

| | Spiritual | Moral | Social | Cultural |
|------------------------|---|--|--|--|
| English (Drama) | <ul style="list-style-type: none"> ▪ look at stories which tell of achievement against the odds which have the capacity to inspire ▪ hearing imaginative, mystical, fantasy stories. ▪ playing with different forms of language and how words sound ▪ enjoying writing in various poetic forms about the natural and human made world ▪ listening to poetry ▪ working with storytellers, actors and writers to stimulate imagination and creativity ▪ expressing their personal thoughts views, beliefs, opinions and feelings ▪ empathising with the emotions of characters in stories including through imaginative play and role-play ▪ expressing their inner self in relation to others through drama ▪ using the senses | <ul style="list-style-type: none"> ▪ recognising and discussing the example set by good and bad characters in stories ▪ hearing/reading stories with moral themes eg 'good over evil, weak over strong, wise over foolish' ▪ hearing and writing stories where there are two sides to an argument ▪ evaluating the influences of characters and plots on themselves ▪ dramatising situations which raise moral issues ▪ circle time discussions of behaviour and relationships ▪ discussion of right and wrong – moral issues in literature | <ul style="list-style-type: none"> ▪ hearing/reading stories about a wide range of relationships eg. friendships, families, gangs, school ▪ hearing/reading stories which illustrate the influence of pressure groups eg 'WWF ▪ writing letters to 'important' people in local and national government ▪ learning to work co-operatively in groups for discussion and completing a task ▪ developing communication skills ▪ producing work for different audiences ▪ stories to create an awareness of a variety of life experiences eg deafness ▪ circle time skills – speaking & list ▪ group drama work- social issues | <ul style="list-style-type: none"> ▪ hearing/reading novels stories and poems from a variety of cultures and traditions ▪ using information books which reflect the multi-cultural nature of Britain ▪ talking about the cultures they come from and their influence ▪ using stimulus from the arts (music, poetry, dance, drama, painting etc) to produce discussion, various forms of writing and drama ▪ exploring a variety of creation stories |
| Maths | <ul style="list-style-type: none"> ▪ having fun with numbers and data ▪ appreciating mathematics ▪ recognising 'wow' moments ▪ wondering at the beauty of order and patterns; symmetry in the natural world eg flowers, crystals ▪ noticing naturally occurring mathematical forms eg hexagons in snowflakes and in honeycombs ▪ engage in increasingly challenging problem solving activities, persevere to overcome difficulties and experience the pleasure and satisfaction in reaching a solution | <ul style="list-style-type: none"> ▪ to investigate moral issues surrounding money and wealth ▪ encouraging sense of personal responsibility for their own learning in class and through homework | <ul style="list-style-type: none"> ▪ collecting data in groups ▪ looking at practical applications of mathematics eg conducting and analysing surveys ▪ Maths games for social interaction, taking turns and sharing | <ul style="list-style-type: none"> ▪ discovering mathematical patterns in art from a wide variety of cultural contexts eg Islamic patterns, mosaic, Greek and Rangoli patterns ▪ investigating mathematical problems using a variety of cultural contexts |

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| Science | <ul style="list-style-type: none"> consider the fact of life, growth, decay and death and how different organisms are dependent upon each other using senses to become aware of the world around them appreciating the beauty of the natural world asking questions about life and its origins developing a sense of awe and wonder at the complexity and pattern in natural phenomena being fascinated by how things work and what might happen encouraging a sense of wonder in scientific discovery working with 'variables' – learning to test hypotheses, accept failure and try again learning to value and respect all forms of life | <ul style="list-style-type: none"> looking at good and bad uses of drugs moral issues in the human food chain moral issues surrounding animals, including pets recognising the need for a fair test exploring the consequences of certain | <ul style="list-style-type: none"> relating their understanding of science to their personal health eg personal hygiene, drugs, diet, smoking, exercise looking at health and safety issues considering how to treat living things and the environment with care and sensitivity looking at the ways in which the environment needs protection exploring why they need to look after the environment investigation in groups, sharing expertise and skills Science as a co-operative activity requiring communication and interaction | <ul style="list-style-type: none"> recognising similarity and differences between themselves and other pupils becoming aware that scientific discovery is worldwide |
| RE | <ul style="list-style-type: none"> exploring the insights, beliefs and teaching of faith traditions exploring beliefs and values, through stories, celebrations, rituals and practices reflecting on what they learn about religions developing their own beliefs and values valuing intuition appreciating the beauty and order of natural and human made world responding to their world with awe and wonder expressing their thoughts creatively being aware of things other than the material and physical eg love encourage an understanding and respect for those who hold views different from their own | <ul style="list-style-type: none"> looking at the examples set by characters in religious stories discussing the moral teaching of founders and leaders exploring key themes in religious stories eg good and evil reflecting on the teaching in moral codes: what is right and wrong? | <ul style="list-style-type: none"> learning about different religious communities hearing religious stories which show a variety of relationships exploring events eg ceremonies and festivals, which bring communities together knowing and understanding importance of family and traditions within religious faiths | <ul style="list-style-type: none"> exploring Britain as a multi-faith, multi-cultural society discussing how peoples' beliefs and cultural traditions affect the way they live their lives eg food, dress exploring religious traditions in their own community and how these shape people's lives using the arts as a stimulus representing work in various artistic forms meeting people of a variety of faiths and cultures and visiting places of worship |

