

Cherry Tree Academy Medium Term Art Cycle A

Autumn 1		
KS1	Printing – Colour and Shapes What is abstract art? What is printing?	
	Year 1	Year 2
	L1: How is line, pattern and shape used in famous artwork? L2: What is abstract art? L3: What are primary colours? How can we make a print? L4: What is a secondary colour? What is a pattern? L5: Can you use what you know about printing to create your own artwork?	L1: How is line, pattern and shape used in famous artwork? L2: What is abstract art? L3: What are primary colours? How can we make a print? L4: What is a secondary colour? What is a pattern? L5: Can you use what you know about printing to create your own artwork?
Key Concepts to assess	L1: Children know and remember the names of famous artists Paul Klee and Wassily Kandinsky. They Use the correct vocabulary to describe a work of art (pattern, shape, line and colour) and identify shapes – square, rectangle, triangle, circle, semi-circle and lines in feature artist’s work. L2: Children know Wassily Kandinsky and Paul Klee lived in the past and are two of the first artists to use abstract art - used lines, shapes and bold colours to make unrealistic images. L3: Children know the three primary colours – red, yellow and blue can be mixed to make secondary colours orange, purple and green. They know that there are different ways to make prints and a print can be a shape or image reproduced many times or a single one-off image. L4: Children know the three primary colours – red, yellow and blue can be mixed to make secondary colours orange, purple and green. They know a pattern is a repeated decorative design, such as a shape, a colour or a line. L5: Children can use the skills they have been taught to produce their own piece of work inspired by the artists we have studied.	L1: Children know and remember the names of famous artists Paul Klee and Wassily Kandinsky and can talk about the type of work they created. They Use the correct vocabulary to describe a work of art (pattern, shape, line and colour) and identify shapes – square, rectangle, triangle, circle, semi-circle and lines in feature artist’s work and can label these and annotate them in a sketchbook. L2: Children know Wassily Kandinsky and Paul Klee lived in the past and are two of the first artists to use abstract art - used lines, shapes and bold colours to make unrealistic images. They can use correct vocabulary to talk about and describe their work and can express opinions about their work. L3: Children know the three primary colours – red, yellow and blue can be mixed to make secondary colours orange, purple and green and they can explain how to do this. They know that there are different ways to make prints and a print can be a shape or image reproduced many times or a single one-off image. L4: Children know the three primary colours – red, yellow and blue can be mixed to make secondary colours orange, purple and green and they can explain how to do this. They know a pattern is a repeated decorative design, such as a shape, a colour or a line and they can describe different patterns in terms of art. L5: Children can use the skills they have been taught to produce their own piece of work inspired by the artists we have studied and can make links between their art work and that of the artists studied.
Vocabulary	Practical: Printing, hard, soft, rubbings, texture, print, roller, stencil, repeating pattern, shape, line, primary colour, secondary colour. Theoretical: artist, famous, past, abstract art	Practical: Printing, hard, soft, rubbings, texture, print, roller, pallet, mono printing, stencil, repeating pattern, shape, line, primary colour secondary colour. Theoretical: artist, famous, past, abstract art, work of art
Experiences		
SMSC	Cultural – taught through looking at different artists and responding positively. Spiritual – through using their imagination and creativity in response to the artist’s stimuli.	



Cherry Tree Academy Medium Term Art Cycle A

British Values	Respect and Tolerance – discussed when looking at other children’s work. Individual Liberty – children are encouraged to make choices about their work.	
School Values	Resilient – keeping going and making changes when things go wrong. Honest – when evaluating art work	Considerate – when commenting on work produced by other children.



