

French



*Kapow
Primary™*

Personal development,
SMSC and
British values
mapping

Introduction

This document is aimed at French subject leaders and Personal development leads. It shows where the Kapow Primary curriculum provides opportunities for pupils to develop spiritually, morally, socially and culturally, as well as develop their understanding and respect for the fundamental British values.

The latter pages of this document map those units which can support you as you strive to improve pupils' personal development in line with Ofsted's Personal development criteria.

Please note that the curriculum alone will not be sufficient evidence that your school is providing for pupils' personal development and your school will be expected to show how other elements of school-life are geared towards this aim.

This document is updated to reflect changes to our website and the current version can always be found [here](#).

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What is SMSC?

Spiritual, Moral, Social and Cultural development.

All schools in England must show that they are developing their pupils in these areas. The SMSC statements included in this document are taken from the Ofsted Inspection handbook (November 2019) which states what inspectors may look for when evaluating pupils' SMSC development in schools.

Spiritual development

- Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- 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

Moral development

- 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
- 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

Social development

- 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 will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

Cultural development

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- Understanding and appreciation of the range of different cultures in the 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. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

British values

Since November 2014 all schools have been expected to actively promote the fundamental British values set out below.

Our French curriculum supports schools in promoting these values and the Social development pages that follow also show which units help to instil each of the British values. Where a particular lesson promotes one or more of the British values then this is detailed in the **Other links** section of the lesson plan too.



Democracy

We all have a voice within school and society.



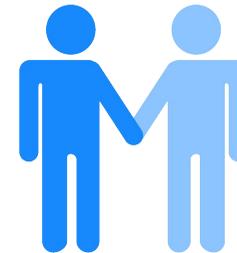
Rule of law

We understand that rules and laws are there to keep everyone safe and happy and we respect them.



Individual liberty

We know our human rights and responsibilities and are aware that we have freedom to make our own choices in life.



Mutual respect

We respect others and expect them to show us respect.



Tolerance of those with different faiths and beliefs

We respect and appreciate diversity and understand that everybody has different views and beliefs.

SMSC mapping - Year 3

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 3					
		<u>*French greetings with puppets</u>	<u>*French adjectives of colour, size and shape</u>	<u>*French playground games - numbers and age</u>	<u>In a French classroom</u> ♦	<u>French transport</u>	<u>A circle of life in French</u> ♦
Spiritual	Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life						
	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	✓	✓	✓	✓	✓	✓

SMSC mapping - Year 3

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 3					
		*French greetings with puppets	*French adjectives of colour, size and shape	*French playground games - numbers and age	In a French classroom ♦	French transport	A circle of life in French ♦
Moral	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					✓	

SMSC and British values mapping - Year 3

Units which offer opportunities for pupils to develop their:		Kapow Primary units Key stage 2 - Year 3						
		* French greetings with puppets	* French adjectives of colour, size and shape	* French playground games - numbers and age	In a French classroom ♦	French transport	A circle of life in French ♦	
Social	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 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.	Democracy						
		The rule of law			✓			
		Individual liberty					✓	
Mutual respect		✓		✓				
Tolerance of those with different faiths and beliefs								

SMSC mapping - Year 3

		Kapow Primary units Key stage 2 - Year 3					
		* French greetings with puppets	* French adjectives of colour, size and shape	* French playground games - numbers and age	In a French classroom ♦	French transport	A circle of life in French ♦
Cultural	Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others	✓	✓	✓	✓	✓	
	Understanding and appreciation of the range of different cultures in the 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 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	✓	✓	✓	✓	✓	

SMSC mapping - Year 4

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 4					
		<u>*Portraits - describing in French</u>	<u>*Clothes - getting dressed in France</u>	<u>*French numbers, calendars and birthdays</u>	<u>French weather and the water cycle</u>	<u>*French food - Miam, miam!</u>	<u>French and the Eurovision Song Contest</u>
Spiritual	Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life						
	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	✓	✓	✓	✓	✓	✓

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 4					
		*Portraits - describing in French	*Clothes - getting dressed in France	*French numbers, calendars and birthdays	French weather and the water cycle	*French food - Miam, miam!	French and the Eurovision Song Contest
Moral	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						

SMSC and British values mapping - Year 4

Units which offer opportunities for pupils to develop their:		Kapow Primary units Key stage 2 - Year 4						
		<u>*Portraits - describing in French</u>	<u>*Clothes - getting dressed in France</u>	<u>*French numbers, calendars and birthdays</u>	<u>French weather and the water cycle</u>	<u>*French food - Miam, miam!</u>	<u>French and the Eurovision Song Contest</u>	
Social	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 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.	Democracy				✓		
		The rule of law						
		Individual liberty						
Mutual respect		✓	✓					
Tolerance of those with different faiths and beliefs								

SMSC mapping - Year 4

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 4					
		<u>*Portraits - describing in French</u>	<u>*Clothes - getting dressed in France</u>	<u>*French numbers, calendars and birthdays</u>	<u>French weather and the water cycle</u>	<u>*French food - Miam, miam!</u>	<u>French and the Eurovision Song Contest</u>
Cultural	Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others	✓		✓		✓	
	Understanding and appreciation of the range of different cultures in the 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 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	✓		✓		✓	

SMSC and British values mapping - Year 5

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 5					
		<u>*French monster pets</u>	<u>Space exploration - in French</u>	<u>*Shopping in France</u>	<u>French speaking world</u>	<u>*Verbs in a French week</u>	<u>*Meet my French family</u>
Spiritual	Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life		✓		✓		
	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	✓	✓	✓	✓	✓	✓

SMSC mapping - Year 5

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 5					
		*French monster pets	Space exploration - in French	*Shopping in France	French speaking world	*Verbs in a French week	*Meet my French family
Moral	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						

