

| Event, details & | | 50 | CIAL | | | | MORA | IL. | | | S | PIRIT | UAL | | (| CULTUR | AL |
|---|---|---|--|--|--|--|---|---|---|--|--|---|---|--|---|--|--|
| photographs School Ethos Citizenship P.S.H.E Healthy Religious Curriculum Subjects | Developing personal qualities & using social skills | Participating, co-operating and resolving conflicts | Understanding how communities and societies function | Develop an understanding of the Fundamental British Values of democracy and the rule of law. | Developing and expressing personal views or values | Moral codes and models of moral virtue | Recognising right and wrong and applying it | Understanding the consequences of actions | Investigating moral values and ethical issues | Developing personal values and beliefs | Experiencing fascination, awe and wonder | Exploring and respecting the values and beliefs of others | Understanding human emotions and feelings | Using imagination and creativity in learning | Exploring, understanding and respecting diversity | Participating in and responding to cultural activities | Understanding and appreciating personal influences |
| Y6 Leavers Service - Selby Abbey Y6 created a footprint to add to the display in the church. This contained hopes for the future as well as things that were important to them about their current school. They shared songs and prayers with other schools from the diocese. | * | | * | | * | | | | | | * | * | * | * | | | * |

| As part of Class 4's RE topic, a member of the local church came to talk to us about the role of the people working in a church. She showed us a PowerPoint and helped us understand their varied tasks. We then completed a weekly timetable of a week in the life of a member of the church. | | * | * | * | | | * | * | * | * | * | * |
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| Class 4 had a visit from a member of the Christian Aid charity. She talked to us about the work of the charity and gave examples of how they help people. | | * | | | * | * | * | | | * | | * |
| Class 4 attended a virtual STEM webinar about sustainability. They had to make decisions about an imaginary city. Their decisions had to consider environmental factors. | * | * | * | * | * | * | * | | | | | |

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| School Council organised and ran Evington's got Talent show; with acts from both key stages. Heats and a final with prizes. There were lots of acts ranging from puppets to singing, gymnastics to playing musical instruments. | * | * | | * | | | | | * | * | * | * | * | | |
| Lifetime Planet Day-Whole school took part in a range of activities organised by PTA. A second hand uniform barn was launched, outside agencies ran workshops designed to make us more aware of our world. Eco school Status was obtained. | | | * | * | * | * | * | * | * | | | | | | |
| Mini Marathon fund Raiser/ Running for Ukraine-children running laps to raise money for school fund. A small group of children organised & ran laps to raise money for the Ukraine. | * | | | * | | | | | * | | | * | | | |

| Pedestrian Training & bike safety training undertaken by KS2 | | | * | | * | | | | | |
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| Play Leaders-training alongside staff & delivering games to other children. Skipping Training attended | * | * | * | | * | | | | | |
| Sports Week: lots of team work in Sports Day, mixed aged teams of children negotiating tasks. Triathlon-20 KS2 children took part in a Triathlon Sports Week Events included: circus skills, Rugby inflatable, climbing wall and Phunky Foods drain your drinks Archery Day was attended by KS2. | * | * | * | | | | | | | |

| E Safety KS2 all had a virtual workshop about being safe on line | | | * | * | | * | * | | | | * | K |
|--|---|---|---|---|--|---|---|--|--|---|---|---|
| Visit from PCO Anti-social behaviour talk. Y6 had a visit from the local PCO to talk about antisocial behaviour and how our choices can affect our futures as well have an impact on others around us. | | | * | * | | * | * | | | | * | * |
| Sports Day/Activities Week Towards the end of the academic ear, we host an annual Activities week where students are given the opportunity to take part in a number of Spiritual, Moral, Social and Cultural activities. | * | * | * | | | | | | | * | | |

