



**St Mary Magdalene C of E School**  
**with**  
**Christ Church C of E Primary School**

# ETHOS POLICIES

<b>This policy was:</b>	First Written	Summer 2019		
	Reviewed	Annually		
	Last Review and Fully Updated	Autumn 2023		
	Approved by	Mrs J Eastaugh <i>Chairs of Governors</i>		
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		<i>Federation Co-Headteachers</i>		
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# “Do unto others, as you would have them do unto you.” Luke 6:31



A Koinonia student will go out into the world happy, courageous, resilient, motivated with a lifelong love of learning, fully equipped to make a positive contribution to society.

## Introduction

We have created a suite of policies which describe in detail how we live out our Vision Statement resulting in our strong Christian ethos which permeates every aspect of our day to day practice. The Vision Statement was written by a working party of staff and governors who brought together ideas and our community's core values through a series of workshops with staff, our pupil faith teams, governors and consultation with parents.

In the Koinonia Federation R.E. is a core subject and pupils acquire profound understanding of Christianity while gaining a mature perspective on other major faiths.

Our pupils' understanding of Christian beliefs is significantly enhanced by adept comparison with those of other faiths, as innovative use is made of the locally agreed and Diocesan schemes of study.

As a Federation we regularly revisit guidance and teaching in key documents from the Church of England including The Church of England Vision for Education and Valuing All God's Children.

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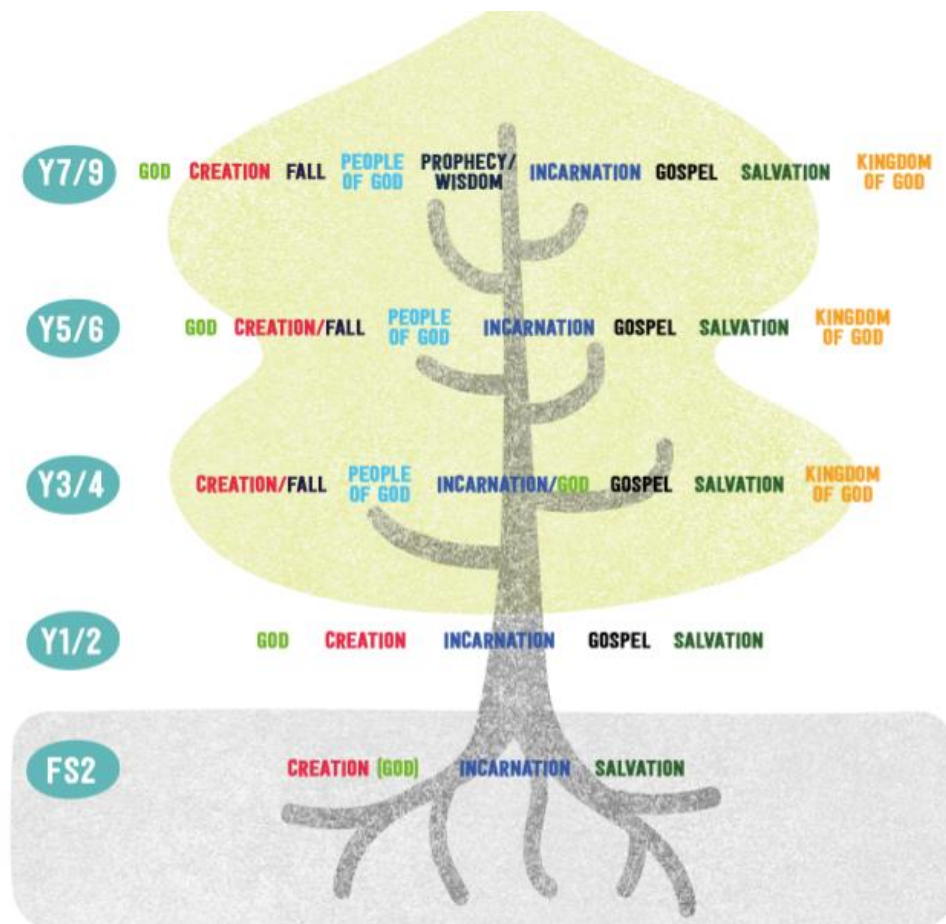
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**St Mary Magdalene C of E School  
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# RELIGIOUS EDUCATION POLICY

THIS POLICY WAS	Reviewed in	Autumn 2023
	Next review	Autumn 2024



**“Wonder is the desire for knowledge.” Saint Thomas Aquinas (ST I-II, 32, viii)**

The vision for Religious Education is to enable and challenge students to flourish as loving and thinking human beings in their communities and the wider world. For this reason, we not only promote a rigorously academic curriculum but also foster students' curiosity and ability to question critically and think deeply beyond the confines of exam based specifications and curriculums.

At Koinonia Federation schools, Religious Education (RE) is regarded as one of the core subjects we teach and plays a major role in shaping our school ethos where everyone is valued across our diverse community. Within the context of our church school RE plays an important role in our mission to foster and nurture the Christian faith and ethos of the Church of England. Not only does the teaching and learning in RE help pupils learn about and from Christ, but it also helps develop positive attitudes towards other people and the beliefs they hold.

Our measure of success is not just the 'outstanding' progress of students during their time with us, verified by their success in GCSE examinations or end of key stage assessments, but also that students are loving and thinking beings who go and 'live life to the full' (John 10:10).

## AIMS

We aim to give pupils a firm foundation of knowledge and understanding of Christianity while introducing them to other religions and those represented in the local community. Through our teaching and learning about RE we aim to help pupils:

- To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage
- To enable pupils to know and understand about other major world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values, as well as enhancing their moral, social and cultural development
- *Develop the ability to reflect on their own beliefs, values and experiences and communicate issues of faith and truth*
- Show an informed and respectful attitude to religions and world views in their search for God and meaning.

## THE CURRICULUM

At Koinonia Federation schools our Religious Education syllabus is based upon three documents:

- 1- SDBE – New Diocesan Syllabus for Religious Education
- 2- RE Today – 'Understanding Christianity'
- 3- Royal Greenwich Agreed Syllabus for Religious Education 2019 – 2024

Our spiral curriculum ensures there is coverage which is based on these three documents at our all through school.

