



Petersfield Church of England Aided Primary School Spiritual, Moral, Social and Cultural Development (SMSC) Policy

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God teaches us we are all equal, valued and unique. We are a small rural school with deeply held Christian values which motivate and inspire us to provide a rich and diverse education. **"I have come that they may have life, and have it to the full." John 10:10.**

Love: 1 Corinthians 13:4-7 It is integral in all our decision-making. This equips our children for all aspects in life, as they grow and reach their full potential.

Trust: Isaiah 26:4 It encourages the whole school to work together for the mutual benefit of all, promoting an excellent working relationship

Peace: Thessalonians 5:13 It helps us to respect each other, recognising all opinions to provide a safe and inclusive learning environment that encourages discussion of all ideas, so promoting a deeper understanding of each other and the wider world.

Friendship: Luke 6:31 We constantly strive to build and foster the positive relationships so providing a safe and caring environment in which to learn.

Creativity: Romans 12:6 Each one of us has a unique talent, we all have inherent creativity, and we actively encourage this in all aspects of school life.

INTRODUCTION

In contrast to the policies for specific curriculum subjects, this policy relates to the whole life of the school. Of particular importance in promoting spiritual, moral, social and cultural development (SMSC) is the example set by adults in the school and the quality of relationships between all.

At Petersfield Church of England (Aided) Primary School the promotion of pupils' spiritual, moral, social and cultural development is considered to be a whole school priority. Spiritual, moral, social and cultural development is promoted not only through all the subjects of the curriculum but also through the ethos of the school and Collective Worship.

The school community will be a place where pupils can find acceptance for themselves as unique individuals, and where forgiveness and the opportunity to start again is fundamental to the ethos of the school. Pupils are taught to differentiate between right and wrong in as far as their actions affect other people and through the promotion and modelling of pro-social ideals. They are encouraged to value themselves and others. Pupils should understand the need for rules and the need to abide by rules for the good of everyone. The school's rules and STEPS therapeutic approach to teaching pupils how to behave well should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements. All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This is reflected in teacher's planning and purchasing decisions.

RATIONALE

The Education Reform Act (1988) requires the curriculum of a maintained school to 'promote the spiritual, moral, cultural, mental and physical development of pupils at the school.' Provision for SMSC development will be inspected by both OFSTED and SIAMS inspections, although the latter will concentrate more upon the spiritual and moral aspects. All maintained schools – including church schools – must provide a daily act of Collective Worship for all registered pupils. The SMSC aspects of education concentrate on the development of the pupil as an individual and as a personality, aiming to enrich and extend the human existence of each child in relation to the values, attitudes, beliefs and consequent behaviour acquired during school years.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT (SMSC) AT PETERSFIELD

Christian Distinctiveness

In our church school, our Christian distinctiveness will permeate the four definitions of spiritual, moral, social and cultural development and the objectives of all other policies. At Petersfield, we provide a Christian environment, enabling pupils to become aware of and reflect upon their own experiences and those of others and to discover meaning and value in such experiences which might reveal the love and presence of God.

Our aims are to:

- inspire and stimulate the children in order to foster a love of learning and inquiry, to argue rationally and apply themselves to tasks and physical skills
- assist the children to become efficient learners – a life skill essential for our fast changing society
- develop respect for religious and moral values and understanding of other races, religions and ways of life
- help pupils to understand the world in which they live and the interdependence of individuals, groups and nations
- help pupils appreciate human achievements and aspirations
- develop a sense of responsibility, consideration for others, self-respect and self-confidence
- promote good relationships between the home, the local community, the school and the church

Spiritual development relates to the quest for individual identity and the search for meaning and purpose in our existence. It is associated with a dimension of life, which is not necessarily experienced through the physical senses, but has much to do with feelings and emotions, and attitudes and beliefs. The term 'spiritual', need not be synonymous with 'religious.' In addition, as a church school, we place special emphasis on the specific teaching and beliefs of the Christian faith, both within the daily life of the school and through the curriculum.

