



How our curriculum supports the spiritual, moral, social and cultural development of our children.

	Spiritual	Moral	Social	Cultural
PSHE	<p>To demonstrate an ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in.</p> <p>To show respect for different people's faiths, feelings and values.</p> <p>To demonstrate a sense of enjoyment and fascination in learning about themselves, others and the world around them.</p> <p>Use of imagination and creativity in their learning.</p> <p>Willingness to reflect on their experiences.</p> <p>Diversity and equality</p>	<p>To demonstrate an ability to recognise the difference between right and wrong and apply this understanding in their own lives and, in doing so, respect civil and criminal law of England.</p> <p>To show an understanding of the consequences of their behaviour and actions.</p> <p>Consider different scenarios including the uses of medicines/drugs, keeping safe around others, managing risks and decisions about relationships/friendships.</p> <p>To show an interest in investigating and offering reasoning views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.</p> <p>Looking after the local environment and the planet</p> <p>How to make healthy choices</p>	<p>To use a range of social skills in different contexts, including working and socialising with pupils from who may be very different from them</p> <p>To show a willingness to participate in a variety of communities and social settings, including volunteering, co-operating well with others</p> <p>getting on and falling out and being able to resolve conflicts effectively</p> <p>how to resist peer pressure</p> <p>how to manage online relationships safely</p> <p>To demonstrate acceptance and engagement with the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.</p> <p>Children to develop and demonstrate skills and attitudes that will allow them to</p>	<p>To understand and appreciate a range of cultural influences that have shaped their own heritage and that of others.</p> <p>To understand and appreciate a range of different cultures within school and within their community and the wider world</p> <p>To have a knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.</p> <p>To show interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extend they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.</p> <p>Challenging stereotypes</p>

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		<p>Being a good friend and healthy relationships</p> <p>Misuse of power including coercion, peer pressure, bullying</p>	<p>participate fully in and contribute positively to life in Modern Britain.</p> <p>Understanding self-worth and identity in themselves and others</p> <p>Diversity and equality</p>	
Science	<p>Child initiated learning</p> <p>science units designed to inspire awe and wonder</p> <p>using the local area including the school grounds</p> <p>pre COVID – Lledr Hall which allowed the children to draw upon a range of science knowledge and first hand experiences</p> <p>discussions about varying views with scientific discoveries e.g. creation of the Earth and the solar system</p> <p>appreciation of nature and how all life is linked</p>	<p>Risk management and safety</p> <p>respecting living things and their environments</p> <p>importance of exercise and looking after our bodies including looking after teeth and healthy living</p> <p>dangers of drugs, smoking and alcohol, legal and illegal drugs</p>	<p>To look at how the structure and expectations of society have been challenged and changed throughout history when major scientific discoveries have been made (e.g. Mary Anning as a female scientist in the Victorian times)</p> <p>working with others</p> <p>posing and answering questions through scientific enquiry work</p>	<p>The ability to learn about different scientists from across the world and how their discoveries may have been seen as controversial</p> <p>taking part in open-ended enquiries where they may not always be an answer</p> <p>showing respect to people's beliefs when discussing areas of science that may be controversial e.g. evolution</p>

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maths	<p>Developing a logical approach and the ability to recall and reason which enhances the children's ability for critical thinking</p> <p>questioning the way in which the world works</p> <p>pupils are always encouraged to delve deeper into their understanding of Mathematics and how it relates and can be used to explain the world around them.</p> <p>Creative opportunities (i.e. tessellating shapes)</p> <p>Mathematics, as the science of "numbers" can be used to explain naturally occurring patterns/sequences or symmetry as is seen in nature such as honeycomb or flowers</p>	<p>Children learn that maths is not strictly limited to problems that result in right/wrong solutions</p> <p>Using numbers and data to explore moral issues in other subjects such as the impact of food miles in geography and debt in PSHE</p>	<p>By verbal reasoning and discussing learning with peers.</p> <p>The children work in a variety of ways including individually, in pairs and in small groups; they are encouraged to support and help each other</p> <p>Our 'maths groups' are fluid based on assessment for learning and so children work with a wide range of different peers throughout maths lessons</p> <p>Building resilience through 'learning from our mistakes'</p>	<p>Learning that maths is an 'international' language that spans many cultures</p> <p>Comparing different number systems from now and the past e.g. Roman numerals</p> <p>Understanding how and where maths developed across the world when studying history such as the Early Islamic and Ancient Greece civilisations.</p>
English	<p>engaging children with poetry, fiction and drama.</p> <p>exploring feelings and values found in a wide range of genres.</p>	<p>encouraging children to look, discuss and evaluate a range of social and moral issues found in genres</p>	<p>helping children to understand how written and spoken language has changed over time</p>	<p>exposing them to a wide range of written and spoken language from a range of cultures</p>

