



## **POLICY FOR SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT**

### **GDPR**

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Policy to be reviewed every 3 years  
Reviewed by A Clark 25/04/2022  
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## POLICY FOR SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

### Introduction

This policy is formulated within the context and spirit of the school's Mission Statement. In contrast to the policies for specific curriculum subjects, this policy relates to the ethos and whole life of the school. It supports and reinforces the aims of St Bartholomew's School, valuing all children equally and as individuals.

Of particular importance in promoting spiritual, moral, social and cultural development (SMSC), is the example set by adults in the school, the quality of relationships and the standard of daily Collective Worship.

### Christian Distinctiveness

St Bartholomew's is a Church of England Controlled School with Christian values - and attitudes towards school life and learning - underpinning and weaving through the curriculum.

### Rationale

- 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;
- The connection between good results in the curriculum and high standards in SMSC development is widely acknowledged and evidenced in a significant number of OFSTED reports.

## LEARNING PROFILE

### **Spiritual Development is demonstrated by children's:**

- beliefs, religious or otherwise, which inform their perspective on life & their interest in & respect for different people's feelings & values.
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.
- use of imagination and creativity in their learning.
- willingness to reflect on their experiences.

### **Moral Development is shown by pupil's:**

- ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives.
- understanding of the consequences of their actions.
- interest in investigating, and offering reasoned views about, moral and ethical issues.

### **Social Development is demonstrated by their:**

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socioeconomic backgrounds.
- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively.
- interest in, and understanding of, the way communities and societies function at a variety of levels.

### **Pupils' cultural development is shown by their:**

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage'
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.
- interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

## WITHIN THE CURRICULUM

### **1. Spiritual Development**

Planned opportunities for spiritual development in all subjects can be seen across the school. Children are given opportunities to reflect upon the meaning of spiritual experiences.

#### **Learning - by:**

*...fostering a sense of:*

- curiosity and mystery
- Awe and wonder
- Connection and belonging
- Heightened self-awareness
- Prayer and worship
- what is felt to be ultimately important
- security, well-being, worth and purposefulness.

The school will develop a climate or ethos within which all pupils can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals. These can occur during any part of the school day, e.g. when listening to music, discussing the care needed for animals, exercising empathy or creativity, how we live, contemplating the future, etc.

### **2. Moral Development**

At St Bartholomew's Primary School, we believe that a morally aware pupil will develop a wide range of skills - these can include the following:

- distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures;
- develop an ability to think through the consequences of their own and others' actions;
- have an ability to make responsible and reasoned judgements;
- ensure a commitment to personal values;
- have respect for others' needs, interests and feelings, as well as their own;
- develop a desire to explore their own and others' views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience.

#### **Learning - by:**

- providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school;
- promoting racial, religious and other forms of equality;
- giving pupils opportunities across the curriculum to explore and develop moral concepts and values - for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong;
- developing an open and safe learning environment in which pupils can express their views and practice moral decision making;
- rewarding expressions of moral insights and good behaviour;
- recognising and respecting the codes and morals of the different cultures represented in the school and wider community;
- encouraging pupils to take responsibility for their actions - for example, respect for property, care of the environment and developing codes of behaviour; providing models of moral virtue through literature, humanities, sciences, arts and assemblies.

Through collective worship, circle time, Social Skills groups and SEAL/PSHE/Circle Time sessions, we will help the children to identify their feelings and consider thoughtfully, so that they are expressed in behaviour that is socially acceptable.

We are interested in the development of the whole child and will endeavour to raise their self-esteem through acknowledgement of both academic and social achievements through feedback/ praise, stickers, 'Well done' awards and other means.

