



SMSC (Spiritual, Moral, Social, Cultural) Development Policy

Date	Reviewed by	Next due for review
September 2022	Rewritten policy A Walch	September 2024
November 2024	Updated A Walch	November 2026

BEDS-created
Non-statutory
2-year review cycle

Believe to achieve! “Roots will grow down into God’s love and keep us strong.” Eph 3:17

Values: Friendship, Respect, Trust, Courage, Perseverance, Thankfulness

Brinkworth Earl Danby’s is committed to providing a secure, happy and stimulating learning environment in which EVERYONE is valued, spiritual growth is nurtured and potential maximised. We believe as a community that each child can reach their vocational potential. We believe each child is of unique worth made in the image of God. We believe in each child being the best that they can be and finding their place in the world. We believe in: a child’s potential; being part of a community; being the best you can be.

In partnership with parents/carers, we aim to:

- create a happy, caring atmosphere in which each child feels secure and valued within an environment which is stimulating and attractive
- meet each child’s needs physically, creatively, intellectually, emotionally and socially
- educate children about a diverse society and world in order to promote understanding and positive attitudes
- help the child acquire a set of moral and spiritual values that reflect our designation as a Church of England Voluntary Controlled Primary School
- inspire each child to be an enthusiastic learner and develop capabilities and attributes that ‘build learning power’
- enable pupils to become confident and responsible citizens

Our ethos underpins our unique culture and behavior in our Church of England School. Our children are at the centre of every decision made. We always ask ‘of what benefit will this be to our children? Will this help support them to be the best they can be?’ We go the extra mile. Whether it is staff, parents, children, governors or community members, we choose to make that extra effort for a better outcome for individuals and for our school community.

This policy is written with our vision, values, ethos and aims at its heart.

SMSC (Spiritual, Moral, Social and Cultural) Policy

Introduction

SMSC is like an umbrella over the curriculum, permeating into everything we do and encompassing personal development across the whole curriculum. We ensure that the children in our care have opportunities to develop in a spiritual, moral, social and cultural way, for example: through curriculum activities, choice of texts to read, extra-curricular activities, trips and visits, worship times, the use of specific vocabulary in class discussions and joining in activities with children from other schools in our cluster.

Definitions (taken from Ofsted inspection handbook 2019):

The **spiritual** development of a child is shown by their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for, different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

The **moral** development of pupils is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in doing so, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues

The **social** development of pupils is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

The **cultural** development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities

- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

Implementation

At Brinkworth Earl Danby's School, we use these definitions to help us to support the children's SMSC development. Every teacher ensures that there are a range of SMSC opportunities throughout each term. Each year group has a list of example activities to promote SMSC development for children in that year group. In addition to this, each subject coordinator has considered how opportunities for SMSC development can be woven into their subject. By following this approach, it is kept in the forefront of our minds. In addition to this, our collective worship times support SMSC development.

Monitoring

Subject leads will include SMSC comments in feedback from learning walks, and those who scrutinise the medium-term planning will ensure that SMSC education is clearly visible throughout the term's planning. The Headteacher and Deputy Headteacher will consider the development of pupil's SMSC development during their daily classroom visits, and through pupil voice activities, as well as during lesson observations.

Impact

It is our intention that when children leave Brinkworth Earl Danby's Primary School, they will be ready for the next step in their education, with a strong sense of moral justice, an understanding of and respect for those with different faiths than their own, an idea of the huge variety of people who make up the citizens of our country, and a willingness to reflect on and learn from their experiences. In this way, they can value everyone, maximise their potential to be the best they can be, and find their place in the world.

Review

We aim to review this policy every two years, or sooner if the curriculum changes.

Spiritual development - self

Spiritual learners become increasingly aware of the concept of self – the inner person and the way that this shapes an individual’s perception of themselves as a unique human being. Spiritual learners reflect on the relationship that they have with their sense of being a unique person.