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		During the study of fiction, students are given the opportunity to consider different perspectives and empathise with other characters.	and also social attitudes to language. English lessons promote cooperation and teamwork through being able to work in groups, listening to presentations and asking questions. Opportunities to engage in debating skills Drama and role play opportunities	Word Study/Weekly Spelling Lessons: exploring and investigating origins of words, grammar Texts are chosen are carefully selected so as reflect the diversity in school, not to reinforce stereotypes and to actively challenge preconceptions Visits by authors & poets and trips to the theatre
History	history fires the children's curiosity about the past and plays an essential part in preparing us for living and working in the contemporary world consider why events in the past happened and consider what could have happened if events had had different results the roles of important individuals are considered (for good or bad) and how they have	Children are given opportunities to explain their views on a number of social issues such as whether artefacts should be returned to individual countries and the impact on humans caused by the invasion of countries throughout history children learn that events and beliefs in the past will often be at odds with what we would consider unacceptable today	To look at how the structure and expectations of society have been challenged and changed throughout history Pupils explore the similarities and contrasts between past and present societies and be made aware of how, in the main, we are very fortunate to live in 'the modern world' they will examine how other cultures have had a major	The ability to learn about different significant people from across the world and how their actions/discoveries may have been controversial Pupils develop a better understanding of our multicultural society through studying links between local, British, European and world history the contribution of different cultures to human development

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	<p>shaped the world we live in today</p> <p>the children look at some of the religions and spiritual beliefs that people had in the past</p>	<p>(and were to some people in the past also)</p> <p>pupils will be encouraged to show compassion for people facing dilemmas and to empathise with decisions which people in the past made and the reasoning behind these decisions</p> <p>notions of right and wrong are explored in connection with events from the past</p>	<p>impact on the development of 'British' culture we live in today</p> <p>collaborative and team working activities.</p>	<p>and progress are studied, which links with the values of wisdom and endurance.</p>
geography	<p>Essentially, Geography is about studying people; where they live and our relationship with the environment</p> <p>providing children with the opportunities to reflect on their own values and beliefs and those of others</p> <p>exploring what it would be like to live in a certain settlements</p>	<p>Most geographical issues provide opportunities for exploring moral issues; e.g. Are we damaging our world?</p> <p>Whole school Earth Day and the impact of humans on the Earth</p> <p>studying where our food and other things come from and look at the carbon footprint for these things</p>	<p>Social geography involves pupils and their everyday lives.</p> <p>children work collaboratively – through working with pairs or in groups during lessons.</p> <p>recycling around school. e.g. plastic, food waste, paper</p> <p>migration and the effect on refugees, asylum seekers and the communities</p>	<p>An essential component of geography is place knowledge.</p> <p>understanding the features and characteristics their local area</p> <p>contrasting where they live locally with more distant localities, in this country and abroad</p>

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	<p>having empathy for a victim of an earthquake or other natural disaster</p> <p>opportunity to explore their own feelings about the people, culture, place and environments that they are learning about</p> <p>providing children with lots of photographs of different places around the world which creates curiosity and awe and wonder.</p> <p>studying how the world has evolved and was created e.g. mountains and rivers</p> <p>looking at different religions when studying different countries around the world</p> <p>exploring how we are connected i.e. life is dependent on nature, the earth is the source of life</p>	<p>moral dilemmas such as availability of a diverse selection of food to reflect the community or locally produced seasonal food</p> <p>looking at how clothing is produced and wages.</p> <p>Exploring Fair Trade</p>		<p>understanding of the cultural traditions associated with the place they are studying, as well as our own multicultural society</p>

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MFL (Spanish)	<p>To reflect on their own beliefs and values</p> <p>Show respect for other people's faiths and values</p> <p>Diversity</p> <p>Raise curiosity about other cultures</p> <p>Sense of enjoyment and fascination in learning about themselves, others and the world around them</p>	<p>Respect for other cultures and languages</p> <p>Learn basic conversational phrases that promote respect and understanding between different people</p>	<p>Working with other children – teaching and learning ethos encourages collaborative learning in pairs and groups</p> <p>Role play visiting a Spanish restaurant</p> <p>Looking at how society may differ between countries</p> <p>Acceptance and engagement with the fundamental British values of those with different faiths and beliefs</p>	<p>Learning about the culture and customs of Spain – Christmas traditions, native food</p> <p>Ability to recognise and value the things we share in common with other cultures</p>
design and technology	<p>exercise imagination, inspiration, intuition and insight through creativity and risk taking in analysing, designing and manufacturing a range of products</p> <p>It instils a sense of awe, wonder and mystery when studying the natural world or human achievement</p> <p>express innermost thoughts and feelings and to reflect and learn from reflection, for example,</p>	<p>encouraging pupils to value the environment and its natural resources and to consider the environmental impact of everyday products.</p> <p>educates pupils to become responsible consumers</p> <p>Students are taught about the moral choices facing designers &</p>	<p>opportunities to work as a team, recognising others' strengths and sharing equipment</p> <p>Design Technology promotes equality of opportunity and provides an awareness of areas that have gender issues e.g. encouraging girls to use equipment that has been traditionally male dominated</p> <p>Students study iconic British designers and art & design</p>	<p>reflect on ingenious products and inventions</p> <p>the diversity of materials and ways in which design technology can improve the quality of life</p> <p>investigate how different cultures have contributed to technology and reflects on products and inventions, the diversity of materials and ways in which design can improve the quality of our lives</p>