• Aims for Spiritual Development:

- the ability to listen and be still, concentrating on the present moment
- the ability to reflect
- the ability to sense wonder and mystery in the world
- the ability to sense the special nature of human relationships
- the ability to find an inner confidence and peace
- to promote an awareness of and enjoyment in using one's imaginative potential

- to encourage quiet reflection during a lesson or collective worship
 - becoming aware of God in one's own life and in the life of others
 - becoming aware of and reflecting on experience
 - questioning and exploring the meaning of experience
 - acquiring a sense of empathy with others, concern and compassion
- **To promote pupils' Spiritual Development, at Petersfield we:**
 - allow pupils to investigate and reflect upon their own beliefs and values
 - use the 'windows, mirrors and doors' analogy to support pupils to reflect on themselves, the world around them and their actions
 - provide opportunities for prayer/reflection/silence, the exploration of inner space
 - encourage a balance of music, speech, silence and the creative arts when exploring spiritual development
 - explore the use of symbol, image, allegory and metaphor in the curriculum
 - encourage pupils, in personal conversations and during discussions in lessons, to express such feelings as wonder, transience and change, paradox and unease, injustice or inequality whilst listening carefully to others' questions and responses
 - treat pupils, parents, staff and governors with respect
 - invite close involvement with the church, and regularly participate in church services

Moral development is concerned with pupils' ability to make judgements about how they should behave and act and the reasons for such behaviour. It refers to their knowledge, understanding, values and attitudes in relation to what is right or wrong. The system of rules and codes of behaviour established in our school is an important early introduction to issues of fairness for all and to the consequences of operating outside the accepted rule system. Pupils are encouraged to understand the need for a common code and to follow it from conviction rather than because of consequences or sanctions. Moral development, based on Christian principles, should enable pupils to become increasingly responsible for their own actions and behaviour.

- **Aims for Moral Development:**
 - to understand the principles lying behind decisions and actions which allow them to tell right from wrong
 - a respect for other people, truth, justice and property
 - for pupil to show positive attitudes
 - to display pro-social behaviours and be able to take moral decisions for themselves
 - to assume moral responsibility through belief and conviction
 - to take responsibility for one's own actions
- **To promote pupils' Moral Development, at Petersfield we:**
 - use the 'windows, mirrors and doors' analogy to support pupils to reflect on themselves, the world around them and their actions
 - use the Cambridgeshire STEPS therapeutic behaviour strategies
 - encourage pupils to develop a personal view on ethical questions raised in curriculum lessons
 - develop responsibility in learning and set personal targets
 - provide religious education lessons that emphasise the Christian moral perspective
 - provide opportunities to explore models of morality in other faiths and world views

- set high expectations through formal discussion which will lead to raised awareness of high moral standards inside and outside the classroom
- coordinate charitable giving and teach children about the work of charities and local and global issues

Social development refers to the development of abilities and qualities that pupils need to acquire if they are to play a full and active part in society. It also relates to the growth of knowledge and understanding of society in all its aspects. The school, but in particular the classroom, provides a suitable environment for promoting social development within a Christian context. Pupils learn to lead, to use their initiative and to use individual skills and strengths when working together towards a common goal. The ability to be led, to support others and to recognise the different skills of other group members can be developed when children work co-operatively.

- **Aims for Social Development**

- that pupils relate positively to others in all aspects of school life
- to use appropriate behaviour, according to situations
- to develop an understanding that, as individuals, we depend on family, school and society
- to appreciate what constitutes a healthy lifestyle
- to recognise and share such emotions as love, joy, hope, anguish, fear and reverence
- to show sensitivity to the needs and feelings of others
- to interact positively with others through contact outside school, e.g. sporting activities, visits, church services, music, festivals etc.
- to develop an understanding of citizenship and to experience being part of a whole caring community
- to listen to the viewpoints and ideas of others

- **To promote pupils' Social Development, at Petersfield we:**

- give pupils opportunities to participate fully and take responsibility in the classroom and in the school
- explicitly teach the language of emotions and model discussing feelings for pupils
- provide opportunities for pupils to work in groups and teams in the classroom, on visits and through sport, drama, music and other wider opportunities
- model caring in action through pastoral care from all staff
- welcome visitors to our school and encourage pupils to formally thank visitors and volunteers

Cultural development refers to the development of knowledge and understanding of differing cultural beliefs, customs and traditions. It is an increasing appreciation of the systems of values and attitudes which form the basis of identity and cohesion within societies and groups. In order to make provision for cultural development existing knowledge, interests and experiences are strengthened and then built upon further. In this way pupils gain a deeper understanding of their own culture and the factors which influence it and gain a broader understanding of other cultures and cultural influences. All areas of the curriculum can be used to promote and develop cultural awareness, although the arts, music, dance, drama and art are those used the more frequently.