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| Easter Service at Holy Trinity | * | | | * | * | * | * | * | * | * | * | * | * | * | |
| Church | | | | | | | | | | | | | | | |
| Elvington pupils celebrated the | | | | | | | | | | | | | | | |
| resurrection of Jesus through | | | | | | | | | | | | | | | |
| exploring bible readings, poems, | | | | | | | | | | | | | | | |
| prayer and song. | | | | | | | | | | | | | | | |
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| Children in Need | * | | | | | | | | | | | | | | |
| School council organised a Pudsey | * | | | | | * | * | | | | | | * | | |
| School council organised a Pudsey | | | | | | | | | | | | | | | |
| Party. Y6 ran games and competitions | | | | | | | | | | | | | | | |
| for the rest of the school to raise | | | | | | | | | | | | | | | |
| money for children in Need appeal. | | | | | | | | | | | | | | | |
| We all wore our PJs. | | | | | | | | | | | | | | | |
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| School council have organised a | | | * | | * | * | | | | | | | | | |
| Christmas appeal. They have asked | | | | | | | | | | | | | | | |
| for pet food/care donations for | | | | | | | | | | | | | | | |
| South Cave Animal Shelter. | | | | | | | | | | | | | | | |
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| One Kind Word Class 3 discussed using kind words in anni-bullying week. We designed socks 4 words kind words in each sock in our PSHE lesson. Odd socks Day as part of Ami- Bullying week. We always of the consequences of anni-bullying week. We all was read to socks and the school council ring a sock pupper competition for raise owereness of the consequences of anni-bullying of the consequences of anni-bullying of the consequences of anni-bullying and the school council ring and how these quolities can make a difference to the lives of athers. We wort on short speech detailing the changes we would like to make if we were voted onto the school council and then placed our votes into the ballot box | | | | | | | | | | | | | |
|---|--|--|---|---|---|---|---|---|---|--|---|--|--|
| Bullying week-We all wore odd socks and the school council ran a sock puppet competition to raise awareness of the consequences of anti-bullying. Class 5 discussed what qualities a leader might have and how these qualities can make a difference to the lives of others. We wrote a short speech detailing the changes we would like to make if we were voted onto the school council and then placed our | Class 3 discussed using kind words in anti-bullying week. We designed socks & wrote kind words in each sock in our | | | | | * | * | | | | * | | |
| | Bullying week-We all wore odd socks and the school council ran a sock puppet competition to raise awareness of the consequences of anti-bullying. Class 5 discussed what qualities a leader might have and how these qualities can make a difference to the lives of others. We wrote a short speech detailing the changes we would like to make if we were voted onto the school council and then placed our | | * | * | * | * | * | * | * | | | | |

| Register Respect Donot lie- things Respect D | | * | * | * | * | * | * | | | | | |
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| Black History Month we looked at | * | * | | * | | * | | * | | | * | |
| the work of Martin Luther King Jr, | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| we listened to his speech (I had a | | | | | | | | | | | | |
| dream), discussed within class how hard he had to work and issues we | | | | | | | | | | | | |
| were aware of. We then wrote our | | | | | | | | | | | | |
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| own dreams for the world. | | | | | | | | | | | | |
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| Class 5 also created a | | | | | | | | | | | | |
| collaborative piece of artwork | | | | | | | | | | | | |
| about our dreams for the future | | | | | | | | | | | | |
| and discussed how much things | | | | | | | | | | | | |
| had changed/or not since Martin | | | | | | | | | | | | |
| Luther King's speech. | | | | | | | | | | | | |
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| School Council Elections took place | | | | | | | | | | | | |
| after in class hustings and a ballot. | | | | | | | | | | | | |
| Democratic values were discussed | | | | | | | | | | | | |
| within classes. After a vote two | | | | | | | | | | | | |
| members were elected and our school | | | | | | | | | | | | |
| council is now in place and active. | | | | | | | | | | | | |

