



CASTLE COURT
SCHOOL

Character and Values Education

- Personal Well-being and Health Education (Self-care)
- Social and Relationships Education (People-care)
- Global Citizenship, British Values
- Adventurous Activities, Outdoor Learning and Earth Care
- PSB Skills for Life, Futures (Careers and Economic Wellbeing)

Reviewed: January 2026
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Introduction

This policy covers our approach to Character and Values Education, which is the broad and enriching programme that acts to co-ordinate and drive a culture of excellence and opportunity in the following areas:

- Personal Well-being and Health Education (Self-care)
- Social and Relationships Education (People-care)
- Global Citizenship, British Values, and Wider Partnerships
- Adventurous Activities, Outdoor Learning and Earth Care
- PSB Skills for Life and Careers and Economic Education

This policy relates to all departments within the school including our EYFS nursery department. At Castle Court School, the Assistant Head (Pastoral) oversees the strategic planning and implementation on a day-to-day basis and is named as an Author of this Policy. This is supported by a core 'CAVE' staff team in years 3-8 and the head of the Pre-Prep Section who have significant input into the programme.

The policy is reviewed annually and presented to the Spring Term Governors' Education Committee Meeting for scrutiny and adoption. The policy is available to all parents, staff, and pupils on the school's website.

Statutory Requirements

This policy takes into consideration the following statutory requirements:

- The 2002 Education Act requires schools to provide a balanced and broadly-based curriculum which:
 - promotes the spiritual, moral, cultural, mental, physical development of pupils at the school and of society.
 - prepares pupils at the school for the opportunities, responsibilities, and experiences of later life.

The 2010 Equality Act states that all schools have a duty to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics.

Department for Education Guidance for the teaching of the statutory Relationships Education, Relationships and Sex Education (RSHE) and Health Education 2020

This policy should be read in conjunction with the [RSHE](#) policy.

Aims and objectives of C.A.V.E (Character and Values Education)

At Castle Court, CAVE aims to provide pupils with the knowledge, skills and understanding they need to stay safe, be healthy and lead happy and fulfilled lives both today and in the future. It also aims to equip pupils with the skills they need to be positive contributors to their communities and wider society. It encourages pupils to recognise the value of all people and treat others with kindness and respect. Equally we strive for our pupils to be global citizens in the future, have an appreciation and love of nature and a responsibility to protect our planet for the future. In essence we call this a 'Triple Well Being' Approach, focusing on Self Care, People Care and Earth Care.

Significantly, the CAVE curriculum (and in particular the RSHE elements) are rooted in our Christian foundation. Nevertheless, CAVE is firmly aligned to the Castle Court School's ethos and aims, whereby:

- The child's learning and well-being is at the heart of all that we do.
- The educational experience is knowledge-rich, rigorous, and well- balanced and where academic expectations are continually exceeded.
- Each child is nurtured through outstanding pastoral care so they can flourish inside and outside the classroom.
- Each child is provided with a strong foundation and compass for life – prepared with the skills needed for future success in a global world.

The Delivery of CAVE (and in particular sensitive subjects)

At Castle Court our CAVE curriculum is delivered in a way which is accessible and inclusive to all pupils and takes into consideration the individual needs of pupils. We aim to create a safe and supportive learning environment where all pupils feel valued, respected, and able to ask questions and discuss issues openly. Clear ground rules are established to promote mutual respect and ensure that everyone feels valued and able to participate. These ground rules will be regularly reinforced. Special consideration will be given when teaching particularly sensitive content. The CAVE team are supported by Section Leaders, the ELSA team, and Tutors so that they are fully aware of the children in the class who may be affected by these issues and will provide extra support and where appropriate liaise closely with parents.