- **Aims for Cultural Development**

- to develop a sense of belonging to pupils' own culture and being proud of their cultural background
- offer a thoughtful response to cultural events
- discuss, learn about and reflect on different cultural experiences and traditions respectfully
- to develop a love of learning
- have an understanding of British and local cultural traditions, including Christianity
- to appreciate the values and customs of a range of taught faiths and world views which make up modern British society and the world beyond

- **To promote pupils' Cultural Development, at Petersfield we:**

- learn about another culture presented through a cross-curricular approach
- provide opportunities to discuss and explore differences, similarities, equality, peer pressure and discrimination
- promote an appreciation of our own cultural traditions and encourage an appreciation of other peoples' cultural traditions
- celebrate the richness of culture and tradition
- weave global education themes through our curriculum
- explicitly teach codes of behaviour when visiting cultural locations, such as the church and other places of worship, museums and theatres

Teaching and Learning for SMSC development at Petersfield

We ensure that the SMSC development of our pupils is promoted across the curriculum and in the wider life of the school by:

- Recognising the importance of our collective worship programme in supporting and encouraging SMSC development, including teaching the Equalities Act 2010 and aspects of global education
- Planning and provision for introducing and teaching aspects of SMSC through Collective Worship using a range of resources
- Providing a detailed long term plan covering all aspects of SMSC and detailing the curriculum intent for these and related areas, particularly Relationships, Health and Sex Education. This plan is under constant review so that we can take into account our rapidly changing world and learning opportunities which arise under this heading
- Providing an appropriate range of effective teaching and learning resources and strategies as above that enable pupils to reflect on and respond to the issues of SMSC importance and concern
- Encouraging teachers to plan for and respond to opportunities to develop SMSC development and to ensure curriculum leaders have evidence of provision for SMSC education in their subject maintain a positive climate in school in which all are valued and respected and expected to make a positive contribution
- Reviewing the effectiveness and impact of our policy and practice as part of our cycle of school improvement.

We promote class discussions of big questions at Petersfield as part of our commitment to SMSC and focus on promoting oracy. Class discussions give pupils opportunities to:

- Talk about personal experiences and feelings and listen to others'
- Express and clarify their own ideas and beliefs
- Speak about difficult events, e.g. bullying, death etc.
- Share thoughts and feelings with other people
- Explore relationships with friends/family/others
- Consider others' needs and behaviour
- Develop and show empathy
- Develop self-esteem and a respect for others
- Foster a sense of belonging
- Agree and disagree
- Take turns and share equipment
- Work co-operatively and collaboratively
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally, e.g. empathy, respect, open mindedness, sensitivity, critical awareness etc.

Links with the wider community:

- Visitors are frequently welcomed into school
- Links with the church are fostered through links with the local church and the Diocesan Board of Education
- The development of a strong home/school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support every pupil
- Pupils are taught to appreciate their local environment and to develop a sense of responsibility for it

LINKS WITH OTHER POLICIES Other policies will be closely linked to SMSC - Personal, Social and Health Education Policy, Behaviour Policy, Teaching and Learning Policy, RE Policy, Collective Worship Policy, Equality Policy and Statement.