Cherry Tree Academy Medium Term Art Cycle A

Spring 1		
KS1	Collage – Healthy Food Collage What is texture and collage?	
	Year 1	Year 2
	L1: What is collage? L2: What is texture? L3: What is Impasto technique? L4: Who is Eric Carle and what is an illustrator L5: Who was Henri Matisse?	L1: What is collage? L2: What is texture? L3: What is Impasto technique? L4: Who is Eric Carle and what is an illustrator L5: Who was Henri Matisse?
Key Concepts to assess	L1: Children know that collage is a gluing or combining of a range of materials. L2: Children know that the word 'texture' is how a surface looks or feels. Know that a 'rubbing' is a technique to capture the surface texture of objects such as tree bark or leaves and captures the pattern of a surface. L3: Children know that 'impasto painting technique' is using a spreader to add paint to a surface and it gives a textured effect. L4: Children know that book illustrators, draw and paint the pictures in story books and can also be famous for their art. L5: Children know the names of famous artists Henri Matisse and Pablo Picasso who used collage techniques to make artwork.	L1: Children know that collage is a gluing or combining of a range of materials. They can use the correct vocabulary when talking about collage work. L2: Children now that the word 'texture' is how a surface looks or feels and can describe different textures in a range of art. They know that a 'rubbing' is a technique to capture the surface texture of objects such as tree bark or leaves and captures the pattern of a surface and can describe how to take a rubbing effectively. L3: Children know that 'impasto painting technique' is using a spreader to add paint to a surface and it gives a textured effect. They can describe this technique and how to looks. L4: Children know that book illustrators, draw and paint the pictures in story books and can also be famous for their art. They can express opinions about an illustrator's work. L5: Children know the names of famous artists Henri Matisse and Pablo Picasso who used collage techniques to make artwork. They can describe and evaluate their work.
Vocabulary	Practical: Collage, glue, stick, paper, fabric, materials, colour, shape, texture, match, fold, tear, overlap Theoretical: artist, illustrator, famous, past, present, work of art	Practical: Collage, glue, stick, paper, fabric, materials, background, colour, shape, texture, collect, sort, match, arrange, fold, tear, overlap, overlay, layer up. Theoretical: artist, illustrator, famous, past, present, work of art
Experiences		
SMSC	Cultural – taught through looking at different artists and responding positively. Spiritual – through using their imagination and creativity in response to the artist's stimuli.	
British Values	Respect and Tolerance – discussed when looking at other children's work. Individual Liberty – children are encouraged to make choices about their work.	
School Values	Resilient – keeping going and making changes when things go wrong. Honest – when evaluating art work	Considerate – when commenting on work produced by other children.



Cherry Tree Academy Medium Term Art Cycle A

Summer 1		
KS1	Drawing – Wildflower Meadow	
	What is drawing?	
	Year 1	Year 2
	L1: What is observational drawing? L2: What is a secondary source? L3: What is a background in artwork? L4: What is mid-ground and fore-ground in artwork? L5: Can you draw from memory?	L1: What is observational drawing? L2: What is a secondary source? L3: What is a background in artwork? L4: What is mid-ground and fore-ground in artwork? L5: Can you draw from memory?
Key Concepts to assess	L1: Children know a drawing is a collection of lines of different length, width, intensity, depth & shapes which can be produced with different graded pencils (HB, 2B, 4B) Children know the artist William Morris , and that he made textile art inspired by nature. L2: Children know an observational drawing is a drawing from something real that you can see and is called a primary source object. Children know that a secondary source object is a photocopy/picture of the real thing. L3: Children know that artwork can have a background. L4: Children know that artwork can have a midground and foreground. L5: Children know drawing from memory is drawing from what you remember an object looks like.	L1: Children know a drawing is a collection of lines of different length, width, intensity, depth & shapes which can be produced with different graded pencils (HB, 2B, 4B). They understand and can explain the different between the pencils. Children know the artist William Morris , and that he made textile art inspired by nature. L2: Children know an observational drawing is a drawing from something real that you can see and is called a primary source object. Children know that a secondary source object is a photocopy/picture of the real thing. They can draw using both primary and secondary sources and make comparison between them both. L3: Children know that artwork can have a background. They are beginning to understand how to create backgrounds in different ways. L4: Children know that artwork can have a midground and foreground. They are beginning to understand how to combine background, midground and foreground within a piece of artwork. L5: Children know drawing from memory is drawing from what you remember an object looks like. Their drawings are becoming more accurate.
Vocabulary	Practical: Wavy, straight, pattern, line, shape, light, dark, observational, memory, imagination, charcoal, primary source, secondary source. Theoretical: artist, photographer, fabric designer, famous, past, work of art	Practical: Wavy, straight, pattern, line, shape, tone, light, dark, observational, memory, imagination, charcoal, primary source, secondary source. Theoretical: artist, photographer, fabric designer, famous, past, work of art
Experiences		



