Preparation for life in Modern Britain at Camberwell Park School

At Camberwell Park we believe in and endeavour to provide:
Respect for all
Rights for all
Listening to all
A voice for all

This includes:
- Democracy – sharing views / having a voice
- Respect
- Friendships
- Celebration of diversity in all its forms

Pupil voice in a number of ways including:
- ✓ Through school council – all classes have class reps
- ✓ Pupil self evaluation about their learning
- ✓ Pupil involvement in learning walks
- ✓ Pupils involved in setting class rules
- ✓ School charter as part of RRSA
- ✓ Choosing and participating in fulfilling class jobs

A range of arts / cultural and spiritual opportunities including:
- ❖ Sports partnerships and events / tournaments
- ❖ Interfaith celebration assemblies
- ❖ Links with community faith figures and places of worship
- ❖ Spiritual collective worship
- ❖ Involvement in arts and music events in school and outside of school
- ❖ Links to the community including The Byrons Sheltered accommodation

Access to learning including:
- A broad, balanced, differentiated, meaningful and personalised curriculum
- Access to specific learning about life in modern Britain through PSHE curriculum

- Appropriately differentiated resources including bilingual resources and those representing different faiths / cultures
- Engagement in philosophical discussion as part of 'Ask it' activities
- EMAG worker who supports children whose home language is Urdu / Punjabi with both development of their home language and access to learning in English.

Some examples of where we find SMSC / British Values evidence in our curriculum

Subject	We promote **Spiritual** Development	We promote **Moral** Development	We promote **Social** Development	We promote **Cultural** Development
Maths	- Appreciation of Pattern / order / symmetry	- 'Fairness' of sharing out - Ask it type discussions about money	- Grow it, cook it, ask it - Negotiating / problem solving / using and applying in the classroom	- Cultural origins of different aspects of maths e.g roman numerals
English	- Responding to poetry - Appreciation of books - Thinking about the feelings of characters in books	- Ask it / P4C - Using books as a stimulus for moral discussions / considering different perspectives	- Grow it, cook it, ask it - World book day - Use of library - Opportunities to talk in a range of settings	- Range of books in the library – opportunities to engage with text from a range of cultures
Science	- The wonders of the natural world and learning about them	- Learning about how scientific developments have made the world a better place	- Scientific developments and medical advances	- Scientific experiments – having fun together

MFL	- Enjoyment of learning a MFL - Awareness and celebration of total communication esp whole school sing / sign	- Respect for other languages and the way others communicate	- Social / practical activities as a way of our pupils learning a MFL	- Theme days on countries around the world - Looking at books in different first languages – present in the library
RE	- Awareness of and right to own beliefs and of others beliefs - Exploration of artefacts - Act of collective worship / reflection time in classes	- Respect for the beliefs of others	- Ask it type sessions discussing aspects of religion / beliefs - Visits to places of worship	Learning about lifestyles relating to different faiths
Music	- Music celebration of festivals / hymns - Expression of self through music – curiosity of sounds - How does music make us feel emotionally?	- The emotions evoked by music	- School choir - Playing instruments together as a class	- Music around the word - Steel pans
Geography	- Consideration of what it might be like to live in different parts of the world	- Ask it type discussion about the environment – link to ECO schools	- Traffic surveys - Community / local walks - Educational visits	- Links with other countries / schools
Art	- Expression of self through art - Learning about famous artists	- Expression of emotions through art	- Sharing of resources – working together to create artwork	- Art from around the world as part of the curriculum.
PSHE	- SEAL (empathy / respect) - Learning about and respecting the needs of	- Care of animals - Community action project - Learning about	- SEAL - Healthy schools / personal independence - Pupil voice in many forms	- Circle time activities - Opportunities to make choices - Learning about families

	others Learning about families - Expression of own views	families	including total communication - Circle time / turn taking - Learning about families	
DT	- Food tech – appreciation of foods from around the world	- Ask it type discussions about technology and the effect on the world	- Dilemmas and how to resolve them	- Food tech / cooking and tasting foods from around the world
PE	- Expression through dance - Self awareness of strengths and limitations	- Rules and fairness in games - Self discipline / positive sporting behaviour	- Self esteem through team games - Sense of identity as part of a team	- Dance from around the world - Global links / global sporting events such as Olympics
Other	- Assemblies (SEAL themes and festivals) including collective worship - Show and tell assemblies – (awe and wonder) - Pupil self evaluation of their own learning – celebration of own achievements.PROUD - 'Special mentions' in assemblies / certificates for achievements - Drama therapist for targeted pupils - Use of the interactive room -	- RRSA - School council - School and class rules - Donkey therapy / care of animals - Fair trade fortnight / Marie Curie coffee morning etc - School policy / procedures e.g. equality, anti-bullying, - Positive behaviour management/ rewards	- After school club friendships - RRSA - Friday fun clubs - Football team - Sports events - Transition to high school - Educational visits linked to the curriculum - Lunchtime – eating together / playing together - Concerts e.g. Xmas concerts Use of the interactive room - Peer massage	- RRSA - Celebration and use of home languages including TA support - Intervention groups including gifted and talented e.g. science gp for higher attainers - Encouraged to develop curiosity / love of learning - Characteristics of learning (See page 5)

Playing and Exploring *engagement*	Active Learning *motivation*	Creating and Thinking Critically *thinking*
Finding out and exploring • Showing curiosity about objects, events and people • Using senses to explore the world around them • Engaging in open-ended activity • Showing particular interests	**Being involved and concentrating** • Maintaining focus on their activity for a period of time • Showing high levels of energy, fascination • Not easily distracted • Paying attention to details	**Having their own ideas** • Thinking of ideas • Finding ways to solve problems • Finding new ways to do things
Playing with what they know • Pretending objects are things from their experience • Representing their experiences in play • Taking on a role in their play • Acting out experiences with other people	**Keeping on trying** • Persisting with activity when challenges occur • Showing a belief that more effort or a different approach will pay off • Bouncing back after difficulties	**Making links** • Making links and noticing patterns in their experience • Making predictions • Testing their ideas • Developing ideas of grouping, sequences, cause and effect
Being willing to 'have a go' • Initiating activities • Seeking challenge • Showing a 'can do' attitude • Taking a risk, engaging in new experiences, and learning by trial and error	**Enjoying achieving what they set out to do** • Showing satisfaction in meeting their own goals • Being proud of how they accomplished something – not just the end result • Enjoying meeting challenges for their own sake rather than external rewards or praise	**Choosing ways to do things** • Planning, making decisions about how to approach a task, solve a problem and reach a goal • Checking how well their activities are going • Changing strategy as needed • Reviewing how well the approach worked