### **3. Pupils who are becoming socially aware are likely to:**

- adjust to a range of social contexts by appropriate and sensitive behaviour
- relate well to other people's social skills and personal qualities
- work successfully, as a member of a group or team
- share views and opinions with others
- resolve conflicts maturely and appropriately
- reflect on their own contribution to society
- show respect for people, living things, property and the environment
- exercise responsibility
- understand how societies function and are organised in structures such as the family, the school
- understand the notion of interdependence in an increasingly complex society

#### **Developed by:**

- identifying key values and principles on which school and community life is based
- fostering a sense of community, with common, inclusive values
- promoting racial, religious and other forms of equality
- encouraging pupils to work co-operatively
- encouraging pupils to recognise and respect social differences and similarities
- providing positive experiences to reinforce our values as a school community – for example, through assemblies, team building activities, residential experiences, school productions
- helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and an awareness of others' needs
- providing opportunities for engaging in the democratic process and participating in community life
- providing opportunities for pupils to exercise leadership and responsibility
- providing positive and effective links with the world of work and the wider community

### **4. Cultural Development**

Children should be made aware of the diversity of other cultures both within modern Britain and throughout the world. This can be done through music, PE, art and many other curriculum areas - as shown in our planning...

- an ability to reflect on important questions of meaning and identity;
- an interest in exploring the relationship between human beings and the environment.

#### **Learning - by:**

- extending pupils' knowledge and use of cultural imagery and language;
- encouraging them to think about special events in life and how they are celebrated;
- recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance;
- reinforcing the school's cultural links through displays, posters, exhibitions, etc - as well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits;
- auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum in collaboration with the subject leaders of PSHE, RE, MFL, ECO & School Council.

**Sustainability - 'our planet' responsibility:**

We aim to be a 'sustainable school' and provide an education about sustainable development that allows children to develop the associated knowledge, values and skills. We encourage the children to participate in decisions about the way we do things, both locally and globally, in order to improve the quality of life now without damaging the planet for the future.

We aim that all pupils are taught:

- to care for oneself;
- to care for each other (across cultures, distance and time);
- care for the environment both near and far.

Opportunities for teaching and learning about sustainable development, are clearly identified and mapped out across all areas of the curriculum - they are intrinsic in the values of our campus and community.

## CLEAR PROVISION

### **Spiritual Development** (see Appx 1)

Staff provide a role model for the children by sharing in the joy of discovery and in the mystery of creation. As individuals they may share something of their own spirituality with both colleagues and children.

#### a) Within the Curriculum

Children will be able to explore:

- an imaginative approach to the world;
- an approach to the holy or the sacred;
- a spirit of enquiry and open-mindedness;
- an awareness of order and pattern in the world.

#### b) Across the Curriculum

The school will:

- encourage pupils to express their creativity and imagination;
- foster a sense of respect for the integrity of each person;
- create an atmosphere which enables pupils and staff to speak freely about their beliefs;
- treat pupils, staff and governors with respect, regardless of personal feelings;
- encourage a balance of music, speech, silence and the creative arts when exploring spiritual development.

#### c) Within RE, Collective Worship and PSHCE

The school will:

- allow pupils to investigate and reflect upon their own beliefs and values;
- provide opportunities for pupils to share what is meaningful and significant to them, including the 'difficulties in life';
- provide opportunities for prayer / reflection / silence, the exploration of inner space;
- explore the use of symbol, image, allegory and metaphor in the curriculum;
- explore what commitment means;
- always invite a response and never coerce.

#### d) Beyond the Formal Curriculum

The school will:

- encourage pupils during discussions in lessons and in personal conversations, to express such feelings as transcendence, wonder, transience and change, paradox and unease, injustice or inequality, listening carefully to others' questions and responses;
- invite close involvement with the church;

### **Moral Development** (see Appx 2)

#### a) Within the Curriculum

Children will be encouraged to:

- develop a personal view on ethical questions raised in individual curriculum areas;
- work independently and so foster a sense of integrity and trustworthiness;
- work honestly without cheating.

