WHITE HOUSE SCHOOL

Spiritual, Moral, Social and Cultural (SMSC) Policy

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CAVENDISH EDUCATION

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Appendix 1: SMSC Across the Curriculum

1. Context

The White House School is an independent specialist school for children and young people with additional and complex needs. We are part of Cavendish Education and are committed to transforming lives through highly personalised education, therapeutic support and ambitious teaching.

Our vision is **"Making Learning Possible Again."** We create a school where pupils feel safe, belong, achieve and thrive. Through removing barriers to learning, rebuilding confidence and fostering positive relationships, we empower every pupil to realise their potential and prepare for successful and fulfilling lives beyond school.

Our mission is to provide a nurturing, ambitious and mindful education that supports both academic progress and personal growth. Guided by our whole-school ethos of **Healthy Minds, Happy Hearts**, we create the conditions for every pupil to become **Ready to Learn and Prepared for Life**.

Everything we do is underpinned by our core values:

- **Ambition** – developing curiosity, courage and aspiration.
- **Resilience** – developing confidence, character and perseverance.
- **Community** – demonstrating kindness, integrity and respect.

We believe that pupils thrive when they feel safe, understood and valued. Our culture is built upon strong relationships, high expectations and a commitment to seeing the strengths and potential in every child. We are deeply nurturing without lowering expectations and remain unashamedly ambitious for every pupil.

Our practice is informed by the National Autistic Society's **SPELL Framework**, which promotes:

- Structure and predictability;
- Positive approaches and expectations;
- Empathy and understanding;
- Low arousal environments;
- Strong links between school, home and professionals.

Alongside this, we adopt a trauma-informed, relational and therapeutic approach across all aspects of school life. We recognise that behaviour is a form of communication and believe that pupils do well when they can. Our role is to understand the barriers they face and provide the support, strategies and relationships that enable them to succeed.

At The White House School:

- Every interaction is viewed as an intervention.
- Every adult is an emotionally available adult.
- Relationships come first.
- Emotional readiness is the foundation for learning.

We support pupils to develop emotional regulation, communication, independence and social understanding through consistent relational practice, personalised support and integrated therapeutic approaches. Emotional regulation is explicitly taught through co-regulation, sensory support, movement opportunities and personalised regulation strategies. Pupils are encouraged to understand themselves, develop resilience and build the skills needed to navigate life successfully.

Safeguarding is at the heart of everything we do. We recognise the additional vulnerabilities that many pupils with special educational needs may experience and maintain a culture of vigilance, care and advocacy. We place the child at the centre of decision-making, listen to pupil voice in all its forms and work closely with families and external agencies to promote safety, wellbeing and positive outcomes.

Through ambitious and adapted teaching, meaningful relationships, therapeutic support and a culture of belonging, we help pupils feel safe, build confidence, achieve success and thrive both in school and beyond.

2. Aims

This policy is written in line with the following guidance and legislation:

- The Independent School Standards: guidance for independent schools 2019
- The Equality Act 2010

The spiritual, moral, social and cultural elements of pupils' development are interrelated and an integral element of our curriculum and daily life at The White House School. Opportunities for SMSC development occur through teaching and learning within every school day, through the daily interactions with our pupils and the celebration of events; be they celebrating academic success or religious festivals, for example.

Part 2 of the Department for Education's 'Independent School Standards' 2019 outlines our requirements to promote the spiritual, moral, social, cultural, mental and physical development of pupils at the school and of society; and prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

ISSR Part 2 paragraph 5.

Our broad and balanced curriculum, coupled with extra-curricular and enrichment activities, both within and beyond the school day, all contribute to the personal development of our pupils.

3. Definitions

The **spiritual** development of 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
- knowledge of, 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 pupils is shown by their:

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

The **social** development of pupils is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance of 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; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The **cultural** development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those 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
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, 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.

4. The Fundamental British Values

At The White House School, we ensure that through our vision, values, relationships, teaching and inclusive environment, we promote tolerance and respect for all cultures, faiths and lifestyles. The school staff have a responsibility to ensure that this ethos is reflected and implemented effectively throughout our school policies and practice. We have a duty to prepare our pupils for life in modern Britain and to keep them safe. Within our medium-term planning documents, direct links to the British Values and Protected Characteristics are identified, so that opportunities to discuss and promote these are woven throughout all subjects within our curriculum.

Keeping our children safe and ensuring we prepare our children for life in modern Britain is of the upmost importance. As a school the Government has made our responsibilities clear in that we have a duty to promote British Values. The government set out its definition of British Values in the 2011 Prevent Strategy - values of developing and deepening pupils' understanding of the fundamental British Values of democracy, individual liberty, the rule of law and mutual respect and tolerance.

Fundamental British Values are defined by the DfE as:

- **Democracy**: Respect for democracy and support for participation in the democratic process
- **The Rule of Law:** Respect for the basis on which the law is made and applies in England
- **Individual Liberty:** Support and respect for the liberties of all within the law
- **Mutual Respect and Tolerance:** Support for equality of opportunity for all and respect and tolerance of different faiths and religious and other beliefs

Below are examples of some of the ways in which we actively promote the British Values at The White House School:

Democracy

- Elect class representatives for the School Council.
- Encourage pupils' voices to be heard through structured opportunities for free speech.
- Discuss democracy in assemblies and relevant classroom-based learning activities.

The Rule of Law

- Implement a robust positive behaviour policy, applied consistently across the school.
- Support pupils in understanding that rules and laws help keep them safe.

- Provide opportunities to discuss legal and ethical issues during SMSC, Citizenship lessons, curriculum activities, and assemblies.

