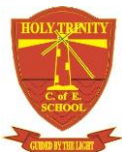


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Spiritual, Moral, Social and Cultural Development Across Our Curriculum

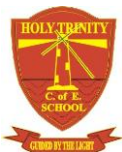
Subject	Spiritual (loved, held, guided, never alone)	Moral	Social	Cultural
RE	<p>By experiencing wonder and joy through learning about bible stories, celebrations, rituals and different expressions of religion and world view.</p> <p>By asking and responding to questions of meaning and purpose. By considering questions about God and evaluating truth claims.</p> <p>By exploring spiritual practices such as worship and prayer, and considering the impact of these on believers and any relevance to their own life.</p>	<p>By exploring morality including rules (including British Value – Rule of Law,) teachings and commands.</p> <p>By investigating the importance of service to others as expected by different faith communities.</p> <p>By exploring religious perspectives and valuing others' beliefs and practices.</p>	<p>By exploring the qualities which are valued by a civilised society – thoughtfulness, honesty, tolerance of different faiths to one's own; respect, independence and interdependence, liberty and democracy.</p> <p>By asking questions about the social impact of religion.</p> <p>By being an effective member of their community and adding value to it.</p>	<p>By exploring similarities and differences between faiths and cultures.</p> <p>By considering in particular different cultural expressions of different religions e.g. feast days.</p> <p>By engaging with text, artefacts and other sources from different cultures and religious backgrounds.</p>
English	<p>By appreciating the beauty of language for example through listening to, speaking and creating their own, poetry.</p> <p>By delivering texts which allow for insight, empathy and the chance to imagine and wonder.</p> <p>By delivering texts which stimulate children's development of their sense of identity and selfworth.</p>	<p>Pupils are encouraged to discuss and create their own opinions on different books and texts but to be considerate when someone else has a different opinion.</p> <p>By expressing in writing or through drama activities, what it feels like to be wronged and what remedies might make things better for the injured.</p> <p>By building pupils' self-esteem and</p>	<p>Pupils are given experiences to enrich their learning: they are encouraged to join the local library, with classes visiting regularly throughout the school year, sharing and borrowing books; they participate in drama lessons as part of the curriculum offer in some year groups, and they also experience performances by visiting professional theatre groups to the school.</p> <p>By supporting language development in</p>	<p>Pupils study literature by authors from a range of backgrounds and cultures as well as texts depicting a range of cultures so that our pupils can see themselves and others reflected in literature.</p> <p>By facilitating the opportunities for children to tell stories or customs from their own backgrounds,</p>



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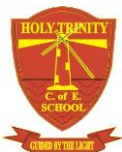
	<p>By encouraging pupils to reflect on a text taught and discussed in class, and learn from reflection.</p> <p>By acting on an expressive or creative impulse.</p> <p>By encouraging children to challenge all that would constrain the human spirit.</p>	<p>encouraging self-worth in all aspects of creative writing, and non-narrative writing.</p> <p>By looking at, discussing and evaluating a range of moral issues found in literary and non-fiction texts such as the injustices experienced by the travellers of the <i>Windrush</i>. (J. Agard poem and non-fiction texts)</p> <p>They are given the opportunity to consider the two sides of a moral dilemma and to give advice to characters.</p> <p>By considering literary devices such as flashback or character viewpoint and considering how point of view affects others' views of events.</p> <p>By debating controversial or emotive topics with due regard for self and others.</p>	<p>spoken and written forms for example learning about rhyme and rhythm, and using jokes and tongue twisters for poetic effect.</p> <p>By providing many opportunities for talk in a range of settings.</p> <p>By using literary texts to explore similarities and differences and how respect for others can / should / must be expressed</p> <p>By discussing social attitudes to language.</p> <p>By having regular opportunities to share their own creative writing with a wider audience e.g. during worship or in participation at AAT Public Speaking events; ROH Create Day etc...</p>	<p>creating the idea that everyone has a story to tell. This recognise and understand their own cultural assumptions and values.</p> <p>By ensuring pupils have regular opportunities to engage with, and embrace texts from different cultures which, amongst others, include some of the poems of John Agard and Grace Nicholls or which represent a cultural form such as Haiku.</p> <p>By considering how historical context influences style e.g. the poems of Christina Rossetti alongside age appropriate Rap. Do poems written long ago still have relevance to today? This encourages an awareness of the evolutionary nature of culture.</p>
<p>Maths</p>	<p>By considering pattern, order, symmetry and scale both man made and in the natural world.</p> <p>By valuing pupils' questions and giving space for their own thoughts.</p>	<p>By reflecting on data that has moral and ethical implications e.g. pupils might consider the difference in amounts of money spent on nonessentials compared</p>	<p>Pupils will have regular opportunities to use Kagan structures to work in pairs or small groups to discuss, create or problem solve.</p> <p>By sharing of resources.</p>	<p>By asking questions about the history of maths: e.g. 'what do the Egyptians, Greeks and Romans discover that we still use in Maths today?'</p>