Cherry Tree Academy Medium Term Art Cycle A

SMSC	Cultural – taught through looking at different artists and responding positively. Spiritual – through using their imagination and creativity in response to the artist’s stimuli.
British Values	Respect and Tolerance – discussed when looking at other children’s work. Individual Liberty – children are encouraged to make choices about their work.
School Values	Resilient – keeping going and making changes when things go wrong. Considerate – when commenting on work produced by other children. Honest – when evaluating art work

LKS2	Autumn 1	
	Painting - Landscape	
	Year 3	Year 4
	L1: Who was LS Lowry? L2: Who was Friedenreich Hundertwasser? L3: How does Hundertwasser's landscape style differ from his architectural style? L4: Why was Van Gogh so influential? L5: Who was Erin Hanson? L6: How can I evaluate my work?	
Key Concepts to assess	L1: Children know art depicting a landscape is a portrayal of an area of land or scenery in nature such as, mountains, desert, the coast, industrial areas or towns and cities. Know that famous artist LS Lowry was self-taught and created imaginary landscapes that included, smoking chimneys, factories, roads, bridges and industrial wasteland. L2: Children know that a city skyline is a collection of buildings that are drawn in a line and often identified by their iconic shape. L3: Children know that Hundertwasser's artwork had an abstract appearance and a formula of features; the use of multiple lines, sometimes faces in the backgrounds and circular trees like lollipops. He used bright colours. L4: Children know who Van Gogh is, why he was famous and can discuss his most famous paintings. L5: Children know that American artist Erin Hanson is an 'Open Impressionist Artist' who created vivid coloured landscape with a textured appearance. L6: Children can evaluate and annotate their work. They know that wax resist is the painting technique of using wax crayons or oil pastels to draw patterns, over painted with water-based paint.	L1: Children know that landscape art has images placed in foreground, mid ground and background (at the front, the middle and the background). Know that sometimes he included buildings that existed or were similar in appearance to actual landmarks. L2: Children know that Friedensreich Hundertwasser was a famous 'Modern' artist, illustrator and architect who is known for his unconventional style of building designs. L3: Children know his architecture design was coloured walls with different shaped windows. The buildings feature tiling and dome shaped rooftops. He also included nature and roof top gardens within his building designs. L4: Children can remember key details about Van Gogh and his work. They can compare his work to other famous artists in discussions with peers. L5: Children know Erin Hanson's artwork was influenced by Van Gogh and can make links between their works. L6: Children can annotate and evaluate their work. They know the wax repels water so only covers the paper where there is no wax.
Vocabulary	LS Lowry, landscape, line, texture, colour, composition, chalk pastels, perspective, abstract, skyline, analyse, imaginary, mosaic, dome, oil pastels, permanent markers, ink washes, wax resist, Van Gogh, speculate, cotton bud, landscape, portrait,	Scheme, visual elements, foreground midground and background, architectural style, undulating lines, inspired, speculate
Experiences	Visit to Wakefield Gallery	
SMSC	General knowledge of famous artists, art gallery visit building culture, sharing views and ideas.	



Cherry Tree Academy Medium Term Art

British Values	Individual liberty, mutual respect, democracy, tolerance
School Values	Considerate, healthy, inclusive.

Cherry Tree Academy Medium Term Art

LKS2	Spring 1	
	Cave art – Parietal Art	
	Year 3	Year 4
	L1: What is the historical significance of Cave Art? L2: What was Lascaux? L3: To create cave art using oil pastels. L4: What was creating cave art like? L5: How can I use clay to improve my art? L6: How can I evaluate my work?	
Key Concepts to assess	L1: Children know cave art is a type of parietal art and is the earliest known art-making in human history. L2: Children know Lascaux is a cave that houses some of the most famous examples of prehistoric cave paintings. L3: Children know how to make collaborative backgrounds using oil pastels. They know what resources to use to make prehistoric paintbrushes and can explain why they have chosen each item. L4: Children can produce their own cave art. They know which primary colours can be mixed to form earthy tones. They can create positive and negative paintings. L5: Children know how to create an indent impressed print and can add their own interpretation of cave art drawings to the clay. L6: Children know how to use a sponging technique. They can annotate and evaluate their work.	L1: Children know the significance of cave art and can illustrate their point with examples. L2: Children can describe and discuss Lascaux cave paintings and can compare cave art to other types of art. L3: Children can use oil pastels using previously taught techniques. They can carefully select resources to make effective prehistoric paintbrushes and can evaluate and annotate their technique. L4: Children use carefully selected resources to create their own cave art. They know the difference between positive paint and negative charcoal and can discuss. L5: Children can discuss their creations and use what they have learned to describe their art. L6: Children can compare the sponging technique to other learned techniques and can discuss why 'sponging' is the chosen technique. They can annotate and evaluate their work.
Vocabulary	Parietal, Lascaux, prehistoric, collaborative, pastels, primary, earthy, positive, negative, sponging, air-dry, indent, impressed.	Illustrate, significance, technique, ancestors, archaeologist, rough, uneven, coarse, pigment, limonite, hematite, oceanic.
Experiences	Making caveman paint brushes with natural items	
SMSC	General knowledge of famous artists, building culture, sharing views and ideas.	