Individual Liberty

- Offer pupils important roles in school, such as School Council Representatives and Eco-Ambassadors.
- Encourage pupils to take responsibility for their behaviour and contribute positively to the school community.
- Promote key principles of equality, justice, and fairness throughout school life.

Mutual Respect

- Foster positive behaviour and attitudes towards others.
- Model respectful relationships consistently through staff-pupil and staff-staff interactions.
- Celebrate pupils' achievements through a positive rewards system.
- Recognise and celebrate religious occasions, holidays, and cultural events.

Tolerance of Different Faiths and Beliefs

- Embed the school's aims and values within all aspects of school life.
- Deliver SMSC curriculum content that highlights cultural understanding and respect.
- Use world events and current affairs as opportunities to inform pupils about other cultures and reinforce tolerance.

5. The Protected Characteristics

In the 2010 Equality Act, the government set out nine areas in which people can be expected to be protected from discrimination. These are known as the 'Protected Characteristics' and are as follows:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

It is our intention to develop in our pupils a sense of respect and tolerance towards those who demonstrate a protected characteristic. Our anti-bullying policy identifies a commitment to eliminating bullying in relation to a protected characteristic and each scheme of work demonstrates how The White House School cultivates our pupils' sense of respect and tolerance towards those who demonstrate a protected characteristic, within their learning.

6. Teaching and Learning SMSC

Our SMSC curriculum is robust, woven through all subjects and also delivered weekly through dedicated PSHE and Relationships Education, Citizenship and Religious Education lessons, taking in to account all statutory regulations to cover the following topics.

Objectives for the development of SMSC:

- enable our pupils to develop their self-knowledge, self-esteem and self-confidence.
- enable our pupils to distinguish between right and wrong and to respect the civil and criminal law of England.
- encourage our pupils to accept responsibility for their behaviour, show initiative and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England.
- further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures.
- encourage respect for other people and encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

Curiosity Pathway

PSHE and Relationships Education
Personal, Social, Health and Economic (PSHE) education is a subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. When taught well, PSHE education also helps pupils to achieve their academic potential.

During key stages 1 and 2, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

The programme of study focuses on the three core themes of 'Health and Wellbeing', 'Relationships' and 'Living Within the Wider World'.

Health and Wellbeing
The focus of this strand of our PSHE curriculum is on physical and mental health and wellbeing. Our curriculum will cover the following topics:

- Healthy lifestyles (physical wellbeing)
- Mental health
- Ourselves, growing and changing
- Keeping safe
- Drugs, alcohol and tobacco

Relationships Education
The focus of our Relationships Education curriculum is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. Our curriculum will cover the following topics:

- Families and close positive relationships
- Friendships
- Managing hurtful behaviour and bullying
- Safe relationships
- Respecting self and others

Living Within the Wider World
Within these lessons our pupils will develop their sense of self and their position within our local and wider community. Our curriculum will cover the following topics:

- Shared responsibilities
- Communities
- Media Literacy and Digital Resilience
- Economic wellbeing: Money
- Economic wellbeing: Aspirations, work and career

Our PSHE programme fully reflects our school's ethos and aims and encourages respect for other people, in line with the Equality Act of 2010. Further information can be found in our separate PSHE policy. As a specialist SEND setting, we follow the PSHE Association's 'Planning Framework for Pupils with SEND' which covers the following topics: Self Awareness, Self-care, Support and Safety, Managing Feelings, Changing and Growing, Healthy Lifestyles and The World I Live In. These 6 strands directly relate to the mainstream PSHE Programme of Study.

Citizenship (including Economic Wellbeing)
During their Citizenship lessons, pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. As they begin to develop into young

adults, they face the changes of puberty and transfer to secondary school with our support and encouragement. They learn how to make more confident and informed choices about their health, environment and personal finances; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

Religious Education
The focus of our Religious Education curriculum is to encourage and challenge pupils to think about ideas, express them to others as well as listen to others. It is important that we instil an understanding in pupils that we may all have different beliefs as well as helping them to begin to make sense of their own beliefs. We promote understanding, respect and tolerance across our R.E curriculum. Across Key Stage 1 and 2, pupils are supported to extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They are introduced to an extended range of sources and subject specific vocabulary. They are encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

The SMSC programme is tailored to the needs of our pupils and differentiated accordingly. Their learning is recorded in exercise books and folders. Curriculum overviews for the subjects listed above can be found in Appendix 1.

Discovery Pathway

PSHE, Relationships and Sex Education
Children's personal, social and emotional development (PSED) is essential for leading healthy, happy lives and underpins cognitive development. For this reason, PSHE, Relationships Education (and Sex Education for pupils of KS3 age) is a central element of our Discovery Curriculum.

Strong, warm and supportive relationships with adults are key to children's personal development. These attachments help children to understand their own feelings and those of others. We recognise that many pupils joining our school may have gaps in their PSED skills, so we prioritise supporting them to manage emotions, develop a positive sense of self, set goals, build confidence, persist with challenges, and direct their attention appropriately.

Through modelling and guidance from adults, we encourage children to care for their bodies, including oral health and healthy eating, and to manage their personal needs with confidence and independence. Supported interaction with peers helps them learn to build friendships, cooperate, and resolve conflicts peacefully. We believe these skills provide a secure foundation for achievement in school and beyond.

Self-regulation is an area where many of our pupils need additional support, often linked to their individual special educational needs. Our aim is to help children recognise and manage their feelings, regulate their behaviour, and work towards

simple goals. We encourage them to wait appropriately, control impulses, and give focused attention, even while engaged in activities.