At our school, this is through the delivery of the half termly units from Royal Greenwich Agreed Syllabus for Religious Education 2019 – 2024 and the supplementary Christian units from the SDBE syllabus supported by 'Understanding Christianity'.

This ensures our pupils will acquire and apply knowledge and understanding of:

- Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism.
- How these religions influence individuals, communities, society and the world.

The Foundation Stage will learn through broad topics such as: Right and Wrong, Self and Others and Festivals. These will relate closely to their own experiences of religion.

In Key Stage One in addition to Christianity pupils will study Hinduism, Judaism and Sikhism.

In Key Stage Two, as well as Christianity pupils will study Buddhism, Hinduism, Islam, Judaism and Sikhism.

In Key Stage 3, our school has developed its own curriculum which follows key recommendations of the Greenwich Local Agreed Syllabus and has selected the following religions and worldviews for focused study: *Buddhism, Hinduism, Islam, Judaism and Sikhism, Secularism and post-modernism*. However, 50% of the curriculum is devoted to the study of Christianity through 'Understanding Christianity'. This is delivered through both discrete and overt units and themes.

In Key Stage 4, the courses are:

AQA Religious Studies GCSE Route A<sup>1</sup>:

Component 1 Study of Christianity and Islam (1hr 45min written exam from Summer 2022)

Component 2 Thematic Studies (from Christian Perspective and non-religious perspective) (2 hour written exam from Summer 2022)

All students sit the AQA GCSE in Religious Studies, focusing on Christianity and Islam, along with religious responses to ethical themes.

In Key Stage 5 the courses are:

KS5 OCR Religious Studies A-Level H573

Only the full **A-level** course will be taught, with no further AS examinations taking place:

Component 1: Philosophy of Religion – 2 hour examination (2023)

Component 2: Religion and Ethics – 2 hour examination (2023)

Component 3: Developments in religious thought – 2 hour examination (2023)<sup>2</sup>

Each half term there is a REflection Week for Sixth Formers. These weeks provide core RE entitlement for all students at KS5 which continues to develop their understanding of Christianity and other religions and worldviews.

Across each phase, approximately 50% of the curriculum time is spent teaching and learning about Christianity- either explicitly or implicitly when learning about other World faiths and views.

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<sup>1</sup> <https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062>

<sup>2</sup> <https://www.ocr.org.uk/qualifications/as-and-a-level/religious-studies-h173-h573-from-2016/specification-at-a-glance/>

Our lessons are planned so students work towards and achieve two attainment targets each lesson :

#### ATTAINMENT TARGET 1: LEARNING ABOUT RELIGIONS

This includes the ability to:

- Identify, name, describe and give accounts, in order to build a coherent picture of each religion;
- Explain the meanings of religious language, stories and symbolism;
- Explain similarities and differences between, and within, religions.
- Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives

#### ATTAINMENT TARGET 2: LEARNING FROM RELIGION

This includes the ability to:

- Reflect on and consider religious and spiritual feelings, experiences and concepts
- Ask and respond imaginatively to puzzling questions, communicating their ideas;
- Identify what matters to them and others, including those with religious commitments, and communicate their responses;
- Reflect on how spiritual and moral values relate to their own behaviour;
- Recognise that religious teachings and ideas make a difference to individuals, families and the local community.

### **SKILLS AND ATTITUDES**

Pupils will be encouraged to develop attitudes, knowledge and skills which will promote their spiritual development (as set out in our SMSC policy attached) and enable them to approach the subject with sensitivity. As pupils explore the beliefs and practices of their own faith and those of others, there should be opportunities for reflection upon their own attitudes, beliefs and experiences.

### **TEACHING METHODS**

Teachers will deploy a range of teaching methods when delivering the RE curriculum. Where possible lessons will be as creative and inspirational as possible to engage the pupils and therefore aid their progression in the subject. Visits to places of worship will be included in appropriate units and visitors will be invited to speak to pupils about their faith experiences.

### **INCLUSION**

In delivering the RE curriculum teachers will ensure lessons are inclusive through:

- setting suitable learning challenges;
- responding to pupils' diverse learning needs;
- over-coming potential barriers to learning and assessment for individuals and groups of pupils.
- Ensuring that lessons do not allow for inappropriate use of religious teaching or texts as a basis for HBT bullying – this includes the range of Christian views and perspectives of world religions.



## **TIME ALLOCATION**

RE should be allocated, per week, at least 1 hour at Key Stage One and 1 hour 15 minutes at Key Stage Two. This should be as one or two stand-alone lessons.

Year 7 – 11 receive 2 hours of RE per week. Students begin their GCSE in RS in Year 10.

For those who choose to study Religious Studies at KS5 (A-level), students have 5 hours of RS lessons per week.

Additionally, RE will be delivered to the whole 6<sup>th</sup> form through termly 'Reflection' weeks as part of their entitlement in line with the Statement of Entitlement and the RBG agreed syllabus.

During 'Reflection' weeks, students explore RE topics throughout the week: in family groups; through special drop down sessions; and in collective worships.

## **RESOURCES AND CLASSROOM ENVIRONMENT**

There is a range of resources available to teachers to deliver RE in an exciting and effective way. It is important that pupils are introduced to the sacred artefacts of the faiths. Pupils will be taught how to treat texts and artefacts with care, sensitivity and respect.

In the primary phase, there is an RE display in every classroom which reflects the current topics being taught. Each classroom has a reflection area/ prayer space, for class or individual use. There is a prayer space for the whole school community to use located in a communal area. Where there are prayer boxes they are emptied by a member of staff and the prayers are often read out in school Collective Worship.

In the secondary phase, there are dedicated RS classrooms with appropriate displays for the current topic. In addition, the Chapel can be used by individuals or groups during lesson time as well as before and after school and during break and lunch time.

## **MONITORING**

In the primary phase the plans will be monitored termly by the Spiritual and Cultural Leader and books will be scrutinised once a term to monitor pupils' attainment and progress.

