

Spiritual Development	Moral Development	Social Development	Cultural Development
Aims			
<p>Ability to be reflective about their own beliefs – religious or otherwise – that inform their perspective of life and their interest and respect for different people’s faith, feelings and values.</p> <p>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 and willingness to reflect on their experiences.</p>	<p>Ability to recognize the difference between right and wrong and to readily apply this understanding to their own lives, recognize legal boundaries and in doing so, respect the civil and criminal law of England.</p> <p>Understanding the consequences of their behaviour and actions.</p> <p>Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.</p>	<p>Use of a range of social skills in different contexts, for example working and socializing with other pupils, including those from different ethnic, religious and socio-economic backgrounds.</p> <p>Willingness to participate in a variety of communities and social settings, including by volunteering, co-operating well with others and being able to resolve conflicts effectively.</p> <p>Acceptance and engagement with the fundamental British Values of democracy, rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</p>	<p>Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others.</p> <p>Understanding and appreciation of the range of different cultures within school and further afield as an essential element for life in modern Britain.</p> <p>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>Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.</p>
Whole school evidence			
<p>Collective worship (daily) including reflection time</p> <p>Classroom reflection areas</p> <p>Celebration assemblies</p> <p>Class prayers</p> <p>Visits to places of worship</p> <p>Christingle service</p> <p>Forest school</p> <p>Christian values</p> <p>Cultural capital within lessons</p> <p>Mental health lessons (weekly)</p> <p>Composer/Musician of the Month</p>	<p>Charity work including – Children in Need, Comic Relief, appeals for Ukraine, House of Bread – food parcels including Harvest festival.</p> <p>Behaviour policy</p> <p>School ethos and values</p> <p>Head boy and Head girl</p> <p>Pupil voice</p>	<p>Visits to church</p> <p>Visits to Gurdwara</p> <p>School council</p> <p>Worship Council</p> <p>Reading ambassadors.</p> <p>Clubs</p> <p>Forest school</p> <p>Residential trips (Y5/6) – Laches</p> <p>Wood/Standon Bowers</p> <p>Performance in productions</p> <p>Weekly British Values focus during collective worship</p> <p>Cultural capital within lessons.</p> <p>School and classroom displays of children’s work.</p> <p>Parent lunches – Christmas, Mother’s Day, Father’s Day, Coronation</p> <p>Whole school play time and lunch time</p>	<p>Diversity in texts throughout the school including the library.</p> <p>Black History month</p> <p>Author visits/webinars</p> <p>Visits to places of worship</p> <p>Visits to museums</p> <p>Performance in productions</p> <p>Cultural capital within lessons.</p> <p>Recorder club</p> <p>Music service</p> <p>Children presenting their interests in assembly</p> <p>Composer/Musician of the Month</p> <p>Lunchtime clubs</p> <p>Focus days including World Book day</p>