The behaviours for learning we promote include:

- controlling feelings and behaviour
- applying personalised strategies to return to calm
- curbing impulsive behaviours
- concentrating on tasks
- ignoring distractions effectively
- behaving in pro-social ways
- thinking before acting
- persisting in the face of difficulty

Through dedicated PSHE and Emotional Literacy lessons, alongside Zones of Regulation interventions, self-regulation is embedded within our SMSC curriculum. Our PSHE programme reflects our school ethos and aims and promotes respect for others in line with the Equality Act 2010.

In line with statutory requirements, we cover the full content for relationships education and health education as set out in government guidance. Further details of our approach can be found in our separate Relationships Education Policy, available on our website.

Topic
This topic-based lesson is designed to present a holistic understanding of everyday events, activities and experiences, to support pupils to make connections with these. Pupils following our Discovery Curriculum pathway, study a combination of History, Geography and Religious Education under the heading of 'Topic'. During these lessons, pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They learn about the wider world and the interdependence of communities within it. They begin to understand that their own choices and behaviour can affect local, national or global issues. They learn how to take part more fully in school and community activities.

Beyond the stand-alone subjects listed above as part of our SMSC curriculum, we promote pupil's spiritual, moral, social and cultural development across our entire curriculum. We have reflected on the opportunities that are linked to most subjects and the frameworks for these can be found in Appendix 2 of this policy. These grids are also located at the end of the subject's 'Learning Journey' document. These are not an exhaustive list and extra-curricular visits, sporting, musical and pupil led groups (such as School Council and Eco-club) also promote SMSC development and the British values.

<u>'The White House Way'</u>
'The White House Way' is our personal development, cultural capital programme designed to supplement and enhance our curriculum. It covers a range of experiences, trips, activities and skills which we intend for all pupils to take part

in, by the time they leave us at the end of Year 6. These activities are mapped out by year group and are linked to our half-termly project themes. They fall in to the following criteria:

- Off-site trip (curriculum)
- Off-site trip (personal development)
- Essential life skill
- Money management skill
- Mindfulness activity
- Visiting guest speaker
- Communication skill
- Keeping ourselves safe
- Keeping fit and healthy
- Charity awareness

Alongside this, each month we celebrate iconic artists, authors, musicians and sporting heroes to expand pupil's cultural capital knowledge.

7. Roles and Responsibilities

The School Board
The School Board will approve the SMSC policy and hold the Headteacher to account for its implementation.

The Headteacher
The Headteacher is responsible for ensuring that SMSC is promoted and taught consistently across the school.

Staff
Staff are responsible for:

- Delivering and promoting SMSC throughout all aspects of their teaching
- Modelling positive attitudes to SMSC
- Monitoring progress
- Responding to the needs of individual pupils

Pupils
Pupils are expected to engage fully in the SMSC curriculum and, when discussing issues related to the subject, treat others with respect and sensitivity.

8. Monitoring Arrangements

It is the responsibility of all staff to ensure that SMSC development is implemented through their medium and short-term planning of our curriculum, extra-curricular and enrichment opportunities. The SLT monitor the policy on a regular basis and reports to the School Board, when requested, on the effectiveness of the policy.

Monitoring is embedded through:

- observations of lessons
- our Friday 'Celebration Assembly'
- half-termly newsletters
- parent feedback following assemblies
- productions and pupil voice
- our social media platforms

Pupils' development in SMSC is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed and approved by Directors annually in consultation with the school board.

9. Links with Other Policies

This policy should be read in conjunction with:

- Anti-Bullying Policy
- Anti-Radicalisation Policy
- Child Protection and Safeguarding Policy
- Curriculum Policy
- E-Safety Policy
- Fundamental British Values and Protected Characteristics Policy
- Marking, Assessment and Expected Progress Policy
- Positive Behaviour Policy
- PSHE Policy
- Pupil Personal Development Policy
- Relationships Education Policy
- SEND Policy
- Teaching and Learning Handbook

Approval & Policy Review

This Policy has been reviewed and approved by:

Policy Approver(s)	Sarah Moorcroft – Executive Headteacher
Storage Location	Online
Effective Date	September 2026
Next Review Date	July 2027

Revision History

Version	Change	Author	Date of Change
1	Updated policy for new academic year	Elle Vinall	July 2025
2	Updated format to match Cavendish Policies.	Elle Vinall	September 2026

Appendix 1: SMSC Across the Curriculum

Key Skills

SMSC in Computing and Digital Literacy	
Spiritual Development Pupils develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material wellbeing	**Social Development** Pupils develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities.
Pupils: • are able to express their feelings and appreciation of ingenuity/innovation/beauty through different media. • reflect on their own and others' lives and the impact ICT has on this • demonstrate they are reflecting on their experiences and learning from reflection. • respect the efforts and feedback of others and appreciate different ways in solving problem. • accommodate the ideas of others and enable others to succeed. • ask questions, offer ideas and make connections • gain an appreciation of the innovations and achievements of past individuals.	Pupils: • through different activities demonstrate personal qualities such as thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence. • investigate what it means to socialise using ICT media – the benefits and the pitfalls to it. • discuss the impact of the use of digital devices on the way we interact with others. • look at security risks to our personal data and how to reduce these risks. • consider the social responsibilities for those using digital devices – responsible for social good.
Moral Development Pupils develop the knowledge, skills and understanding, qualities and attitudes they need in order to make responsible moral decisions and act on them.	**Cultural Development** Pupils develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture.
Pupils: • investigate the impact of digital inclusion, who is it available to, and the digital divide locally, nationally and globally.	Pupils: • Learning about the wider world.