In the secondary phase the plans will be monitored by the Director for Culture and Society, and the Assistant Principal for Curriculum. Books will be scrutinised in line with the secondary QA cycle – typically once a term, to monitor students' attainment and progress.

There will be lesson observations linked to the whole federation cycle of monitoring and our teacher appraisal cycle.

The Governors Ethos Committee carries out Ethos Walks, lesson and collective worship observations. The committee also reviews the data from across the key stages and considers the scheme of work for each phase.

### **ASSESSMENT and REPORTING- PRIMARY PHASE**

Assessment is carried out termly. Teachers will choose a task which they are able to assess both Attainment Targets 1 and 2. Pupil outcomes are then judged as to whether they have achieved the outcomes, excelled or have fallen below expectations. This information will be used by teachers to inform their planning, and by the Spiritual and Cultural Team Leader to ensure progression and continuity in teaching and learning through the school.

Parents will be informed of their child's attainment in RE in the pupil's Annual Report sent out in July.

### **ASSESSMENT and REPORTING- SECONDARY PHASE**

Assessment is carried out termly and in line with the guidance from the SDBE. Assessment frameworks will be used by the RS teaching team to inform their planning, and by the Director of Culture & Society, overseen by the Vice Principal for Outcomes, to ensure progression and continuity in teaching and learning through the school.

In our secondary phase, parents will be informed of their child's attainment in RS each term on the report that is sent home.

### **PARENTAL RIGHT OF WITHDRAWAL**

We do not encourage withdrawal from Religious Education lessons; however, parents have a right to do so if they wish. To support parents/ carers in making a decision about this we have a leaflet which explains our Christian Distinctiveness, Ethos and how we teach RE.

Parents do not need to explain their reasons for seeking withdrawal but to avoid misunderstanding the Headteachers will arrange a meeting to help clarify with any parent wanting to withdraw:

- the religious issues about which the parent would object their child being taught
- the practical implications of withdrawal
- the circumstances in which it would be reasonable to accommodate parents wishes
- if a parent will require any advanced notice of such issue in the future and if so, how much

Parents should confirm their decision in writing. A member of the Leadership Team will contact the parents to discuss their request. Any withdrawals from Religious Education lessons are reviewed on an annual basis.



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# COLLECTIVE WORSHIP POLICY

THIS POLICY WAS	Reviewed and updated in	Autumn 2023
	Next review	Autumn 2024

## **Mission Statement**

One of the main aims of our Vision Statement is 'To celebrate our Christian ethos and serve from our hearts with joy and compassion.' We aim for our collective worship to reflect the distinctive nature of our Church of England Status and to reflect the Christian principles on which the Federation was established. Worship is a central part of our schools life. Each day there are opportunities to gather together for a time of reflection and worship. *It is an opportunity to encounter faith by engaging in conversations about Faith, both as individuals and together.* These times are planned to allow time for that intimacy which the Federation ethos engenders and to ensure that they are inclusive, invitational and inspiring. *This is an approach that seeks to meet the needs of all, wherever they may be on their journey of faith or belief.* Our aim is to allow our school communities to gather together to focus on the glory of God and His creation where all children and families feel safe, valued and cared for. We recognise that Collective Worship is a major contributor to the spiritual and moral development of pupils, which is a prime goal of education. We use The Church of England document 'Collective Worship in Church of England Schools' 2021 as guidance when planning, delivering, monitoring and reviewing our collective worship. *It is reference in this policy on italics.*

## **Legal Requirements**

In this school, as with all Voluntary Aided Schools, responsibility for ensuring that appropriate Collective Worship takes place rests with the Governing Body after consultation with the Co-Headteachers. We acknowledge all schools must provide daily collective worship for all registered pupils (apart from those who have been withdrawn from this by their parents) *and as a Church of England school build on the rich, lived diversity of Anglican tradition and identity.* This may be provided within daily assembly but the distinction between Collective Worship and assembly should be made clear. (They may sometimes form part of the same gathering, but the difference between the two will always be made clear. It can take place at any time during the school day and can be either a single act of worship for all pupils, or separate acts of worship in school groups.)

## **The Nature of Collective Worship**

We believe that Christian worship in a Church of England school is concerned with giving glory, honour, praise and thanks to God and taking time to develop our own sense of awe and wonder about the world and the people in it. Worship in this school is more than just a legal requirement, it is the heartbeat of the school. It is an integral part of school life and central to our Christian and Church of England tradition.

## **The Aims of Collective Worship**

We believe that Collective Worship in our schools aims to provide opportunity for all pupils and staff, within a reflective and significant atmosphere, to:

- Explore our Federation vision and how it underpins shared values and virtues.
- Express praise and thanksgiving to God
- Reflect on the attributes of God and the teachings of Christ
- Experience a sense of belonging and develop community spirit
- Share each others joys and challenges
- Enable all members of the school community to appreciate that Christians worship in different ways, for example using music, silence, story, prayer,

- reflection, as well as through the varied liturgical and other traditions of Anglican worship, festivals and, where appropriate, the Eucharist.
- Foster respect and unity
- Offer an opportunity, without compulsion, to all pupils and adults to grow spiritually.
- Ensures the continual provision of a cycle of values which tell the inclusive story of God's love, grace and welcome for all

**Organisation and Planning of Collective Worship within the Koinonia Federation:**

Collective Worship is a planned activity. Each term the Co-Headteachers, along with other key staff and clergy plan a programme of Collective Worship.

In the primary phase, Collective Worship will be in the school hall, as a whole school everyday. (On the rare occasions when it is not possible for this to take place there will be collective worship within each classroom.) Within the secondary phase, Collective Worship may also take place in other locations, including the Lecture Theatre, Sports Hall or classrooms.

**PRIMARY COLLECTIVE WORSHIP:**

Day	Type of worship	Led by
Monday	Linked to current theme	A member of leadership team
Tuesday	Linked to the event of the week	Class teachers
Wednesday	Worship through song	Teachers/ Spiritual and Cultural Leads
Thursday	Visitor, Class, School Council or Faith Team	Visitor , Class, School Council, or Faith Team
Friday	Celebration worship	House Captains and Senior Leadership

**SECONDARY COLLECTIVE WORSHIP:**

There is a five-week timetable for Collective Worship. Each year group begins at a different week.