Reception	Year 2	Year 4	Year 6
<p>Encounter: Learning about life: providing openings for spiritual development through an exploration of identity and personal values.</p>			
<p>Topics- What am I good at? What have I achieved? All about me! Circle time. Discussions. Reflection Corner and Reflection Time. One page pupil profiles.</p>	<p>One page pupil profiles. Science- Animals and Humans. Growing. Community curriculum- Our Homes/ where we live? Our locality. Learn 4 life topics. PSHE- Our happy School. Living things, Animals including humans. RE- What does it mean to belong? PSHE- Healthy bodies/Healthy Minds</p>	<p>One page pupil profiles. Transition activities- learning about one another and what makes each of us special? Where do I come from. Reflection times. RE lessons – questioning about personal values SEAL – Good to be me Literacy unit – discussions and balanced arguments – responding to important issues to them and others Responding to questions raised in class books and guided reading Getting to know you activities at the start of the year.</p>	<p>One page pupil profiles. RE- Life as a journey. What happens after death. PSHE- Self-image, SRE, anti- bullying week RE – belonging to a religion SEAL Going for goals – identifying strengths and weaknesses. Resilience – recovering from mistakes.</p>

Science- healthy eating and looking after our minds and bodies

Reflection: Learning from life: understanding an inner meaning of self and identity – critical reasoning and big questions.

How would you like to be treated?
 How it would make you feel if you were treated badly.
 What kind of person do you want to be?

Who am I? What does it mean to be?
 How do I treat people with respect?
 How do I treat my world with respect?

Who am I? Is it important to know where I come from? Who influences me? What are my values? What is important in my life?
 Why do people ignore others when they need help? Is being a good friend easy? Why do we sometimes hurt the feelings of our friends? How sincerely can I care for those who may be in need but I have never met? Why should we care for them?

How does religion help us find the best way to live our lives? How can I be my own best friend? What does it mean to belong to a religion?
 Does having more make you happier?
 How do we make moral choices?
 How do we respect ourselves?
 Are my beliefs important?
 What is good about me?
 Where does my identity come from?

Transformation: Learning to live life: responding as a means of expressing an idea of self: developing a personal set of beliefs.

A growing awareness of knowing what I like and what I don't like both materially and in the way that I want to be treated.
 Can say what I like and what I am good at.

An evolving awareness of the concept of self as more than purely physical characteristics. A growing realisation that being content with who you are is important for personal happiness.
 Know how to apologise and to try again.
 Beginning to recognise mistakes and how to deal with them in a positive way.

The awareness that the growing development of a personal identity is an important aspect of being human. A growing realisation that an emphasis on self alone is not sufficient as a means of living out the self. An evolving sense of the concept of identity as more than purely physical characteristics or our likes and hobbies.
 Can set goals for my work and behaviour that will help me to progress.

The awareness of the value of reflection to explore deeper responses to thoughts that help shape the 'inner self'. An understanding that we express our personal values in the way that we approach our relationship with others and the world around us. The ability to express an interpretation of this verbally.
 Can explain my opinions.

Spiritual development - others

Spiritual learners become increasingly aware of the concept of others – a growing empathy, concern and compassion for how to treat others. Spiritual learners reflect on how their values and principles affect their relationships with others.

Reception	Year 2	Year 4	Year 6
<p>Encounter: Learning about life: providing openings for spiritual development: recognising the values and worth of others</p>			
<p>PSED- What makes me special? SEAL- Getting on and falling out. Conflict/Resolution. Smiley tokens. Understanding a sense of community. How does it feel to lose something special? Anti-Bullying Week.</p>	<p>What does it mean to belong? A sense of community. What makes us special? Circle times. Establishing the reflection chair and book. Class golden rules. Anti-Bullying Week. PSHE- My family and friends. Comic Relief/Charity focuses. Bible Stories. Talking buddy system. Working in teams/pairs in PE- dance, gym and games.</p>	<p>Aware for the needs of others and that people depend on each other – Cake Sale to raise money for Comic Relief.</p> <p>Studying individuals who have made a difference- Role Models/Heroes</p> <p>Peer marking – valuing the work of other children and supporting each other’s learning. WEEKLY PEER AWARD</p> <p>RE – studying Islam and Christianity – children explore each other’s religions and understand why they are important to them.</p> <p>SEAL 2: Developing positive behaviour towards others. Getting on and Falling Out. Resolving conflict with others.</p> <p>SEAL 7: Changes – how influence can be both positive and negative. The importance of decision making.</p> <p>Engaging with parables and the teachings of Jesus i.e. Good Samaritan/ Sermon on the mount</p> <p>Making class golden rules together and reinforcing respect for others.</p>	<p>WEEKLY PEER AWARD</p> <p>English- reading ‘Wonder’ Multicultural stories, characters in Shakespeares Tempest. Morals from ‘just so’ stories. Debates- current affairs. Re- significance of spiritual figures. PSHE- Learn 4 Life. Changes, getting on in groups, transition.</p> <p>Resolving conflict with others. Making class golden rules together and reinforcing respect for others.</p> <p>Year 6 residential- week , team building exercises</p> <p>Leavers Service</p>