#### b) Across the Curriculum

Children will be encouraged to:

- develop responsibility for their own learning;
- help in the setting of their own personal targets
- think about moral dilemmas which face individuals and groups within society;
- recognise the importance of taking personal responsibility for their own actions and consequences;

c) Within RE, Collective Worship and PSHCE

These subjects help in the development of:

- personal values in relation to themselves and others;
- an awareness of feelings which motivate action;
- an understanding of human qualities;
- an understanding of commitment and responsibility;
- a sense of justice.

In addition RE lessons will emphasise the Christian moral perspective whilst also offering models of morality in other faiths.

d) Beyond the Formal Curriculum

School values should include:

- telling the truth;
- keeping promises;
- respecting the rights and properties of others;
- acting considerately towards others;
- helping those less fortunate and weaker than ourselves;
- taking personal responsibility for one's actions;
- self discipline.

School values should reject:

- bullying;
- cheating;
- deceitfulness;
- cruelty;
- irresponsibility;
- dishonesty.

To this list should be added any form of racial, religious or gender discrimination.

**Social Development** (see Appx 3)

a) Within the Curriculum

Social development should develop a range of personal and social skills including:

- skills for everyday living;
- listening to and seeing other points of view;
- making sensible choices;
- coping confidently with unfamiliar people or situations;
- learning from mistakes;
- taking the initiative and acting responsibly as an individual.

b) Across the Curriculum

Children should be given opportunities to:

- work co-operatively and develop skills appropriate to working successfully with a group;
- recognise and accept differences in human beings;
- identify bias, prejudice, stereotyping and discrimination;
- interact positively with others through contacts outside school.
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c) Within RE, Collective Worship and PSHCE

These subjects will give opportunities to:

- develop confidence and responsibility;
- prepare children to play an active role as citizens
- develop a healthy lifestyle;

- develop good relationships and respect the differences between people.

d) Beyond the Formal Curriculum

Social development should:

- enable all children to experience success and have that success recognised and celebrated;
- encourage pupil participation in taking responsibility (taking an active part in Collective Worship or organising charity fund-raising activities);
- encourage participation in the broader social and political life of citizens beyond the immediate school community.

**Cultural Development** (see Appx 4)

a) Within the Curriculum

The curriculum should provide a positive respect for our own cultural background and for the values, customs and cultural heritage of those who belong to other faiths and cultures.

b) Across the Curriculum

All children should understand that culture can be expressed through music, art, dance, drama, literature, history, geography and religion.

c) Within RE, Collective Worship and PSHCE

These subjects should develop knowledge of:

- the Christian faith;
- the way in which other cultures celebrate their festivals and follow their chosen faith;
- the value and richness of cultural diversity in Britain.

d) Beyond the Formal Curriculum

All school life should lead to a deepening understanding of children's own roots and a broadening of their cultural horizons and aspirations.



## ASSESSMENT

It is difficult, if not impossible, to administer tests or to make formal assessments about the four aspects of SMSC development. The following outlines some ways we may gather and build a picture of pupil's demonstration of their understanding and attributes.

### Spiritual Development

The assessment of individual pupil's spiritual development is not required. **It is the school's effectiveness in presenting opportunities for spiritual development which is accountable.** Part of the process will be to foster the attitudes, skills and sensitivities of spiritual development allowing for "the spontaneous moment" in a child's experience or in the daily life of the school and capitalising on such occasions. Teachers should feel able to spend time on such 'spiritual moments' for the benefit of all in the group or class.

### Moral Development

Assessment concerns the quality of relationships and behaviour within the school giving some indications of moral standards. Also important is the leadership given by the school, the values it sets and exhibits and how the curriculum and teaching seek to develop knowledge and skills which will support moral behaviour and understanding.

### Social Development

**By the end of Key Stage 1**, children should be able to:

- make decisions to express and share their views;
- recognise, name and deal with their feelings in a positive way;
- learn from their experience;
- follow the class / school rules and contribute to class / school life;
- appreciate that money comes from different sources and can be used for different purposes;
- understand the differences between playing, teasing and bullying;
- listen to other people / play and work co-operatively;
- recognise how their behaviour affects others;
- ask for help appropriately;
- meet and talk with a variety of people;
- make sensible choices;
- develop relationships through work and play;
- be positive about themselves and their achievements.

