

Spiritual, Moral, Social and Cultural Development at Shustoke C of E Primary

English

We promote spiritual development by...	We promote moral development by...	We promote social development by...	We promote cultural development by...
<p>Discussing themes, belief and understanding across a range of novels and text-types.</p> <p>Encouragement of the wonder and awe of the beauty of the English language, as well as the simplicity and complexities of the English language.</p> <p>Helping children gain an insight into different contexts, both similar and different to their own personal backgrounds.</p>	<p>Discussing morals and principles across a range of novels and text types.</p> <p>Engaging in speaking and listening activities which allow children to answer and respond to key questions raised from moral issues covered across a range of texts and media.</p> <p>Using drama and role-play activities to develop understanding of different situations which may seem unethical or unfair.</p>	<p>Sharing of resources within the classroom. Negotiating roles within group work and problem solving.</p> <p>Encouraging self and peer review. Allowing pupils to act as mentors to other pupils.</p>	<p>Reading books which are based on a variety of cultures.</p> <p>Engaging in cross-curricular topics and writing about the cultures studied in topic-based lessons.</p> <p>Learning about word origins/meanings/context and how they came to be in the English language.</p> <p>Learning about language use and how it can be affected by culture and other social factors including author background.</p>

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Maths

We promote spiritual development by...	We promote moral development by...	We promote social development by...	We promote cultural development by...
<p>Making connections between mathematical skills and real life e.g. money raised during each week of fundraising for a charity.</p> <p>Encouragement of the excitement of mathematics, the simplicity of mathematics, the complexities of mathematics, the particular qualities of mathematics.</p> <p>Helping children obtain an insight into the infinite, and through explaining the underlying mathematical principles behind natural forms and patterns in both the man-made and natural world.</p>	<p>Helping children recognise how logical reasoning can be used to consider the consequences of particular decisions and choices and helping them learn the value of mathematical truth.</p> <p>Engaging children playfully; for example, in unequal shares of resources.</p> <p>Reflecting on data that has moral and ethical implications.</p> <p>Asking questions such as ‘Why do we need to learn about this?’</p>	<p>Sharing of resources within the classroom.</p> <p>Negotiating roles within group work and problem solving.</p> <p>Giving opportunities for team work and helping children to see that the result is often better than any of them could achieve separately.</p> <p>Encouraging self and peer review. Allowing pupils to act as mentors to other pupils.</p> <p>Competing with pupils on Times Table Rockstars.</p>	<p>Asking questions about the history of maths e.g. What did the Greeks discover that we still use in Maths today?</p> <p>Learning about patterns from around the world e.g. Islamic art, Rangoli patterns.</p> <p>Learning about foreign currency and using conversion tables and graphs.</p> <p>Measures including distances to and from varying countries, counties, and travel between places, including time.</p>

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Science

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<p>Encouragement of the wonder and awe of the beauty of science, the simplicity of science, the complexities of science, the particular qualities of science.</p> <p>Making children aware of the natural world around them and their role within it.</p> <p>Making connections between scientific skills and the real world, e.g. lessons in a real life context.</p> <p>Introduce children to outdoor learning via Forest days and foster curiosity of nature.</p> <p>Make children aware of the wider world through themed science lessons and science days.</p>	<p>Reflecting on current world events, e.g. viruses such as Ebola, MRSA and Corona and why we should help to combat its spread (which can also be achieved through assemblies/Newsround/and PSHE lessons)</p> <p>Discuss ethical issues regarding science.</p> <p>Discuss the importance of valuing religious beliefs as well as scientific beliefs.</p> <p>Pose questions which challenge morality, e.g. is it fair to classify humans? Engage children in discussions about the effects of deforestation/pollution on the world.</p>	<p>Allowing children time to evaluate their investigations to rectify errors.</p> <p>Children working in groups to discuss and test ideas.</p> <p>Giving children self-reflection opportunities to refine their thinking.</p> <p>Sharing of resources within the classroom.</p> <p>Negotiating roles within groups for science investigations.</p> <p>Giving children the opportunity to share different ideas/opinions during science lessons, e.g. differing hypothesis.</p> <p>Give children opportunities to discuss global warming and irreversible change to Earth.</p>	<p>Studying famous scientists from around the world.</p> <p>Learning about different theories and their effect on beliefs, creationism, and evolution.</p> <p>Asking questions about the history of science.</p> <p>Investigating how scientific breakthroughs in medicine have shaped today's world.</p> <p>Discuss how different cultures view scientific concepts differently.</p>