Appendix: Petersfield Pledge and SMSC development through the curriculum

Petersfield Pledge

We pledge that by the time our pupils leave our school:

Each child to know how to be a good friend
Each child to feel valued
Each child to understand British Values
Each child to experience a theatre visit
Each child to be able to play a musical instrument to some level
Each child to be able to understand economic wellbeing
Each child to be able to cook a meal
Each child to experience learning a language from another country to some level
Each child to visit a museum
Each child to experience live music
Each child to grow a plant
Each child to feel confident to make mistakes
Each child to be able to communicate clearly
Each child to understand what charity means
Each child to be aware of our environment and the issues the world faces
Each child to have experienced appreciation of artwork
Each child to be able to recognise and name some local flora and fauna
Each child to have experienced a range of physical exercise
Each child to have enjoyed a range of texts
Each child to be equipped to know how to stay safe
Each child to understand how we can learn from the past
Each child to be prepared for secondary school

	Opportunities for Spiritual development	Opportunities for Moral development	Opportunities for Social development	Opportunities for Cultural development
English (including 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 which take them outside of the mundane 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 looking at persuasive writing and what influences it can have for good and evil hearing/reading stories with moral themes e.g. 'good over evil, weak over strong, wise over foolish' hearing and writing stories where there are two sides to an argument using writing frames for persuasive writing 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 e.g. friendships, families, gangs, school hearing/reading stories which illustrate the influence of pressure groups e.g. 'Dear Greenpeace' 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 exploring gender issues in literature stories to create an awareness of a variety of life experiences e.g. deafness circle time skills – speaking & listening 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 and writing 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 awareness of issues such as stereotyping and equal opportunities in literature language and meanings in different cultures
	Opportunities for Spiritual development	Opportunities for Moral development	Opportunities for Social development	Opportunities for Cultural development
Maths	<ul style="list-style-type: none"> having fun with numbers and data appreciating the beauty and perfection of mathematics recognising 'eureka' moments wondering at the beauty of order and patterns; symmetry in the natural world e.g. flowers, crystals noticing naturally occurring mathematical forms e.g. 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"> developing a respect for truth understanding that statistics, in many shapes and forms, can be misused to prove a particular viewpoint 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"> acquiring skills to help them take financial responsibility collecting data in groups planning small budgets learning how to solve problems which can improve peoples' living conditions looking at practical applications of mathematics e.g. conducting and analysing surveys Maths games for social interaction, taking turns and sharing recognising maths skills as a tool for society 	<ul style="list-style-type: none"> learning that numbers are a symbol system and different cultures have different systems (e.g. Arabic, Roman) discovering mathematical patterns in art from a wide variety of cultural contexts e.g. Islamic patterns, mosaic, Greek and Rangoli patterns investigating mathematical problems using a variety of cultural contexts counting in a different language

	Opportunities for Spiritual development	Opportunities for Moral development	Opportunities for Social development	Opportunities for Cultural development
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 ethical issues – medical, nuclear, environmental and the pursuit of truth in science v value of human 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 action e.g. decomposition investigating the laws of nature the scientific skills of making predictions, observing and drawing conclusion are helpful in considering moral issues consider topics where science and religions both have something to say e.g. about the origins of the world, issues in medical ethics 	<ul style="list-style-type: none"> relating their understanding of science to their personal health e.g. 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 exploring the part played by science in civilisation 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 developing scientific ideas through various aesthetic media e.g. machines in dance becoming aware that scientific discovery is worldwide and not a 'western' phenomena creation stories from different cultures alongside scientific stories scientific development in relation to others – water supplies, new varieties of flowers and food crops
	Opportunities for Spiritual development	Opportunities for Moral development	Opportunities for Social development	Opportunities for Cultural development
RE	<ul style="list-style-type: none"> becoming familiar with what 'spiritual' means in the religions they study eg use of silence and meditation 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 asking ultimate questions – responding to the challenging experiences of life, death, suffering, goodness, evil and be challenged by the different answers offered by Christianity expressing their thoughts creatively 	<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 e.g. good and evil, repentance reflecting on the teaching in moral codes: what is right and wrong? learning that there may be more than one side to moral argument 	<ul style="list-style-type: none"> learning about different religious communities and how they work together hearing religious stories which show a variety of relationships understanding how religious moral codes bind a community together exploring events e.g. ceremonies and festivals, which bring communities together discussing religious attitudes to social and environmental issues 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 e.g. 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 looking at different attitudes to animals and environment in different cultures