Responding to religious stories and discussing the impact on our lives. Year 4 Residential- team building exercises and empathy focus

Reflection: Learning from life: understanding an awareness of the affect of others– a search for meaning, critical reasoning and big questions

Quiet places in our classroom and garden. Growing topic- all life is precious. Circle times: Learning that it is good to spend time with yourself as well as with friends. What if someone doesn't want to play with you? Thinking about others feelings. How would you feel if

Reflection/Circle times. Collective worship. Social stories. What happened? How did it make you feel? How did it make.....feel? Talking through behaviour choices gaining a greater understanding of our actions and developing an empathy for others. What should have happened? Promoting positive choices- school council

Rules for living- how to live in a way that affects others in the best way. Circle times.

An opportunity to express themselves through music, art and drama.

Why do people ignore others when they need help? Is being a good friend easy? Why do we sometimes hurt the feelings of our friends? How sincerely can I care for those who may be in need but I have never met? Why should we care for them?

PSHE sessions/Focus on bible stories and how they impact on the children's lives. School Council- pupil voice

What does it mean to have freedoms? How can our freedoms affect other people's lives? Why do people make sacrifices to help others?

Transformation: Learning to live life: responding as a means of expressing an idea of relationship with others: expressing innermost thoughts through words, art or actions.

Understanding that other people have their own views and opinions and may value different things to you.

A growing appreciation that the views and opinions of others should be listened to with respect whether those views are similar to your own or different.

Acknowledgement and respect for the rights of others to have their own deep thoughts that shape their inner self. A developing ability to enter into discussions with others about their values and opinions.

A growing empathy with the values of others and developing an understanding of the need to appreciate them to build meaningful relationships. A growing ability to express how understanding the value of others is an important part of building meaningful relationships.

Spiritual development – world and beauty

Spiritual learners become increasingly aware of the concept of a physical and creative world – a growing relationship with beauty through the ability to respond emotionally to experiences of the wonder of the natural world and the results of human creativity. Spiritual learners explore their understanding beauty and the affect this has on their perception of and relationship with the world.

Reception	Year 2	Year 4	Year 6
Encounter: Learning about life: providing openings for spiritual development: challenging experiences of beauty			
<p>Creative subjects- art, music, role play</p> <p>Looking at the natural world- welly walks, visits, life cycle. Appreciate of the wildlife area/pond area</p> <p>Growing our own plants and caring for them</p>	<p>Animals and plants- caring for them. Art- nature, animals. Trip to Bristol Zoo- caring for animals. Enjoying fruit and vegetables. The Great outdoors and Rainforest topics. Creating art from nature. Forest School day. Art- Henri Matisse- leaves. Science- Living things and their habitats. RE- Special places.</p>	<p>Term 5 and 6 – artist and music studies. Focus on the work of particular artists. Looking at the contribution others make to out culture and appreciating non-material things. Creative expression in the arts.</p> <p>Habitats topic</p> <p>Rivers topic (Geography) Water Cycle.</p> <p>Dance and music sessions.</p> <p>Wild weather Geography topic</p> <p>Cross curricular writing exploring different aspects of the world from countries to weather- Brazil rainforest, travelling to other countries. What would they be like?</p> <p>Focus on natural art- Andy Goldsworthy. Year 4 Text- 'Running Wild'- rainforest, talk about death, deforestation, animals cruelty, understanding the human world</p> <p>Science- Caring for their own plants</p> <p>Multicultural Book week</p>	<p>Multicultural Book week</p> <p>RE- study symbols of Easter. Science- micro-organisms, animal world. Art- design patterns based on plants. Watercolours and landscapes. Clay tiles with haiku inspired by a summer day.</p>
Reflection: Learning from life: reflecting on experiences of beauty – a search for meaning, critical reasoning and big questions			