The Character and Values Education Programme

CAVE is woven into many aspects of school life, from assemblies, tutor times, after school activities and core CAVE lessons each week. Within this context, the curriculum is planned to embed a nurturing approach to 'Triple Well-being' through three core themes: Self Care, People Care and Earth Care

- Personal Well-being and Health Education (Self-care)
- Social and Relationships Education (People-care)
- Global Citizenship, British Values, and Wider Partnerships (People Care)

- Adventurous Activities, Outdoor Learning and Earth Care
- PSB Skills for Life, Futures (Careers and Economic Wellbeing)

An overview of the CAVE Learning Journey in Years 3-8 can be found in Appendix 1. The Assistant Head (Pastoral) is responsible for the Statutory PSCHE, RSHE, British Values and Careers curriculum in liaison with the Section Leaders. Whilst pupils follow the programme of study as outlined in Appendix 1, there is also sufficient flexibility to respond to current affairs or other issues which arise within the school community. We strive to follow key theme weeks, National celebrations and Global Events as appropriate. In Years 3-8, all pupils have a minimum of a double timetabled CAVE lesson (60 minutes) each week.

The CAVE curriculum is either taught by class teachers in Years 3 & 4 or a core CAVE team of teachers in Years 5-8. All members of staff will be involved in educating, encouraging, and embodying the principles highlighted.

Other members of staff who will make a significant contribution in this area are as follows:

- Tutors – In Years 5-8, all pupils are allocated an individual tutor whilst in Reception to Year 4 this role is performed by the class teacher. Tutors meet regularly with their tutees either as a small group or individually to discuss key issues and themes, review progress and set appropriate targets.
- Members of staff who are involved in the programme of assemblies (Whole-School, Section, House and Celebration Assemblies) Many issues relating to PSCHE are dealt with on these occasions.
- Members of staff who are involved in the teaching of Religious Studies. Important issues arise and are tackled in the context of the RS syllabus.
- The Science Department - Issues relating to health and hygiene, alcohol and drug abuse, human reproduction and puberty are covered in Science lessons.
- Members of staff who are involved in the teaching of other subjects (including sport) in which the core aims of the teaching of CAVE are taught, upheld, and embodied: this 'hidden' curriculum is a crucial strength of the embedded teaching of Character and Values Education and the Triple Well-being approach to PSCHE.

Taken together, these multifaceted approaches to the teaching of PSCHE provide a strong pastoral web, tackling issues in a form, community, whole-school and academic manner.

In Years 5-8, all pupils receive Careers Education and Guidance as part of the CAVE curriculum. At Castle Court we are committed to providing an effective careers education to enable pupils to make informed decisions about their future. We believe that careers education has an essential role to play in ensuring that our pupils have the knowledge, skills, and qualities necessary to lead successful and fulfilled lives and be positive contributors to their community and wider society. We do this through a programme of study in each year group, tutor time, online learning and reinforced through external visits and visiting speakers.

More detailed guidance on careers education can be found in Appendix 2.

British Values

The school community is a place where pupils can find acceptance for themselves as unique individuals, and where mutual respect, understanding and the opportunity to start again are fundamental to the ethos of the school.

The school actively promotes fundamental British values within the CAVE programme, assemblies, schemes of work in relevant curriculum subjects and the work of the School Council. The school introduces pupils to the advantages and disadvantages of democracy, and how democracy and the law work in Britain in contrast to other forms of government in other countries. The fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs are promoted positively by the school. In doing so, the school meets the requirements of Education Act 2002 (section 78) and the Education (Independent school standards) (England) Regulations in ways appropriate to the age of the pupils.

In the teaching of any subject, the promotion of partisan political views is not permitted, but there is an awareness that political views may need to be discussed (in, for example, Religious Studies, Geography or History); very often this may be in response to a question from a pupil. Teachers should present such material in an unbiased, objective and detached manner, ensuring all aspects and views are explored. Irrespective of the subject being studied, whether in the classroom, during extra-curricular activities or school visits staff will never promote partisan views of any sort.

RSHE

The PSHE curriculum has been updated so that it is in-line with the new statutory guidance on Relationships, Sex and Health Education. Please refer to the [RSHE policy](#) for more details.

