

# Spiritual

Reflect on own beliefs

Know / respect others values/ beliefs

Enjoy learning

Imaginative & creative

Willing to reflect

Curriculum provision



Lincolnshire Agreed Syllabus for Religious Education 2018-2023



Extracurricular activities

### Religious Education

To develop knowledge and empathy towards the beliefs and cultures of global citizens and appreciate what they believe about God and the world around them.

### Religious education for our children

Learning about different world views and cultures opens up a new world to me.

## Intent Statement

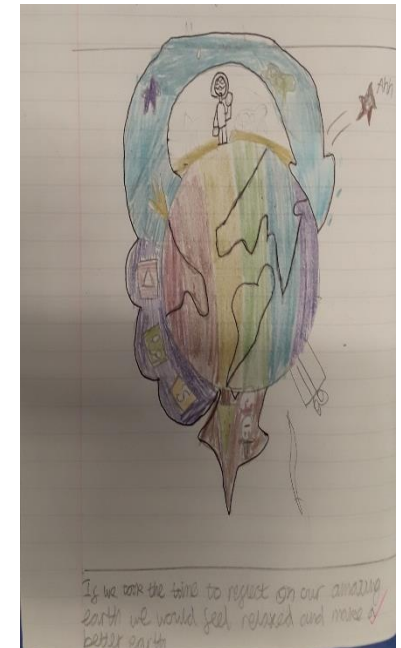
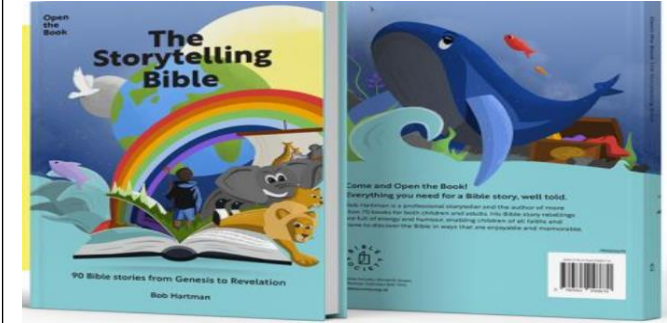


Opportunities & experiences

Academy / Trust vision, values & policies

Hidden curriculum

### Weekly Open the Book sessions



# Moral

Right & wrong and legal boundaries civil & criminal

Consequences of actions

Offer & respect views on moral/ethical issues

Curriculum provision

Extracurricular activities

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Hidden curriculum

| British Values in Geography   |  |  |  |   |
|---|--|--|--|---|
| Democracy   | The Rule of Law  | Individual Liberty   | Mutual Respect   | Tolerance of those of different faiths and beliefs  |
| The Geography classroom we have respect for our fellow pupils and encourage everyone to have the confidence to express their ideas and opinions regarding geographical issues such as pollution, environmental issues, water and globalisation. | In Geography pupils examine different codes for living and consider the value of the rule of law where all people are equal before the law. Children are given the opportunities to explore and evaluate the outcomes of meetings such as those surrounding climate change. We will also investigate laws of a local and global scale can influence both the physical and human layout of the landscape and contribute towards population decline and growth in certain areas. | Children will explore their own individual liberty in terms of exploring their own career paths within Geography and surrounding the subject having the freedom to pursue any further interests they may have. When comparing and contrasting locations children will also explore the people living in these environments and their own individual liberties. | Mutual respect is taught and given when children are expressing their opinions and beliefs about different geographical parts of the world and societies in them. Children are taught and encouraged to show respect to each other's beliefs, feelings and opinions by giving each child a forum to share these on with the expectation that these must be listened to. Children will discuss what it means to be British and learn how to question and challenge stereotypes. | Children consider questions regarding how different cultures live and work throughout the world. Children have the opportunity to explore how areas have changed and how the diverse needs in society has changed them. The geography curriculum at Mablethorpe Primary Academy also helps to demonstrate the diversity of people's backgrounds helping children to have further tolerance of different faiths and beliefs. |

## Eco Warriors



### Actively Promoting British Values at Mablethorpe Primary Academy

Our government believes that 'British society is founded on fundamental values and principles, which all those living in the UK should respect and support'. These values are reflected in the responsibilities, rights and privileges of being a British citizen or permanent resident of the UK. They are based on history and tradition and are protected by law, customs and expectations. There is no place in British society for extremism or intolerance.

The DfE have recently reinforced the need 'to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.'

In line with the with the Department for Education's five-part definition, we promote the following British values of Mablethorpe Primary Academy.

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

At Mablethorpe Primary Academy students will encounter these principles throughout everyday Academy life. In particular, our promotion of spiritual, moral, social and cultural understanding is where these values are explicitly taught in a range of ways including through circle times and days such as 'British Values Day' and 'Equality and Diversity Day'. Additionally, the values are taught in R.E and interwoven within our skills based curriculum which gives children real and meaningful opportunities to explore these values. At Mablethorpe Primary Academy, we are certain that the active promotion of British Values means that children are enabled to develop a sense of community and begin to develop their understanding of their role and responsibilities within it.