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	asking 'why?', 'how?' and 'where?'	<p>manufacturers when deciding on materials.</p> <p>Students are taught to understand how products evolve according to users' and designers' needs, beliefs, ethics and values.</p>	<p>movements. Students explore how products contribute to lifestyle and consumer choices.</p> <p>Students are taught the social skills around behaviour self-regulation to ensure collective responsibility for a safe and efficient working environment.</p>	<p>Students look at cultural influences on the food we cook and the diversity of ingredients available for us to cook with. They also learn about staple foods of other countries</p>
art and design	<p>Art fires the children's curiosity about what different art means.</p> <p>Creating journals representing our feelings and emotions and what colours and marks represent these</p> <p>looking at colour wheels, harmonious colours and what feelings different colours can evoke</p> <p>looking at materials in the collage unit and the tactile and sensory aspects of them</p>	<p>mutual respect and the consideration for others' work</p> <p>pupils are encouraged to show compassion when assessing the work of others</p> <p>understanding how their comments can build up or destroy another's self-belief.</p>	<p>The children work collaboratively e.g. Year 6 the children complete a section of a piece of art which is then put back together to form a finished piece</p> <p>encouraging children about accepting designs and work of particular artists</p>	<p>ability to learn about different significant artists and designers from around the world and how their ideas were developed</p> <p>allowing the children to learn about artists from the past and upcoming artists who produce contemporary art</p> <p>enabling the children to be able to spot well-known pieces and installations instantly</p> <p>studying local culture e.g. L.S Lowry and the Manchester worker bee image</p>

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	learning about the connections between art and nature (e.g. Angie Lewin in Year 4) – this shows the children that the power of nature can enhance mood.			visits to art galleries and visits from professional artists
Computing	<p>inspiring awe and wonder about the achievements of ICT today and possibilities for the future</p> <p>reflecting on their own lives and the impact computer science has on this</p> <p>discussions around the power and limitations that computing can have</p> <p>developing self-esteem through presentation of their work to others</p>	<p>Reflecting on the consequences of actions and situations, raises issues and moral dilemmas, such as if it is morally right to have violence in computer games, appropriate screen time, etc.</p> <p>learning good etiquette when using digital technology, including some mobile devices</p> <p>respecting each other's views and opinions and explore issues such as copyright</p> <p>understanding the law behind age restrictions on social media and games and considering the moral issues of using them when younger than the age limit</p>	<p>collaborative work, which encourages social development and can help children to express themselves clearly and communicate effectively</p> <p>supporting each other when problem solving and evaluating each other's learning</p> <p>they are taught about respect and good practice when using online tools such as social networking</p> <p>learning how to stay safe online</p>	<p>using digital technology sensibly in the classroom and are encouraged to do the same at home</p> <p>empowering the children to use and apply their computing skills in the wider curriculum to explore life around the world</p> <p>respecting and developing an awareness and appreciation of how different families and cultures have differing views of the use of digital technology</p>