	Monday	Tuesday	Wednesday	Thursday	Friday
1	Leadership	FG worship	FG worship	Reading & Maths	Reading/Achievement
2	FG worship	Visitor	FG worship	Reading & Maths	Reading/Achievement
3	Head of Year	FG worship	FG worship	Reading & Maths	Reading/Achievement
4	FG worship	FG worship	Leadership	Reading & Maths	Reading/Achievement
5	FG worship	Visitor	Head of Year	Reading & Maths	Reading/Achievement

There is a weekly timetable for Collective Worship for the Sixth Form:

Monday	Tuesday	Wednesday	Thursday	Friday
Leadership/ FG worship	FG worship	Academic reading	Leadership/ Visitor/ FG worship	Careers

Collective Worship is planned:

- following the values that we have chosen to focus on for the academic year
- including Church of England liturgy and reference to the Bible, Jesus' teaching and the Trinity.
- with reference to the Church's seasons, significant dates and the curriculum. Scripture is often used as a focus in acts of worship
- involving consultation with appropriate parties and reference to school aims and policies
- with flexibility to respond to changing situations within the school and the wider community
- to develop pupils' skills that enable them to prepare, organise and lead worship rather than always participating or contributing in a token way.

There are set themes and a memory verse for each term. Within each term there is a value from our vision statement for each half term. Alongside these themes we celebrate significant events across the year which tie in with these themes and support our SMSC and Personal Development offer.

For 2023/24 they are:

Autumn 1	Verse	Theme	Week	Event Connection	Additional Consideration
	I will guide you and teach you says the Lord. I will watch over you. Psalm 32:8	Responsibility Love of Learning	1 4/9	Start of the year	Harvest
			2 11/9	International Day of Democracy (15 <sup>th</sup> )	
			3 18/9	International Week of Deaf People	
			4 25/9	Harvest/ Recycling Week	
			5 2/10	Black History Month/ Dyslexia Awareness Week	
			6 9/10	Divali (10-14 <sup>th</sup> ) World Mental Health Day (10 <sup>th</sup> )	
			7 16/10	World food day (16/10) Invisible Disabilities Week	
Autumn 2	Verse	Theme	Week	Event Connection	Additional Consideration
	I will guide you and teach you says the Lord. I will watch over you. Psalm 32:8	Responsibility Service	1 30/10	All Saints Day/Halloween	Comic Relief 19/11
			2 6/11	Remembrance	
			3 13/11	Anti-Bullying Week	Service to the community.
			4 20/11	World Children's Day (20/11)	
			5 27/11	Advent	Christmas
			6 4/12	(Angels/God's Messengers)	
			7 11/12	Christmas	
			8 18/12	Hanukkah	
Spring 1	Verse	Theme	Week	Event Connection	Additional Consideration
	Be bold be strong for the Lord your God is with you. Deuteronomy 31:6	Resilience Motivation	1 8/1	New Year	Epiphany
			2 15/1	MLK Day (16/1) Week of prayer for Christian Unity	

	Be bold be strong for the Lord your God is with you. Deuteronomy 31:6	Resilience Motivation	1 8/1	New Year	Epiphany
			2 15/1	MLK Day (16/1) Week of prayer for Christian Unity	
			3 22/1	Holocaust Memorial Day (24/1)	
			4 29/1	National Story Telling Week Candlemas (2/2)	
			5 5/2	Children's Mental Health Week Chinese New Year (10/2)	

Spring 2	Verse	Theme	Week	Event Connection	Additional Consideration
	Be bold be strong for the Lord your God is with you. Deuteronomy 31:6	Resilience Courage	1 19/2	Lent (started during half term) National Day of Reflection (23 <sup>rd</sup> )	Easter
			2 26/2	Empathy Week	
			3 4/3	World Book Day (7/3) Women's History Month Start of Ramadan (10 <sup>th</sup> )	
			4 11/3	British Science Week	
			5 18/3	St Joseph (of Nazareth) (19 <sup>th</sup> )	
			6 25/3	The Annunciation (25 <sup>th</sup> )	

Summer 1	Verse	Theme	Week	Event Connection	Additional Consideration
	Let everything that you do be done in love. 1 Corinthians 16:4	Respect Compassion	1 15/4	World Art Day (15 <sup>th</sup> )	Pentecost  SATS
			2 22/4	Earth Day (22/4) St George (23/4) St Mark (25/3)	
			3 29/4	RSPCA Week	
			4 6/5	British Sign Language Week	
			5 13/5	Mental Health Awareness Week	
			6 20/5	World Day for Cultural Diversity (21/5)	

Summer 2	Verse	Theme	Week	Event Connection	Additional Consideration
	Let everything that you do be done in love. 1 Corinthians 16:4	Respect Diversity	1 3/6	Pride Month	End of Year
			2 10/6	St Barnabas (11/6)	
			3 17/6	Refugee Week World Music Day (21 <sup>st</sup> )	Sports Day
			4 24/6	World Wellbeing Week	Transitions
			5 1/7	St Thomas (3 <sup>rd</sup> )	Class Assemblies
			6 8/7	Malala Day (12 <sup>th</sup> )	
			7 15/7	Mandela Day (18 <sup>th</sup> )	
			8 22/7	St Mary Magdalene Saints Day (22/7)	

As well as Collective Worship in school there are occasions when it is held in either each Campus' local parish church, when the school will celebrate significant times in the Church Year (eg. Harvest, Christmas, Easter) and other special events for the school (eg. Leavers). Annual services attended by pupils at Southwark Cathedral are the Year 6 Leavers Service and the Bishop's Lent Call.

### **Prayers throughout the day**

At primary as well as daily Collective Worship pupils say or sing Grace before leaving their classrooms for lunchtime.

At the end of the day each class will say a prayer before leaving for home. (Classes either have a prayer book or prayer board from which to choose their prayers.)