	<ul style="list-style-type: none"> being aware of things other than the material and physical encourage an understanding and respect for those who hold views different from their own 			
	Opportunities for Spiritual development	Opportunities for Moral development	Opportunities for Social development	Opportunities for Cultural development
Personal, Social & Health Education	<ul style="list-style-type: none"> learning about the process of growth from young to old considering special people and their influence on our lives considering how it feels to belong and how we belong to different groups developing a positive outlook for the future developing resilience and inner strength developing an awareness of and an ability to respond to others' wants and needs thinking about change and loss and the impact of these on our lives 	<ul style="list-style-type: none"> respecting and understanding the importance of British Values and what it means to be a British citizen learning about what constitutes a healthy lifestyle exploring feelings thinking about people who help us investigating fairness and right and wrong, kind and unkind developing a strong awareness of bullying issues, their impact and how to tackle them constructing, agreeing and following rules learning about harm and care to the environment nurturing a sense of self-worth, self-identity and personal responsibility so that children can begin to learn how to make sound moral, social, spiritual and cultural choices becoming aware of social injustice and how to make a difference becoming empowered to make choices and take action to contribute to the common good 	<ul style="list-style-type: none"> Exploring likes and dislikes and comparing these between different people learning about personal hygiene. - Learning rules for keeping physically and emotionally safe sharing opinions and listening to the views of others playing and working cooperatively developing resolution strategies discussing money and the concepts of spending and saving recognising the rights of others and preparing to take responsibility in society learning how to resolve conflict 	<ul style="list-style-type: none"> hearing stories from different cultures and countries learning about viewpoints of people with different beliefs developing an awareness of the shared value of communities and where there might be conflicting values respecting and valuing diversity
	Opportunities for Spiritual development	Opportunities for Moral development	Opportunities for Social development	Opportunities for Cultural development
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, cost-effectiveness persevering and taking care, to produce something unique – a sense of achievement and worth 	<ul style="list-style-type: none"> considering how a product affects society and the environment e.g. weapons (now and through history), factories, convenience foods, packaging and recycling looking at how products are manufactured and advertised (e.g. exploitation in the market) evaluating who benefits from new products e.g. disposable nappies, round tea bags 	<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 working on projects that consider the social aspects of design e.g. wheel chair access looking at social changes in technology e.g. mobility 	<ul style="list-style-type: none"> considering the aesthetic principles of design appreciating design and technology from a wide variety of cultural contexts developing awareness that design can communicate and reflect cultural identity looking at how design in Britain is influenced by different cultures

	<ul style="list-style-type: none"> 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"> considering issues of health and safety 	<ul style="list-style-type: none"> considering the impact of design and technology on society ensuring variety in content and tasks to provide access and scope for success for girls and boys 	<ul style="list-style-type: none"> being aware of differing cultural attitudes to certain products e.g. food, clothes designs for different climates instruments from different countries e.g. cooking utensils
	Opportunities for Spiritual development	Opportunities for Moral development	Opportunities for Social development	Opportunities for Cultural development
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 (e.g. in dance) gaining a sense of achievement developing positive attitudes towards themselves learning to know and challenge their own physical limits 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 considering the issues around enhancing performance (including the use of drugs) reflecting on values surrounding 'competition' (including 'winning at all costs') examining issues in sport such as: racism, sporting heroes as role models, sportswear 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 e.g. as team leader/coach and through the Sports Leaders programme looking at how people show they belong to a group e.g. sportswear, team strip etc. considering the social aspects of sport (e.g. 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 exploring the contribution of sport/dance to the arts being aware of different cultural attitudes towards aspects of physical activity considering sub-cultures in sport – teams adopting names of international sides
	Opportunities for Spiritual development	Opportunities for Moral development	Opportunities for Social development	Opportunities for Cultural development
History	<ul style="list-style-type: none"> reflect on goals and values e.g. whether the pursuit of fame, wealth or possessions brings fulfilment and happiness be aware of the influence of the church on life, culture and the landscape 	<ul style="list-style-type: none"> evaluating the qualities, skills and attitudes of famous people from the past considering moral issues from past societies e.g. child labour in Victorian times, criminal justice through history looking at what we mean by truth in history – studying primary sources 	<ul style="list-style-type: none"> developing empathy through learning to see things from other perspectives learning how past societies were organised and functioned reflect on the spiritual, religious and moral issues which are implicit or explicit in topics e.g. influence of religious beliefs on everyday 	<ul style="list-style-type: none"> learning how other civilisations (e.g. Greeks, Romans) have contributed to their own culture looking at how cultures change exploring the cultural values that underpinned past societies appreciating the arts; from the past and links to the present