Cherry Tree Academy Medium Term Art

British Values	Individual liberty, mutual respect, democracy, tolerance
School Values	Considerate, healthy, inclusive.

LKS2	Summer 1	
	Collage – Surface Texture	
	Year 3	Year 4
	L1: What is mosaic? L2: Who was Gustav Klimt? L3: Who is Cleo Mussi? L4: Who was Antonio Gaudi? L5: How can I add surface texture to improve my work? L6: Have I created my own Gaudi?	
Key Concepts to assess	L1: Children know mosaic is a pattern or image made of small regular or irregular pieces of coloured stone, glass or ceramic, held in place by plaster/mortar, and covering a surface. L2: Children can remember key facts about Gustav Klimt and can discuss pieces of his artwork. L3: Children know the key features of Cleo Mussi's work and can recreate their own version. L4: Children know key information about Antonio Gaudi. They can design a Gaudi-style architectural piece of art that includes mosaic patterns, surface relief and embellishment. L5: Children know what surface texture is and how to add it to their work. L6: Children can annotate their work to show the skills they have learned.	L1: Children know what a mosaic is and can discuss and compare different mosaics from a range of artists. L2: Children know who Gustav Klimt is and why he is important to the world of art. They can discuss their opinions of his work and compare to other artists they have learnt about. L3: Children can recreate an interpretation of Cleo Mussi's work and can annotate and evaluate their creation. L4: Children know key information about Antonio Gaudi. They can design a Gaudi-style architectural piece of art that includes mosaic patterns, surface relief and embellishment. They can say why they have chosen a specific technique for a specific part. L5: Children can articulate why adding surface texture improves their work and how it links to Gaudi. L6: Children can annotate their work to show skills they have learned and can evaluate to show how to improve.
Vocabulary	mosaic art, surface embellishment, collage, texture, line drawing, re-use, recycle, cement, gothic, architect, surface texture, relief, spirals, sponging.	mood board, tesserae, reassemble, crockery, grout, art-nouveau, Sagrada De Familia, undulating.
Experiences		
SMSC	General knowledge of famous artists, building culture, sharing views and ideas.	
British Values	Individual liberty, mutual respect, democracy, tolerance	
School Values	Considerate, healthy, inclusive.	

Cherry Tree Academy Medium Term Art





Autumn 1		
UKS2	Still Life Drawing	
	Year 5	Year 6
	L1: What is a still life composition? L2: Who was Georgia O'Keeffe? L3/4: How can we use texture and form to enhance a drawing? L5: Can patterns and symbols be used to create a sugar skull? L6: How has your finished piece been successful?	L1: What defines a still life composition, and what are its key elements? L2: Who was Georgia O'Keeffe, and why is she significant in the art world? L3/4: How can we apply advanced techniques in texture and form to improve the quality of our drawings? L5: How can we use intricate patterns and symbols to design a detailed and meaningful sugar skull? L6: How successful is your finished piece, and what techniques and elements contributed to its overall success?
Key Concepts to assess	L1: Children know that 'still life' compositions are a collection of objects that do not move or are dead. Still life includes all kinds of man-made or natural objects, cut flowers, fruit, vegetables, fish, animals or birds. L2: Children know how to use chalk and charcoal to add tone and form to drawings L3/4: Children are able to complete a still life study of the objects L5: Children can comment on why they have added pattern and symbolism to their designs L6: Children can talk about how they used the artist's work to influence their own	L1: Children understand the historical and cultural significance of still life compositions, including famous examples and their impact. L2: Children can experiment with advanced techniques using chalk and charcoal to enhance texture and depth in their drawings. L3/4: Children are able to complete a still life study of the objects, demonstrating increased complexity and detail. L5: Children can critically evaluate the use of pattern and symbolism in their designs, providing detailed reasoning and context. L6: Children can articulate how they adapted the artist's techniques and styles to develop their own unique artistic expression.
Vocabulary	Still Life, composition, skulls, cultural rituals, mood board, graded pencils, graphite sticks, watercolour paint, Leonardo Da Vinci and Georgia O'Keeffe	annotate, artists' influence, still Life, composition, skulls, cultural rituals, mood board, graded pencils, graphite sticks, watercolour paint, Leonardo Da Vinci and Georgia O'Keeffe
Experiences		
SMSC	Spiritual: Exploring different artists' interpretations of a key figure or event and asking what the artist was trying to convey Moral: Exploring how emotions and inner feelings are expressed through painting, sculpture and architecture. Social: Sharing of resources. Exploring social conflict and resolution. Exploring art as a powerful social tool Cultural: Experiencing a wide range of creative media from around the world.	