In the primary phase, there are Prayer spaces in communal spaces which can be used as a focus for worship for individuals or groups to use. In the prayer space there is a Prayer Box in which pupils can place prayers to be read in our Friday Celebration collective worship.

In the secondary phase, the Chapel is based prominently on the ground floor. It is used as a focus for worship and prayer for individuals and groups, with a variety of resources changing seasonally and organised by the Chaplain. Family groups have a display board on which prayers can also be displayed.

### **Developing staff expertise and knowledge**

We offer a range of CPD opportunities to support those who lead collective worship, from ECTs through to senior leaders. Our Chaplain provides regular CPD sessions on leading worship and is available to discuss issues arising from leading worship. The materials produced for staff include notes and explanations to enable relevant discussions and reflection during worship. Our Chaplain also leads worship for staff during INSET days that also provide examples of good practice.

### **Clergy and Visiting speaker leading worship**

We regularly invite local clergy and visiting speakers to come and lead worship for our students. Before being invited, school staff and our Chaplain carefully consider their suitability and the relevance of their visit for our students.

Those from outside agencies and church groups invited into our schools are briefed about our settings, pupil contexts and our Federation vision. We do not invite those whose values do not reflect our desire to offer inclusive and invitational worship.

### **Monitoring and Evaluation**

We regularly evaluate our schools' provision of worship to consider whether it meets the needs of all pupils and whether pupils are making progress in acquiring skills and abilities in organising and leading worship. Evaluation is through pupil interviews, observations and staff feedback. Provision will also be monitored to ensure it meets school policies and any statutory requirements.

The governors on the Ethos Committee also observe collective worship and take part in an Ethos walk at least once a year.

### **Policy Monitoring and Review**

This policy is monitored by the Co- Headteachers and is evaluated and reviewed by the whole school staff and governors every two years. The Foundation Governors and the Ethos Committee in particular will play a most important role. There is a formal



system of evaluation of collective worship across the academic year. We review this policy and the collective worship provision for each year group every year. This policy is reviewed each year by the Ethos Committee. We have several named members of staff responsible for collective worship who ensure this policy is in place and practice adheres to it. They are one of the Executive Co-Headteachers and the Federation Chaplain.

### **Parental Right of Withdrawal**

*There will always be those who are uncomfortable to enter through our open door of worship in our school and so the Church of England recognizes the right of withdrawal from collective worship for those parents or pupils (in Sixth Form) who wish to exercise this option. We do not encourage anyone to withdraw from collective worship and to support parents/ carers in making a decision about this we have a leaflet which explains our Christian Distinctiveness, Ethos and how we teach RE.*

Parents do not need to explain their reasons for seeking withdrawal but to avoid misunderstanding the Headteachers will arrange a meeting to help clarify with any parent wanting to withdraw:

- the religious issues about which the parent would object their child being taught
- the practical implications of withdrawal
- the circumstances in which it would be reasonable to accommodate parents wishes
- if a parent will require any advanced notice of such issue in the future and if so, how much

Parents should confirm their decision in writing. A member of the Leadership Team will contact the parents to discuss their request. Any withdrawals from Religious Education lessons are reviewed on an annual basis.



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# SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

THIS POLICY WAS:	Reviewed and updated in	Autumn 2023
	Next Update	Autumn 2024

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

### **AIMS AND EXPECTATIONS**

In providing the SMSC development of pupils we aim to:

- Ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- Have an understanding that the SMSC development of pupils will make an active contribution towards the federation's Christian character and its Church of England foundations.
- Give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- Enable pupils to develop an understanding of their individual and group identity.
- Enable pupils to begin to develop an understanding of their social and cultural environment, and an appreciation of the many cultures that now enrich our society.
- Give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

### **GUIDELINES**

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum. They should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teachers' planning and purchasing decisions.

Christian spirituality, Christian values and principles will be explored in all curriculum areas, especially in RE/ RS and Collective Worship, and the integrity and spirituality of pupils from other faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views.

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

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

### Spiritual Development

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

- Reflect on, consider and celebrate the wonders and mysteries of life.
- Consider how religions perceive the value of human beings, and their relationships with one another, with the natural world, and with God.
- Develop their capacity for critical and independent thought.
- Foster their emotional life and express their feelings
- Experience moments of stillness and reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences.

### Moral Development

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

- Recognise the unique value of each individual.
- Recognise the challenge of Jesus' teaching.
- Listen and respond appropriately to the views of others.
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong.
- Engage in issues of truth, justice and trust.
- Show respect for the environment.
- Make informed and independent judgements.

### Social Development

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

- Develop an understanding of their individual and group identity.
- Form and maintain worthwhile and satisfying relationships.
- Learn about service in the school and wider community.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Begin to understand the Christian imperative for social justice and a concern for the disadvantaged.

### Cultural Development

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

- Recognise the value and richness of cultural diversity in Britain, and how these influenced individuals and society.
- Recognise Christianity as a world-wide faith.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.
- Develop cultural understanding through encounters with people, literature, the creative and expressive arts, and resources from different cultures.

## **Teaching and Organisation**

Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

*Many curriculum areas provide opportunities to:*

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

*Class discussions and circle time will also give pupils opportunities to:*

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, eg bullying, death etc.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider others needs and behaviour.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – eg empathy, respect, open mindedness, sensitivity, critical awareness, etc.

We have a document in Appendix 1 which outlines activities we provide across our Federation to support our pupils' SMSC development.

### **Monitoring and Evaluation**

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

- Monitoring of lesson plans and teaching and learning and showcase books by the Primary Spiritual and Cultural leaders/senior management and leaders/head-teachers/governors.
- Regular discussion at staff and governors' meetings
- Reviews of policies and Schemes of Work by leaders and the Governors Ethos Committee.
- Sharing of classroom work and practice.
- Regular inclusion on Federation Improvement Plan.
- Pupil interviews.
- Through a range of activities during internal Personal Development Deep Dives.

### *Conclusion*

High standards in the area of SMSC development will be sought and maintained by making explicit the school's values expressed in our Vision Statement, and by establishing the clear principles and values evident in the Biblical concept of loving each other as Jesus loved us.