English			
<p>Enabling pupils to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television.</p> <p>Experiencing a sense of awe and wonder through watching others perform (live and recorded).</p> <p>Sharing of high quality texts on a range of subjects and focuses.</p>	<p>Developing pupils' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film.</p> <p>Children explore stimulus for thinking about the consequences of right and wrong behaviour.</p> <p>Pupils speculate and apply their learning to their own lives.</p> <p>Children consider difference perspectives e.g. debate about current issues, such as the refugee crisis</p>	<p>Developing confidence and expertise in language; Reading theatre and performances of poetry.</p> <p>Helping pupils to understand how language changes over time, the influences on spoken, and written language and social attitudes to the use of language.</p>	<p>By providing opportunities for pupils to engage with texts from different cultures e.g. creation stories from around the world, myths and legends, poems from other cultures etc.</p>
Maths			
<p>The awe and wonder of mathematics is shared with the children and helps to explain the world and mathematical patterns.</p> <p>Children are taught about learning from their mistakes.</p> <p>Through our maths curriculum, children are encouraged to develop their problem solving skills.</p>	<p>Helping children recognise how logical reasoning can be used to consider the consequences of particular decisions and choices.</p> <p>By engaging pupils in real life situations where an unequal shares of resources where someone might be upset if they received less than other people.</p>	<p>Social development through helping children work together productively on complex mathematical tasks and helping them see that the result is often better than any of them could achieve separately.</p> <p>Discussion, where appropriate, of how maths is used in the wider world and links to careers.</p> <p>Children have opportunities to work collaboratively in pairs, groups, as mini teachers to a partner and peer assessment.</p>	<p>Enabling pupils to acknowledge the important contribution made by mathematics by people from different cultures.</p>
Science			
<p>Encouraging pupils to reflect on the wonder of the natural world.</p> <p>Consideration and debate of the conflicts between religion and science (Evolution and Inheritance unit and RE units)</p>	<p>Consideration of the moral dilemmas that can result in scientific developments.</p> <p>Showing respect for differing opinions, on creation for example.</p>	<p>Awareness of the ways that science and technology can affect society and the environment e.g. medical advances.</p> <p>Cooperation in group work such as practical activities and using talk to share ideas.</p>	<p>Asking questions about the way scientific advances have impacted on our lives.</p> <p>Considering diversity (including gender) in science.</p>
Geography			
<p>Opportunities for reflection on the creation, earth's origins, future and diversity are given.</p> <p>Reacting to current situations such as natural disasters (flooding, tsunamis, earthquakes) – specific KS2 units</p>	<p>Reflection on the fair distribution of the earth's resources and issues surrounding climate change.</p> <p>Consideration and debate on the impact of humans on the environment.</p>	<p>Looking at the local area (all classes) and engaging in local walks and studies as well as the wider local of Stafford and across the country and world.</p> <p>Through considering social responsibility for the planet.</p>	<p>Studies of people and physical geography gives our children the chance to reflect on the social and cultural characteristics of society.</p> <p>Comparing different cultures such as North and South America, Australia.</p>

History			
<p>Speculating about how we mark important events from history and the people who shaped them e.g. Remembrance Day, The Easter Story.</p>	<p>Enabling pupils to reflect on issues such as slavery and the holocaust. Showing an awareness of the moral implications of the actions of historical figures.</p> <p>By exploring the results of right and wrong behaviour in the past e.g. war, invasion. Considering the bias in the reporting of historical events as well as in propaganda (from all participants).</p>	<p>Looking at the creation and evolution of British society.</p> <p>By initiating discussions about how groups and communities organised themselves in the past e.g. Romans, Ancient Greeks.</p> <p>By considering questions about social structure in the past.</p> <p>By encouraging pupils to talk to grandparents, for example, when learning about war through exploration of Remembrance.</p>	<p>The diversity of historical figures e.g. Black History in exploration (KS1). Considering how culture is shaped by history, exploring 'cultural heritage'.</p>
Art			
<p>Art lessons develop children's aesthetic appreciation and in turn, Art evokes feelings of 'awe' and 'wonder'.</p> <p>Giving pupils the chance to reflect on nature, their environment and surroundings.</p> <p>Studying artists with spiritual or religious theme.</p> <p>Exploring different artists' interpretations of a key figure or event and asking what the artist was trying to convey.</p> <p>Cross curricular links between art and RE e.g. looking at how the death of Jesus is represented in art through a range of artists.</p>	<p>Reflecting issues raised by artists which concerns ethical issues, such as War painting.</p> <p>Exploring how emotions and inner feelings are expressed through painting, sculpture and architecture.</p>	<p>By exploring art as a powerful social tool e.g. in advertising, in representing particular groups, bias and propaganda.</p> <p>Looking at how different periods/social classes are represented in art e.g. industrial focus of L.S Lowry's work.</p>	<p>Experiencing a wide range of creative media from around the world e.g. Aboriginal art.</p> <p>Developing aesthetic and critical awareness at an age-appropriate level.</p>
Design Technology			
<p>Developing children's appreciation for human design and inventions and subsequently evoking feelings of 'awe' and 'wonder'.</p>	<p>Awareness of the moral dilemmas created by technological advances.</p>	<p>Reflection on products and inventions, the diversity of material and ways in which design can improve the quality of our lives.</p> <p>Opportunities to work as a team, recognising others' strengths, sharing equipment.</p> <p>By exploring dilemmas that individuals may face and developing practical solutions to these problems.</p>	<p>How different cultures have contributed to technology.</p>