• consider accessibility issues when evaluating appropriateness of digital products. • develop their understanding of the development of online communities and its implications for an individual's learning, leisure and social interactions. • learn that the growth of social networking has potential risks as well as benefits. • use their knowledge of right and wrong in the media i.e. violence, bias, images and messages etc. model positive relationships and interactions, fairness, integrity, respect for people. • discover how to select their sources and decide on how much credence can be placed in them.	• Accessing information about the wider world through the internet. • Exploring the sights and sounds of other cultures. • Creating and sharing information about other cultures. • Exploring how ICT connects us with and in different environments.
British Values Pupils are taught about: • Online 'netiquette' – how to engage in online communities positively and how to be a respectful digital citizen (appreciate the viewpoints of others) • How to select information from online sources that reflect different viewpoints (engagement with democracy) • The dangers of the internet are taught and what to do with any online uncomfortable behaviour or material they see (contribute positively to life in modern Britain) • Cyber bullying and the legal implications.	

SMSC in English and Communication	
Spiritual Development Pupils develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material wellbeing	**Social Development** Pupils develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities.
Pupils: • demonstrate they are reflecting on their experiences and learning from reflection.	Pupils: • work well co-operatively. • take part in group experiences, e.g. World Book Day

• show they understand human feelings and emotions and how these affect others e.g. enjoyment, disappointment. • respect others e.g. feedback from peers or teacher. • accommodate difference and enable others to succeed. • ask questions, offer ideas and make connections. • display creativity and imagination, e.g. through their written work. • develop empathy towards characters – both real and fictional. • explore a range of different literature, including story and poetry, which explores human experience and response to life and death. • use stillness and imagination in drama and other activities to develop inner awareness. • express feelings and emotions through verbal and written communication knowing that words can influence feelings. • promote teaching styles which value pupils' questions and give them space for their own thoughts, ideas and concerns; • enable pupils to make connections between aspects of their learning and encouraging pupils to relate their learning to a wider frame of reference – for example, asking • 'why?', 'how?' and 'where?' as well as 'what?'	• demonstrate personal qualities such as thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence • participate within school and events in the wider community, such as national writing competitions. • demonstrate leadership skills in collaborative tasks. • participate in discussions of right and wrong - moral issues visualised in children's literature. • develop skills of listening and forming evaluative judgements in discussion. • take part in circle time discussion of behaviour and relationships of different characters – both real and fictional. • use drama/role-play to explore characters and plot within different genres. • learn to listen and talk to each other constructively to move each other's learning on.
Moral Development Pupils develop the knowledge, skills and understanding, qualities and attitudes they need in order to make responsible moral decisions and act on them.	**Cultural Development** Pupils develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture.
Pupils: • show an interest in investigating and offering reasoned views about moral and ethical issues. • develop circle time skills in speaking and listening. • enhance their social interaction through play.	Pupils: • extend knowledge and use of cultural language and imagery • provide opportunities to explore different cultures, e.g. through Black History Month. • read and listen to stories and poetry from other cultures.

• become aware they are writing and communicating with an audience. • group drama work, reading and discussion of social issues in literature. • stories to create awareness of a variety of life experiences • recognise the unique value of each individual, e.g. agree to disagree when looking at some non-fiction units, i.e. persuasion. • listen and respond appropriately to the views of others in discussions • make informed and independent judgements when looking at different texts/genres. • explore the way different genders are portrayed in literature.	• awareness of issues such as stereotyping and equal opportunities in literature. • understand how language can be used to empower or oppress people.

British Values

Pupils:

- develop a growing understanding of, and respect for, language and meanings in different cultures in line with British values.
- have the opportunity to read books with themes covering tolerance, mutual respect and democracy.
- will learn and recite poetry from other cultures, including classic British poetry.
- explore the meaning of concepts such as liberty, democracy and tolerance through discussion and debate.

SMSC in Mathematics	
Spiritual Development Pupils develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material wellbeing	**Social Development** Pupils develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities.
Pupils: • Appreciate the beauty of mathematics e.g. symmetry found in nature, patterns, elegance of equations. • Use of creativity in solving unusual or non-routine mathematical problems	Pupils: • Work cooperatively in groups to solve a range of maths problems. • Learn to manage competition through playing games in pairs and groups

• Are encouraged to take risks and flourish in a nurturing learning environment. • Be grateful for the contributions of important mathematicians and their impact on our world • Ask questions, offer ideas and make connections. • Develop a sense of curiosity about how mathematics can help us understand the world.	• Take on different roles within a group eg. Coordinator, Resource Manager, Reporter • Have the opportunity to be a leader within group work and develop leadership skills. • Appreciate how more can be achieved by working together than individually
Moral Development Pupils develop the knowledge, skills and understanding, qualities and attitudes they need in order to make responsible moral decisions and act on them.	**Cultural Development** Pupils develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture.
Pupils: • Promote measures to prevent discrimination on the basis of religion, gender, sexual orientation, age and other criteria. • Use mathematics in helping to ask questions about moral choices we face today ie. global warming, resource depletion, etc. • Ask 'big questions'; asking 'why' and 'how' and relating responses to their own moral codes.	Pupils: • Celebrate different cultures contributions to the field of mathematics: Egyptian, Greek, Chinese, Indian, Roman, etc. • Take part in mathematical activities which relate to different cultures: Rangoli patterns, Egyptian fractions, etc. • Demonstrate respect and appreciation for all cultures.
British Values All pupils are encouraged to achieve their maximum potential through Maths lessons and learn the importance of Maths in different aspects of life. Pupils of all abilities are encouraged to believe they are able to achieve and this builds confidence and self-esteem. Group work encourages pupils to work as part of a team and helps them understand how different people solve problems in various ways. This also promotes the British values of mutual respect and support for one another. Whilst investigating and applying Maths to a range of situations, tolerance and resilience are promoted as pupils are encouraged to persevere, take risks and try different methods. Pupils will learn that Mathematics comes from different cultures. They study Egyptian fractions, Pythagoras and Fibonacci which all originate from different cultures. All pupils have the right to a safe and secure learning environment and to be treated with respect.	