SMSC and British values mapping - Year 5

Units which offer opportunities for pupils to develop their:		Kapow Primary units Key stage 2 - Year 5						
		*French monster pets	Space exploration - in French	*Shopping in France	French speaking world	*Verbs in a French week	*Meet my French family	
Social	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 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.	Democracy						
		The rule of law						
		Individual liberty						
Mutual respect								
Tolerance of those with different faiths and beliefs								

SMSC mapping - Year 5

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 5					
		<u>*French monster pets</u>	<u>Space exploration - in French</u>	<u>*Shopping in France</u>	<u>French speaking world</u>	<u>*Verbs in a French week</u>	<u>*Meet my French family</u>
Cultural	Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others			✓	✓		
	Understanding and appreciation of the range of different cultures in the 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 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			✓	✓		

SMSC and British values mapping - Year 6

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 6				
		*French sport and the Olympics	French football champions	*In my French house	*Planning a French holiday	*Visiting a town in France
Spiritual	Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life	✓				
	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		✓	✓	✓	✓

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 6				
		<u>*French sport and the Olympics</u>	<u>French football champions</u>	<u>*In my French house</u>	<u>*Planning a French holiday</u>	<u>*Visiting a town in France</u>
Moral	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					✓

SMSC and British values mapping - Year 6

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 6					
		*French sport and the Olympics	French football champions	*In my French house	*Planning a French holiday	*Visiting a town in France	
Social	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 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.	Democracy					
		The rule of law		✓			
		Individual liberty					✓
		Mutual respect					✓
Tolerance of those with different faiths and beliefs							

SMSC mapping - Year 6

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 6				
		<u>*French sport and the Olympics</u>	<u>French football champions</u>	<u>*In my French house</u>	<u>*Planning a French holiday</u>	<u>*Visiting a town in France</u>
Cultural	Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others	✓	✓			
	Understanding and appreciation of the range of different cultures in the 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 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	✓			✓	✓

Our French curriculum contributes to the **Spiritual** development of pupils by:

- Providing them with opportunities to learn about life in another country and consequently to reflect on their own lives.
- Encouraging them to practise and showcase their language learning in creative ways (raps, descriptive writing, art etc.)
- Instilling a sense of wonder around language etymology through developing language detective skills.
- Giving opportunities for pupils to reflect on their language skills.

Our French curriculum contributes to the **Moral** development of pupils by:

- Providing opportunities to further explore moral issues, such as stereotyping and access to education around the world.

Our French curriculum contributes to the **Social** development of pupils by:

- Promoting communication and conversation skills.
- Giving them opportunities to cooperate with a group towards a shared goal.
- Ensuring that there are regular opportunities to work with their peers from different backgrounds and abilities.

Our French curriculum contributes to the **Cultural** development of pupils by:

- Fostering respect for French culture and subsequently other cultures as well.
- Encouraging pupils to reflect on their own cultural heritage when considering cultural differences.
- Celebrating cultural differences as a positive thing.
- Exploring the commonalities between French and British culture.
- Raising awareness of the need to challenge cultural stereotypes.
- Developing awareness of social conventions in France and that social conventions differ between cultures.
- Celebrating cultural achievements in France (art, architecture, sport, music).

Personal development criteria

The school inspection handbook (Ofsted, 2019) lists the the dimensions of the personal development of pupils as:

developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults

developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance

developing pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society

promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation

promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique

developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy

enabling pupils to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them

enabling pupils to recognise the dangers of inappropriate use of mobile technology and social media

developing pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities

developing pupils' age-appropriate understanding of healthy relationships through appropriate relationships and sex education

supporting readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully

Ofsted recognises that you often won't be able to assess the impact of your personal development provision while a pupil is at your school, and therefore they **won't** try to measure the impact of your provision on individual pupils.

Personal development criteria mapping - Year 3

Personal development criteria Kapow Primary's French scheme supports:	Kapow Primary units					
	*French greetings with puppets	*French adjectives of colour, size and shape	*Playground games	In the classroom ♦	Transport	Circle of life ♦
developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults	✓	✓	✓			
developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance	For British values mapping see Year 3					
promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique	✓		✓		✓	
promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation	All lesson are planned to be inclusive					
developing pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society	✓	✓	✓	✓	✓	

Personal development criteria mapping - Year 4

Personal development criteria Kapow Primary's French scheme supports:	Kapow Primary units					
	*Portraits - describing in French	*Clothes - getting dressed in France	*French numbers, calendars and birthdays	French weather and the water cycle	*French food - Miam, miam!	French and the Eurovision Song Contest
developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults						
developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance	For British values mapping see Year 4					
promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique	✓	✓	✓		✓	
promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation	All lesson are planned to be inclusive					
developing pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society	✓	✓	✓		✓	✓

Personal development criteria mapping - Year 5

Personal development criteria Kapow Primary's French scheme supports:	Kapow Primary units					
	*French monster pets	Space exploration - in French	*Shopping in France	French speaking world	*Verbs in a French week	*Meet my French family
developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults			✓	✓		
developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance	For British values mapping see Year 5					
promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique				✓		✓
promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation	All lesson are planned to be inclusive					
developing pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society		✓	✓	✓	✓	

Personal development criteria mapping - Year 6

Personal development criteria Kapow Primary's French scheme supports:	Kapow Primary units				
	*French sport and the Olympics	French football champions	*In my French house	*Planning a French holiday	*Visiting a town in France
developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults	✓			✓	✓
developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance	For British values mapping see Year 6				
promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique	✓	✓			✓
promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation	All lesson are planned to be inclusive				
developing pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society	✓	✓		✓	✓