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religious education	<p>offering opportunities for pupils to become more self-aware and reflect on their own views and how they have been formed, as well as the views of others</p> <p>encouraging pupils' curiosity and capacity for critical questioning, such as asking big questions and allowing time and space where these questions can be addressed to show that they are important</p> <p>providing a space for reflection on their own values and views, as well as those of others, and to consider the impact of these values</p> <p>promoting a spirit of open enquiry into emotive or complicated questions, in order to learn how to cope with difficult ideas when they arise in the future and develop resilience</p> <p>exploring ways in which pupils can express their responses to</p>	<p>exploring moral values in humans and to act in the world and towards others accordingly</p> <p>activities which enable teamwork and trust and require empathy</p> <p>exploring forgiveness, generosity and other beneficial social moral values</p> <p>appreciating ideas of right and wrong and acting responsibly</p> <p>debating moral issues using religious texts, teachings and traditions about right and wrong, codes for living, treatment of animals and the environment, gender roles in religion, religious views of homosexuality</p>	<p>utilising lesson techniques which engender group collaboration and communication such as P4C, circle time, debates or group investigations</p> <p>opportunities to explore and reflect on the influence on individuals of family, friends, the media and wider society, in order to understand how our behaviour is affected for good or bad</p> <p>insights into significant social and political issues which affect individuals, groups and the nation, such as how churches and gurdwaras may contribute practically to needs in their local communities, or how some religious and non-religious charities fight to change government policies where they are unjust</p> <p>exploring role models, from the famous like Desmond Tutu, to the many local examples in the school and its community</p>	<p>exploring Britain's rich diversity of religious, ethnic and geographical cultures</p> <p>exploring food, festivals, artefacts, music, art, architecture and other forms of religious and cultural expression</p> <p>learning about a range of celebrations and explore traditions from different cultures</p> <p>welcoming speakers (including parents) or visit places of worship to learn from people of different religious backgrounds</p>

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	<p>demanding or controversial issues</p> <p>promoting an ethos of fairness and mutual respect in the classroom and compassion and generosity in pupils through exploring inspiring examples of these qualities in others</p> <p>encouraging pupils' ability to appreciate and respond with wonder and excitement by exploring some of the marvels and mysteries of the natural world, of human ingenuity, and examples of the capacity of humans to love, create, organise and overcome adversity.</p>			
music	<p>promoting spiritualism in that music can be a major part of many spiritual celebrations including in that of major religions as well as in meditative and well-being practises</p> <p>promoting a sense of wonder of the world</p>	<p>showing children that different opinions need to be respected and valued</p> <p>discussing personal likes and dislikes and respecting different people's opinions while exploring music throughout history and how music and music production has changed over time</p>	<p>exposing children to the power of collaborative working in the musical arts</p> <p>when undertaking musical performance children work collaboratively</p>	<p>looking at how musicians and performers from a range of cultures have had a significant impact globally</p> <p>understanding how important music is to the economy and culture of the UK</p> <p>music is an inherently cultural and social experience as people</p>

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				<p>enjoy going to musical performances</p> <p>opportunities to experience live musical performances such as orchestras and theatre</p>
PE	<p>developing deep thinking and questioning the way in which the body works</p> <p>pupils are encouraged to analyse and seek ways to improve performance</p> <p>Expressing personal, emotional and spiritual concepts through dance and gymnastics</p> <p>are encouraged to be inspired by major sporting events e.g. The World Cup, Olympics, etc.</p> <p>develop team building skills and are encouraged to motivate and be determined</p> <p>accept and rise to challenges. take part in Sports Days and Eat Fit Keep Fit Week and understand how physical exercise and healthy lifestyles</p>	<p>understanding the rules, codes of conduct and etiquette of activities, and the reasons they are in place, as well as developing and deepening an acute sense of fair play and sportsmanship</p> <p>understanding the importance of making the 'right' choices when considering a healthy lifestyle and the advantages of this are highlighted through team sports</p> <p>have opportunities to develop leadership skills and the responsibilities this brings</p> <p>developing respect for others</p> <p>exploring role models in sport – discussing the influence (both good and bad) famous people can have and looking at choices they have made</p>	<p>opportunities to work collaboratively as part of a team, as well as reflect on feelings of determination and enjoyment</p> <p>using problem solving skills through creative thinking, discussion, performance and explaining and presenting ideas whilst listening to and respecting others' thoughts and ideas</p> <p>self and peer review also form an important part in pupils' social development as they enable pupils to begin to grasp where they are and find ways as to how they could improve – including supporting each other</p> <p>pupils are given the roles of coach/leader/captain to aid their social development in cooperation, communication,</p>	<p>encouraging pupils to learn games and dances from different traditions, including their own, as well as being able to appreciate the differences between male and female roles within sport</p> <p>developing respect of musical diversity through dance</p> <p>opportunities to explore different cultures through dance and gymnastics</p> <p>reflecting on diversity in sport through exploring different sportspeople, including those with disabilities</p> <p>reflecting on and implement the British Values and Citizenship, which are implicit in every aspect of PE</p>

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	<p>impact positively on mental well-being</p> <p>reflect on their work through self-evaluation</p>		<p>commitment, loyalty and teamwork</p> <p>playing as part of a team</p> <p>participating in intra-school competitions</p> <p>developing effective communication skills</p> <p>opportunities to participate in inter-school competitions</p> <p>celebrating successes both in and out of school. e.g. annual Sports Personality of the Year award ceremony and during Celebration Assemblies</p> <p>developing a sense of pride in playing/competing as part of the school community, independently or as part of a group</p>	