

Developing Spiritual, Moral, Cultural and Social Understanding at Springfield

Learn together, grow together is our school motto. We support all members of our school community - our staff, our families and our children—to make and keep this pledge so that our children learn, grow and thrive. Our curriculum has been developed by staff after careful reflection on the needs of our children at Springfield. Our curriculum belongs to them. When our children start their Springfield journey, we aim to plant a special seed that we hope stays with them for life: a love of learning. We want all of our children to come to school every day excited about learning new things, confident to try new experiences and enthusiastic about facing new challenges. Woven through our curriculum are rich and engaging learning experiences which we hope become lifelong memories – both in the knowledge, skills and understanding our children develop, as well as the joy and sense of achievement they experienced whilst growing. By igniting their curiosity, we hope that our children will go into the world open and receptive to learning and growing throughout their life.

Springfield is a community school – it’s in our name. Our curriculum has been carefully designed to serve and reflect our diverse and vibrant community where everyone belongs and is included. Our children and families speak many languages and come from many different parts of the world. A significant number of our children have two places they call home. Through our curriculum, we embrace what unites us: that we all belong to Britain and Britain belongs to all of us. We believe our children deserve to feel a strong sense of connection to and pride in their home. Hand in hand with this, we celebrate our diversity and look beyond our borders to celebrate the different heritages and cultures which make our community so special and to broaden our children’s horizons further so they leave us knowing that there is much we share, and though we are different, we are equal.

As a rights respecting school, we value our children’s rights, as set out in the UN Convention on the Rights of the Child. This ethos is woven through our curriculum, and we seek opportunities across different subjects to explore what it means to be caring, thoughtful and respectful citizens. Our goal is that a child with Springfield roots, goes out into the world both with a sense of their rights and their responsibilities towards their community and the planet. We know it is important that our children understand the challenges that shape the modern world, and the power they have to make positive change, be it environmental, political or social. At Springfield, we provide thoughtful and wide-ranging opportunities for pupils’ spiritual, moral, social and cultural development and their physical and mental well-being which enables our pupils to thrive.

Spiritual development

At Springfield, we value opportunities for children’s spiritual development. Our RE curriculum is rich in intentionally-planned and sequenced opportunities for children to explore a range of beliefs and faiths - including the six major world religions, humanism, agnosticism and atheism. Through assemblies, children also learn about other smaller faiths and how they are similar and different to the religions that they know.

In EYFS, our children begin by learning about themselves and establishing a sense of pride in their own individuality and uniqueness. This is built upon in EYFS and beyond as children learn to recognise the diversity of others in our community and further afield. In KS1 and KS2, children deepen their understanding of different religions and belief systems and explore five threads through our RE curriculum: festivals of faith, faith communities, belief, similarity and difference and places of worship and religious texts.

Around times such as Ramadan, Easter, Hanukkah, Diwali, Christmas and Chinese New Year, we reflect as a school community on the spiritual beliefs we hold among us. We acknowledge and value the fact that, although we may not all celebrate the same religious holidays, we understand their significance and wish each other joy and peace at those special times. We reflect on how this diversity in belief and experience - in both our children and adults - enriches us and how mutual understanding and acceptance is at the heart of our Rights-Respecting and inclusive ethos.

Moral development

Throughout the Springfield journey, children explore morality in a range of contexts. Reflections on what is right and what is wrong happen frequently - both as planned discussions and as responses to local, national and global events. From a child’s very first steps in our Nursery, children learn that helping others and being kind is the right thing to do and that hurting people or other living things in our environment is the wrong thing to do. Adults think out loud about moral and ethical issues in story times. Starting in the EYFS, children learn to follow our school VERSE - rules and expectations which we all agree are the right thing to do when working together as a community.

In Key Stage 1, children explore an RE unit entitled ‘How do we know what is right and wrong’. Here, the concept of morality is explored in-depth and in relation to people’s personal and faith-based beliefs. Children learn that there are some things that almost everyone agrees upon that are ‘right’ and ‘wrong’ and that for some people it links to faith. Other opportunities for children to reflect on moral issues and develop reasoned views include: debating whether humans have the right to interfere with animal habitats when exploring *The Animals of Farthing Wood* ; exploring the morality of the Benin Bronzes having been displayed in the British Museum and whether stealing is ever justified when studying *Robin Hood* and *Oliver Twist*.