<p>What is your favourite animal? Why?</p> <p>What animal would you like to be? Why?</p> <p>What is your favourite kind of weather and why?</p>	<p>Changing seasons and growing. Artic/Antarctica. Why is it important to care for nature? What about the world?</p> <p>If we don't put things in place such as recycling, what is going to happen to our world?</p> <p>How can we make sure we always encourage other people and do our best to care for our world?</p>	<p>Why is it important to care for nature? What does this weather make you feel? How can we express ideas about weather/rivers through art, music and dance? Do we have a duty to look after the natural world? Why should we? Whose responsibility is it?</p>	<p>Why do you like certain types of music? What response do you get when you look at a piece of art?</p> <p>What makes / spoils the natural world?</p> <p>How can we use art/beauty to express our feelings and beliefs? What do pieces of music/songs make you feel?</p>
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Transformation: Learning to live life: responding as a means of expressing an idea of the meaning of beauty: expressing innermost thoughts through words art or actions. Being moved emotionally by beauty.

<p>Have an instant response to something wonderful/ exciting and awesome happening. Evident in expression and simple phrases.</p> <p>Respond to sensory feelings and be able to show it.</p>	<p>Give a verbal response that explains a reaction to something wonderful/ exciting or awesome.</p> <p>Be seen to respond to a stimulus and begin to explain in simple terms verbally or through body language.</p>	<p>Be able to understand and give meaning to something wonderful/ exciting or awesome.</p> <p>Be able to verbalise their sensory responses and begin to explore their reactions to stimuli. A growing confidence to explore concepts orally.</p>	<p>Be able to explain/ give an emotional response to stimuli and begin to articulate this from a personal perspective.</p> <p>Be able to display shades of meaning when verbalising sensory responses and understand and interpret their reaction. A developing appreciation that some things don't have answers.</p>
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Spiritual development – beyond

Spiritual learners become increasingly aware of the concept of the beyond – a growing relationship with the transcendental and the ability to explore experiences beyond the everyday. Spiritual learners search for meaning in their very existence and their place in the greater scheme of things.

Reception	Year 2	Year 4	Year 6
Encounter: Learning about life: providing openings for spiritual development: a growing appreciation of the intangible – truth, love			
<p>Reflection times. Collective worship. Establishing golden rules. Appreciation of the world around us. Understanding of a sense of wider community and that everyone is special.</p>	<p>Collective Worship. Anti- Bullying week. Looking after Plants. Bible Stories. Class rules and their importance. English- Traditional Tales- morals. Focus on another religion- Jewish Faith. RE- Easter, significance of the Last Supper.</p> <p>Internet Safety Day.</p>	<p>Easter- resurrection. Christianity and Islam- what are their beliefs about God and death? Science- Life processes. Wild Weather topic- human geography dangers. History- Egyptians, question of is there an afterlife?</p> <p>Collective worship/Reflection Times</p> <p>Visit exhibition at Church and participated in Remembrance service</p>	<p>RE- visit to the graveyard and war graves. Easter- death and resurrection. Focus on centenary of WWI. Visit exhibition at Church and participated in Remembrance service. 2 Min silence/poppy selling. Year 6- English: Private peaceful</p>
Reflection: Learning from life: reflecting on the beyond – a search for meaning, critical reasoning and big questions			
<p>Why are we all different?</p> <p>Why should we treat all living things with respect?</p> <p>Why is the sky blue?</p>	<p>Why do we have rules? How can we live in a respectful way? How can we treat the world?</p>	<p>Why do we have rules? Do you believe in God? What happens to us when we die? Why are there religions? Are we alone in the universe?</p>	<p>What do people believe about life after death?</p> <p>Is there life after death?</p> <p>What happens to us when we die?</p> <p>What is worth dying for?</p> <p>Can people come back to life once they have died?</p>
Transformation: Learning to live life: responding as a means of expressing the need to understand the purpose of life.			