SMSC Development

The school understands its responsibilities under Part 2, Schedule 1 of the Education (Independent School Standards) (England) Regulations 2010, subsequently amended in 2019 to strengthen the requirements on schools in relation to British Values. See Appendix 3. This material is covered in a number of different ways across the school:

- Through the assembly programme (Whole school, Section and House assemblies)
- Through subject-specific teaching which helps to respect or promote the values espoused
- Through CAVE sessions – where a number of the topics are taught explicitly.
- Through cross-curricular extended sessions and external school visits e.g. Crime and Punishment Day (with Magistrate Visit)
- Through ‘theme’ weeks e.g. Black History Month, UK Parliament Week, European Languages, India Theme Week

Please see Appendix 4 for further details on SMSC development.

Review of this policy

This policy is to be reviewed annually and presented to the Spring Term Governors’ Education Committee Meeting for scrutiny and adoption.

Appendix 1- Castle Court CAVE Learning Journey (2025-26)

Please see below the CAVE Learning Journey for Years 3-8:

- Personal Well-being and Health Education (Self-care)
- Social and Relationships Education (People-care)
- Global Citizenship, British Values, and Wider Partnerships
- Adventurous Activities, Outdoor Learning and Earth Care
- PSB Skills for Life and Futures (careers and economic well-being) Education

CAVE Learning Journey

Appendix 2

Careers Guidance

Vision and purpose

At Castle Court we have high aspirations for all our pupils and are committed to ensuring that they gain the knowledge, skills and experiences they need to lead successful and fulfilled lives in a global world. Promoting an effective careers education has a vital role to play in this and links to the ethos and aims of our school. We believe that an effective careers education and guidance will enable our pupils to be successful and fulfilled lifelong learners as well as being positive contributors to their communities and wider society.

Statutory Requirements

The school is committed to providing its pupils in Years 5, 6, 7 and 8 with a programme of careers education, information, advice, and guidance in-line with the following statutory duties:

- The 2002 Education Act requires schools to provide a balanced and broadly-based curriculum which:
- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.
- The 2010 Equality Act states that all schools have a duty to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics.
- The 2011 Education Act and 2018 Statutory Guidance for the State Sector requires schools to ensure that all pupils in Years 7-13 are provided with impartial careers guidance.

Aims

Our careers education aims to:

- Encourage all pupils to have high aspirations.
- Promote the skills pupils need to be reflective, lifelong learners.
- Develop enterprise and employment skills.
- Develop an understanding of different career paths.
- Encourage participation in continued learning including higher education and further education.
- To promote inclusion through challenging stereotyping and promoting equality of opportunity
- Prepare pupils for the key transition points in their life, including senior school, higher education and the world of work.

Provision

At Castle Court we use the Gatsby Benchmarks to continually review and develop our careers provision. The Gatsby Benchmarks are:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance

Over the last two years there has been a significant overhaul of the careers programme. We now utilise an online platform-UNIFROG to support in the teaching of this aspect of PSHE to our pupils in Years 5-8.

Prior to this, pupils in years 3-4 are introduced to aspects of economic well-being (money and aspirations) through specific taught sessions and activities within their CAVE programme.

The Assistant Head (Pastoral) has overall responsibility to promote careers education within the school. Our core aims remain:

- To establish effective links with businesses and further education institutes (Benchmark 1).
- To use UNIFROG as a careers hub where pupils can access further information about careers and higher education (Benchmark 2)
- For our Year 6-8 pupils to build a portfolio of evidence on UNIFROG, whereby pupils upload and log examples of work produced, details of their personal skills development and reflections on experiences they have had within and outside of school. (Benchmark 3,8)

Careers education is primarily delivered through the CAVE programme. It permeates the experience for pupils in Years 5-8, with discreet teaching sessions, tutorials, workshops and visiting speakers aligned to key theme weeks throughout the year, thereby reinforcing learning and supporting a ‘futures facing’ outlook. Pupils explore their skills, strengths and areas for development and consider how this links to their employability. Financial considerations and money management relating to employment are also taught through project-based tasks in Years 4,5,6, 7 and Year 8. These happen in core subjects such as ICT and Maths. Pupils are also given the opportunity to develop their interview techniques in preparation for senior school admission interviews.