**By the end of Key Stage 2**, children should be able to:

- express their opinions on issues affecting themselves and society;
- recognise their strengths and weaknesses and positively address self-improvement;
- appreciate the ways their emotions and relationships change as they develop;
- appreciate what constitutes a healthy lifestyle;
- begin to make their own risk assessment of social situations and make sensible decisions about their behaviour;
- appreciate the consequences of racism, teasing, bullying and aggressive behaviour and know how to respond and find help;
- appreciate that similarities and differences between people arise from a range of factors including cultural, ethnic, racial and religious diversity, gender and disability;
- appreciate the need for rules in different situations;
- understand democracy and our democratic process;
- understand how the media present information.

## Cultural Development

Pupils should be able to:

- show that they have, in some way, broadened their knowledge and experience of their cultural heritage;
- understand and appreciate cultures other than their own;
- enjoy and appreciate creative achievements in their own and others' cultures;
- participate in cultural activities;
- talk about their own interests and achievements;
- share in the interests of others.

## SMSC WITH BRITISH VALUES

This policy sets out the four key areas within which the DfE has defined British values, and the ways in which St Bartholomew's pupils learn and develop understanding of these areas, both through the curriculum, extracurricular and other opportunities.

As of September 2014, the DfE requires all schools to promote the historical and current values that underpin the national identity known as being British. Within this, all schools are required to ensure that the curriculum actively promotes these fundamental British values. St Bartholomew's is a community within which we celebrate students and cultures from all over the world. Alongside this, the school is keen to support all students in learning about and deepening their understanding of British values, culture and systems.

### What is 'Britishness'?

Fundamental British values are defined by the DfE as:

- (a) Democracy: Respect for democracy and support for participation in the democratic process
- (b) The rule of law: Respect for the basis on which the law is made and applies in England
- (c) Individual liberty: Support and respect for the liberties of all within the law
- (d) Mutual respect and tolerance: Support for equality of opportunity for all and respect and tolerance of different faiths and religious and other beliefs

### Government Advice

The Education (Independent School Standards) (England) (Amendment) Regulations 2014 for the new social, moral, spiritual and cultural (SMSC) standard came into force on 29 September 2014.

The regulations state that to meet the standard for the SMSC development of pupils, the proprietor of schools must:

- (a) Actively promote the fundamental British values: democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- (b) Prevent the promotion of partisan political views in the teaching of any subject in the school
- (c) Take such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils they are offered a balanced presentation of opposing views.

The balanced presentation of opposing views applies while pupils are in attendance at school, while they are taking part in extra-curricular activities provided by, or on behalf of, the school, and in the promotion of those extra-curricular activities, whether they are taking place at the school or elsewhere. Schools must also ensure they actively promote principles that:

- (a) enable pupils to develop their self-knowledge, self-esteem and self-confidence
- (b) enable pupils to distinguish right from wrong and to respect the civil and criminal law of England
- (c) encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated, and to society more widely
- (d) enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England
- (e) further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own cultures
- (f) encourage respect for other people, paying particular regard to the protected characteristics set out in the equality act 2010
- (g) encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England

#### **British values: expectations for pupils**

The DfE's non-statutory advice for improving the SMSC development in schools, has information on expectations for pupils which include:

- (a) An understanding as to how citizens can influence decision-making through the democratic process;
- (b) An understanding that participation in elections by those opposed to democracy should be allowed by law, but the success of such candidates is undesirable for the well-being of society if it would lead to the end of democracy;
- (c) An understanding that bodies such as the police and the army can be held to account by the people, through the democratic organs of government;
- (d) An understanding that the freedom to hold other faiths and beliefs is protected in law, and an acceptance that other people having different faiths or beliefs to oneself (or having none) should not be the cause of prejudicial or discriminatory behaviour.