	<ul style="list-style-type: none"> • 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 • becoming 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"> • developing awareness of local, national and world issues • encounter with ideas and encouragement to think through a moral stance on issues e.g. war and peace 	<ul style="list-style-type: none"> • learning about social issues in past societies e.g. enslavement, justice, empire 	<ul style="list-style-type: none"> • stories of religious leaders and their influences on cultures • appreciating that different ages in history have diverse views of beauty and worth
	Opportunities for Spiritual development	Opportunities for Moral development	Opportunities for Social development	Opportunities for Cultural development
Geography	<ul style="list-style-type: none"> • raise questions about the ambiguous nature of some achievements e.g. Great Wall of China, Pyramids • 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 e.g. litter • consider the moral and practical issues of pollution, conservation and sustainability of our environment • engaging in discussion and action on improving their environment • discussing moral issues on the theme of settlement e.g. inequality, dilemmas of development 	<ul style="list-style-type: none"> • studying their own locality and its relationship to the wider world • evaluating what services are provided for residents • discussing issues surrounding citizenship and social justice • looking at environmental pressure groups 	<ul style="list-style-type: none"> • learning how people differ in their response to their environment • 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 • visit the Pestalozzi International Development Education Centre in East Sussex
	Opportunities for Spiritual development	Opportunities for Moral development	Opportunities for Social development	Opportunities for Cultural development
Computing	<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 	<ul style="list-style-type: none"> • considering the consequence of misuse • evaluate the uses of computer for both good and evil e.g. violent games, pornography, chat rooms, attitudes to the environment 	<ul style="list-style-type: none"> • learning to express themselves clearly and communicate effectively • working co-operatively e.g. class newspaper • considering the impact, good and bad, of ICT on society 	<ul style="list-style-type: none"> • finding out about the world from information resources • communicating with pupils and visitors from other parts of Britain and the wider world e.g. video conferencing, email

	<ul style="list-style-type: none"> 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"> looking at issues around freedom and privacy e.g. Data Protection Act 	<ul style="list-style-type: none"> examining gender bias in ICT materials and attitudes reflect on the way using a computer can either isolate people from one another or bring people together e.g. Internet using assistive technology e.g. Google Translate, Clicker, voice record or read aloud functions using date handling skills to promote understanding of social issues poster design for safety 	<ul style="list-style-type: none"> discussing how information arises out of a cultural context e.g. how the presentation of a website reflects the culture of its creators communicating with artists, writers, musicians, actors, visitors from other faiths and world views etc.
	Opportunities for Spiritual development	Opportunities for Moral development	Opportunities for Social development	Opportunities for Cultural development
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 appreciate the religious impulse present in some great works of art and the way that religious traditions have expressed themselves in painting, sculpture and architecture 	<ul style="list-style-type: none"> reflecting on social and moral issues portrayed in works of art considering how art is manipulated by the media e.g. advertising debating whether or not anything is permissible for Art's sake examining the value of Art – is it 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 evaluating the uses that society makes of art looking at how works of art portray the societies they came from group collage e.g. murals 	<ul style="list-style-type: none"> learning about art from a variety of cultural contexts and the role it plays recognising that different societies have diverse views of beauty and worth experimenting with a variety of influences to express their own cultural identity Visiting exhibitions and art galleries to view art from different cultures art as an expression of culture e.g. nativity pictures on Christmas card
	Opportunities for Spiritual development	Opportunities for Moral development	Opportunities for Social development	Opportunities for Cultural development
Music	<ul style="list-style-type: none"> promote discipline, inner strength and resilience through practice to achieve an ideal sound or technique appreciate that a religious impulse has often been present in the creation of great works of music exploring their feelings by listening to a wide variety of music appreciating the use of sound and silence 	<ul style="list-style-type: none"> investigating the values placed on the different kinds of music considering the issue of noise-pollution how music is used looking at songs which have been written dealing with a variety of social and moral issues (blues, folk) evaluating how music can influence (sub cultural, advertising) 	<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 e.g. School Production investigating what musical groups exist in their locality e.g. Jazz band, brass bands, church choir exploring how various societies use music e.g. for national occasions 	<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 e.g. opera, bhangra, heavy metal... exploring what music is on offer in their own locality considering different notions of 'tuneful' in different cultures