The careers programme is further enhanced by the tutor system where pupils have regular opportunities to meet with their tutor to reflect on their individual strengths, areas for development and set appropriate and meaningful targets. PSB core skills are embedded within the delivery of all subjects and we plan and deliver a variety of cross curricular themed sessions each year. These provide an opportunity for pupils to develop key skills and learn more about the world of work through participating in STEM activities, workshops and hearing from inspirational leaders and employers.

Review

Careers education at Castle Court will be reviewed annually by the Assistant Head (Pastoral) in liaison with the Middle and Senior Section Leader. This review will be shared with Governors at the Education Committee

Appendix 3

ISS Requirements for SMSC (Amended September 2019)

The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor—

- a) actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- b) ensures that principles are actively promoted which—
 - I. enable pupils to develop their self-knowledge, self-esteem and self-confidence
 - II. enable pupils to distinguish right from wrong and to respect the civil and criminal law of England
 - III. encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely
 - IV. enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England
 - V. further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures
 - VI. encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010
 - VII. encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England
- c) precludes the promotion of partisan political views in the teaching of any subject in the school
- d) takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils—
 - I. while they are in attendance at the school
 - II. while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school
 - III. in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere;

they are offered a balanced presentation of opposing views.

Appendix 4: SMSC Development

Spiritual Development

The word spiritual is often defined as something fundamental in the human condition, which is not necessarily experienced through the physical senses or through everyday language. It is to do with the search for meaning and purpose in life, the values by which to live and our uniqueness as an individual. We do not measure pupils' spiritual development; we offer them opportunities to expand their experiences.

All areas of the curriculum may contribute to pupils' spiritual development. It is the view of the school that pupils' spiritual development is about the growth of knowledge and insight into personal values and beliefs and relates to fundamental questions about the meaning and purpose of life. Spiritual development involves relationships to other people, the universal search for individual identity, our responses to challenging experiences, such as death, suffering and beauty.

The school aims, in the area of spiritual development, to:

- ❖ Provide pupils with a variety of experiences which give potential for the development of an awareness of self, others and the natural world.
- ❖ Raise pupils' awareness of and respect for a range of local, national and world religious beliefs and practices.
- ❖ Promote acceptance that people having different faiths or beliefs to oneself should be accepted, appreciated and respected and not the subject of prejudice or discriminatory behaviour.
- ❖ Value each pupil as an individual for the contribution they make in all situations. Develop their capacity for critical and independent thought.
- ❖ Enable pupils to experience moments of stillness and reflection and reflect on, consider and celebrate the wonders and mysteries of life.
- ❖ Encourage each pupil to explore their feelings in reactions to different stimuli.
- ❖ Address each pupil with respect.
- ❖ Actively encourage pupils to express views in a positive and polite manner.

Staff are aware that situations occur in their teaching which have the potential to offer pupils wider and deeper experiences of their world and they will, through such situations, help pupils to:

- ❖ Enter into experiences fully and focus upon them at considerable depth.
- ❖ Discover new facets of things which they take for granted.
- ❖ Raise awareness of the natural world.
- ❖ Experience the intensity of becoming aware of things at a deeper level.
- ❖ Ask questions about the meaning and purpose of life.

- ❖ Develop personal values.
- ❖ Appreciate, respect and reflect upon the beliefs and values of others and understand that the freedom to hold other faiths and beliefs is protected in law.
- ❖ Use teaching resources from a wide variety of sources to help pupils understand a range of faiths.
- ❖ Work in harmony and with tolerance towards other cultures and value the ideas and contribution of others.

Such experiences are not confined to RS or PSCHE lessons. They can be found in art, music, drama, science, environmental geography and the study of past civilisations in history. It is the individual teacher's responsibility to make opportunities available to pupils which allow such experiences to occur. Teachers will receive and value the ideas pupils contribute within lessons. Most aspects of this may be planned (and therefore shown in departmental planning) but many aspects of SMSC delivery (particularly spiritual development) can happen in lessons in an unplanned and unforeseen manner.

All pupils, irrespective of ability, culture or age will be able to access such experiences in the classroom, in extra-curricular activities and in social activities and visits to various places of interest.