| Church Service: Harvest Festival - | * | | * | | * | * | * | * | * | * | * | |
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| Pupils looked at a range of different | | | | | | | | | | | | |
| issues people in our local area are | | | | | | | | | | | | |
| contending with and brought food | | | | | | | | | | | | |
| based donations into school to support | | | | | | | | | | | | |
| our local food bank. | | | | | | | | | | | | |
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| A reading of 2 Corinthians 9:6-11, | | | | | | | | | | | | |
| reminded us that "generosity will | | | | | | | | | | | | |
| result in thanksgiving to God". | | | | | | | | | | | | |
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| Valuina All Cad'a Children at | | | 1 | | | | | | | | | I | | 1 | I | |
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| Valuing All God's Children at | * | * | * | * | | | * | * | * | * | * | * | * | | * | * |
| Elvington Church of England Primary | | | | | | | | | | | | | | | | |
| <u>School</u> | | | | | | | | | | | | | | | | |
| The Church of England is committed | | | | | | | | | | | | | | | | |
| to an education that enables people to | | | | | | | | | | | | | | | | |
| live life in all its fullness and fulfils | | | | | | | | | | | | | | | | |
| the words of Jesus in John 10:10 - "I | | | | | | | | | | | | | | | | |
| came that they might have life, and | | | | | | | | | | | | | | | | |
| have it abundantly." John 10:10 | | | | | | | | | | | | | | | | |
| Central to Christian theology is the | | | | | | | | | | | | | | | | |
| belief that every single one of us is | | | | | | | | | | | | | | | | |
| made in the image of God. Every one | | | | | | | | | | | | | | | | |
| of us is loved unconditionally by God. | | | | | | | | | | | | | | | | |
| How this shapes our school | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| community and its work: | | | | | | | | | | | | | | | | |
| At Elvington Church of England | | | | | | | | | | | | | | | | |
| Primary School, we believe that we | | | | | | | | | | | | | | | | |
| must avoid diminishing the dignity of | | | | | | | | | | | | | | | | |
| any individual child, family or colleague | | | | | | | | | | | | | | | | |
| to a stereotype or a problem. Our | | | | | | | | | | | | | | | | |
| school offers a community where | | | | | | | | | | | | | | | | |
| everyone is a person known and loved | | | | | | | | | | | | | | | | |
| by God. We support each other so that | | | | | | | | | | | | | | | | |
| we can learn about and celebrate our | | | | | | | | | | | | | | | | |
| own intrinsic value. We celebrate the | | | | | | | | | | | | | | | | |
| Christian message of love and joy, | | | | | | | | | | | | | | | | |
| celebrating our own unique humanity | | | | | | | | | | | | | | | | |
| without exception or exclusion. | | | | | | | | | | | | | | | | |
| We are very proud that our school | | | | | | | | | | | | | | | | |
| community has a mix of faiths and | | | | | | | | | | | | | | | | |
| families within it. We work hard to | | | | | | | | | | | | | | | | |
| understand our differences and | | | | | | | | | | | | | | | | |
| celebrate them together. | | | | | | | | | | | | | | | | |
| The Church of England's Vision for | | | | | | | | | | | | | | | | |
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| Schools can be found by following this | | | | | | | | | | | | | | | | |
| link: | | | | | | | | | | | | | | | | |
| www.elvingtonprimary.org.uk/achieving | | | | | | | | | | | | | | | | |
| -success/church-faith/valuing-all- | | | | | | | | | | | | | | | | |
| gods-children | | | | | | | | | | | | | | | | |
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| C) Manage | | | | | | | | | | | | | | | | |
| YEARING PAR LOCAS CRISTORE Claims to Chank of Exposit unitude on changing bromphism Squides mad exequities Solying | | | | | | | | | | | | | | | | |
| Tanalar Annalar | | | | | | | | | | | | | | | | |
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| Class 1 and 2 created stained glass windows as they thought about the features of a church. | | | | | | | | | | * | | |
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| Class 1 and 2 were visited by Purple Pig mobile farm and their team to explore animals as part of our animal farming topic. | * | | | | | | * | | | | | |
| Class 1 and 2 as part of the RE topic looked at the Christmas and Easter stories to understand different characters emotions at different points in the Bible stories. | | | | | | * | | * | * | * | | |