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Art

We promote spiritual development by...	We promote moral development by...	We promote social development by...	We promote cultural development by...
<p>Children to have the ability to enquire and communicate their ideas, meanings and feelings.</p> <p>Encouragement of independent thinking that will enable students to develop their ideas and intentions and express these in an appropriate manner.</p> <p>Introducing children to the work of great artists and experience the achievements of these great works of art.</p> <p>Pupils understand that this standard of art does not happen immediately but requires endurance.</p> <p>All students are encouraged to explore their creativity and imagination visually, through developing their skills using art techniques.</p> <p>We nurture creativity by allowing independent thinking, experimenting, risk taking and exploring media and new ideas.</p>	<p>Demonstrate mutual respect and consideration for others' work.</p> <p>Pupils are encouraged to show compassion when assessing the work of others, understanding how their comments can build up another's self-belief.</p> <p>Children to discuss artwork and the morals behind it, e.g.</p> <p>Is Banksy art or graffiti? Asking questions such as, 'Why are we learning about this?'</p>	<p>Sharing of resources within the classroom.</p> <p>Negotiating roles within group work during on artist study.</p> <p>Discussion on artists and their range of art, developing communication skills.</p> <p>Giving opportunities for team work and helping children to see that the result is often better than any of them could achieve separately.</p> <p>Encouraging self and peer review including gallery walks within phases.</p>	<p>Developing their knowledge and understanding of artist's ideas and concepts, identifying how meanings are conveyed.</p> <p>Encouraged to appreciate that all cultures have expression, purpose and artistic worth.</p> <p>Students are encouraged to explore the culture or artefacts to enrich the practical experience.</p> <p>Developing their knowledge of artists, craftspeople and designers from the past and contemporary.</p> <p>Students research current British artists.</p> <p>Students develop an understanding of the way art is valued in Britain and how their work can be appreciated by society, nationally and internationally.</p>

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Design and Technology

We promote spiritual development by...	We promote moral development by...	We promote social development by...	We promote cultural development by...
<p>Children have the opportunity to exercise their imagination, inspiration, intuition and insight through creativity and risk taking in designing and producing a range of products for purpose.</p> <p>Promoting creative thinking and innovation which inspires children to bring out undiscovered talents.</p> <p>We challenge the children's creative instincts to discover, adapt and overcome problems.</p> <p>Pupils are taught to be resilient and have to manage a range of emotions throughout their projects.</p> <p>Questions are greatly encouraged.</p>	<p>Aiming to develop a sense of moral conscience when designing and making new products.</p> <p>We teach the children to understand the wider impacts on the environment when designing and making.</p> <p>We teach the children to be aware of the moral choices designers face when deciding on materials to use and how to promote sustainability to help conserve our Earth's resources.</p> <p>We teach children to value the environment and how we can become responsible consumers.</p>	<p>We establish and maintain a safe and secure learning environment.</p> <p>All children are given the opportunity to work with each other and are encouraged to accept the unique personalities of others - as this will come through when designing.</p> <p>Conservations are greatly encouraged, as is self and peer evaluation.</p> <p>The children are taught to give and accept constructive criticism and use it as a tool to improve their learning outcomes.</p> <p>Children are also taught to recognise and celebrate each other's strengths. Design technology can tackle issues such as stereotyping traditionally male-dominated activities.</p>	<p>Developing the children's knowledge of other cultures influences on designs and products.</p> <p>Children have the opportunity to look at cultural influence on the food we cook and the diverse range of ingredients we now have available to us.</p> <p>Children are encouraged to investigate products, materials and images from other cultures to support and influence their own designs.</p>

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Geography

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<p>Inspiring awe and wonder at the natural world and the human features within it e.g. Machu Picchu, Easter Island.</p> <p>Inspiring wonder of the natural environment and physical features such as rivers, mountains, hills, volcanoes or the effect of weather and climate.</p> <p>Considering the effect that the environment continues to have on settlement and peoples' daily lives.</p> <p>Consider the connection tribes and groups have to the physical geography around them and why they feel this way.</p>	<p>Providing opportunities for students to recognise that development takes place within a global context and that local decisions affect and are affected by decisions and processes in other countries (for example river pollution).</p> <p>Issues of justice, fairness and democracy are central and can be debated in terms of students' own experiences as well as using geographical issues as contexts.</p> <p>Debating over climate change and if it is worth it to further develop as humans.</p>	<p>The study of real people in different societies.</p> <p>In looking at their own locality and others in the world, students' sense of identity and community can be strengthened by comparing and contrasting.</p>	<p>The study of real people in real places in the present.</p> <p>Providing opportunities for multicultural education through recognising commonalities and differences.</p> <p>Encouraging students to reflect on their own personal reality of sense of space.</p> <p>Providing children with opportunities to communicate with international partner schools.</p>