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| D&T | <ul style="list-style-type: none"> recognising their own creativity and that of others developing thinking and reasoning skills making decisions about usefulness, beauty persevering and taking care, to produce something unique – a sense of achievement and worth appreciating variety, beauty, ingenuity, achievement, magnificence, and simplicity in design designing with the needs of others in mind creating something good out of 'rubbish' | <ul style="list-style-type: none"> looking at how products are manufactured and advertised (eg exploitation in the market) considering issues of health and safety | <ul style="list-style-type: none"> learning to treat the ideas and finished products of others with respect developing the skill of co-operation in designing, planning and making | <ul style="list-style-type: none"> considering the aesthetic principles of design appreciating design and technology from a wide variety of cultural contexts looking at how design in Britain is influenced by different cultures being aware of differing cultural attitudes to certain products eg food, clothes designs for different climates instruments from different countries eg cooking utensils |
| PE | <ul style="list-style-type: none"> experiencing and reflecting on feelings of determination, exhilaration and enjoyment learning to appreciate and enjoy the way their bodies work and can be used to express emotion (eg in dance) gaining a sense of achievement developing positive attitudes towards themselves developing a healthy body and a healthy mind understanding that body, mind and spirit influence each other enjoy and know the quality of stillness shared activities/team work developing a sense of belonging | <ul style="list-style-type: none"> reflecting on the need for rules developing a sense of fair play and positive sporting behaviour examining issues in sport such as: racism, sporting heroes as role models, sports wear etc | <ul style="list-style-type: none"> learning how to manage feelings and controlling aggression when working with others developing social skills of co-operation, responsibility, communication, personal commitment, loyalty and team work learning how to handle success and defeat with dignity discovering the role of sport/dance in society learning to take responsibility eg as team leader/coach looking at how people show they belong to a group eg sports wear, team strip etc considering the social aspects of sport (eg leisure) awareness of others' needs, particularly physical | <ul style="list-style-type: none"> learning dances from different traditions, including their own playing traditional games and recognising their importance locally, nationally and internationally understanding the importance of activities for different cultures |

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| Hist | <ul style="list-style-type: none"> • be aware of the influence of the church on life, culture and the landscape • appreciating and valuing their own identity – their links with the past and the impact of past events on their own present existence • experiencing a sense of wonder by contact with the past (visits, artefacts) • valuing past human achievement and spirituality • beginning to be aware of the concept of time-past, present, future and our part in it • raising and addressing questions arising from war/suffering about human nature | <ul style="list-style-type: none"> • evaluating the qualities, skills and attitudes of famous people from the past • developing awareness of local, national and world issues | <ul style="list-style-type: none"> • developing empathy through learning to see things from other perspectives | <ul style="list-style-type: none"> • looking at how cultures change • appreciating the arts; from the past and links to the present • stories of religious leaders and their influences on cultures |
| Geog | <ul style="list-style-type: none"> • reflect on the power and implications of the workings of nature e.g. the consequences of natural events such as earthquakes, flooding, hurricanes, volcanic eruptions • reflecting on a variety of landscapes and locations • reflecting on their own identity by studying their own locality • gaining a sense of their own place and their own values • developing awareness of interdependence and responsibility • damaging and sustaining the planet | <ul style="list-style-type: none"> • evaluating the effects of human actions on their environment, including their own eg litter • engaging in discussion and action on improving their environment | <ul style="list-style-type: none"> • studying their own locality and its relationship to the wider world • evaluating what services are provided for residents | <ul style="list-style-type: none"> • finding out about contrasting localities, in Britain and in the wider world • exploring how various landscapes provide inspiration for the arts • evaluate cultural influences in their own environment |

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| ICT | <ul style="list-style-type: none"> wondering at the speed and complexity of developments in ICT enjoying the quality of work that they can produce being challenged by the changing demands of new technology exercising creativity in response to information gathering, data handling, simulations, and presentations for many pupils ICT has the capacity to capture imagination | <ul style="list-style-type: none"> considering the consequence of misuse of information | <ul style="list-style-type: none"> learning to express themselves clearly and communicate effectively working co-operatively eg class newspaper using data handling skills to promote understanding of social issues poster design for safety | <ul style="list-style-type: none"> finding out about the world from information resources eg CD-ROM, Internet communicating with pupils from other parts of Britain and the wider world eg video conferencing, Email communicating with artists, writers, and actors, etc |
| Art | <ul style="list-style-type: none"> using their senses as inspiration for creativity expressing their feelings through a variety of art media studying the work of great artists as a source of inspiration and creativity exercising the imagination using the environment as a source of inspiration | <ul style="list-style-type: none"> looking at the value of Art – is it for everyone? should we spend so much public money on it? | <ul style="list-style-type: none"> looking at public works of art past and present looking at how works of art portray the societies they came from group collage eg murals | <ul style="list-style-type: none"> learning about art from a variety of cultural contexts recognising that different societies have diverse views of beauty and worth Visiting exhibitions and art galleries to view art from different cultures art as an expression of culture eg nativity pictures on Christmas cards |