Children learn about the rule of law at various points. In PSHE, children specifically learn about laws protecting: copyright, privacy, freedoms against forced marriage and age-restrictions on harmful substances. In the unit *Crime and Punishment* children reflect on how laws have changed over time in line with the values and beliefs held in society and how consequences have also developed. They reflect on the morality of certain consequences such as the death penalty and explore the importance of having consequences for some immoral acts to protect society’s values and aims.

Social development

A key part of our vision is developing positive, active and empowered citizens with a deep sense of responsibility and belonging. Children’s social development pervades all aspects of life at Springfield. Through classroom mechanisms such as talk-partners, children learn to develop and apply social communication skills to discuss and debate ideas with their partner. With oracy being a prominent feature across the curriculum, children are guided through rich and varied opportunities to discuss learning so that they learn *to* listen and speak effectively and they learn *through* listening and speaking effectively. Our School Councillors actively engage participation from each member of their class team. Regular opportunities to gather pupil voice from each class team ensures all children actively participate in our school democracy.

Our reading spine is an important time for children to listen and respond to a shared stimulus and to appreciate diverse viewpoints and perspectives. Children are invited to offer their responses and courteously build on or challenge the responses of their peers. Adults model curiosity to hear a range of views and demonstrate that we all benefit from hearing ideas that deepen or challenge our own.

Playtime is carefully supervised and scaffolded by adults who are highly-skilled in stimulating children’s social development. Children are supported and encouraged to invite and include others in their games, to cooperate, to support others when they appear to feel shy or not involved and to resolve conflict if it arises. Children are asked to use their voice to express how they feel about a worry and to listen to their peer’s perspective too before taking an action to resolve something that has gone wrong. Adults take the time to ensure these moments are learning opportunities and frame problem-solving as an important skill for life. Children learn that ‘we use our voices to solve problems and we listen to others. We listen to understand our impact on others and we make meaningful apologies where they are needed. We learn from mistakes so they are not repeated. We care about all of our friends because we are a team and a community where everyone has the right to feel safe, valued and respected.’ Children’s participation in the Into-University programme from Year to Year 6 provides a range of opportunities for teamwork and collaboration on group tasks and projects. In Year 6, a week-long residential trip gives children an opportunity to cohabit with peers and to deepen and extend friendships in a different context. As part of the Into University Transition programme, Year 6 children meet peers from other schools in the summer term to begin to think about making introductions to new friends and forming new bonds and friendships.

Cultural development

As a proudly diverse school, we value the richness in cultural influences on our community.

Through engagement with both Local Democracy Week and UK Parliament Week, children learn about the role of Britain's parliamentary system. In Key Stage 2, children have participated in the *Learn with the Lords* programme and have had an opportunity to ask questions of a member of the House of Lords.

Understanding, respecting and celebrating diversity is part of our everyday lives interactions at Springfield. Assemblies, PSHE and RE lessons regularly explore the religious, racial and linguistic diversity we are part of. MFL lessons include reflections on the languages our children speak and how there may be similarities in Latin roots between Spanish and other languages such as Portuguese and Romanian and differences to other languages whose etymology differs from Spanish.

As part of our Black History Month learning, we particularly reflect on the important cultural influences of the Windrush generation on our local community in Hackney. Children learn the historical significance of this migration and the legacy which enriches our community.

Our specific location also invites us to explore the culture and traditions of our local Jewish neighbours. At times such as Hanukkah, Rosh Hashanah and Purim, we make links through assemblies to children's learning about beliefs and festivals of faith in RE whilst also being curious and open in noticing and appreciating the cultural traditions of our neighbours.

