

**John Hellins Primary School**

**Spiritual Moral Social and Cultural Development**

Curriculum Area	We promote Spiritual Development	We promote moral development	We promote social development	We promote cultural development
Maths	<p>By making connections between pupils' maths skills and real life; for example, graphs, charts and timetables could compare the similarities and differences between a child in the UK and their day and a child in India and their day.</p> <p>B considering pattern, order, symmetry and scale both man made and in the natural world.</p>	<p>By discussing equal and unequal sharing of resources and thinking about why one is fair and the other unfair.</p> <p>By reflecting on data that has moral and ethical implications; for example food prices in different countries and food miles.</p>	<p>By encouraging team work and providing opportunities for children to work in pairs and group to solve problems.</p> <p>By providing opportunities for our children to experience maths in the real world and work with real mathematicians eg bankers</p>	<p>By asking questions about the history of maths and linking maths with our project work. For example investigating what the Egyptians and Romans discovered that we still use in maths today.</p>
Literacy	<p>By appreciating the beauty of the written work and the spoken word.</p> <p>By responding to a poem, story or text</p>	<p>By exploring stimulus for thinking about the consequences of right and wrong behaviour; pupils can speculate and apply their learning to their own lives. When they do this they are developing their speaking, listening and higher order thinking skills.</p>	<p>By supporting conceptual and language development through an understanding of and debates about social issues</p> <p>By providing opportunities for talk in a range of settings By engaging with visitors from the judicial system so</p>	<p>By pupils telling stories from their own cultures and backgrounds creating the idea that 'everyone has a story to tell'</p> <p>By providing opportunities for pupils to engage with texts from different cultures</p>

		<p>By considering different perspectives</p> <p>By debating</p>	<p>we learn about democracy – Class 5</p>	
Project	<p>By demonstrating openness to the fact that some answers cannot be provided by Science.</p> <p>By creating opportunities for pupils to ask questions about how living things rely on and contribute to their environment.</p> <p>By using tools such as Star Walk which allow pupils to plot the stars in relation to their location and open up questions about the size of the universe and how it might have been formed</p> <p>By considering how things would be different if the course of events had been different.</p> <p>By looking at local history and investigating the reasons why there is a landmark, building or museum eg the</p>	<p>By 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>By considering that not all developments have been good because they have caused harm to the environment and to people.</p> <p>By encouraging pupils to speculate about how science can be used in both positive and negative ways.</p> <p>By exploring the results of right and wrong behaviour in the past</p> <p>By considering some of the characteristics of people who have had a bad influence and caused suffering to others. What have others done to stop injustice? Are there examples from their own local area?</p>	<p>By using opportunities during science based project sessions to explain how to keep other people safe and how they might protect a younger or vulnerable young person.</p> <p>By exploring the social dimension of scientific advances e.g. environmental concerns, medical advances, energy processes.</p> <p>By giving the trigger for discussions about how groups and communities organised themselves in the past.</p> <p>By 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>By asking questions about the ways in which scientific discoveries from around the world have affected our lives. There is a rich heritage of scientific discoveries from Hindu, Egyptian and Muslim Traditions</p> <p>By exploring local history and under researched history and history around us</p> <p>By investigating how culture is shaped by history, exploring the 'cultural heritage' and in particular the Christian influence on British culture.</p> <p>By taking pupils on visits to heritage sites eg Class 2 visit to Kenilworth Castle</p> <p>By making links with other countries through schools linking and cultural theme days.</p>