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| Music | <ul style="list-style-type: none"> • promote discipline, inner strength and resilience through practice to achieve an ideal sound or technique • exploring their feelings by listening to a wide variety of music • appreciating the use of sound and silence • experiencing joy, satisfaction, creativity, use of imagination in creating and performing music • appreciating the power of music to take them beyond the commonplace | <ul style="list-style-type: none"> • investigating the value placed on the different kinds of music • looking at songs which have been written dealing with social and moral issues • learning about and from the lives of musicians | <ul style="list-style-type: none"> • learning to compose and perform together • looking at how music can be a powerful tool to bind groups together eg School Production • investigating what musical groups exist in their locality eg Jazz band, brass bands, church choir • exploring how various societies use music eg for national occasions • develop sensitivity and responsiveness to others, a sense of shared commitment and group identity through the experience of live music, making and participation in performances eg class/school concert | <ul style="list-style-type: none"> • listening to music from a wide variety of cultures • exploring how music 'belongs' to a particular cultures or sub-culture eg opera, bhangra, heavy metal... • exploring what music is on offer in their own locality • listening to and using instruments from other cultures |

The broader curriculum

Where there is a positive climate for learning, just about everything a school does will contribute to pupils' spiritual, moral, social and cultural development. These are 'starting' points on which to build.

| <i>Q+ Opportunities through</i> | Spiritual | Moral | Social | Cultural |
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| Collective Worship | <ul style="list-style-type: none"> reflection on their own beliefs and values, and those of others | <ul style="list-style-type: none"> influence of values on behaviour | <ul style="list-style-type: none"> celebrating together | <ul style="list-style-type: none"> celebration of own and others' religious and cultural traditions |
| Management of behaviour eg buddies | <ul style="list-style-type: none"> sense of well-being in a secure and fair environment | <ul style="list-style-type: none"> recognition of difference between right and wrong | <ul style="list-style-type: none"> living together in the school community | <ul style="list-style-type: none"> recognising the culture of their school community |
| Codes of conduct: Class & school rules | <ul style="list-style-type: none"> learning respect for themselves and others and that holding values matters | <ul style="list-style-type: none"> living by the rules for the benefit of each other | <ul style="list-style-type: none"> fostering good relationships and respect for property | <ul style="list-style-type: none"> communities need values and rules for living together |
| Awards and merit systems | <ul style="list-style-type: none"> sense of being appreciated | <ul style="list-style-type: none"> positive actions and behaviour are rewarded | <ul style="list-style-type: none"> recognising the worth and achievement of others | <ul style="list-style-type: none"> reinforcement of the cultural values of the community |
| Equal opportunities: SEN, gender, multicultural, multiethnic | <ul style="list-style-type: none"> values of mutual respect, equal worth good relationships a sense of being included | <ul style="list-style-type: none"> recognising values and beliefs that may be different from their own challenging prejudice and stereotyping | <ul style="list-style-type: none"> diversity in society challenging discrimination equal opportunities for boys and girls – encourages complete integration | <ul style="list-style-type: none"> richness and diversity of cultures |
| Community links | <ul style="list-style-type: none"> being involved, participating, playing a part | <ul style="list-style-type: none"> recognition of the needs of others | <ul style="list-style-type: none"> working together | <ul style="list-style-type: none"> insight into one's own and other cultures |
| Extra-curricular activities including visits/visitor programme | <ul style="list-style-type: none"> sense of achievement and enjoyment when pursuing an interest, talent or skill | <ul style="list-style-type: none"> channelling interests, talents or skills positively | <ul style="list-style-type: none"> team work, meeting others, working with interest groups | <ul style="list-style-type: none"> extending interests, talents and cultural pursuits |
| School Council | <ul style="list-style-type: none"> views and values recognised | <ul style="list-style-type: none"> making decisions | <ul style="list-style-type: none"> representation and democracy | <ul style="list-style-type: none"> belonging, playing a part in school life, community life |
| Preparation for adult life: PHSE and Citizenship Sustainable development Culture and creativity | <ul style="list-style-type: none"> personal skills self worth self expression knowing oneself inspiration | <ul style="list-style-type: none"> right and wrong behaviour actions have consequences responsibility and roles care for the environment as a moral imperative | <ul style="list-style-type: none"> social skills being a 'good citizen' democratic process a better society/environment working together in groups and teams | <ul style="list-style-type: none"> appreciation of environment, art, music, literature aesthetic and creative qualities |
| Breakfast Clubs | <ul style="list-style-type: none"> good relationships sense of well being in a secure environment sense of self worth | <ul style="list-style-type: none"> recognition of needs of others making decisions caring for each other rules of mealtimes | <ul style="list-style-type: none"> eating and sharing together using social skills opportunities to assist with serving and cleaning team work, meeting others | <ul style="list-style-type: none"> experiencing breakfasts of English and other cultures belonging to a group |