The collective act of worship will offer an opportunity for reflection and the consideration of issues of meaning and purpose. Collective acts of worship can be led by pupils, staff or visitors and be concerned with something considered of worth to pupils, to humanity as a whole or to the school in line with the school's ethos and aims. In all situations it should:

- ❖ be of a Christian nature
- ❖ respect other religions and be accessible to all pupils and staff, regardless of their personal faith positions

While culture is different from faith the two can be interlinked and influence each other. The school will actively encourage pupils to regard all faiths, races and cultures with respect. Through positive and sensitive teaching pupils will gain the skills to interact easily with people of different cultures and faiths. Using resources and artefacts from a wide variety of sources teachers will help pupils understand a range of faiths, and beliefs together with their lifestyles and practices.

Moral development

Moral development is concerned with a pupil's ability to make informed judgements about how to behave and act, to identify the reasons for such behaviour and to understand the principles that distinguish right from wrong. Moral development includes the development of a personal code of behaviour and involves the need to show sensitivity and respect toward other people, truth, justice, property and the law of the land.

The environment in which they learn and the expectations of those in that environment, influence pupils' moral development. Every pupil in the school discusses and understands the schools anti-bullying policy and expectations. Teachers may discuss issues appertaining to personal and group attitudes in all lessons; particularly within CAVE time. Teachers will discuss with pupils the reasons for their actions and help pupils

make decisions which are acceptable to the community of the school and society as a whole.

All adults model and promote expected behaviour, treating all pupils as unique and valuable individuals and showing respect for them and their families.

In developing the moral dimension in the school, the school is aims to actively promote:

- ❖ Pupils' development and growth into self-assured, confident, happy, positive youngsters with growing self-confidence.
- ❖ A sense of healthy self-esteem and personal worth for individuals and within groups of pupils.
- ❖ Pupils' ability to reflect upon personal values, attitudes and beliefs as they affect the self and others.
- ❖ A range of formal and informal settings which enable pupils to express their feelings and justify them justify, consider and evaluate their attitudes and innermost feelings.
- ❖ Pupils understanding of how they can contribute to the local and wider community.
- ❖ A recognition of what constitutes 'right' and 'wrong', the understanding pupils have of the impact of their actions on others and the development and implementation of personal and institutional codes of behaviour.
- ❖ The development of tolerance and respect for cultural traditions different to their own.

In addition, since November 2013, in response to requirements concerning citizenship the school aims to provide pupils with the knowledge and skills that enable them to demonstrate:

- ❖ A knowledge of and respect for public institutions in England.
- ❖ An understanding, at age appropriate levels, of what constitutes English civil and criminal law and that they are subject to such laws.
- ❖ The ability to compare and contrast English law with the different requirements of various religious laws.
- ❖ A recognition that living under the rule of law protects individual citizens and is essential for their well-being and safety.
- ❖ An understanding that bodies such as the police and the army can be held to account to the people, through the democratic organs of government.
- ❖ A grasp of how the freedom to hold other faiths and beliefs is protected in law, and an acceptance that other people having different faiths or beliefs to oneself (or having none) should not be the cause of prejudicial or discriminatory behaviour.
- ❖ Their comprehension of how citizens can influence decision-making through the democratic process.

- ❖ Why participation in elections by all, including those opposed to democracy, should be allowed by law, but the success of such candidates is undesirable for the well-being of society if it would lead to the end of democracy.
- ❖ Some understanding of the problems of identifying and combat discrimination (based on protected characteristics as listed in the Equality Act 2010).

There are many ways in which the school covers the above requirements, at levels appropriate for the age of the pupils. Within Humanities and CAVE session in particular, pupils are introduced to a variety of contexts whereby the strengths, advantages and disadvantages of democracy are discussed. Representatives from a range of service providers visit pupils and discuss their roles. The Model United Nations, is a key component of the Year 7 and 8 Scott Programme and pupils learn about the Sustainable Development Goals. Pupils also visit the House of Parliament in London and are supported by our local MP, who is invited to visit the school on a regular basis. This increases pupils' understanding of how public institutions operate, why democracy is considered a fair format for political organisation, how democracy works in Britain in contrast to other forms of government in other countries. Such visits also promote respect for the work public bodies contribute to society

The school ensures that all pupils have a voice that is heard, for example through the school Council.