	<ul style="list-style-type: none"> experiencing joy, satisfaction, creativity, use of imagination in creating and performing music appreciating the power of music to take them beyond the commonplace appreciate the way that a person's spirit can be expressed in writing and performing music 	<ul style="list-style-type: none"> looking at the notion of elitism in music learning about and from the lives of musicians 	<ul style="list-style-type: none"> 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 e.g. class/school concert 	<ul style="list-style-type: none"> listening to and using instruments from other cultures
	Opportunities for Spiritual development	Opportunities for Moral development	Opportunities for Social development	Opportunities for Cultural development
Spanish	<ul style="list-style-type: none"> considering faiths in different cultures and the role it plays in Spanish society e.g. how Spanish people celebrate Christian festivals Developing a sense of awe at the beauty of language 	<ul style="list-style-type: none"> using the Spanish language to discuss personal responses to what is right and wrong learning about similarities and differences between the UK and Spain 	<ul style="list-style-type: none"> learning the skill of communicating in a different language exploring different social conventions e.g. formal and informal greetings in Spanish 	<ul style="list-style-type: none"> looking at similarities and differences between our culture and the Spanish culture allowing children to develop an appreciation of music, art and literature by listening to Spanish music, reading Spanish books, singing Spanish songs and watching Spanish films
	Opportunities for Spiritual development	Opportunities for Moral development	Opportunities for Social development	Opportunities for Cultural development
EYFS	<ul style="list-style-type: none"> developing self-confidence, self-awareness and independence e.g. when making choices in busy learning and when sharing ideas in whole class time talking about and beginning to appreciate feelings e.g. when talking through disagreements listening to others marvelling at the world around us and the weather e.g. understanding freezing and melting through exploring icy puddles; experiencing changing colours of autumn leaves showing imagination and using expression when moving to music showing imagination when role playing cultural events being curious developing self-regulation being exposed to varied experiences that involve all the senses 	<ul style="list-style-type: none"> understanding the importance of sharing and taking turns e.g. during busy learning; abiding by the rules developing an ability to resolve issues e.g. when talking through problems showing that children can understand others e.g. demonstrating good listening during adult led sessions showing empathy towards other people's points of view e.g. when talking through issues understanding right and wrong appreciating how to behave in different circumstances understanding boundaries in the classroom and with other individuals looking after animals and plants e.g. feeding birds in the winter; when planting bulbs and seeds etc. having an awareness of and participating in recycling discussing the impact of our actions on the environment 	<ul style="list-style-type: none"> participating in turn taking games e.g. in PE. learning to share resources e.g. during busy learning and when talking through issues; during tidy up time caring for resources using manners when listening to and responding to others e.g. during circle time working as part of a team e.g. in PE or in busy learning time listening to and responding to others e.g. during circle time learning to talk about own significant events and celebrations and responding to others appropriately working in pairs to create models etc. e.g. when working with learning partners participating in the Christmas Nativity and other performances negotiating conflict with words 	<ul style="list-style-type: none"> sharing information about own special events – celebrations, birthdays, festivals etc. taking part in role plays about cultural events e.g. in the home corner learning about and participating in special events such as pancake day, Bonfire Night, Christmas, Easter etc. learning about other cultures through the thematic curriculum learning about important people from history and within the community e.g. people who help us understanding that people celebrate, dress and live in different ways music from different parts of the world stories from different parts of the world

	Spiritual	Moral	Social	Cultural
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	<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
Equality	<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
Out of School Clubs	<ul style="list-style-type: none"> good relationships sense of wellbeing 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