Have the confidence to ask questions that have no answers.

Have a sense of enjoyment in devising and discussing questions that have no answer.

Use imagination to interpret responses to big questions.

Understand what big questions are.

Be able to explain imaginative responses to questions of meaning.

Can generate big questions.

Begin to express through a personal vocabulary responses to questions of meaning.

Begin to be able to use critical reasoning in responding to a big question



SMSC development across the curriculum

Subject	We promote <i>spiritual</i> development by ...	We promote <i>moral</i> development by ...	We promote <i>social</i> development by ...	We promote <i>cultural</i> development by ...
English	<p>Responses to literature – questions such as ‘How would you feel if you were the person in the story?’ ‘Where have you met these ideas before?’ ‘I wonder what you think happens next?’</p> <p>Appreciating the beauty of language</p> <p>Recognition of how others’ beliefs and experiences have shaped the course of literature.</p>	<p>Exploring stimuli for thinking about the consequences of right and wrong behaviour; pupils speculating and applying their learning to their own lives. When they do this they are developing their speaking, listening and higher order thinking skills.</p> <p>Considering different perspectives.</p>	<p>Supporting conceptual and language development through an understanding of and debates about social issues, e.g. the use of social media.</p> <p>Providing opportunities for talk in a range of settings.</p>	<p>Pupils telling stories from their own cultures and backgrounds creating the idea that ‘everyone has a story to tell’.</p> <p>Using stories from other cultures as our core texts, and discussing similarities and differences, e.g. Asha and the Spirit Bird in Birch class.</p> <p>Providing opportunities for pupils to engage with texts from different cultures, e.g. creation stories from around the world, myths and legends, poems from other cultures.</p>
Maths	<p>Making connections between pupils’ mathematical skills and real life, e.g. pie charts comparing how different people spend their time.</p> <p>Considering pattern, order, symmetry and scale in both the man-made and natural world.</p>	<p>Engaging pupils playfully; for example, in unequal shares of resources, why might someone be upset if they received less than other people?</p> <p>Reflecting on data that has moral and ethical implications; for example at harvest time,</p>	<p>The sharing of resources within the classroom, the negotiating of responses and group problem solving.</p> <p>Analysing social data, e.g. on poverty and bullying, including cyber bullying in anti-bullying week.</p>	<p>Asking questions about the history of maths, for example what did the Greeks, Egyptians and others discover that we still use today?</p>

		pupils consider the percentage of people around the world suffering from hunger.		
Science	<p>Demonstrating openness to the fact that some answers cannot be provided by science.</p> <p>Creating opportunities for pupils to ask questions about how living things rely on and contribute to their environment.</p> <p>Activities such as plotting the scale of the solar system and open up questions about the size of the universe and how it might have been formed.</p>	<p>Offering pupils the chance to consider the wonder of the natural world and the inventions which have made the world a better place.</p> <p>Considering that not all developments have been good because they have cause harm to the environment and to people.</p> <p>Encouraging pupils to speculate about how science can be used for both good and ill.</p>	<p>Using opportunities during science lessons to explain how to keep ourselves and others safe, and how they might protect a younger or more vulnerable person.</p> <p>Exploring the social dimension of scientific advances, e.g. environmental concerns, medical advances, energy processes.</p>	<p>Asking questions about the ways in which scientific discoveries from around the world have affected our lives. For example, there is a rich heritage of scientific discoveries from Hindu, Egyptian and Muslim traditions.</p>
Computing	<p>Wondering at the power of the digital age e.g. the use of the internet.</p> <p>Understanding the advantages and limitations of ICT.</p> <p>Using the internet as a gateway to big life issues.</p>	<p>Exploring the moral issues surrounding the use of data.</p> <p>Considering the benefits and potential dangers of the internet, for example campaigns for charities and injustice as a force for good, cyber bullying as a danger.</p> <p>Considering the vision of those involved in developing the web.</p>	<p>Links through digital media services with other schools and communities.</p> <p>Highlighting ways to stay safe when using online services and social media.</p> <p>Being prepared to work with technology to forge new relationships.</p>	<p>Exploring human achievements and creativity in relation to worldwide communications.</p> <p>Developing a sense of awe and wonder at human ingenuity.</p>

