



'Darkness to Light' BSCWT Workshop (Lime and Cherry)

SMSC & Values

Actively promoting the fundamental British values by enabling pupils to:

- respecting the culture and belief of others
- develop their self-knowledge, self-esteem & self-confidence.

Intent and Implementation

Curriculum Learning objectives

- to share their opinions on things that matter to them and explain their views.
- to take part in discussions with one other person and the whole class
- to identify and respect the differences and similarities between people
- to meet and talk with outside visitors such as religious leaders.

Our School Values

Peace, Courage, Thankfulness, Compassion, Hope, Truthfulness, Generosity, Trust, Friendship, Respect

Impact

Photos:



Quotes from the children:

"I learnt that baby Jesus was sent from God."

"I learned that God forgives everyone even those that do bad things."

"Just because King Herod was bad doesn't mean that God didn't love him."

"I enjoyed dressing up as a shepherd."

"I loved it because we got to do stuff and join in."

"I enjoyed making Freddie the puppet happy at the end."

Quotes from the Helpers:

The children have fabulous memories.

They understood the dark and the light parts from the story.

They have had the most wonderful responses to the questions.

What a wonderful class! So well behaved.

Quotes from the Staff:

“A wonderfully led workshop aimed at KS1 which brings the Advent story to life in a fun and interactive way, helping the children to understand the meaning.”

“It is really nice for the children to see how the whole Nativity scene all comes together.”

Evidence of development and pupil progress in SMSC:

A thorough understanding of the advent story.

SPIRITUAL development as shown by pupils’:

- ✓ ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in 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
- ✓ willingness to reflect on their experiences.

MORAL development as shown by pupils’:

- ✓ interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

SOCIAL development as shown by pupils’:

- ✓ use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- ✓ 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; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

CULTURAL development of pupils is shown by their:

- ✓ 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 within school and further afield as an essential element of their preparation for life in modern Britain
- ✓ 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, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