Cherry Tree Academy Medium Term Art Cycle A

British Values	Democracy - students are encouraged to be participants of an ethos that encourages the freedom to express themselves and share their experiences of the world around them Individual Liberty - positive relationships with students and understands the need to respect individual rights, and the rights of others within the class Mutual respect - children and have the right to be heard and respected when expressing their opinion Tolerance - Promotion of understanding in respect of differing beliefs and values are explored and discussed and students are encouraged to foster respect, even if the beliefs and values are different to their own, this is demonstrated by their appropriate responses
School Values	



Spring 1		
Drawing / Sculpture- Clay Portraits		
UKS2	Year 5	Year 6
	<p>L1: Why are Pablo Picasso, Amedeo Modigliani, and Chuck Close important artists?</p> <p>L2: What is proportion, and how can we use it to draw a human face?</p> <p>L3/4: How do the styles of Picasso and Modigliani differ?</p> <p>L5: Can we use the styles of Pablo Picasso, Amedeo Modigliani, and Chuck Close to create a clay portrait?</p> <p>L6: How has your finished piece been successful?</p>	<p>L1: Why are Pablo Picasso, Amedeo Modigliani, and Chuck Close significant in the art world, and what contributions did they make to modern art?</p> <p>L2: What is proportion, and how can we apply it accurately to draw a detailed human face?</p> <p>L3/4: How do the artistic styles of Picasso and Modigliani contrast, and what are the defining features of each artist's work?</p> <p>L5: Can we use the techniques and styles of Pablo Picasso, Amedeo Modigliani, and Chuck Close to create a detailed and expressive clay portrait?</p> <p>L6: How successful is your finished piece, and what specific elements contribute to its success?</p>
Key Concepts to assess	<p>L1: Children can compare the three artists' approaches to drawing portraits.</p> <p>L2: In their sketchbook, children will demonstrate their understanding of drawing a portrait in proportion.</p> <p>L3/4: Children demonstrate their understanding of the artists' different styles by reproducing their work.</p> <p>L5: Children will create an abstract portrait from clay.</p> <p>L6: Children evaluate the skills they have learned and reflect on their artwork, commenting on the character they have created out of clay.</p>	<p>L1: Children can analyse and critique the three artists' techniques and their impact on portrait drawing.</p> <p>L2: In their sketchbook, children will demonstrate advanced techniques in drawing a portrait with accurate proportions and added detail.</p> <p>L3/4: Children demonstrate their understanding of the artists' different styles by creating more complex reproductions and incorporating their unique elements.</p> <p>L5: Children will create a detailed and expressive abstract portrait from clay, experimenting with texture and form.</p> <p>L6: Children conduct a thorough evaluation of the skills they have learned, discussing their artistic choices and the emotional expression conveyed in their clay character.</p>
Vocabulary	Portraits, Pablo Picasso & Amedeo Modigliani, Chuck Close, graded pencils, watercolours, watercolour wash, skin tones, proportion of a human face, form	Portraits, Pablo Picasso & Amedeo Modigliani, Chuck Close, graded pencils, watercolours, watercolour wash, skin tones, proportion of a human face, for, schema, abstract, inspiration/influence