			Discussing the impact of ICT on the ways people communicate, e.g. teams, face timing.	
RE	<p>Experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religion and world views.</p> <p>Asking and responding to questions of meaning and purpose.</p> <p>Considering 'big questions' about God and the world.</p> <p>Exploring spiritual practices such as worship and prayer, and considering the impact of these on believers and any relevance to their own life.</p>	<p>Exploring morality including rules, teachings and commands such as the school behaviour policy, the ten commandments, the sayings of Muhammad.</p> <p>Investigating the importance of service to others in different religions.</p> <p>Exploring religious perspectives and responses to evil and suffering in the world.</p> <p>Asking questions about the purpose and meaning of reconciliation and salvation.</p>	<p>Exploring the qualities which are valued by our school through our core values of friendship, trust, respect, courage, perseverance and compassion, as well as a civilised society – e.g. the British values.</p> <p>Asking questions about the social impact of religion at an age appropriate level.</p>	<p>Exploring similarities and differences between faiths and cultures.</p> <p>Engaging with text, artefacts and other sources from different cultures and religious backgrounds.</p>
PE	<p>Delighting in movement, particularly when pupils are able to show spontaneity.</p> <p>Taking part in activities such as dance, games and gymnastics which help pupils to become more focused, connected and creative.</p>	<p>Developing the Olympic values of: self-respect, perseverance, honesty, teamwork and passion.</p> <p>Developing positive sporting behaviour.</p>	<p>Developing a sense of belonging and teamwork.</p> <p>Developing a sense of community identity through taking part in inter-house and inter-school events.</p>	<p>Learning about the history of sport, and where sports originate from.</p> <p>Making links with national and global sporting events such as the World Cup and the Olympics.</p> <p>Exploring rituals surrounding sporting activities.</p>

	Being aware of one's own strengths and limitations.			
History	<p>Considering how things might be different if the course of events had been different, for example what difference might it have made if the Normans had not been successful in 1066?</p> <p>Looking at local history and investigating the reasons why there is a landmark, building or museum.</p> <p>Speculating about how we mark important events from history and the people who shaped them.</p>	<p>Exploring the results of moral decisions in the past.</p> <p>Considering some of the characteristics of people who have had an influence (positive or negative) on others. What have others done to stop injustice?</p> <p>Going beyond the facts and asking pupils to make hypotheses and pose questions such as 'what if...?' 'what would have turned a tragedy into a triumph?'</p>	<p>Giving the trigger for discussions about how groups and communities organised themselves in the past.</p> <p>Considering questions about social structure in the past, for example what might pupils say about the rights of children in earlier times? Is it important that society looks after young children? Are there people who still don't get a fair deal?</p> <p>Encouraging pupils to talk to their parents and grandparents, for example when learning about World War II.</p>	<p>Exploring local history, under-researched history and history around us.</p> <p>Investigating how culture is shaped by history, exploring the 'cultural heritage' and in particular the Christian influence on British culture.</p> <p>Celebration of significant national events, e.g. Remembrance Day.</p>
Geography	<p>Using our skills and resources to ask pupils to imagine what it might be like to live in different parts of the world.</p> <p>Making links with history when exploring the environment and speculating on why the landscape is as it is, e.g. in local area studies.</p>	<p>Considering how people treat the environment, posing questions such as 'How are we changing our surroundings – are some things for the better and others for the worse?' 'Who benefits and who suffers?' 'What should be our personal response to these?' 'Who should look after our environment?'</p>	<p>Providing positive and effective links with the community.</p> <p>Considering social responsibility e.g. care for the environment, impact of traffic on the local environment.</p>	<p>Making links with other countries through cultural theme days.</p> <p>Exploring cultures that have had, and still have an impact on the local area.</p>