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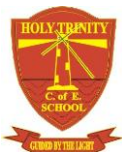
	<p>By wondering at the influence Mathematics has on Art: Looking at perspective, comparisons of scale and size. Looking at artwork involving shapes, tessellation and patterns.</p> <p>Wondering at the mathematical elements in nature e.g. crop circles...</p>	<p>with food or utilities.</p> <p>Looking at percentages of surveys - Does the largest percentage/fraction always produce the 'right' decision? How big a percentage is needed to make different types of decisions?</p> <p>We raise lots of money through different events at school, how should we split this? Should charities receive more than we keep for ourselves?</p> <p>Which charities benefit more from our efforts? Which events produce a greater profit?</p>	<p>By negotiating responses and group problem solving In games that we play, is there any maths involved? Football has league tables based on a points system. Athletics involves a range of measurements and timings.</p> <p>Some board games and card games involve maths, does a good knowledge of maths increase our chance of winning? Will it help with tactics? What probability do we have wining against different competitors. Is it always fair if the teacher plays against an entire class?</p>	<p>Looking at different currencies around the world, making comparisons when studying other countries.</p> <p>In history, looking at inflation, was the wartime price for a pint of milk really as cheap as it sounds today?</p> <p>How have populations changed? What has been the impact of rising numbers?</p> <p>Zakat, the third pillar of Islam - donating a 2.5% of your earnings to charity. Is someone more charitable if they give more? How much would you give away if you gave away 2.5% of your pocket money or birthday money?</p>
<p>Science</p>	<p>by offering pupils the opportunity to experience the wonder of the natural world.</p>	<p>By considering that not all developments have been positive because they have caused harm to the environment and to people. By encouraging pupils to speculate about how science can be used both for good and evil.</p>	<p>By using opportunities during science lessons to explain how to keep other people safe and how they might protect a younger or more vulnerable person. By exploring the social dimension of scientific advances e.g. environmental concerns, medical advances, energy processes.</p>	<p>By asking questions about the ways in which scientific discoveries from around the world have affected our lives.</p> <p>By being made aware of the rich heritage of scientific discoveries from Hindu, Egyptian and Muslim</p>



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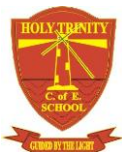
				<p>traditions.</p> <p>By exploring different beliefs and opinions about scientific evidence e.g. Charles Darwin versus Christian beliefs about evolution.</p>
PE /Dance	<p>By delighting in movement, particularly when pupils are able to show spontaneity.</p> <p>By taking part in activities, such as dance, games and gymnastics which help pupils to become more focused, connected and creative. (See video from the Royal Ballet School on our school website.)</p> <p>By being aware of one's own strengths and limitations, and taking pleasure in improvements in stamina, flexibility, artistic interpretation, and confidence.</p>	<p>By discussing fair play and the value of team work. By developing qualities of selfdiscipline, commitment and perseverance.</p> <p>By developing positive sporting behaviour.</p>	<p>By developing a sense of belonging and self-esteem through team work.</p> <p>By developing a sense of community identity through taking part in inter-school events.</p>	<p>By learning about the history of sport, and where they originate from.</p> <p>By making links with national and global sporting events such as the Olympics.</p> <p>By exploring rituals surrounding sporting activities.</p>
PSHE / RSE	<p>By exploring meaning and purpose for individuals and society.</p> <p>By developing resilience and inner strength.</p> <p>By developing and maintain a healthy self-concept (including self-confidence, realistic self-image, selfworth, assertiveness, self-advocacy and</p>	<p>By exploring what is right and wrong and to work out what we need to do in the class, school, local and wider community to make sure everyone thrives.</p> <p>By applying self-regulation including promotion of a positive, growth mindset and managing strong emotions and impulses.</p>	<p>By helping pupils to engage in a democratic process for agreeing the rules for community life within school.</p> <p>By creating opportunities for pupils to exercise leadership and responsibility e.g. Prefects, Leading Lights, School Council etc.</p> <p>How we can moderate our behaviour to have a positive impact on the lives of</p>	<p>By exploring how different cultures can offer great insights into how we lead our lives and by valuing and respecting diversity.</p> <p>By acting on the conventions of courtesy and manners and how these are similar or different for a varying</p>