Knowledge and Understanding of Our World

<table>
<tr><th colspan="2">SMSC in Religious Education</th></tr>
<tr><td>Spiritual Development
Pupils develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material wellbeing</td><td>Social Development
Pupils develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities.</td></tr>
<tr><td>Pupils:
use religious words and phrases to recognise and name features of religious life and practice.
recall religious stories.
recognise symbols and other verbal and visual forms of religious expression.
suggest meanings for a range of forms of religious expression.
talk about their own experiences and feelings, what they find interesting or puzzling and what is of value and concern to themselves and others.
express their own and others' views on the challenges of belonging to a religion.</td><td>Pupils:
work collaboratively to explore the practices and beliefs of different religions.
ask and respond sensitively to, questions about their own and others' experiences and feelings.
identify and describe the impact religion has on believers' lives.
describe what inspires and influences themselves and others.
express their own and others' views on the challenges of belonging to a religion.
demonstrate personal qualities such as thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence.</td></tr>
<tr><td>Moral Development
Pupils develop the knowledge, skills and understanding, qualities and attitudes they need in order to make responsible moral decisions and act on them.</td><td>Cultural Development
Pupils develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture.</td></tr>
<tr><td>Pupils:
In relation to matters of right and wrong, they recognise their own values and those of others.
make links between values and commitments and their own attitudes and behaviour.
raise and suggest answers to questions of identity, belonging, meaning, purpose, truth, values and commitments.
explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms</td><td>Pupils:
ask and respond sensitively to questions about their own and others' experiences.
make links between beliefs and sources, including religious stories and sacred texts.
identify and describe the impact religion has on believers' lives.
express their own and others' views on the challenges of belonging to a religion.</td></tr>
</table>

of religious, spiritual and moral expression, within and between religions. • model positive relationships and interactions (eg fairness, integrity, respect for other people) when exploring other religion.	• consider the challenges of belonging to a religion in the contemporary world, focusing on values and commitments.
British Values • Pupils will show tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation for and respect for their own and other cultures. • To encourage respect for other people. • Enable pupils to develop their self-knowledge, self-esteem and self-confidence. • To understand that the freedom to choose and hold other faiths and beliefs is protected in law. • Acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.	

SMSC in Science and S.T.E.M	
Spiritual Development Pupils develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material wellbeing	**Social Development** Pupils develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities.
• Providing opportunities to wonder what is special about life, an awe at the scale of living things from the smallest micro-organism to the largest tree and the interdependence of all living things and materials on Earth. • Reflection and the emotional drive to know more and to wonder about the world and aesthetically appreciate its wonders including, for example the enormity of space and the beauty of national objects or phenomenon, plants, animals, crystals, rainbows and the Earth from space etc. • Promoting teaching styles which: value pupils' questions and give them space for their own thoughts, ideas and concerns; enable pupils to make connections between aspects of their learning; encourage pupils to relate their learning to a wider frame of reference – for example, asking why? how? And where as well as what?	• Developing team working skills and taking responsibility in that team. • Pupils taking responsibility for their own and others' safety. • Consideration of the benefits and drawbacks of scientific and technological developments and the social responsibilities.

• Showing respect for the different opinions expressed by others, for example regarding creation.	
Moral Development Pupils develop the knowledge, skills and understanding, qualities and attitudes they need in order to make responsible moral decisions and act on them.	**Cultural Development** Pupils develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture.
• Encouraging pupils to take responsibility for their actions; for example, in respect of property, care of the environment and developing codes of behaviour. • encouraging pupils to become increasingly curious, to develop open mindedness to suggestions of others and to make judgements on evidence not prejudice. • Encouraging children to use their understanding of the world in a positive manner. • Begin to understand that moral dilemmas are often involved in scientific developments. When considering the environment the use of further natural resources and its effect on future generations is an important moral consideration. • Looking into future options for the production of electricity, alternative fuels and methods to reduce pollution with discussions about how these can improve peoples' lives and the environment in general.	• Thinking of scientific discoveries as part of our culture as great as music and films with credit given to scientific discoveries made by other cultures. • Science is seen as a contemporary activity with developments being made all over the modern world by both men and women in many different cultures (now and in the past). • Investigating the historical impact of scientists from around the world linked to famous discoveries.
British Values Pupils should learn how citizens can influence decision making for example human impact on the environment. Develop the ability to take full and active part in practical lessons but keeping to the rules to keep safe and others safe. Recognise that some of the most important scientific discoveries have come from other parts of the world eg Spencer Silver, Ruth Benerito. Respect the views of others (and freedom of others to hold different beliefs) for example in issues such as genetically modified crops or the impact of pollution.	