	Comparing their lives with pupils living in other countries or other parts of the UK and Europe.			
Art	<p>Providing plenty of rich opportunities for pupils both to explore the spiritual dimension and natural phenomena</p> <p>Exploring different artists' interpretations of a key figure or event and asking what the artist was trying to convey, e.g. birth of Jesus in RE. By allowing pupils to show what they know through their own expression of big ideas about life, e.g. ethical issues.</p> <p>By promoting the process of reviewing and evaluating, for example visiting a museum and associated follow up work.</p>	<p>Exploring how emotions and inner feelings are expressed through painting, sculpture and architecture.</p> <p>Responses to and use of visual images to evoke a range of emotions.</p>	<p>Sharing of resources.</p> <p>Exploring social conflict and resolution.</p> <p>Exploring art as a powerful social tool, e.g. in advertising, in representing particular groups.</p>	<p>Experiencing a wide range of creative media from around the world.</p> <p>Developing aesthetic and critical awareness at an age appropriate level.</p> <p>Participating in a range of cultural opportunities.</p>
DT	<p>Enjoying and celebrating personal creativity.</p> <p>Reviewing and evaluating created things.</p>	<p>Raising questions about the effect of technological change on human life and the world around them.</p>	<p>Exploring dilemmas that individuals may face and developing practical solutions to these problems.</p>	<p>Considering cultural influences on design.</p> <p>Asking questions about functionality versus aesthetics.</p>
Music	<p>Allowing pupils to show their delight and curiosity in creating their own sounds.</p> <p>Making links between their learning in RE, geography etc</p>	<p>Exploring how music can convey human emotions such as sadness, joy, anger.</p> <p>Appreciating the self-discipline required to learn a musical</p>	<p>Exploring how an ensemble or orchestra works together.</p> <p>Discussing and experimenting with what would happen if</p>	<p>Giving all pupils an opportunity to learn a musical instrument and to take part regularly in singing in school.</p>

	<p>with music being played as background, e.g. Christmas carols.</p> <p>Considering how music makes one feel and can 'move us' deeply.</p>	<p>instrument, e.g. by learning the recorder and ukulele.</p>	<p>musicians in a band/group didn't co-operate.</p> <p>Appreciating how music is used in different ways in different settings e.g. for pleasure, for worship, to help people relax, supporting teams.</p>	<p>Encouraging pupils to listen and respond to traditions from around the world, e.g. African music.</p> <p>Appreciating musical expression from different times and places.</p> <p>Giving pupils the opportunity to perform to their parents and the school.</p> <p>Participation in school shows to the community at Christmas and in the summer (Y6).</p>
MFL	<p>Exploring the beauty of languages from around the world through topic work e.g. South America, India etc.</p> <p>Learning French and knowing where around the world the French language is spoken.</p> <p>Exploring the way language is constructed.</p>	<p>Helping pupils to have an accurate and truthful understanding of the French culture.</p>	<p>Learning the skill of communicating in different ways.</p> <p>Exploring different social conventions e.g. forms of address in French.</p>	<p>Appreciating the language and customs of others.</p> <p>Exploring the literature and culture of other countries.</p> <p>Taking part in cultural occasions e.g. Divali, Chinese New Year, European Day of Languages.</p>
PSHE	<p>Developing an awareness of and responding to others' needs and wants.</p>	<p>Exploring what is right and wrong and to work out what we need to do in this particular</p>	<p>Helping pupils to engage in a democratic process for agreeing the rules for community life e.g.</p>	<p>Exploring how different cultures can offer great insights into how we lead our lives.</p>

	<p>Exploring meaning and purpose for individuals and society.</p> <p>Developing resilience and inner strength.</p>	<p>community to make sure everyone thrives.</p> <p>Making explicit links to the school's distinctive ethos.</p>	<p>creating class expectations/charters.</p> <p>Creating opportunities for pupils to exercise leadership and responsibility through membership of the school council/worship council.</p> <p>Roles in school such as House Captains, PE monitors, librarians.</p>	
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