#### **How do we actively promote British Values at St Bartholomew's Church of England Primary?**

##### ***Democracy***

- (a) Provide pupils with a broad general knowledge of and promote respect for public institutions and services through lessons, acts of collective worship, speaker events and curriculum programmes
- (b) Use the Student Council and other elected committees to teach pupils how they can influence decision making through democratic process
- (c) Include information about the advantages and disadvantages of democracy and how it works in Britain and abroad through the PSHE, History, Geography, RE and Literacy

- (d) Encourage students to be aware of injustice, perceived or real and think about ways in which this can be challenged through school processes or in the wider world, Charity Fundraising initiatives and awareness raising campaigns.
- (e) Use acts of collective worship to explore themes relating to democracy in this country and around the world.

### ***Rule of Law***

- (f) Ensure school rules and expectations are transparent, clear and fair, available for all to consult and that they are used consistently across the different areas and age groups within the school.
- (g) Help pupils to distinguish right from wrong through discussion and modelling positive behaviour
- (h) Police visits are used to build links between and understanding of the local constabulary and their work to support the local community.
- (i) Help pupils to understand that the law and living under the rule of law is intended to protect individuals. Use opportunities in lessons to review understanding of the rule of law and its effects upon individuals and groups.
- (j) Help pupils to understand that the law is to be respected through upholding and adhering to it as a community and to our own school rules.
- (k) Use curricular opportunities to explore the differences between civil, criminal and religious law as they pertain to British and other societies.

### ***Individual Liberty***

- (l) Support all pupils to develop positive self-esteem, self-confidence and self-awareness and self-knowledge.
- (m) Encourage pupils to assume responsibility for their own behaviour and acknowledge the effects it may have on others.
- (n) Challenge stereotypes and promote individuality at every opportunity, modelled by staff and older students to set positive examples through the school.
- (o) Work tirelessly to establish and maintain a climate in which all students feel safe and bullying is not tolerated.
- (p) Deliver a diverse speaker programme in collective worship and beyond to expose pupils to people from a wide range of backgrounds and belief systems.

### ***Respect and Tolerance***

- (q) Promote respect for individual differences.
- (r) Use Curricular and extracurricular opportunities to expose pupils to British and other cultures, their ways of life and faiths, encourage and support pupils in growing their understanding and appreciation of these.
- (s) Use Church and faith services as a vehicle to embrace and accept different ways of worship and different perspectives on faith.
- (t) Use curricular opportunities: RE/ SMSC /History/ geography/ literacy, to encourage critical thinking and deeper understanding of difference and beliefs.
- (u) Discuss differences between people: ethnicity, gender, faith, disability, sexuality and family situations such as young carers or looked after children ensuring that pupils can understand these different elements within British society.

### Examples of opportunities and activities to promote British Values at St Bartholomew's include:

- (a) British Values are promoted in themed days
- (b) Speakers have included local MPs, all of whom provide alternative views on British Values and encourage pupils to take an open and interested approach to the world around them.
- (c) In lessons all students are encouraged to debate and discuss ideas, sharing and defending their beliefs in a way that is collaborative and supportive.
- (d) Teachers model positive behaviour and democratic values in their interactions with colleagues and students.
- (e) Acts of collective worship and Church visits are frequently used as to present examples of key moments, people or ideas from British history.
- (f) Lessons are used to learn more about and question the notions of liberty, justice, democracy, law, governance, faith and belief systems. We take care to ensure that all children feel safe, secure and able to celebrate their own and each other's' backgrounds, beliefs and cultural practices.