SMSC in Topic (Geography and History)	
Spiritual Development Pupils develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material wellbeing	**Social Development** Pupils develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities.
• Spiritual education in Geography inspires awe and wonder at the natural world: both at the physical and human features. It also inspires wonder of the natural environment such as rivers, mountains, hills, volcanoes and the effect	• Social education in Geography involves the study of real people in different societies. In looking at their own locality

of weather and climate. It also includes the effect that the environment continues to have on settlement and peoples' daily lives. • There are many ways in which geography can contribute towards spiritual development, The study of real people in real places, and of our relationship with the environment, is at the heart of the geography curriculum. There are many occasions when we can give pupils the opportunity to reflect on their own values and beliefs, and those of others. For example, we can give pupils opportunities to think about the feelings of a child living in a squatter settlement, or the victims of a natural hazard; to reflect on the beauty of a landscape, or the richness of land environment; and to explore their own feelings about the people, places and environments they are learning about. Pupils: • Are encouraged to take risks and flourish in a nurturing learning environment. • Experience 'awe and wonder' moments when History is brought to life through active enquiry and experience of artefacts. • Express their awe and wonder at historical events and themes through different media across the curriculum (drama, art, literacy, music). • Explore the mystery of how and why past events happened. • Realise the significance of past events and people and how they have impacted on our lives today. • Explore values and beliefs from the past and compare and contrast these to values and beliefs from today. • Respect others. • Accommodate and celebrate difference. • Ask questions, offer ideas and make connections.	and others in the world, pupils' sense of identity and community can be strengthened. • Activities in the geography classroom -pair work, group work, role-play, geographical games - foster good social behaviour and self-discipline. Through fieldwork, geography makes a distinctive contribution to social development. Outside of the classroom, pupils need a greater degree of self-discipline and a successful trip often relies on each member of the group making a contribution. • Geography also has a key role in developing an understanding of citizenship. For example, decision making exercises introduce pupils to the planning process in a town or city; learning about international trade fosters a sense of the interdependence of people and places; and through geography pupils develop a knowledge and understanding of the concept of sustainable development, and the skills to act upon their understanding. Pupils: • Work collaboratively in a range of settings to investigate and follow lines of enquiry through active learning. • Adopt different roles within group work (including leader, scribe, question master and Steps to Success checker). • Develop skills of compromise and negotiation during collaborative learning. • Have the opportunity to be a leader within group work and develop leadership skills. • Consider what society in the past has contributed to society today.
Moral Development Pupils develop the knowledge, skills and understanding, qualities and attitudes they need in order to make responsible moral decisions and act on them.	**Cultural Development** Pupils develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture.

• Moral education in Geography provides opportunities for pupils to recognise that development takes place within a global context and that local decisions affect and are affected by decisions and processes in other countries for example river pollution. Issues of justice, fairness and democracy are central and can be debated in terms of pupils' own experiences as well as using geographical issues as contexts. • Most geographical issues have a moral dimension. Environmental relationships provide a wealth of opportunities for distinguishing a moral dimension; for example, should the rain forest be exploited? Should open cast mining be allowed in an area of outstanding natural beauty? Other opportunities include the allocation of overseas aid, the use of genetically modified crops, and coastal management strategies - do we protect the coast at all cost or do we allow some parts of the coastline to be reclaimed by the sea? Discussion, role-play and decision-making exercises enable pupils to explore such issues. In doing so they will learn about the views held by society, and by various groups within society, and will develop their own attitudes and values in relation to these. Pupils: • Promote measures to prevent discrimination on the basis of religion, gender, sexual orientation, age and other criteria. • Comment on and debate moral questions stemmed from past events. • Reflect upon past events and consider their own moral opinions. • Develop a sense of empathy with historical figures (e.g. through drama, diary writing). • Ask 'big questions'; asking 'why' and 'how' and relating responses to their own moral codes. • Explore models of moral virtue through key historical figures.	• Cultural education in Geography involves the study of real people in real places in the present. It provides opportunities for multi-cultural education through recognising commonalities and differences. It also encourages pupils to reflect on their own personal reality of sense of space. • Through its study of real people in real places, geography makes a major contribution to cultural development. Pupils learn about the characteristics of their local area, and why it is like that, and contrast where they live with more distant localities, in this country and abroad. A sense of place requires a knowledge and understanding of the cultural traditions of the people who live there. For example, for younger pupils this could be knowing about different styles of dress while older pupils might explore different attitudes towards the environment. Pupils: • Develop a greater understanding of how events in history have shaped our multi-cultural society. • Celebrate our multi-cultural society (e.g. Black History Month, religious celebrations and class topics). • Explore and discover cultures from around the world and how they have changed over time. • Demonstrate respect and appreciation for all cultures. • Are immersed in culture through cross-curricular links with, for example, Art, DT, Literacy, Maths and Music. • Investigate authentic accounts of attitudes, values and traditions of diverse cultures over time.
British Values The 2013 Ofsted Geography subject-specific guidance states that outstanding achievement in geography is demonstrated by: '*Pupils are able to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.'* Geography and global learning have a contribution to make in the following areas:	

- developing knowledge and understanding of, and mutual respect and tolerance for their own and other cultures in a range of places; for example by developing knowledge of diverse places and people, and understanding the geographical processes leading to change e.g. within the study of North America in Year 5 and South America in Year 6.
- investigating and understanding geographical processes that affect and inter-connect the lives of those in the community, locality and wider world; for example local area studies in KS1 where the children study local issues and in KS2 how we link to other areas of the world such as when looking at fairtrade and how we can engage with the concept during relevant focus weeks.
- values such as tolerance, mutual respect, liberty and responsibility are also international values, enlightened by developing global knowledge and understanding, and Britain's engagement with the wider world. Global learning helps pupils consider the place of Britain and 'Britishness' within international and global contexts, including the idea of multiple identities for example looking at cross curricular issues in Year 5 when the 'Windrush' era is explored and the children learn how other cultures are assimilated into the British culture.