EYFS - units with embedded spiritual, moral, social or cultural learning

Nursery			
Unit	Will you be my friend? Autumn 1	Can I have a pet? Autumn 1	What can we find on the farm? Spring 2
Overview	This unit provides an exploration of emotions and making friends. It also focuses on the children becoming familiar and confident in how to use the classroom environment through a focus on supporting play.	This unit provides an opportunity to introduce the need to respect and care for the natural environment and all living things, including animals. It will build on the previous unit's exploration of family, giving children the opportunity to talk about their own lives and families in relation to their pets.	This unit builds on the previous unit's learning about places and occupations, supporting children to learn more about farms, farmers and farm animals and providing an opportunity for children to understand the need to respect and care for living things.
Thread	Me, My Family and My Friends	Me, My Family and My Friends	Plants and Creatures

Unit	Who helps us in our community? Spring 2	What happens at Easter? (1 week) Spring 2	How to grow a butterfly! Summer 1
Overview	This unit provides an opportunity to explore differences between people, families and communities and to take interest in occupations. There is a focus on developing positive attitudes and developing a sense of self-identity within the wider community.	This short unit brings the Christian celebration of Easter to life for the children, supporting them to join in with ways to celebrate the festival and make links to celebrations which happen in their own families and communities.	This unit revisits the learning about the importance of respecting and caring for living things as well as introducing the key features of the life cycle of an animal. A 'Talk for Writing' approach is taken, meaning children learn to retell the story orally through repetition.
Thread	Community and Places Me, My Family and My Friends	Special Celebrations	Plants and Creatures

Unit	How does your garden grow? Summer 1	What makes you happy? Summer 2
Overview	This unit revisits the learning about the importance of respecting and caring for living things as well as introducing the key features of the life cycle of a plant. Change over time will be the focus, with regular opportunities for children to develop their scientific skills of observation and recording of change over time.	This unit provides an opportunity to deepen children's sense of self by prompting them to think and talk about their families, themselves and the things they like and which make them happy. In addition, the unit provides a 'country study' on Ghana.
Thread	Plants and Creatures	Me, My Family and My Friends

Reception

Unit	Would you like to play with me? Autumn 1	What makes you special? Autumn 2	How do you celebrate? Autumn 2
Overview	This unit provides an exploration of emotions and making friends. It also focuses on the children becoming familiar and confident in how to use the classroom environment through a focus on supporting play.	This unit provides an opportunity for children to develop their sense of self in relation to talking about something they really love, providing opportunities to talk about their own interests, and their parents and the jobs they do. This unit also offers an opportunity for children to empathise with characters from the story and relate this to their own emotions.	This unit provides an opportunity to explore the religious celebrations of Christmas and Hanukkah, supporting the children's understanding that some places are special to members of their community and helping them to recognise that people have different beliefs and celebrate special times in different ways.
Thread	Me, My Family and My Friends	Me, My Family and My Friends	Special Celebrations

Unit	Where are you, little bear? Spring 2	Where does the Bog Baby belong? Spring 2	Where does our food come from? Summer 1
Overview	This unit explores the features and people within the local community by offering an opportunity for children to relate images from the book to their own communities, especially in relation to 'people who help us' in the community. Children will also share what is special about their own bears from home.	This unit explores a moral dilemma around caring for a wild animal. It also builds on previous units by providing an exploration of the natural environment through opportunities to learn about plants and animals in a pond habitat.	This unit will expose children first hand to the joys of growing their own food. It continues the important explorations of the natural world and making observations of plants in our own and in contrasting environments. Additionally, some important PSED concepts of community, diversity and shared goals will be introduced and explored.
Thread	Community and Places	Plants and Creatures and Seasonal Change	Plants and Creatures

Unit	How do we take care of animals? Summer 1	What happens in Summer? Summer 2	What can we learn about India? Summer 2
Overview	This unit provides real life experience of caring for animals. It continues the important explorations of the natural world and making observations of animals in our own and in contrasting environments. Additionally, this unit also explores Ramadan and Eid, providing opportunities to recognise that people have different beliefs and celebrate special times in different ways.	This unit immerses children in the joys of summer! It continues the important thread of learning about the changing seasons. Additionally, the unit introduces some important concepts about plastic and recycling.	This unit exposes children to a traditional tale from a different culture. Children will embark on a country study of India, learning about similarities and differences between life in London and India and recognising and describing the differences between environments in different countries around the world.
Thread	Plants and Creatures	Seasonal Change and Me, My Family and My Friends	Community and Places and Traditional Tales

Subject Study in Key Stage 1 and Key Stage 2 - units with embedded spiritual, moral, social or cultural learning

Subjects that particularly develop our children’s spiritual, moral, social and cultural understanding include: history, geography, RE, PSHE, computing and English. Carefully planned links to British Values and Children’s Rights as set out in the UNCRC also provide meaningful contexts to explore spiritual, moral, social and cultural learning.