One of the Greenwood Dale Foundation Trust Group of Academies



## Religion and World Views

Is the Creation or Science world view conflicting or complimentary?

## Computing

Why is it important to stay safe online? How do we stay safe online?

## Our Golden Rules:

We are kind and caring towards others.

We listen carefully and follow instructions.

We respect others and equipment.

We are committed to learning.

## Geography and DT

Coastal erosion and sea defences:

Should sea defences still be built for Mablethorpe?

# Social

Work & socialise in different contexts with range of backgrounds

Community & volunteering & conflict

Acceptance of FBV & positive contribution

Curriculum provision

## Careers and Employability Skills



Extracurricular activities

Opportunities & experiences



Academy / Trust vision, values & policies

### Subject Intent Statements:

#### Careers and Employability Skills

Our Careers programme is Skills Builder and it teaches our children to develop the skills they will need in the working world.

We focus on the main skills from the Skills Builder Programme: Listening, Speaking, Problem-Solving, Staying Positive, Aiming High, Leadership and Teamwork.

The aim of the programme is to motivate, challenge and build up the confidence of our pupils through embedding the careers and employability skills throughout the curriculum.

#### Careers and Employability Skills for our children

'I am aiming high, staying positive and working on the skills

I need for my future'

Hidden curriculum



Mablethorpe Primary Academy

Careers and Employability Policy

#### Intent statement for GAT Careers and Employability

Young people in GAT academies have access to high quality, embedded careers programmes and are able to develop important skills, characteristics and attributes. They feel supported, informed and confident when making decisions and accessing opportunities relating to careers and employability.

At early years and primary phase the main objectives of our Careers and Employability work are:

- developing transition skills
- gaining an understanding of the world of work
- exploring hard and soft employability skills
- challenging stereotypes
- broadening experiences
- promoting social mobility

#### Mablethorpe Primary Academy

##### Introduction

Children at Mablethorpe Primary Academy are motivated to achieve their dreams and understand the importance of working hard, having the right attitude and developing skills. Our pupils understand that they are a valued member of their community and as they grow up they will understand the many options available to them in the working world in Mablethorpe and further afield.

Created by: J Askew June 2020

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# Cultural

Appreciate wide range of cultures that influence heritage

Appreciate range of cultures (school & beyond)

Appreciate shared values

Knowledge of Parliament & democracy

Participate in artistic, musical, sporting & cultural opportunities

Understand, accept, respect and celebrate diversity

## Curriculum provision

Mablethorpe Primary Academy - Art and Design Progression Map

| EVFS           | Year 1  | Year 2   | Year 3  | Year 4   | Year 5   | Year 6 |  |
|----------------|---|--|---|--|--|--------|--|
| <b>Colour</b>  | Use line, point, texture, shading and using tools and materials<br>Explore mixing thick and thin paint<br>Use a range of brushes<br>Recognise and name primary and secondary colours<br>Mix secondary colours<br>Explore using tools other than brushes | To select and use tools and materials<br>Collect and sort and colour<br>Colour mixing and matching<br>Explore warm and cool colours                          | Explore different paint techniques<br>Identify and name primary and secondary colours<br>Matching colour to the environment   | Colour mixing including Tertiary colours<br>Warm and Cool<br>Complementary<br>Happy and Sad colours<br>Matching colour to the environment<br>To see a limited colour range   | To use and apply emotional colours<br>To use and apply Harmonious colours<br>Explore colours to describe space and perspective |        |  |
| <b>Texture</b> | Explore, feel and describe variety of surfaces<br>Make simple rubbings of different surfaces in the immediate environment<br>Explore printing using a selection of printed textures   | Collect and make rubbings from natural and man-made materials<br>Create large scale collages as part of group<br>Add texture to paint with dough, plasticine | Collect and combine a range of materials<br>Use and apply different kinds of paint in different ways, including using brushstrokes to create texture<br>Explore working with a range of materials | Explore and make different textured surfaces using a range of media<br>To represent texture via drawing or paintings using a range of media<br>Select and use appropriate materials to create collages/artefacts<br>To use the method of decoupage and pulling to create different textured surfaces |  |        |  |
| <b>Tone</b>    | Look at and talk about dark and light places around dark and light scenes   | To explore and match tone<br>Experiment with dark and light<br>Explore adding black/white to a colour  | Record the effects of light and dark on people and in the environment<br>Recognise different tones of one colour<br>Explore how artists convey dark and light in their work                       | To experiment with and select a range of media when working or drawing tones together, exploring colour/shade, observing a range of environments   |  |        |  |

## Extracurricular activities

## Opportunities & experiences



## Academy / Trust vision, values & policies



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## Hidden curriculum



"Working together towards tomorrow, educating everyone"



|              |            |
|--------------|------------|
| Christianity | Almsgiving |
| Islam        | Zakat      |
| Judaism      | Dana       |

**Our Golden Rules:**

**We are kind and caring towards others.**

**We listen carefully and follow instructions.**

**We respect others and equipment.**

**We are committed to learning.**

Our curriculum reflects our local area.