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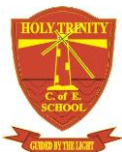
	<p>selfrespect).</p> <p>By focussing on self-improvement through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting.</p> <p>By showing empathy and compassion (including impact on decision making and behaviour).</p> <p>By recognising the equal importance of rest and physical exercise to our emotional wellbeing.</p> <p>By acknowledging there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations.</p>	<p>By respecting others' right to their own beliefs, values and opinions.</p> <p>By knowing the importance of permission-seeking and giving, in relationships with friends, peers and adults.</p> <p>By showing discernment in evaluating the arguments and opinions of others e.g. challenging 'group thinking'.</p> <p>By making explicit links to Personal Goals: Resilience, Aspiration, Morality, Cooperation, Adaptability and Respect.</p>	<p>others.</p> <p>Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms.</p> <p>By building and maintaining healthy relationships of all kinds and knowing that bullying, including cyberbullying, has a negative and often lasting impact on mental wellbeing.</p> <p>By recognising the characteristics of good friendships including: mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p>	<p>communities.</p> <p>By recognising the positive benefits on mental health to community participation, voluntary and service-based activity.</p> <p>Identifying unhelpful 'thinking traps' e.g. stereotyping and generalisation and how social media and wider cultural contexts affect this type of thinking.</p> <p>By recalling and applying knowledge creatively and in new situations.</p>
<p>Art & Design</p>	<p>By embracing art as a therapeutic means of self-discovery, sensitively responding to sources of inspiration and influence that make a difference to themselves and others.</p> <p>By having the opportunity to respond to, and use visual images to evoke a range of emotions.</p> <p>By being introduced to the work of great artists and experience wonder and awe at the achievements of their</p>	<p>By seeing art as a means to communicating a message, and a method of communication which can change the world for the better.</p> <p>By making a conscious effort to look after the shared resources e.g. brushes, pencils, glue, so that all have fair access to good quality equipment.</p>	<p>By allowing pupils to show what they know through their own expression of big ideas about life e.g. morality, ethical issues.</p> <p>By exploring art as a powerful social tool e.g. in advertising, in representing particular groups.</p>	<p>By experiencing a wide range of creative media from around the world. By developing aesthetic and critical awareness.</p>



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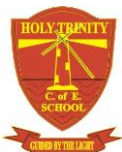
	great works of art.			
Design Technology	By enjoying and celebrating personal creativity. By reviewing and evaluating created things.	By raising questions about the effect of technological change on human life and the world around them.	By exploring dilemmas that individuals may face and developing practical solutions to these problems.	By considering cultural influences on design. By asking questions about product functionality and aesthetics.
Music	By allowing pupils to show their delight and curiosity in creating their own sounds. By reinforcing learning in other subjects with relevant music in the background. By considering how music makes one feel and how music has the capacity to 'move us', sometimes deeply.	By appreciating the self-discipline required to learn a musical instrument.	By exploring how an orchestra, choir, ensemble works together. By discussing what would happen if musicians in a band or group did not cooperate. By appreciating how music is used in different ways in different settings e.g. for pleasure, for worship, to help people relax. Children are regularly given the chance to perform and evaluate their own performances, and those of others.	By giving all pupils an opportunity to play an instrument during lesson time. By giving all children an opportunity to take part regularly in singing and performing to a public audience. By encouraging pupils to listen and respond to musical traditions from around the world. By appreciating musical expression from different times and places. Children are taught / exposed to different music at the appropriate times of the year e.g. Christmas, Harvest, Easter etc
Geography	By promoting a sense of wonder and fascination with the physical and human world. Yr 6 annual residential	By considering how people treat the environment; posing questions such as 'how are we changing our	By providing positive and effective links with the wider community, both locally and with aspiration to make links to a	By exploring cultures that have had and still have an impact on the local area.