**St Mary Magdalene C of E School  
with  
Christ Church C of E Primary School**

# BRITISH VALUES

THIS POLICY WAS:	Reviewed and updated in	Autumn 2023
	Next Review	Autumn 2024

## BRITISH VALUES

Within our Federation of schools we promote the fundamental British values (as defined by the DfE). These are democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We do this within the context of our Christian values, our school vision and our aim to develop the whole child and their character including their spiritual, moral, social and cultural development.

Our British values policy can be summed up in the New Commandment Jesus gives His disciples: "My command is this: Love each other as I have loved you." *John 15:12*

### Democracy

*'Now I appeal to you, brothers and sisters, by the name of our Lord Jesus Christ, that all of you be in agreement and that there be no divisions among you, but that you be united in the same mind and the same purpose.'* 1 Corinthians 1:10

*Vision: God gave humanity free-will and responsibility to safeguard and nurture the world around us. We joyfully encourage communication and problem-solving skills in order for our children, young people and staff can work together to benefit the school.*

In our Federation, democracy is taught explicitly during collective worship, philosophy and Social Sciences lessons and class-based PSHE sessions.

Learning about the development of democracy also forms a part of the History curriculum. The students learn about the concept in Y7 by studying the Romans and the Magna Carta, in Y8 they learn about the growing power of Parliament and increased voting rights during the Industrial Revolution, in Y9 they learn about the Women's suffrage movement, authoritarian regimes and how democracy can collapse. Our newly introduced Citizenship GCSE course requires students to become politically engaged and to run a democratic campaign, and our Politics A level course covers many aspects of British and global democracy.

Each primary campus has a School Council made up of two representatives from each class, who are voted in each year by their peers. Pupils take part in election processes to select representatives for the School Council. Those on the School Council are given the opportunity to share pupils' views with the school leadership team and the governors. They are also involved in decision making in the school through a democratic process, gaining an understanding that a place on the school council comes with the responsibility of representing their peers' needs and interests and not just their own.

In the secondary phase, we have a Prefect system with Year 11 students taking on leadership roles within the school. All year groups have a council with representatives elected from each Family Group by their peers and these meet every half term with their Heads of Years. We also have other student voice opportunities which represent and reflect different characteristics within the school community. Selected members of each of these groups then form part of the whole school council who meet regularly with the Assistant Principal for Curriculum to discuss initiatives, make suggestions for school improvement.

In both the primary and secondary phases we have Pupil Faith Teams, both phases have a House System with a range of other student voice opportunities.

### The Rule of Law

*'And this is love, that we walk according to Jesus' commandments; this is the commandment just as you have heard it from the beginning—you must walk in it.'*  
2 John 1:6

*Vision: Jesus did not come to abolish the law but to fulfil it. We are called to live abundant lives with the values Jesus shows us in the Gospels including loving and valuing others and promoting good, safe communities that protect all people.*

In the Koinonia Federation, we consistently reinforce the importance of laws and rules - be they in the class, the school, or the country as a whole. Pupils are taught the value and reasons behind rules and laws - that they govern and protect us. They learn the responsibilities that this involves and the consequences when rules and laws are broken.

Pupils are taught from an early age that the rules of the school, which at the primary campuses are called the Golden Rules, are core to our behaviour expectations throughout the school. Pupils are also taught the importance of following rules such as safety guidelines in lessons or on school trips and the reason why these rules are important in our school community.

These values are encouraged through visits from authorities such as the Community Police and Fire Service and to help reinforce this message.

The rule of law is also studied explicitly throughout the PSHE curriculum where legal issues relating to consent, drugs, alcohol, vaping are broached as well as online safety and fraud. In year 13, Sociology students study crime and deviance, looking at aspects of the law such as how and why it exists, methods of enforcement and theoretical perspectives on its implementation.



### Individual Liberty

*'For you were called to freedom, brothers and sisters; only do not use your freedom as an opportunity for self-indulgence, but through love serve one another.'*  
Galatians 5:13

*Vision: We are all called to follow Christ in our thoughts, words and actions. We are offered forgiveness when we do not follow His ways and we are each to grow in faith as we live our lives.*

As a Federation, we educate our pupils to make informed choices in a safe environment, providing agreed boundaries to ensure that pupils are able to appreciate that freedom also requires care and acknowledgment of others. Pupils are aware of their rights, responsibilities and personal freedoms and are actively encouraged to exercise these safely.

For example our E-Safety and PSHE lessons provide teaching in online safety and responsibility alongside safe use policies. Our PSHE lessons also encourage our pupils to engage in social action and to be courageous advocates for change in their local, national and global communities.

Students support fundraising for a wide range of local, national and international organisations eg. Greenwich Winter Night Shelter, Age UK and Comic Relief. We cultivate an atmosphere in which children can make choices about their school life in a supportive environment. Our students are supported to take the initiative to lead their own fundraising activities for specific causes that interest them from across the UK and World.

The secondary Social Sciences curriculum includes an explicit focus on the nature of liberty. Students through a range of activities and supported in preparing to make positive life choices. Our Sociology and Citizenship GCSEs and Sociology A level course specifically explore the importance of individual liberty in social contexts.

### Mutual Respect

*'All are one in Christ Jesus' Galatians 3:28b*

*Vision: Through the Gospels and Paul's letters to the Early Churches, we see examples of all people being encouraged and given a sense of belonging and value regardless of their circumstances. As a school community, we aspire to create a fellowship of students and staff that respects all people.*

Mutual respect is central to our values. Everyone should be respectful, responsible and safe.

Children learn that their behaviours have an effect on their own rights and those of others, particularly through processes such as restorative justice. All members of the school community are expected and encouraged to treat each other with respect. When a child does well, their achievement is celebrated – for instance, through the use of green cards, special mentions in newsletters or in a whole school celebration/achievement collective worship.

The ethos of our Federation is based on the Christian teaching of: *“Do unto others as you would have them do unto you,”* (Luke 6:31) reinforcing an understanding of mutual respect and courtesy to all pupils and staff in our school community.

We all follow the shared values of: Friendship, Honesty, Love, Resilience, Responsibility, Forgiveness, Understanding, Wisdom, Enthusiasm, Respect, Sharing and Humility.