The school ensures that pupils are not victims of political indoctrination or partisan views by teachers and that pupils are not influenced by views intended to:

- further the interests of a particular political party
- secure changes to the laws of this or another country
- secure the reversal of government policy or of particular decisions of governmental authorities in this or another country.

If pupils are presented with political views or information during their studies or while participating in extra-curricular activities provided by or organised on behalf of the school, the school ensures they are offered a balanced presentation of opposing views. The school demonstrates to pupils that there can be differing views and a balance is often struck between the opinions and beliefs discussed.

Social Development

Social development concerns the ability to encourage pupils to relate effectively to others, to take responsibility, to participate fully in the school community and the community at large and to develop an understanding of citizenship. The school places a strong focus upon introducing pupils to the surrounding community and the world community in order to develop their social responsibility.

In order to actively promote pupils' social development the school will:

- ❖ Offer the opportunity for pupils to work in pairs, in groups and on collaborative projects which require cooperation and initiative.
- ❖ Assist pupils to understand each other, listen to each other and contribute to lessons and school life generally.
- ❖ Encourage pupils to become self-assured individuals who undertake tasks confidently and questions whatever concerns them.

- ❖ Organise events that enable pupils of differing ages to meet and work together and assist older pupils to be positive role models for younger pupils.
- ❖ Encourage pupils to organise events for charity which involve working as a group, organising, planning and executing ideas successfully.
- ❖ Enable groups to work together to plan and lead acts of collective departmental worship.
- ❖ Ensure team games in PE and discussion in CAVE will also assist the development of interpersonal skills (PSB Core Skills are reinforced throughout)
- ❖ Organise social events and sports events with other schools.
- ❖ Provide opportunities for pupils to take part in residential workshops and visits at home and abroad.

Pupils enhance their social interactions in a wide-ranging programme of extra-curricular activities, some of which include competitive activities with other schools in local, national and on occasion international arenas.

Pupils confidently discuss problems within the agreed rules, support each other and praise the actions and deeds of fellow pupils. They are enabled to highlight areas of concern relating to relationships and behaviour in a safe and non-judgmental environment. During their discussions pupils talk about personal experiences and feelings, expressing and clarifying their own ideas and beliefs. In the safe environment of the tutor group they speak about difficult events such as bullying, and share thoughts and feelings with other people.

Pupils sharpen their ability to socialise with all age groups and develop a sense of shared belonging through an effective House System. Within the house system pupils show empathy to and consideration for the needs of others.

Cultural Development

The school is strongly supportive of each pupil's cultural tradition and encourages each to be proud of his or her heritage. The school encourages pupils to respect and appreciate the diversity and richness of cultures and values different to their own. In curricular as well as extracurricular activities opportunities are used to develop this aspect of school life. The common factors shared by different communities—such as customs, traditions, dress, food will be examined from both historical and present day perspectives. Staff nurture in pupils skills that enable them interact confidently with those from cultures different to their own.

Our aims in nurturing the cultural development of pupils include:

- raising pupils' awareness of the value and richness of cultural diversity in Britain, and how such differences have influenced individuals and society
- assisting pupils to enlarge their understanding of their social and cultural environment.
- enabling pupils to expand their knowledge of Britain's local, national, European, and global dimensions

The school provides numerous opportunities for pupils to visit places of interest as an introduction and stimulation to discussion of the cultural aspects of a subject. Pupils celebrate cultural diversity through theme days (supported by our catering team and external partnerships with charities and local organisations).

Pupils' performance skills are advanced through participation in creative workshops of a variety of styles and content. Their musical skills and techniques are expanded through attendances at concerts. The love of art is cultivated through the curriculum, workshops arranged by the school during which visiting artists share their expertise with pupils and visits to art exhibitions and galleries.