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History

We promote spiritual development by...	We promote moral development by...	We promote social development by...	We promote cultural development by...
<p>Encouraging a sense of curiosity about how and why events in the past happened and raises questions as to what could have happened if events had had different results.</p> <p>Artefacts are used to give pupils a sense of the past and aid pupils in understanding the people who produced and used these objects.</p> <p>Pupils are encouraged to explore the role played by important individuals, for good or ill, in the shaping of the world we live in.</p> <p>Pupils also reflect upon different interpretations of the past and how these interpretations have been arrived at.</p>	<p>Pupils are asked to consider and comment on moral questions and dilemmas.</p> <p>Events and beliefs in the past will often be at odds with what we would consider unacceptable today (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, linking with the British value of justice.</p>	<p>Pupils will 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' which links with the value of thankfulness.</p> <p>They will examine how other cultures have had a major impact on the development of 'British' culture.</p> <p>Pupils will also be encouraged to build up their own social development through collaborative and team working activities.</p> <p>The study of social issues is a common theme in History lessons e.g. Roman hierarchy.</p> <p>Children will have the opportunity to discuss how social norms have developed throughout history</p>	<p>Pupils will study, and be encouraged to gain an understanding of and empathise with, people from different cultural backgrounds.</p> <p>They will examine how other cultures have had a major impact on the development of 'British' culture.</p> <p>Pupils develop a better understanding of our multicultural society through studying links between local, British, European and world history.</p> <p>The contribution of different cultures to human development and progress are studied, which links with the values of wisdom and endurance.</p>

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Computing

We promote spiritual development by...	We promote moral development by...	We promote social development by...	We promote cultural development by...
<p>Promoting self-esteem through the presentation of your work to others.</p> <p>Exploring how ideas in computing have inspired others.</p> <p>Exploring the value of computing skills on everyday life.</p>	<p>Encouraging good etiquette when using digital technology including mobile devices and with due regard to e-safety.</p> <p>Encouraging respect for other people's views and opinions.</p> <p>Encouraging respect for the equipment you use and how this affects others.</p> <p>Encouraging respect in the use of digital equipment and its impact on the environment - for example, ink and paper wastage.</p> <p>Exploring moral issues around the use of digital technology - For example, copyright and plagiarism.</p>	<p>Encouraging students to assist one another in problem solving.</p> <p>Encouraging appropriate social behaviours in the classroom including listening whilst others are talking and generally interacting as caring a community.</p> <p>Encouraging good practice and respect in the use of social networking.</p>	<p>Encouraging the sensible use of digital technology in the classroom and homework situations given that you are currently living in a digitally cultural environment.</p> <p>Encouraging an awareness and appreciation of the digital divide and to be aware of differing cultural and spiritual or religious views towards the use of digital technology.</p>

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MFL

We promote spiritual development by...	We promote moral development by...	We promote social development by...	We promote cultural development by...
<p>Pupils are taught to accept and embrace other languages and cultures through the teaching of MFL.</p> <p>Pupils are encouraged to be empathetic to cultures and beliefs of others and stereotypes challenged where necessary.</p>	<p>Stereotypes and intolerance are challenged through the teaching of language and culture.</p>	<p>Pupils are encouraged to work independently in lessons and proactively use the target language in classwork, whether through pair work, co-operative learning techniques or group work.</p> <p>Pupils are often differentiated in groups of varied abilities to encourage social interaction with others in the class with whom they may not usually interact.</p> <p>Pupils are encouraged to experiment with language and learn from mistakes without seeing them as a barrier to learning and embrace others that try but fail.</p>	<p>Pupils are encouraged to embrace 'difference' at all stages of their linguistic development and accept ideas which may be 'alien' to them, as culturally significant.</p> <p>Pupils are encouraged to discuss and challenge stereotypes within a national and international context.</p>

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Music

We promote spiritual development by...	We promote moral development by...	We promote social development by...	We promote cultural development by...
<p>Children are given the opportunity to explore their own emotions through music.</p> <p>Opportunities are given to reflect on different kinds of music.</p> <p>Exploring creativity in composing their own music.</p> <p>Children use imagination in group work, song-writing and composing.</p> <p>Exploring collective thinking in group music making.</p> <p>Seek to understand how music reflects the beliefs of others. Compose music which explores your beliefs.</p>	<p>Encouraging respect for others.</p> <p>Encouraging respect for a whole range of music.</p> <p>Encouraging respect for instruments.</p> <p>Exploring moral issues through a range of listening, performance or composition.</p>	<p>Encouraging class/group collaboration on musical projects.</p> <p>Creating a sense of community within the classroom and school.</p> <p>Celebrating success, both in and out of school.</p> <p>Interacting with the wider community through events or visits</p>	<p>Respecting diversity in music. Respecting the musical heritage of different cultures - learn to play the music of cultures.</p> <p>Gaining an understanding of British musical heritage (classical, folk and popular)</p>