*Tolerance of those of different faiths and beliefs*

*‘I give you a new commandment, that you love one another. Just as I have loved you, you also should love one another.’ John 13:34*

*Vision: Just as Jesus celebrated with different people, healed all people and sent His disciples into all the world, so we want to experience and celebrate all that God’s world can offer us. Through this we learn and grow together.*

Our Federation is diverse and we actively promote diversity through our celebrations of different faiths and cultures. This includes the work of our Pupil Faith Teams which comprise pupils from different faiths. At primary they support the evaluation and delivery of collective worship, the upkeep of reflection areas within classes and the pupil voice regarding faith topics within our Federation. At secondary they regularly contribute to our key Christian services throughout the year and support our Equalities work.

Our Religious Education curriculum and lessons, PSHE lessons and secondary Social Sciences lessons support this value while several curriculum themes emphasise the need for tolerance and respect for others. This is also a feature of the history curriculum; for instance, in Y7 students learn about the Islamic Golden Age, the Silk Road trade network, Y8 they learn about the Mughal Empire and pre-colonial African Kingdoms, Y9 through studying the Holocaust they learn about the problems that arise when societies are intolerant and don’t celebrate different faiths and cultures. This is also addressed in the primary curriculum, particularly in Year 6, when the pupils explore the trade of enslaved people and the plight of refugees today. Throughout we place great emphasis in highlighting how success and positive change throughout history has often come from different cultures working together. In Sociology at GCSE and A level we cover a range of perspectives and many of these teach that to truly understand our society we must have ‘*verstehen*’ or

empathy for those around us: even if we have different values and ideas we should find common ground with all people within our society.

Pupils and students visit places of worship that are important to different faiths and use real artefacts and good quality resources to add value to learning. Staff and members from our wider community of different faiths and religions are encouraged to share their knowledge and practices, enabling every pupil to extend their learning of various religions and faiths within classes and the Federation.

**SPIRITUAL DEVELOPMENT across our FEDERATION**

<p><b><u>As a federation the learning opportunities that support SPIRITUAL development:</u></b></p> <ul style="list-style-type: none"> <li>• Reflect on, consider and celebrate the wonders and mysteries of life.</li> <li>• Consider how religions perceive the value of human beings, and their relationships with one another, with the natural world, and with God.</li> <li>• Develop their capacity for critical and independent thought.</li> <li>• Foster their emotional life and express their feelings</li> <li>• Experience moments of stillness and reflection.</li> <li>• Discuss their beliefs, feelings, values and responses to personal experiences.</li> </ul>	<p><b>OFSTED HANDBOOK</b></p> <p><b>The spiritual development of pupils is shown by their:</b></p> <ul style="list-style-type: none"> <li>• ability to be reflective about their own beliefs (religious or otherwise) and perspective on life</li> <li>• knowledge of, and respect for, different people's faiths, feelings and values</li> <li>• sense of enjoyment and fascination in learning about themselves, others and the world around them</li> <li>• use of imagination and creativity in their learning</li> <li>• willingness to reflect on their experiences.</li> </ul>
<p><b>FEDERATION PROVISION WHICH SUPPORTS SPIRITUAL DEVELOPMENT:</b></p>	
<p><b>ETHOS</b></p> <ul style="list-style-type: none"> <li>• Daily collective worship</li> <li>• Moments of reflection with music and artefacts in lessons</li> <li>• Time with the Chaplain and other clergy visitors (inc. Bishops)</li> <li>• Chapel visits and Eucharist services</li> <li>• Regular prayers inc. Federation prayer</li> <li>• Class and campus reflection/ prayer areas</li> <li>• Family group time and time with trusted adults to explore beliefs, values and feelings</li> <li>• Reflection sheets, Reset Room, Restorative Justice, Circle Time</li> </ul>	<p><b>CO- CURRICULUM ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>• Pupil faith team activities and events</li> <li>• Debates</li> <li>• Reflection week for Sixth Form</li> <li>• K Pop club</li> <li>• Residential and foreign trips (opportunities to experience the awe and wonder of the world and significant places of worship)</li> </ul>
<p><b>CURRICULUM</b></p> <ul style="list-style-type: none"> <li>• Interwoven through all subjects' lessons and particularly in RE / RS lessons, Social Sciences, PSHE lessons</li> <li>• Musical experiences in lessons</li> <li>• Visits to a range of places of worship</li> </ul>	<p><b>CELEBRATION EVENTS</b></p> <ul style="list-style-type: none"> <li>• Musical recitals</li> <li>• Christian festival church services across the year</li> <li>• Worldwide Religious Festivals</li> <li>• Cultural Evening</li> <li>• International Week</li> </ul>

**MORAL DEVELOPMENT across our FEDERATION**

<p><b><u>As a federation the learning opportunities that support MORAL development:</u></b></p> <ul style="list-style-type: none"> <li>• Recognise the unique value of each individual.</li> <li>• Recognise the challenge of Jesus' teaching.</li> <li>• Listen and respond appropriately to the views of others.</li> <li>• Take initiative and act responsibly with consideration for others.</li> <li>• Distinguish between right and wrong.</li> <li>• Engage in issues of truth, justice and trust.</li> <li>• Show respect for the environment.</li> <li>• Make informed and independent judgements.</li> </ul>	<p><b>OFSTED HANDBOOK</b></p> <p><b>The moral development of pupils is shown by their:</b></p> <ul style="list-style-type: none"> <li>• ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England</li> <li>• understanding of the consequences of their behaviour and actions</li> <li>• 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.</li> </ul>
<p><b>FEDERATION PROVISION WHICH SUPPORTS MORAL DEVELOPMENT:</b></p>	
<p><b>ETHOS</b></p> <ul style="list-style-type: none"> <li>• Collective Worship</li> <li>• Reset Room</li> <li>• Restorative Justice</li> <li>• Behaviour Policy based on our vision and Federation values (3 Rs and 3Fs)</li> <li>• Guardian Angels, Prefect System</li> <li>• Pastoral systems and support (Student Welfare, HSLW)</li> </ul>	<p><b>CO- CURRICULUM ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>• Visits to Peninsula Ecology Park</li> <li>• Forest School</li> <li>• Local litter picks</li> <li>• Jack Petchey Awards</li> <li>• Debate Club</li> <li>• Well-being Wednesdays</li> <li>• Trips to Parliament and the Old Bailey</li> </ul>
<p><b>CURRICULUM</b></p> <ul style="list-style-type: none"> <li>• Interwoven throughout all curriculum subjects.</li> <li>• E-safety lessons</li> <li>• St. Giles Trust Workshops (anti-gang initiative)</li> <li>• Social Stories supporting SEND pupils</li> <li>• British Values woven through all subjects</li> </ul>	<p><b>CELEBRATION EVENTS</b></p> <ul style="list-style-type: none"> <li>• Celebration and achievement assemblies</li> <li>• Harvest Festival</li> </ul>