Please see below for an overview of units of learning, texts, values and rights that explicitly further children’s spiritual, moral, social and cultural understanding.

Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History/Geography	Sunshine to Storm	Past Present Future	Explorers (Geography)	Explorers (History)	All Around Me	Beachcombers
RE	How and why do people celebrate Harvest?	How and why do Christians celebrate Christmas?	Who are the Muslims in our community?	What does Diwali teach Hindus about good and evil?	What is important to Jews?	
Computing	Online Safety Computing Systems and Networks Improving Mouse Skills	Programming 1 Algorithms Unplugged	Skills Showcase Rocket to the Moon	Programing 2 Bee-Bots	Creating Media Digital Imagery	Data Handling Introduction to Data
English	Lila and the Secret of Rain	Traction Man, Wild, Street Through Time	Where the Wild Things are, Bedtime Monsters, Billy and the Beast	Beegu, Man on the Moon, Snail and the Whales, Astro Girl	Stone Girl, Bone Girl, No Dinner, The Emperor’s Egg	Naughty Bus
Reading Spine	Winnie the Pooh	Where the Wild Things Are	The Velveteen Rabbit Ruby’s Worry Lubna and Pebble	The Jumblies – Edward Lear	The Little Prince	Greta Thunberg Greta and the Giants- Zoe Tucker Greta Thunberg – Little People, Big Dreams
PSHE	Being Me in My World Class Learning Charter	Celebrating Difference – what makes use different = special and unique	Dreams and Goals – how success feels	Healthy Me – value body and keep safe, healthy and happy	Relationships – appreciating people who are special to us	Changing Me – identifying body parts using correct language. Learning which parts are private.
British Values	PSHE – Class Learning Charter Mutual Respect	PSHE Mutual Respect	PSHE Individual Liberty – freedom to have personal dreams and goals	History – explorers Individual liberty (explore)	PSHE Mutual respect within relationships	Reading Spine –Greta Thunberg Individual Liberty
Rights Respecting	PSHE – Class Learning Charter Charter helps us to respect rights e.g. Article 28: right to education	PSHE Article 2: right to non-discrimination	Reading Spine: Lubna and Pebble Article 22: right for refugees to get help and protection Computing Article 16: protection of privacy Article 17: access to information	PSHE Article 24: right to health, water food and a safe environment. Right to information about how to stay healthy		Geography – local area Article 27: right to food, clothing and a safe home

Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History/Geography	The Great Fire of London	Hackney	Activists	The UK and Beyond	The Windrush in Hackney	Uganda: The Pearl of Africa
RE	What do Hindus believe?	What Values Does Hanukkah teach?	What does it mean for a Christian to belong to a church?	Why do Christians celebrate Jesus’ resurrection at Easter?	How do we know what actions are right or wrong?	
Computing	Online Safety Computing systems and networks 1: What is a computer?	Programming 1: Algorithms and Debugging	Computing systems and networks 2: Word processing	Programming 2 : Scratch Jr	Creating media: Stop motion	Data handling: International Space Station
English	Something Else, Rainbow Fish, Hackney Martian, The Gruffalo, The Tiger Child, Great Fire	Black Dog, Silly Billy, Can’t You Sleep Little Bear? Floss	The Highway Rat, Dinosaurs and all that Rubbish, Little Polar Bear, The Time of the Lion, Dumpling	The Day the Crayons Quit, Ossiri, Dear Greenpeace, Star Crazy, Lonely Giraffe	The Dragon Machine, Burglar Bill, Sausage in Trouble, China	Lazy Jack, The Wolf’s Story + Beware the Storybook Wolves, Paperbag Princess, The Princess and the Pea, Rapunzel, Goldilocks, Cave Baby
Reading Spine	Aesop’s Fables	The Magic Finger Fantastic Mr Fox	Malala Yousafzai – My Story Malala’s Magic Pencil	The Owl and the Pussycat – Edward Lear		The Tunnel The Tear Thief
PSHE	Being Me in My World Class Learning Charter	Celebrating Difference – differences in friends	Dreams and Goals – working cooperatively	Healthy Me – healthy snacks and sharing	Relationships – causes of conflict and positive problem solving	Changing Me – physical differences between boys and girls and names of body parts. Private parts of the body.
British Values	Reading texts: Something Else, Rainbow Fish Mutual Respect		History - activists Democracy – Emily Davison PSHE Individual Liberty – freedom to have personal dreams and goals	Reading text: The day the Crayons Quit Individual Liberty	History – Windrush in Hackney Tolerance of different religions and cultures, mutual respect PSHE Mutual respect within relationships Reading Text- Burglar Bill Rule of Law	Reading text: The Paperbag Princess and Rapunzel Individual Liberty
Rights Respecting	Reading texts: Article 2: right to non-discrimination Science Article 24: right to health, water food and a safe environment. Right to information about how to stay healthy	PSHE Mutual respect and tolerance of cultures and religions (celebration) Computing Article 16: protection of privacy Article 17: access to information	History - activists Article 28: right to education, Article 2: right to non-discrimination Reading texts: Dinosaurs and all that Rubbish, Little Polar Bear Article 24: right to health, water food and a safe environment. Reading Spine - Malala Article 28: right to an education	Reading text: The day the Crayons Quit Article 12: respect for children’s views Dear Greenpeace and PSHE Article 24: right to health, water food and a safe environment. Right to information about how to stay healthy	History – Windrush in Hackney Article 2: right to non-discrimination	Geography – Uganda Article 24: right to health, water food and a safe environment. Right to information about how to stay healthy

Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History/Geography	Through the Ages: Stone Age, Bronze Age, Iron Age	Visit Scotland	Ancient Egypt	Food and Farming	The Romans	Trip Around Europe
RE	What is special about Guru Nanak?	What can we learn from the Christian Bible?	Who are the Jews?	How do the features of a mosque help Muslims to pray?	? Why do believers go on Pilgrimage?	
Computing	Online Safety + Computing systems and networks 1: Networks and the internet	Programming: Scratch	Computing systems and networks 2: Emailing	Computing systems and networks 3: Journey inside a computer	Creating media: Video trailers	Data handling: Comparison cards databases
English	Cave Baby, Jack's Fantastic Voyage, Grace and Family, Hodgeheg	The Dragon Stoorworm, Katie Morag, The Owl who was Afraid of the Dark, The Twelve Dancing Princesses	Storm	Flat Stanley, The Selfish Giant	Aesop's Fables, The Emperor's New Clothes	Jack and the Beanstalk, Hansel and Gretel, 101 Ways to Save the Earth, The Twits
Reading Spine	Charlotte's Web	Varjak Paw	Gulliver's Travels The Fox and the Star How to Live Forever	Hillaire Belloc – Matilda and Jim	Pinocchio	Nelson Mandela – Long Walk to Freedom Chris van Wyk
PSHE	Being Me in My World Class Learning Charter	Celebrating Difference Positive and negative power of words	Dreams and Goals Evaluating and celebrating learning	Healthy Me How to stay safe from certain things, people and places. Who can help?	Relationships How some people influence us and how this can affect choices we make	Changing Me How boys' and girls' bodies change on the inside
British Values	Computing Rule of Law – responsible communication online	Reading text: The Dragon Stoorworm + The Twelve Dancing Princesses Individual Liberty PSHE Mutual Respect	PSHE Individual Liberty – freedom to have personal dreams and goals	Reading Spine: Matilda Rule of Law	PSHE Individual liberty and mutual respect within relationships Rule of law regarding relationships	Reading Spine: Nelson Mandela, Long Walk to Freedom Tolerance of cultures and religions, individual liberty
Rights Respecting	Computing Article 16: protection of privacy Article 17: access to information	Reading text: The Dragon Stoorworm + The Twelve Dancing Princesses Article 12: respect for children's views	Computing Article 16: protection of privacy Article 17: access to information	PSHE Article 24: right to health, water food and a safe environment. Right to information about how to stay healthy		Computing Article 16: protection of privacy Article 17: access to information

Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History/Geography	The Amazon Rainforest	Anglo-Saxons	The Vikings	The Alps	The Tudors	Raging Rivers
RE	How does the synagogue show what is important to Jews?	How do believers build a relationship with God?	How do different Christians show their beliefs?	Why is the Qur'an special to Muslims?	What happens when we die?	
Computing	Online Safety + Computing systems and networks: Collaborative learning	Programming: Further Coding with Scratch	Computing Systems and Networks: Website design	Skills showcase: HTML	Creating Media Computational Thinking	Data handling: Investigating weather
English	When Jessie Came Across the Sea The Wizard, the Ugly and the Book of Shame The Raven Child and the Snow Witch	Hostage	Christophe's Story Robin Hood	George's Marvellous Medicine	Macbeth The Boy and the Globe	Rapunzel The Wreck of the Zanzibar
Reading Spine	The Wind in the Willows	Clockwork	The Wolves in the Walls The Kingdom Revealed The Tin Forest	The Walrus and the Carpenter	The Railway Children	Maya Angelou - Little People, Big Dreams
PSHE	Being Me in My World Class Learning Charter	Celebrating Difference – how words affect feelings	Dreams and Goals – evaluate improvements and share successes	Healthy Me – strategies for keeping safe from certain things, people and places. Asking for help.	Relationships – how actions of other influence us and affect our choices	Changing Me – males and female body changes
British Values	Reading text: The Wizard, the Ugly and the Book of Shame Mutual Respect	Reading Spine: The Boy at the Back of the Class Mutual respect, tolerance of cultures and religions	Reading text: Robin Hood Rule of Law PSHE Individual Liberty – freedom to have personal dreams and goals	PSHE Rule of Law -safety	Reading text: Macbeth Understanding monarchy pre-democracy PSHE Individual liberty and mutual respect within relationships.	Reading text: Rapunzel Individual liberty (lack) Reading Spine (Maya Angelou): Individual Liberty, Mutual Respect, Tolerance of Cultures and Religions
Rights Respecting	Computing Article 16: protection of privacy Article 17: access to information	Reading Spine: The Boy at the Back of the Class Article 22: right for refugees to get help and protection	Computing Article 17: access to information	PSHE Article 24: right to health, water food and a safe environment. Right to information about how to stay healthy	Article 9: keeping families together	Science Article 24: right to health, water food and a safe environment. Right to information about how to stay healthy

Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History/Geography	The Ancient Greeks	Restless Earth: Earthquakes	Victorian Britain	Trade around the World	The Kingdom of Benin	Frozen Kingdom
RE	What did the Buddha teach about living a better life?	What happened to Islam in the Middle Ages?	What are some of the beliefs and values of Sikhism?	Pesach and Persecution What can we learn from the past?	How are women valued in religion and beyond?	
Computing	Online Safety + Computing systems and networks: Search engines	Programming 1: Music	Data handling: Mars Rover 1	Programming 2: Micro:bit	Creating media: Stop motion	Skills showcase: Mars Rover 2
English	Greek Myths – Icarus, Pandora, Theseus Neil Armstrong and Hidden Figures	Journey to Jo’Burg	Oliver Twist You Wouldn’t Want to be a Victorian School Child	Kensuke’s Kingdom The Village that Vanished	The Iron Man Oranges in No Man’s Land	Hansel and Gretel The Lemonade War St George and the Dragon
Reading Spine	The Lion, the Witch and the Wardrobe	The Boy at the Back of the Class	The Odyssey Way Home The Lost Happy Endings	The Highway Man	Tom’s Midnight Garden	Martin Luther King – Karson Jazynka Rosa Parks – Lisbeth Kaiser
PSHE	Being Me in My World Class Learning Charter	Celebrating Difference Identifying and standing up to bullying	Dreams and Goals Comparing and contrasting dreams	Healthy Me Healthy eating and body image	Relationships Safe use of technology to communicate	Changing Me Puberty – changing bodies
British Values	History - Ancient Greeks Democracy	English - Journey to Jo’Burg Mutual respect	Oliver Twist – theft Rule of Law PSHE Individual Liberty – freedom to have personal dreams and goals	Reading text: Kensuke’s Kingdom Individual Liberty (journey), mutual respect	English reading Oranges in No Man’s Land Tolerance of Cultures and Religions, Mutual respect History – Kingdom of Benin Tolerance of Cultures and Religions, Mutual respect	Reading spine – Martin Luther King and Rosa Parks Mutual respect, tolerance of cultures and religions
Rights Respecting	Computing Article 16: protection of privacy Article 17: access to information	English – reading Can You See Me? + Journey to Jo’Burg Article 2: right to non-discrimination PSHE Article 2: right to non-discrimination Geography Article 27: right to food, clothing and safe place to live	Victorian Britain Article 26: right to social and economic help Article 32: protection from harmful work Oliver Twist Article 20: children without families to be looked after the child’s religion, culture, language and other aspects of their life	Computing Article 17: access to information PSHE Article 24: right to health, water food and a safe environment. Right to information about how to stay healthy. Reading – The Village that Vanished Article 35: prevention of sale and trafficking Geography – trade Article 32: protection from harmful work	English reading Oranges in No Man’s Land Article 22: right for refugees to get help and protection Article 24: right to health, water food and a safe environment. Right to information about how to stay healthy.	Frozen Kingdom (melting polar ice caps) Article 24: right to health, water food and a safe environment. Right to information about how to stay healthy.

Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History/Geography	World War II	Journey to North America	World War II - Local Study	Mapping the World	Crime and Punishment	Living Sustainability
RE	What do Jews believe are their responsibilities to God?	How does being in a community help Buddhists to follow the Buddha’s teaching?	Humanism What is Humanism and what do Humanists believe?	Atheism and Agnosticism What does it mean to be atheist? What does it mean to be agnostic?	How did the world begin? Summer	
Computing	Online Safety + Computing systems and networks: Bletchley Park	Programming: Intro to Python	Data handling 1: Big Data 1	Creating Media History of Computers	Data handling 2: Big Data 2	Skills showcase: Inventing a product
English	Friend or Foe/ Evacuee’s Story/Poetry	Pied Piper, Firework Maker’s Daughter	Wonder			Little Red Riding Hood
Reading Spine	In Flanders Fields Goodnight Mr Tom The Lion and the Unicorn	Once – Morris Gleitzman	The Sleeper and the Spindle Rose Blanche	The Lady of Shallot	Skellig	Walter Tull’s Scrapbook
PSHE	Being Me in My World Class Learning Charter	Celebrating Difference Conflict, celebration and empathy	Dreams and Goals Collaboration with others to achieve	Healthy Me Responsible, safe and healthy choices	Relationships Power, control and support	Changing Me Development of baby from conception
British Values	WWII – democracy, mutual respect, tolerance of cultures and religions PSHE – mutual respect	PSHE – mutual respect, tolerance of cultures and religions	Wonder – mutual respect PSHE Individual Liberty – freedom to have personal dreams and goals	Reading spine: The Lady of Shallot Individual Liberty	PSHE Individual liberty and mutual respect within relationships.	Walter Tull – mutual respect
Rights Respecting	History and English texts Article 2: right to non-discrimination Article 9 keeping families together Article 14: freedom of thought and religion Article 19: protection from violence Article 38 : protection in war	PSHE Article 2: right to non-discrimination	English – reading Wonder Article 23: right to live a full and dignified life for those with a disability	PSHE Article 24: right to health, water food and a safe environment. Right to information about how to stay healthy.	PSHE Article 13: right to share thoughts freely	Geography Article 24: right to health, water food and a safe environment. Right to information about how to stay healthy.

Teaching British Values: knowledge, understanding and meaningful engagement with values

Democracy	Pupil voice School Council Year 2 Activists: women's right to vote
Rule of Law	PSHE: laws explicitly taught e.g. laws regulating marriage and online privacy Year 6 Crime and Punishment: consequences for not respecting the rule of law School VERSE
Mutual Respect	Journey to Rights Respecting Gold Award Springfield Community Commitments: respect each other Year 2 Windrush: how people who came to Hackney faced discrimination
Individual Liberty	Behaviour policy language of choice: 'only you are free to make that choice' Year 6 World War II: fighting a totalitarian regime to preserve freedoms at home
Tolerance of different cultures and religions	RE curriculum thread – knowledge to instil respect and tolerance RE knowledge: emphasis on understanding beliefs of Islamic faith and Jewish faith to overcome misconceptions that lead to Islamophobia and anti-Semitism Trips to places of worship and visits from members of the school community representing different faiths

Impact

The spiritual development of Springfield pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

The moral development of Springfield pupils is shown by their:

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

The social development of Springfield pupils is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain and the wider world

The cultural development of Springfield pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- 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 and the wider world
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they 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