### LINKS WITH OTHER POLICIES

Personal, Social, Health and Citizenship Policy  
Equal Opportunities Policy  
Teaching and Learning Policy  
Collective Worship Policy  
Behaviour Policy  
Multicultural / Anti-Racist Policy  
RE Policy  
Individual Curriculum Policies  
Inclusion Policy

### RESPONSIBILITIES

**The Governing Body** is responsible for:

- ensuring that the Church Foundation of the school is honoured and that the SMSC Development Policy promotes an ethos based on Christian principles and practice;
- ensuring that the SMSC with Fundamental British Values is put into practice and monitored by the appropriate governor;
- engaging an appropriate inspector to carry out the Section 48 Inspection of a Church School.

**The School Development Plan** should include a section on SMSC (Personal) Development which gives an indication of planned developments in all four aspects and arrangements for review. The following may be mentioned, where appropriate:

- themes and approaches
- development of resources
- staff training and support
- whole school INSET

**Monitoring and evaluating** spiritual, moral, social and cultural development is an ongoing process. There should, however, be some arrangement whereby formal discussion and evaluation can take place, at least on a termly basis, ensuring that all staff participate.

## ROLE OF CO-ORDINATOR

The named co-ordinator has responsibility for overseeing the planning, the provision and the monitoring and evaluation of SMSC development. The co-ordinator will keep in touch with national developments and will act in an advisory capacity, supporting colleagues. Staff meetings may be used for discussion and the update of information. He or she will understand the impact that good spiritual, moral, social and cultural development can have on the school as a whole.

## RESOURCES

Please refer to curriculum leaders and individual policies.

## EQUAL OPPORTUNITIES

This provides a code of practice to ensure that all individuals within the school are valued and have the opportunity to develop to their full potential within a context of mutual respect, justice and fairness.

## MULTICULTURALISM

This provides a code of practice to enable all pupils to celebrate the diversity of our school community, the local community and the wider world.

## ANTI-RACISM

In our school we wish to develop attitudes and ways of behaviour that are appropriate to living in a society that seeks to eradicate racism. We are opposed to racism and any discrimination to which it gives rise.

## INCLUSION

Our school aims to be an inclusive school. Equality of opportunity must be a reality for our children. We follow all necessary regulations to ensure that we take the experiences and needs of all our children into account when planning for learning.

## REVIEW

The Governing Body will review this policy, formally, four years from the date of its adoption. Informal Review may be necessary in the interim and should take place as and when required.

<b>SPIRITUAL DEVELOPMENT ACROSS THE CURRICULUM</b>	
<b>ENGLISH</b>	<p>Literature, including story and poetry which explores human experience and response to life and death.</p> <p>Use of stillness and imagination in drama and other activities to develop inner awareness.</p> <p>Expressing feeling and emotions through verbal and written communication knowing that words can influence feelings.</p>
<b>MATHS</b>	<p>Enjoyment and fascination of numbers, including the idea of infinity. Reflecting on pattern and order as well as sense of mystery and space. Exploring the relationships of numbers, shapes, objects and the possibility of inter-connectedness. Sense of achievement and self-worth at appropriate levels of understanding.</p>
<b>SCIENCE</b>	<p>Scientific links with a spiritual interpretation about universe and life.</p> <p>Using the school grounds for reflection on relationships between people and their environment. Reflecting on the mystery of the natural world and physical worth, life cycles and growth. Awareness of physical self as wonderful.</p>
<b>TECHNOLOGY</b>	<p>Sense of worth in human potential and achievement.</p> <p>Designing cards for religious festivals.</p> <p>Making artefacts / special objects.</p>
<b>ICT</b>	<p>Through the Internet connectedness with people all over the world.</p> <p>Using programs to create poems and pictures.</p> <p>Becoming independent and developing self-reliance.</p>
<b>HISTORY</b>	<p>Ideas of change and development and re-creation.</p> <p>Understanding of the importance of tradition to a community.</p> <p>Sense of time and awareness of personal place within it.</p>
<b>GEOGRAPHY</b>	<p>How things came about and a sense of wonder at the earth's variety and order.</p> <p>Developing self-awareness and relationships with other cultures and environments.</p> <p>Appreciation of natural features, e.g. lakes, woods.</p>
<b>ART</b>	<p>Idea of beauty in Art. Appreciation of colour and shape and texture. Religious and spiritual ideas expressed in, for example, stained glass windows. Using art as a means of expressing personal feelings, imagination and creative thought.</p>
<b>MUSIC</b>	<p>Appreciation of music and respecting the ideas and judgements of others.</p> <p>Learning about and from the lives of musicians.</p>
<b>RELIGIOUS EDUCATION</b>	<p>Stories with a moral message from world religions.</p> <p>Ideas of right and wrong behaviour in world religions.</p> <p>Individual and corporate responsibility within religious communities.</p> <p>Developing skills of listening, respecting and evaluative judging.</p>
<b>PHYSICAL EDUCATION</b>	<p>Taking part in team games and obeying rules.</p> <p>Awareness of others' needs, particularly physical.</p> <p>Encouragement to cheer, celebrate achievement and shake hands at the end of a game.</p> <p>Developing a sense of fair play, not hurting anyone.</p>