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	<p>trip to Bawdsey Manor, Suffolk; Yr 1 – Yr 5 regular trips to local parkland. An understanding of scale is an important aspect of Geography and how small changes in climate can have far reaching consequences.</p> <p>By understanding that all life is linked together and create the processes that make Earth the only known inhabited planet.</p> <p>By reflecting on the long and short term impacts and noting the rights and wrongs linking into the value of justice. The value of stewardship is linked to PSHE and Science when considering the mantra, <i>reduce, reuse and recycle</i>.</p>	<p>surroundings? Are some things for the better and others for the worse? Who benefits and who suffers? What should be our personal response to these? Who should look after our environment?</p>	<p>wider demographic nationally and globally. By considering social responsibility e.g. impact of traffic on the local area. By celebrating we all belong to a number of groups; By recognising some of the factors which dictate migration and immigration. By developing awareness of contexts for asylum seekers and refugees.</p>	<p>Know that people in different countries have different traditions, celebrations and ways of living.</p> <p>By being aware of the importance of tourism to different countries and how this impacts on the culture of society at global and local level.</p>
<p>History</p>	<p>By considering the emotions associated when we mark important events from history and the people who shaped them e.g. Remembrance Sunday. Yr 6 pupils visit the local war memorial to pay their respects on Remembrance Day.</p> <p>By being sympathetic to those who have experienced challenging situations in the long, medium and short term past.</p> <p>By endeavouring to show empathy - e.g</p>	<p>By exploring the results of right and wrong behaviour in the past.</p> <p>By considering some of the characteristics of people who have had a negative influence and caused suffering to others.</p> <p>By trying to go beyond the facts and hypothesise and pose questions such as, 'what if...?' 'What would have turned a tragedy into a triumph?'</p> <p>By making connections to all</p>	<p>By having discussions about how groups and communities organised themselves in the past.</p> <p>By considering questions about social structure in the past, e.g. how the rights of children in earlier times differ to today; is it important that society looks after young children? Are there people who still don't get a fair deal? What has been done to help in the past; what is being done to help now?</p> <p>By encouraging pupils to talk to older members of their family about their</p>	<p>By investigating how culture is shaped by history, exploring the cultural heritage and in particular how faith communities influence British culture</p> <p>By taking pupils on visits to heritage sites.</p> <p>By participating in dress-up days e.g. Victorian, Egyptian etc to imagine and explore the culture and heritage of the</p>



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	how would you have felt when...?	aspects of British Values through the study of History.	experiences of the past	era.
Spanish	By enjoying the quality of sound when listening to a fluent speaker, speak in another language.	By challenging stereotypes and discrimination in response to speakers of other languages.	By learning the skill of communicating in different ways. By exploring different social conventions e.g. forms of address.	By appreciating the language and customs of others. By exploring the literature – including rhymes and songs and culture of other countries. By taking part in cultural occasions. By promoting internationalism and their role in the world.
Computing	By wondering at the power of the digital age e.g. use of the internet. By using the internet as a gateway to big life issues. By giving opportunities for reflection, awe and wonder about achievements in ICT, Computing today and in the future.	By exploring the moral issues surrounding the use of data. By exploring moral issues associated with the use of violence and killing in computer games. By exploring moral issues associated with parental permission for children's access to 'inappropriate' computer games. By considering the benefits and potential dangers of the internet – e.g. campaigns for charities which challenge social, economic, injustice as a force for good, and the implications of social networking and cyber bullying as a	By aiming to develop links through digital media services with other schools and communities. By highlighting ways to stay safe when using online services and social media: children work in groups to find solutions. By helping children to communicate in the digital / electronic world clearly and appropriately, and being mindful of how their electronic communications may be interpreted by the receiver. By discussing the impact of computing on the ways people communicate.	By exploring human achievements and creativity in relation to worldwide communications. By developing a sense of awe and wonder at human ingenuity of how the world is portrayed and question who is portraying it as such. By exploring culture change which is caused as a result of developments in technology e.g. instant communication anywhere in the world. By building capacity and awareness of mother tongue



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danger.

By being mindful of those whom do not have ease of access to the internet due to social, economic or political challenges – how can this be alleviated and / or improved?

By considering the vision of those involved in developing the web and potential for plagiarism.

fonts and word processing.

By developing computational thinking which encourages development of problem solving skills.