	<p>history of our own building John Hellins School.</p> <p>By speculating about how we mark important events from history and the people who shaped them.</p> <p>By using Google maps and asking pupils to imagine what it might be like to live in different parts of the world.</p> <p>By making links with history when exploring the environment and speculating on why the landscape is as it is.</p> <p>By comparing their lives with pupils living in other countries or other part of the UK, eg Class 2 link with Thailand, Class 4 quad blogging.</p> <p>By providing plenty of rich opportunities for pupils both to explore the spiritual dimension and natural phenomena e.g. Northern Lights.</p>	<p>By 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>By 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>By having an Eco Council</p> <p>By exploring how emotions and inner feelings are expressed through painting, sculpture and architecture.</p> <p>By responses to and use of visual images to evoke a range of emotions</p> <p>By exploring how music can</p>	<p>By encouraging pupils to talk to their parents and grandparents; for example, when learning about World War Two</p> <p>By providing positive and effective links with the wider community, both locally and through linking with other schools with different demographics both in the UK and globally</p> <p>By considering social responsibility e.g care for the environment, impact of traffic on the local area, tourism</p> <p>By sharing of resources during art based project activities.</p> <p>By exploring art as a powerful social tool e.g. in advertising, in representing particular groups.</p> <p>By exploring how s an orchestra works together</p> <p>By discussing What would</p>	<p>By experiencing a wide range of creative media from around the world.</p> <p>By developing aesthetic and critical awareness</p> <p>By giving all pupils an opportunity to learn a musical instrument (recorder and ukulele) and to take part regularly in singing.</p> <p>By encouraging pupils to listen and respond to traditions from around the world.</p> <p>By appreciating musical expression from different times and places</p>
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MFL	<p>By exploring the beauty of languages from around the world</p> <p>By exploring the way language is constructed</p>	<p>By helping pupils to have an accurate and truthful understanding of another culture</p>	<p>By learning the skill of communicating in different ways</p> <p>By exploring different social conventions e.g. forms of address</p>	<p>By appreciating the language and customs of others</p> <p>By exploring the literature and culture of other countries</p> <p>By taking part in exchange visits or cultural occasions</p>
RE	<p>By experiencing wonder and joy through learning about and from stories,</p>	<p>By exploring morality including rules, teachings and commands such as The</p>	<p>By exploring the qualities which are valued by a civilised society –</p>	<p>By exploring similarities and differences between faiths and cultures</p>

	<p>celebrations, rituals and different expressions of religion and worldviews</p> <p>By asking and responding to questions of meaning and purpose By considering questions about God and evaluating truth claims</p> <p>By exploring spiritual practices such as worship and prayer, and considering the impact of these on believers and any relevance to their own life.</p>	<p>Golden Rule, the ten commandments, the sayings (hadith) of Muhammad</p> <p>By investigating the importance of service to others in Sikhism, Hinduism and Buddhism</p> <p>By exploring religious perspectives and responses to evil and suffering in the world By asking questions about the purpose and meaning of reconciliation and salvation e.g exploring Yom Kippur, Christian salvation story</p>	<p>thoughtfulness, honesty, respect for difference, independence and interdependence</p> <p>By asking questions about the social impact of religion</p>	<p>By learning about UK saints and those to which their local churches are named after (St Nicholas)</p> <p>By engaging with text, artefacts and other sources from different cultures and religious backgrounds</p>
PSHE/Circle time	<p>By developing awareness of and responding to others' needs and wants</p> <p>By exploring meaning and purpose for individuals and society</p> <p>By developing resilience and inner strength building self esteem and self confidence.</p> <p>By exploring the meaning of respect as a whole school and in classes and as individuals</p>	<p>By exploring what is right and wrong and to work out what we need to do in this particular community to make sure everyone thrives.</p> <p>By having good links with our local PCSO</p> <p>By encouraging children to think about the consequences of different behaviours.</p> <p>By making maintaining links with the local vicar and church community.</p>	<p>By helping pupils to engage in a democratic process for agreeing the rules for community life. School values, class charters, playground charters</p> <p>By creating opportunities for pupils to exercise leadership and responsibility; pupils might be asked 'Why do we think this important?' 'What could we do about it?' 'Who would like to take it further?'</p> <p>By having a school council</p>	<p>By exploring how different cultures can offer great insights into how we lead our lives</p>

Computing	<p>By wondering at the power of the digital age e.g. use of the internet</p> <p>By understanding the advantages and limitations of ICT</p> <p>By using the internet as a gateway to big life issues</p>	<p>By exploring the moral issues surrounding the use of data</p> <p>By considering the benefits and potential dangers of the internet – eg campaigns for charities and injustice as a force for good. Cyber bullying as a danger.</p> <p>By considering the vision of those involved in developing the web</p>	<p>By links through digital media services with other schools and communities</p> <p>By highlighting ways to stay safe when using on line services and social media</p> <p>By being prepared to work with technology to forge new relationships</p> <p>By discussing the impact of ICT on the ways people communicate</p>	<p>By exploring human achievements and creativity in relation to worldwide communications</p> <p>By developing a sense of awe and wonder at human ingenuity</p>
PE	<p>By delighting in movement, particularly when pupils are able to show spontaneity</p> <p>By taking part in activities such as dance, games and gymnastics which help pupils to become more focused, connected and creative.</p> <p>By being aware of one's own strengths and limitations</p>	<p>By discussing fair play and the value of team work.</p> <p>By developing qualities of self discipline, commitment and perseverance</p> <p>By developing positive sporting behaviour</p>	<p>By developing a sense of belonging and self esteem through team work</p> <p>By developing a sense of community identity through taking part in inter school events</p>	<p>By learning about the history of sport, and where they originate from</p> <p>By making links with national and global sporting events such as the World Cup and the Olympics</p> <p>By exploring rituals surrounding sporting activities</p>