**SOCIAL DEVELOPMENT across our FEDERATION**

<p><b><u>As a federation the learning opportunities that support SOCIAL development:</u></b></p> <ul style="list-style-type: none"> <li>• Develop an understanding of their individual and group identity.</li> <li>• Form and maintain worthwhile and satisfying relationships.</li> <li>• Learn about service in the school and wider community.</li> <li>• Gain the confidence to cope with setbacks and learn from mistakes.</li> <li>• Begin to understand the Christian imperative for social justice and a concern for the disadvantaged.</li> </ul>	<p><b>OFSTED HANDBOOK</b></p> <p><b>The social development of pupils is shown by their:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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 will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</li> </ul>
<p><b>FEDERATION PROVISION WHICH SUPPORTS SOCIAL DEVELOPMENT:</b></p>	
<p><b>ETHOS</b></p> <ul style="list-style-type: none"> <li>• Our vision and motto</li> <li>• Collective Worship</li> <li>• Play leaders</li> <li>• Reset Room</li> <li>• Restorative justice</li> <li>• Welcoming school communities</li> <li>• Parent coffee mornings</li> <li>• SEND buddies</li> <li>• Harvest collections for winter night shelter and food bank collections</li> <li>• Messy Church</li> </ul>	<p><b>CO- CURRICULUM ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>• Student voice and representation groups</li> <li>• School council voice</li> <li>• House system and teams</li> <li>• Fundraising for charities</li> <li>• Co-curriculum clubs- before school, lunchtimes and after</li> <li>• Duke of Edinburgh and Residential trips</li> <li>• Volunteering for open events</li> <li>• Eco-warriors</li> <li>• Travel Ambassadors</li> <li>• Sports clubs and fixtures</li> </ul>
<p><b>CURRICULUM</b></p> <ul style="list-style-type: none"> <li>• Interwoven throughout all curriculum subjects</li> <li>• SRE curriculum</li> <li>• Early Years curriculum- learning through play</li> <li>• Sports Day (secondary volunteer at primary, parents picnic) &amp; Sportathon</li> <li>• EPQ (Extended Project Qualification) in Sixth Form</li> <li>• Learning pedagogy eg. think, pair, share</li> <li>• SEN social communication groups and pastoral hub</li> <li>• Careers education and visitors</li> </ul>	<p><b>CELEBRATION EVENTS</b></p> <ul style="list-style-type: none"> <li>• Talent spots in collective worship</li> <li>• Discos and Proms</li> <li>• Open Evenings</li> <li>• Christingle service and fundraising</li> </ul>

**CULTURAL DEVELOPMENT across our FEDERATION**

<p><b><u>As a federation the learning opportunities that support CULTURAL development:</u></b></p> <ul style="list-style-type: none"> <li>• Recognise the value and richness of cultural diversity in Britain, and how these influenced individuals and society.</li> <li>• Recognise Christianity as a world-wide faith.</li> <li>• Develop an understanding of their social and cultural environment.</li> <li>• Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.</li> <li>• Develop cultural understanding through encounters with people, literature, the creative and expressive arts, and resources from different cultures.</li> </ul>	<p><b>OFSTED HANDBOOK</b></p> <p><b>The cultural development of pupils is shown by their:</b></p> <ul style="list-style-type: none"> <li>• understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</li> <li>• understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain</li> <li>• ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities</li> <li>• knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</li> <li>• willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities</li> <li>• interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.</li> </ul>
<p><b>FEDERATION PROVISION WHICH SUPPORTS CULTURAL DEVELOPMENT:</b></p>	
<p><b>ETHOS</b></p> <ul style="list-style-type: none"> <li>• Collective Worship- annual events celebrated within</li> <li>• Festival celebrations</li> <li>• Christmas Nativities</li> <li>• Messy Church</li> <li>• Our EDI policy and practice- celebrating diversity</li> <li>• Our decolonised curriculum</li> </ul>	<p><b>CO- CURRICULUM ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>• Wide range of clubs offered</li> <li>• Visits to places of worship, Parliament, Old Bailey, theatres, music venues</li> <li>• Parent visitor sessions – storytelling, cultural costumes and experiences</li> <li>• Library sessions and visits</li> <li>• Duke of Edinburgh, residential trips in the UK and abroad</li> <li>• Drama productions, Music recitals and Art workshops</li> </ul>
<p><b>CURRICULUM</b></p> <ul style="list-style-type: none"> <li>• Interwoven throughout all curriculum subjects, particularly RS/RE, Geography, History, English, Food Tech and the Arts.</li> <li>• The universal language of mathematics and the history of maths</li> <li>• Curriculum trips (inc. overseas, seaside, museums, galleries)</li> <li>• Artefact and literacy rich teaching and learning</li> <li>• Displays and resources reflecting all cultures</li> <li>• Peripatetic music lessons</li> </ul>	<p><b>CELEBRATION and SPECIAL EVENTS</b></p> <ul style="list-style-type: none"> <li>• Primary annual pantomime visit</li> <li>• International Week</li> <li>• Cultural Celebration Days and Evenings</li> <li>• Black History Month Activities</li> <li>• Art Fair and Exhibitions</li> <li>• Visits to other schools and inter school activities</li> </ul>