## MORAL DEVELOPMENT ACROSS THE CURRICULUM

<b>ENGLISH</b>	<p>Discussion of right and wrong – moral issues visualised in children’s literature.  Skills of listening and forming evaluative judgements in discussion.  Circle time discussion of behaviour and relationships.  Dramatising situations which raise moral questions.</p>
<b>MATHS</b>	<p>Encouraging a sense of personal responsibility for their own learning in class and through homework.  Encouraging honesty, not cheating.  Awareness of manipulation of data (statistics).</p>
<b>SCIENCE</b>	<p>Thinking about experiments and investigations and their outcomes for humans.  Caring for living things, e.g. classroom guinea pig, plant etc.  Discussing issues raised by scientific discovery and progress, e.g cloning, genetic engineering, travel in space.</p>
<b>TECHNOLOGY</b>	<p>Learning co-operation with others through activities.  Technology as helpful and constructive as well as potentially destructive.</p>
<b>ICT</b>	<p>Independent working to develop a sense of integrity and trustworthiness.  Discussion of moral issues, e.g. correct information, pornography.</p>
<b>HISTORY</b>	<p>Developing awareness of local, national, world issues.  Encounter with ideas and encouragement to think through a moral stance on issues, e.g. war and peace.  Stories to illustrate changes in attitudes.</p>
<b>GEOGRAPHY</b>	<p>Developing moral responsibility to care for environment, e.g. farming and hedgerows.  Awareness of misuse of earth’s resources and human responses, e.g. recycling and deforestation.  Awareness of human exploitation, e.g. child labour in developing countries.  Poverty amidst affluence.</p>
<b>ART</b>	<p>Interpreting pictures which put a moral point of view.</p>
<b>MUSIC</b>	<p>Appreciation of music and respecting the ideas and judgements of others.  Learning about and from the lives of musicians.</p>
<b>RELIGIOUS EDUCATION</b>	<p>Stories with a moral message from world religions.  Ideas of right and wrong behaviour in world religions.  Individual and corporate responsibility within religious communities.  Developing skills of listening, respecting and evaluative judging.</p>