Cherry Tree Academy Medium Term Art Cycle A

Experiences	
SMSC	Spiritual: Exploring different artists' interpretations of a key figure or event and asking what the artist was trying to convey Moral: Exploring how emotions and inner feelings are expressed through painting, sculpture and architecture. Social: Sharing of resources. Exploring social conflict and resolution. Exploring art as a powerful social tool Cultural: Experiencing a wide range of creative media from around the world.
British Values	Democracy - students are encouraged to be participants of an ethos that encourages the freedom to express themselves and share their experiences of the world around them Individual Liberty - positive relationships with students and understands the need to respect individual rights, and the rights of others within the class Mutual respect - children and have the right to be heard and respected when expressing their opinion Tolerance - Promotion of understanding in respect of differing beliefs and values are explored and discussed and students are encouraged to foster respect, even if the beliefs and values are different to their own, this is demonstrated by their appropriate responses
School Values	



Cherry Tree Academy Medium Term Art Cycle A

Summer 1		
UKS2	Sculpting and Drawing	
	Year 5	Year 6
	<p>L1: Who was Messerschmidt, and what is he known for?</p> <p>L2: How do we draw faces accurately?</p> <p>L3: Why did Roman sculptors begin creating clay busts of Gods and Emperors?</p> <p>L4/5: Can we create a clay bust using basic sculpting techniques?</p> <p>L6: Can we recreate a clay bust, focusing on improving our initial design?</p>	<p>L1: Who was Messerschmidt and what was the significance of his work in art history?</p> <p>L2: How do we draw faces with accurate proportions and detailed features?</p> <p>L3: Why did Roman sculptors start to make clay busts of Gods and Emperors, and what cultural and historical influences impacted this practice?</p> <p>L4/5: Can we create a detailed and expressive clay bust, incorporating advanced sculpting techniques?</p> <p>L6: Can we recreate a clay bust with improved precision, adding unique artistic elements and personal style?</p>
Key Concepts to assess	<p>L1: Children begin their sketchbooks by recording information and sketches based on Messerschmidt.</p> <p>L2: Children draw faces from different angles in their sketchbooks in preparation for creating a clay sculpture.</p> <p>L3: Children explore why the Romans made clay busts and the techniques used to create detail.</p> <p>L4/5: Children practice different clay techniques in preparation for creating their bust next week (all clay to be collected and stored for next week).</p> <p>L6: Children use their modelling skills to create a clay bust.</p>	<p>L1: Children begin their sketchbooks by recording detailed information and sketches based on Messerschmidt, analyzing his style and techniques.</p> <p>L2: Children draw faces from various angles in their sketchbooks, focusing on proportion and expression, in preparation for creating a clay sculpture.</p> <p>L3: Children explore the historical context and significance of Roman clay busts, and study the techniques used to create intricate details.</p> <p>L4/5: Children practice advanced clay techniques, experimenting with texture and form, to prepare for creating their bust next week (all clay to be collected and stored for next week).</p> <p>L6: Children apply their refined modeling skills to create a detailed and expressive clay bust.</p>
Vocabulary	Artist Study-Messerschmidt/ Michealangelo/ Sculptors/ sculptures/Renaissance/form/facial expressions/emotion/ Clay construction/ Emperor/ clay bust/ reliefs/ indentations/ impressions/ score/ indent/	Artist Study-Messerschmidt/ Michealangelo/ Sculptors/ sculptures/Renaissance/form/facial expressions/emotion/ Clay construction/ Emperor/ clay bust/ reliefs/ indentations/ impressions/ score/ indent/
Experiences		



Cherry Tree Academy Medium Term Art Cycle A

SMSC	Spiritual: Exploring different artists' interpretations of a key figure or event and asking what the artist was trying to convey Moral: Exploring how emotions and inner feelings are expressed through painting, sculpture and architecture. Social: Sharing of resources. Exploring social conflict and resolution. Exploring art as a powerful social tool Cultural: Experiencing a wide range of creative media from around the world.
British Values	Democracy - students are encouraged to be participants of an ethos that encourages the freedom to express themselves and share their experiences of the world around them Individual Liberty - positive relationships with students and understands the need to respect individual rights, and the rights of others within the class Mutual respect - children and have the right to be heard and respected when expressing their opinion Tolerance - Promotion of understanding in respect of differing beliefs and values are explored and discussed and students are encouraged to foster respect, even if the beliefs and values are different to their own, this is demonstrated by their appropriate responses
School Values	