- Within our school there is a focus on Black and British History during Black History Month. The contribution that black British citizens have made to create and support British Values are celebrated, for example Claudia Jones's involvement in the creation of the Notting Hill Carnival to celebrate multi-cultural diversity and how Walter Tull, the first British black professional football player in the top leagues and first mixed race officer in the army, exemplified British Values with acts of heroism in WWI.
- The children gain understanding of how a democratic political system works within Year 5 through how the nature of Athenian democracy compares with a modern democratic system.

Personal and Physical Development

SMSC in Physical Education	
Spiritual Development Pupils develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material wellbeing	**Social Development** Pupils develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities.
Pupils: • demonstrate they are reflecting on their experiences and learning from reflection. • show they understand human feelings and emotions and how these affect others e.g. enjoyment, disappointment. • respect others e.g. feedback from peers, coaches or teacher. • accommodate difference and enable others to succeed.	Pupils: • work well co-operatively. • take part in group experiences e.g. sports day, team activities, residential activities. • demonstrate personal qualities such as thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence • participate in sporting events in school and within the wider community.

• ask questions, offer ideas and make connections e.g. healthy lifestyles. • display creativity and imagination in developing sequences, choreography.	• demonstrate leadership skills by acting as a house or team captain or by leading warm ups, skills practices and officiating in games.
Moral Development Pupils develop the knowledge, skills and understanding, qualities and attitudes they need in order to make responsible moral decisions and act on them.	**Cultural Development** Pupils develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture.
Pupils: • model positive relationships and interactions e.g. fairness, integrity, respect for people, resolution of conflict. • recognise and respect rules and codes and demonstrate sportsmanship e.g. by shaking hands after matches, applauding opposition, fair play. Understand infringements such as penalties and red cards as a consequence (with good grace). • demonstrate self- discipline and recognise to achieve in sport training and application is needed. • show an interest in investigating and offering reasoned views about moral and ethical issues e.g. use of drugs in sport, match fixing, racism, logos, sporting heroes.	• address discrimination on the grounds of race, religion, gender, sexual orientation, age and promote equality. • express notions of different cultures through dance.
British Values • Pupils demonstrate mutual respect to their peers. • Pupils work collaboratively with peers and demonstrate good teamwork. • Pupils show sportsmanship and are gracious in defeat. • Pupils recognise and praise the efforts and achievements of others. • Pupils show respect for the rule of law within sports and the role of a referee/umpire and the need for safety rules. • Pupils appreciate different cultures and their contribution to sporting history.	

SMSC in PSHE and Relationships Education	
Spiritual Development	**Social Development** Pupils develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities.

Pupils develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material wellbeing	
Pupils: • Value and respect the 'specialness' of their own bodies • Know ways of finding calmness • Express their own opinion based on their reflections • Reflect on the experience of 'losing' someone through bereavement • Reflect on money and the extent to which it brings happiness • Use debate and discussion skills • Question and learn from questioning • Develop empathy • Use self-reflection • Reflect on the experience of others • Learn strategies for managing negativity • Set challenging goals and aspirations	Pupils: • Learn about and respect others learning choices and styles of learning • Communicate their successes and the next steps in their learning with peers, adults and parents/carers • Learn about friendship and being a good friend • Learn how to use restorative justice to resolve conflict effectively • Learn about respecting other's point of view • Learn about gender equality • Know how to resist peer pressure and coercion • Take responsibility for their own and others safety • Develop interpersonal skills • Use a variety of approaches when working as a team • Develop communication skills, including assertiveness and how this differs from aggressive and passive behaviour • Compromise and know strategies for this
Moral Development Pupils develop the knowledge, skills and understanding, qualities and attitudes they need in order to make responsible moral decisions and act on them.	**Cultural Development** Pupils develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture.
Pupils: • Learn about restorative justice approaches • Know what to do when they see someone being bullied • Learn about the difference between right and wrong • Know that they are responsible for their own behaviour so that they and others can do their best learning • Support and learn about a variety of charities • Engage in charitable acts • Learn about self-responsibility and their responsibility to others	Pupils: • Learn about the role Black British individuals have played in enriching our culture • Share their own personal interests, both inside and outside the classroom • Learn about Fair Trade and the experience of food and goods producers in different parts of the world

• Learn about the consequences of anti-social behaviour • Learn about different types of family • Learn about stereotyping • Learn about homophobia • Consider the images of sex created by the media • Address stereotypical attitudes to sex and relationships	
British Values Pupils: • Make links between the British rule of law and the purpose of our School and class rules • Learn about the role law enforcement and the rule of law plays in preserving British values • Engage in the democratic process of electing School council representatives and other roles in the school • Further tolerance and harmony and support equality for all through their study of notable Black Britons and their experience • Learn about notable Britons from different faiths • Learn about peaceful challenges to injustice • Learn about the importance of public institutions • Learn about how public services can be held to account • Learn about the Suffragettes and their role in the history of British democracy • Find out about the role of Parliament in British society	

Creative Enrichment

SMSC in Art and Design Technology	
Spiritual Development Pupils develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material wellbeing	**Social Development** Pupils develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities.
Pupils: • Demonstrate they are reflecting on their experiences and learning from reflection. They express their opinions about their own and their peer's work.	Pupils: • Work cooperatively with partners and in structured and unstructured groups to produce meaningful pieces of artwork. • Take part in cooperative experiences e.g. workshops organised in school, an art workshop to support a theme (Black history month, Neuro-diversity week)