<b>SOCIAL DEVELOPMENT ACROSS THE CURRICULUM</b>	
<b>ENGLISH</b>	<p>Circle time skills in speaking and listening.            Social interaction through play.            Writing and communicating with an audience.            Group drama work, reading and discussion of social issues in literature.            Stories to create awareness of a variety of life experiences, e.g. deafness.</p>
<b>MATHS</b>	<p>Maths games for social interaction, taking turns and sharing.            Working in pairs and groups to gather information and solve problems.            Recognising Maths skills as a tool for society.</p>
<b>SCIENCE</b>	<p>Investigation in groups sharing expertise and skills.            Science as a co-operative activity requiring communication and interaction.            Science related to issues, e.g. smoking.</p>
<b>TECHNOLOGY</b>	<p>Designing with others.            Using Technology to benefit others, e.g. the handicapped.</p>
<b>ICT</b>	<p>Working co-operatively.            Using data handling skills to promote understanding of social issues.            Poster design for safety.</p>
<b>HISTORY</b>	<p>Exploring structures of society, including institutions, e.g. hospice, hospital, workhouse.            Looking at children past and present.            Understanding the influence of the past on the development of society today.</p>
<b>GEOGRAPHY</b>	<p>Local studies to raise awareness of different homes, communities and family groupings.</p>
<b>ART</b>	<p>Art as a means of learning about people and society.            Group collage, e.g. creating murals</p>
<b>MUSIC</b>	<p>Taking part in a Performing Arts activity, e.g. school assembly / pantomime.            Collaborative work and sharing resources, e.g. instruments, taking turns.            Group singing and composition.</p>
<b>RELIGIOUS EDUCATION</b>	<p>Knowing about and understanding the importance of family and traditions within religious faiths.            Study of ideas of community and other religious forms of social caring and responsibility.</p>
<b>PHYSICAL EDUCATION</b>	<p>Participation in traditional and creative dance and pair and group work in gymnastics.            Enjoyment of team games, showing co-operation, respect for others and their needs.            Participation and observation as social skills.</p>

## CULTURAL DEVELOPMENT ACROSS THE CURRICULUM

<b>ENGLISH</b>	<p>Stories and literature from other cultures.</p> <p>Awareness of issues such as stereotyping and equal opportunities in literature.</p> <p>Language and meanings in different cultures.</p>
<b>MATHS</b>	<p>Creating Islamic patterns, rangoli patterns and using Roman Numerals.</p> <p>Careful choices of resources and examples to include references to other cultures.</p> <p>Shopping in a multicultural area. Counting in a different language.</p>
<b>SCIENCE</b>	<p>Differences and similarities between groups of humans.</p> <p>Animals from different countries.</p> <p>Creation stories from different cultures alongside current scientific stories.</p> <p>Role of science in different cultures and religions.</p> <p>Scientific development in relation to others – water supplies, new varieties of flowers and food crops.</p>
<b>TECHNOLOGY</b>	<p>The effectiveness of very simple technology in some cultures.</p> <p>Instruments from different countries, e.g. cooking utensils.</p> <p>Design for different climates e.g. sunhats.</p>
<b>ICT</b>	<p>Assessing information about cultures by using CD-ROMs etc.</p> <p>Direct contact with children in other cultures through world wide web and email.</p> <p>Making an Islamic pattern.</p>
<b>HISTORY</b>	<p>The story of development of a variety of cultures.</p> <p>Stories of religious leaders and their influence on cultures.</p> <p>History of contribution of other cultures to science and maths.</p>
<b>GEOGRAPHY</b>	<p>Study of people – especially children living in different countries and comparisons with own cultural context.</p> <p>Developing an awareness and appreciation of different styles of everyday life.</p> <p>The influence of environment on societies.</p>
<b>ART</b>	<p>Pictures from different cultures e.g. African Art.</p> <p>Visiting exhibitions and art galleries to view art from different cultures.</p> <p>Art as an expression of culture e.g. Nativity pictures on Christmas cards.</p>
<b>MUSIC</b>	<p>Music from different cultures e.g. Calypso songs from the Caribbean.</p> <p>Listening to and using instruments from other cultures.</p>
<b>RELIGIOUS EDUCATION</b>	<p>The study of different religions as part of a cultural tradition.</p> <p>Meeting people of a variety of faiths and cultures and visiting place of worship.</p> <p>Exploring how religious ideas are expressed in different cultures e.g. food, dress, patterns, festivals and celebrations.</p>
<b>PHYSICAL EDUCATION</b>	<p>Dance as an expression of culture e.g. Indian Folk, African dance</p> <p>Teams adopting names of international sides.</p>