Religious Education			
<p>Experiencing wonder and joy through learning about celebrations, rituals and different expressions of religion and world views – Christianity, Hinduism, Judaism and Islam by comparing rituals/devotions.</p> <p>Opening children’s eyes to other faiths by learning about and visiting special places of worship (mosque, gurdwara) by the time they have left our school.</p> <p>Asking and responding to questions of meaning and purpose.</p> <p>Considering ‘big questions’ about God and the world.</p> <p>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>Reflecting on the interconnection of the ‘big story’ of the Bible and relating these to their own experiences.</p>	<p>By exploring morality including rules, teachings and commands such as school behaviour policy and British Values.</p> <p>By exploring religious perspectives and responses to evil and suffering in the world, for example giving the children opportunity to respond to current events.</p> <p>Collected food for Harvest – House of Bread – and items for Ukrainian appeal.</p>	<p>By exploring and living out the core Christian values of our school.</p> <p>Reflecting on different social responses to religion across the world.</p>	<p>Exploring similarities and difference between faiths and cultures.</p> <p>Visits to different places of worship.</p> <p>Considering different cultural expressions of Christianity.</p> <p>By engaging with text, artefacts and other sources from different cultures and religious backgrounds.</p> <p>British Values and faith displays bring children’s attention to values and different faiths.</p>
Modern Foreign Languages - French			
<p>Through learning about France as well as the French language, children will gain a rich insight into the beauty of the country and its culture and customs.</p>	<p>Children develop an understanding of the history of France.</p>	<p>Social Skills are developed through group activities and communications exercises.</p> <p>Listening skills are improved through oral/aural work.</p>	<p>Children gain insights into the way of life, cultural traditions, moral and social developments of other people.</p>
Physical Education			
<p>Individual activities that provide the opportunity for self-reflection, awareness and challenge.</p> <p>Through taking part in activities such as dance, games and gymnastic which help pupils to become more focused, connected and creative.</p> <p>Development of resilience and perseverance when taking part in competitions and dance performances.</p>	<p>Discussion fair play and the value of teamwork.</p> <p>Through developing qualities of self-discipline, commitment and perseverance.</p> <p>Development of sportsmanship e.g. shaking the hand of a competitor at the end of an event, regardless of the result.</p> <p>Through competing in competitions such as cross-country races, football matches, netball tournaments.</p>	<p>Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play.</p> <p>Development of a sense of belonging and self-esteem through teamwork to create a dance or participate in a race or team game.</p> <p>Through offering a variety of extra-curricular sporting activities that are cross key stage, enabling pupils to work together in a variety of different groupings and contexts.</p> <p>Residential trips building social skills and teamwork.</p>	<p>Exploring the sports and traditions of a variety of cultures.</p> <p>Through developing knowledge of national and international events and competitions such as the Olympics.</p>

Computing			
<p>Acknowledging advances in technology and appreciation for human achievement. Understanding of the impact (both positive and negative) of ICT.</p>	<p>Making clear the guidelines about the ethical use of the internet – Safer Internet events – and data.</p> <p>Consideration of the benefits and potential dangers of the internet e.g. the impact of cyber bullying and using 'Thinkuknow' website.</p> <p>Considering the vision of those involve in developing the web.</p>	<p>Preparing the children for the challenges of living and learning in a technologically enriched, increasingly inter-connected world.</p> <p>Highlighting ways to stay safe when using on line services and social media.</p> <p>Discussion of the impact of ICT on the ways people communicate.</p>	<p>Through reflecting on the achievements of different people in different cultures and from diverse backgrounds e.g. Hidden Figures.</p>
Music			
<p>By allowing pupils to show their delight and curiosity in creating their own sounds. Through considering how music makes one feel and can move us deeply including through 'Composer of the Month'. Children experience awe and wonder performing in front of audiences, learning how to work together as a team and develop their own self esteem in the process.</p>	<p>Through exploring how music can convey human emotions such as sadness, joy, anger etc.</p> <p>By appreciating the self-discipline required to learn a musical instruments e.g. offering children private music lessons.</p> <p>By teaching all the children to sing and experience being part of a whole school singing ensemble.</p>	<p>By exploring how an ensemble or orchestra works together by discussing and experimenting with what would happen if musicians in a band/group didn't co-operate.</p> <p>By appreciating how music is used in different ways in different settings e.g. For pleasure, for worship, to help people relax.</p> <p>By giving children opportunity to be involved in a musical production – EYFS and KS1 Nativity, Christmas concert, Harvest performance (whole school), LKS2 Easter production, UKS2 end of year production.</p>	<p>By giving all pupils the opportunity to learn a musical instrument and to take part in weekly whole school singing.</p> <p>By encouraging pupils to listen and respond to traditions from around the world.</p> <p>By appreciating musical expressions from different times and places.</p>
PSHE and RSHE			
<p>By developing an awareness of and responding to others' needs and wants.</p> <p>By exploring meaning and purpose for individuals and society.</p> <p>By developing resilience and inner strength through our whole school mental health teaching and learning.</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 what is right and wrong and to work out what we need to do in their particular community to make sure everyone thrives.</p> <p>By making explicit links to the school's distinctive ethos.</p> <p>School Council where every child has a voice.</p>	<p>By helping pupils to engage in a democratic process for agreeing expectations for community life e.g. creating class charters.</p> <p>By creating opportunities for pupils to exercise leadership and responsibility through roles within the school e.g. School Council and using democratic voting.</p> <p>Having the opportunity to rehearse social situations and scenarios under supervision through role play.</p>	<p>By experiencing an insight into how others in different cultures lead their lives. (1Decision videos)</p>