• Show they understand human feelings and emotions and how these affect others e.g. enjoyment, disappointment, feelings of 'awe' and 'wonder' in their own and other's artwork. • Develop aesthetic appreciation – through theme, style and resources • Respect others e.g. feedback from peers, or teachers is listened to and considered sensibly. Children are able to accept that in art often by making mistakes that learning begins. • Accommodate differences and enable others to succeed – children are supportive of each other when working either individually or collaboratively on a project, such as a class mural. • Ask questions, offer ideas and make connections • Display creativity and imagination in developing a design – such as for a 3d pop up card to mark an occasion such as Christmas, Mother's Day • Ask and answer questions about the starting points for their work, and develop their ideas. • Review what they and others have done and say what they think and feel about it • Identify what they might change in their current work or develop in their future work.	• Demonstrate personal qualities such as honesty, respect for difference, moral principles, independence, inter-dependence • Participate in school events and local competitions in the wider community • Demonstrate leadership skills by acting as an "art expert" in class • Investigate the possibilities of a range of materials and processes e.g in printing with a variety of materials, marbling using different surfaces, painting using different brushes and textures of paint • Investigate different kinds of art, craft and design (for example, in the locality, in original and reproduction form, during visits to museums, galleries and sites, on the internet)
Moral Development Pupils develop the knowledge, skills and understanding, qualities and attitudes they need in order to make responsible moral decisions and act on them.	**Cultural Development** Pupils develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture.
Pupils: • Model positive relationships and interactions e.g. Fairness, integrity, respect for people, resolution of differences of opinion/ideas– e.g. sharing equipment and ideas. • Recognise and respect rules and codes of good practice when using equipment. (for example observing each other's work, together with how to use sharp objects such as scissors appropriately, how to clean and store paintbrushes) • Demonstrate self-discipline – for example children will follow success criteria identified for a particular task.	Pupils: • Engage with a range of images and artefacts from different contexts, e.g. religious artifacts – Hindu murti, statues and images of Ganesh, Roman Gods and Goddesses. • Recognise the varied characteristics of different cultures and using them to inform their creating and making, such as Rangoli patterns and Mendi from the Hindu religion, African tingatinga art, Aboriginal art patterns • Understand the role of the artist, craftsperson and designer in a range of cultures, times and contexts.

• Show an interest in investigating and offering reasoned views about moral and ethical issues. E.g. Studying artists with spiritual or religious themes, such as War paintings or "The Great Wave off Kanagawa" (Japanese print).	• Will investigate visual, tactile and other sensory qualities of their own and others work., e.g. Pupils will develop their knowledge and understanding of artists ideas and concepts identifying how meanings are conveyed, for example the economic struggle between Eastern and Western culture in Katsushika Hokusai's "The Great Wave off Kanagawa"
British Values The Art and Design Curriculum at The White House School delivers British values through having a sense of enjoyment and fascination in learning about the world around us and participating actively in artistic and creative activities. • Tolerance is promoted through listening to each other's ideas, creative responses and understanding of different cultures and styles within art. Children are encouraged to question and explore whilst maintaining tolerance and respect for the views of others. • Children discuss and work in the style of a wide variety of artists and designers. • British art is promoted throughout the school– for example Damien Hirst and Tracey Emin are studied in KS2. This extends beyond the classroom with a wide range of visits and experiences to art galleries and local events. • Children have the opportunity to work independently and as a team to build resilience and self-esteem through tasks, sharing ideas and resources, (paint, pastels, clay, textiles) • Peer-assessment is embedded in the Art and Design curriculum which encourages pupils to support each other.	

SMSC in Music	
Spiritual Development Pupils develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material wellbeing	**Social Development** Pupils develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities.

Pupils: • Demonstrate they are reflecting on their experiences and learning from reflection. • Show they understand human feelings and emotions and how these affect others e.g. enjoyment, disappointment when creating and listening to music. • Respect others e.g. feedback from peers or teachers when evaluating performances. • Accommodate differences and enable others to succeed following performances. • Ask questions, offer ideas and make connections • Display creativity and imagination in developing musical sequences	Pupils: • Work well cooperatively. • Take part in co-operative experiences e.g. group activities and performances. • Demonstrate personal qualities such as thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence. • Participate in school events and in the wider community. • Demonstrate leadership skills in musical group activities.
Moral Development Pupils develop the knowledge, skills and understanding, qualities and attitudes they need in order to make responsible moral decisions and act on them.	**Cultural Development** Pupils develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture.
Pupils: • Model positive relationships and interactions e.g. Fairness, integrity, respect for people, resolution of conflict when working in groups. • Recognise and respect rules and codes and demonstrate 'good' audience etiquette. • Demonstrate self-discipline and recognise that application is needed to achieve when learning an instrument. • Show an interest in investigating and offering reasoned views about moral and ethical issues.	Pupils: • Address discrimination on the grounds of race, religion, gender, sexual orientation, age and promote equality. • Express different cultures through music. • Recognise musical talents in ourselves and others.
British Values The Music Curriculum at The White House School promotes tolerance and understanding of other cultures by incorporating learning about music from other cultures e.g. African drumming during Black History month. Children are taught how to be an appreciative and supportive audience who listen attentively and supportively while others perform e.g. in celebration assemblies. Children work collaboratively in groups and are encouraged to listen to others' viewpoints and accept different points of view – values of democracy.	