our language curriculum
- Our language curriculum challenges our children to write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learned.
- Learning languages at St Marys provides our children with opportunities to communicate in a different way.



Physical Education



British Value	Gospel Values	Beatitude
Democracy	Respect Tolerance Servant Leadership Compassion	"Blessed are those who hunger and thirst for righteousness, for they shall be satisfied"
Rule of Law	Respect Community Forgiveness Justice	"Blessed are the peacemakers for they shall be called children of God"
Individual Liberty	Respect Simplicity Honesty	"Blessed are the pure of heart, for they shall see God"
Mutual Respect	Respect Peace Equality	"Blessed are the merciful, for they shall obtain mercy"
Tolerance	Community Compassion Tolerance Equality	"Blessed are the meek, for they shall inherit the earth"

At St Mary's , we aim to develop the above through PE by:

- Our high-quality PE lessons is ambitious and challenges our children to excel and succeed in competitive sports and other physically demanding activities.
- Our curriculum enables our children to redefine success and begin to understand that defeat is a setback we experience but can learn from.
- We work with our children to help them explain or demonstrate helpful ways to manage emotional responses to difficulties, challenges or setbacks.
- Our PE curriculum supports the building character and help to embed values such as fairness and respect.
 - Developing o healthy body and healthy mind is at the heart of our PE Curriculum
- We have a full and varied sporting calendar that provides opportunities for our children to compete in sport and other activities
- Our PE curriculum enables our children to deepen their knowledge from other subjects such as science, maths, geography and computing.
- Our children are taught the rules that govern the sports on our curriculum and are taught how to officiate their own games

Music

British Value	Gospel Values	Beatitude
Democracy	Respect Tolerance Servant Leadership Compassion	"Blessed are those who hunger and thirst for righteousness, for they shall be satisfied"
Rule of Law	Respect Community Forgiveness Justice	"Blessed are the peacemakers for they shall be called children of God"
Individual Liberty	Respect Simplicity Honesty	"Blessed are the pure of heart, for they shall see God"
Mutual Respect	Respect Peace Equality	"Blessed are the merciful, for they shall obtain mercy"
Tolerance	Community Compassion Tolerance Equality	"Blessed are the meek, for they shall inherit the earth"

At St Mary's , we aim to develop the above through Music by:

- Children are challenged to develop a critical engagement with music to listen and appraise music from different genres, eras and a range of composers
 - Children are challenged to apply vocabulary to analyse music
 - To improvise and compose music independently
 - Resilience in performance
 - Enhancement weeks to inspire future careers in music
 - Sharing prayers and worship through song and music together
 - Develop confidence
 - Sense of togetherness – performing as a group
 - Curriculum opportunities i.e. friendship song
 - understand and explore the interrelated dimensions of music from different genres, eras and a range of composers and apply this knowledge to their own composition.
 - To achieve success through learning an instrument or performing to a live audience