Impact			
<p>Children start to show empathy and ability to reflect on own and others' achievements.</p> <p>Children develop positive attitudes, values and principles.</p> <p>Children have a first-hand experience of other places of worship and of people of other faiths.</p> <p>Respect for themselves and others is developed.</p> <p>Awareness and understanding of own and others' beliefs.</p> <p>Leadership skills, taking responsibility for others (ethos throughout the school of older pupils caring for younger ones).</p> <p>Children experience opportunities for awe and wonder.</p>	<p>Children have more confidence in themselves and their local community.</p> <p>Children are able to give reasons for things being right and wrong.</p> <p>A positive atmosphere pervades the school.</p> <p>Children look after each other and take responsibility for each other; conflicts are resolved quickly and effectively.</p> <p>Children have very clear values which impact on their behaviour; they have a definite sense of what is right and what is wrong.</p> <p>Children enjoy celebrating others' achievements and have opportunities to feel proud of themselves and others.</p> <p>Children have a wider understanding of the needs of others.</p>	<p>Children are given opportunities to socialise with a wider range of people and other pupils.</p> <p>Members of the public make positive comments about our children when we go on a trip or receive visitors in school.</p> <p>Children build effective friendships and relationships.</p> <p>We have a very close knit school community and good relations with the wider village and rural community.</p> <p>Opportunities are given to widen pupils' horizons.</p> <p>Children feel they have a say in their school.</p> <p>Children exercise responsibility in running the school (School Council, Worship council, Reading ambassadors)</p>	<p>Children have opportunities to become aware of people from different cultural backgrounds which help to contribute to a positive atmosphere in school and prepare them for life in modern Britain.</p> <p>Children have an understanding of the world outside their own immediate location.</p> <p>Children feel they have opportunities to showcase their diverse talents and feel valued for this.</p>

British Values across the school			
Democracy	Rule of Law	Individual Liberty	Mutual Respect and Tolerance
<p>Children vote for school council members.</p> <p>Regular votes for rewards, books to be read in school/purchased.</p> <p>Learning units involve focuses on democracy.</p> <p>Examples of democracy are highlighted to children.</p> <p>Children vote on the choices of extra-curricular activities they would like the school to hold.</p>	<p>The importance of laws, whether they be those that govern the class, the school or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school worship.</p> <p>Children are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.</p> <p>Learning units involve focuses on rule of law e.g. history units highlight changes to English law over time.</p>	<p>Within school, children are actively encouraged to make choices, knowing that they are in a safe and supportive environment.</p> <p>We educate and provide boundaries for young pupils to make choices safely through the provision of a safe environment and empowering education.</p> <p>Children are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely e.g. through our E- Safety and PSHE lessons.</p> <p>A wide range of clubs to choose from – which through the use of Pupil Premium, we ensure each child is able to access.</p> <p>Parents' questionnaire to provide an idea of what activities they would like to see in regards to after school provision.</p>	<p>Respecting differences e.g. languages, children from other countries.</p> <p>Respecting each other through listening, sharing and being polite.</p> <p>Appreciating individual effort with praise, stickers and certificates sent home.</p> <p>Valuing our PSHE curriculum to complement British Values</p> <p>Recognition of individual and group achievements through assemblies.</p> <p>Remembrance Day assembly</p> <p>– sharing the meaning behind it and taking part in a minutes silence.</p>