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PE

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<p>Pupils develop a variety of skills e.g. performing a sequence in gymnastics, which allows the students to express their feelings and emotions as well as be amazed by what their bodies can achieve.</p> <p>Children are able to explore many activities and also take on many different roles within sport such as leader or coach.</p> <p>The students are able to feel the emotions and feelings that go with each role and activity.</p>	<p>Children are challenged to increase their personal fitness and know the role in society of being healthy and active and free from illness/disease.</p> <p>Pupils are taught the rules of activities and the reasons why they need to abide by them and understand what fair play is.</p> <p>They are taught about the importance of being healthy and activity and how this plays a role in society as a whole.</p> <p>Children reflect on their actions and how this affects others in a team.</p>	<p>Social education involves pupils having the opportunity to work as a team, as well as reflect on feelings of determination and enjoyment.</p> <p>Children are encouraged to join extra-curricular teams and clubs where they work as a team and support each other.</p> <p>Children are taught about sportsmanship. They learn to handle success and defeat with dignity.</p>	<p>Children learn games and dances from different traditions such as Tudor dancing.</p> <p>They appreciate the differences between male and female roles within sport.</p> <p>The children are often taught about the origins of a certain sport and also the countries around the world that excel at each sport.</p>

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PSHE

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<p>Developing an awareness of and responding to others' wants and needs.</p> <p>By exploring meaning and purpose for individuals in society.</p> <p>By developing resilience and inner strength.</p> <p>Learning about the environment as the basis of life and a source of wonder and inspiration that needs to be protected.</p> <p>Students are encouraged to use their imagination and creativity in their learning and to reflect on their experiences.</p> <p>Develop a sense of awe and wonder engendered by birth and human development across the life stages.</p>	<p>Engaging pupils in discussing a respectful learning environment, where the implications of not respecting it are agreed.</p> <p>Exploring what is right and wrong and to work out what we need in this particular community to ensure that everyone thrives.</p> <p>Making explicit links to the school's distinctive ethos.</p> <p>Opportunities to investigate and give reasoned views about moral and ethical issues e.g. substance misuse, anti-social behaviour, fair trade and sustainability.</p> <p>Discussing peer pressure, good choices and responsibility for our actions.</p>	<p>Helping pupils to engage in a democratic process for agreeing the rules for community life e.g. creating class expectations, JLT and ECO clubs.</p> <p>Creating opportunities for pupils to exercise leadership and responsibility through membership of the school.</p> <p>Educating children about differences between people and how they choose to live their lives (Educate and Celebrate).</p> <p>Giving pupils a voice through pupil questionnaires.</p> <p>Exploring the diverse national, regional, ethnic, religious, cultural groups and communities in the UK and wider world and the connections between them.</p> <p>Understanding the impact of social, emotional and cultural factors on health and wellbeing, and how society influences peoples' lives in many ways.</p>	<p>Exploring how different cultures can offer great insights into how we lead our lives.</p> <p>Considering the values, attitudes and roles that prevail in communities.</p> <p>Children learn to develop tolerance and respect for those with different beliefs and customs to themselves and appreciate how important it is for individual rights to be upheld.</p> <p>Opportunities to understand that individuals, organisations and governments have responsibilities to ensure that rights are balanced, supported and protected.</p>

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Religious Education

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<p>Encouraging pupils to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life, and their interest in and respect for different people's faiths, feelings and values.</p> <p>Creating a sense of enjoyment and fascination in learning about themselves, others and the world around them.</p> <p>Allowing time to reflect on their own experiences.</p>	<p>Allowing pupils to learn about shared and moral values from religious perspectives.</p> <p>Providing pupils with the opportunities to debate moral dilemmas about right and wrong, good and bad, peace etc.</p> <p>Encouraging pupils to make personal responses to right and wrong and to consider a range of responses to moral issues.</p> <p>Pupils look at the ways in which religious people care for others.</p>	<p>Giving pupils the opportunity to explore the differences and similarities in religions and cultures through which pupils make links between faith and personal action in everyday life.</p> <p>Providing pupils with opportunities to debate and discuss and work cooperatively with others.</p>	<p>Learning about a range of different religious traditions (Christian, Sikh, Hindu and others)</p> <p>Giving pupils the opportunity to learn what it means to belong, to become confident in themselves.</p> <p>Giving pupils the opportunity to compare and contrast the differences between others beliefs and their own, but upholding respect for all.</p>