Spiritual Moral Social and Cultural Development Map

Subject	We promote spiritual development by…	We promote moral development by…	We promote social development by…	We promote cultural development by…
English	- Connecting our own lives to the characters in the text. - English engages children with poetry, fiction and drama. - It invites and encourages the children to explore feelings and values in a wide range of genres. - Encourages confidence and self-belief through drama, speaking and listening activities.	- Discussion of moral dilemmas in a variety of genre texts. - Linking these moral dilemmas to their own life and how they choose what is right and wrong.	- Exploring social attitudes towards language. - How has written and spoken language over time. - Working in teams for speaking and listening activities. - Working in groups to generate ideas. - Peer to peer editing and idea sharing.	- Looking at stories, poems and non-fiction texts from around the world. - Exploring the lives of characters from other cultures including language and accent. - Exploration of social class through spoken language and roles of characters in books.
Maths	Children are engaged in deeper thinking with regards to problem solving.	- Maths encourages children to look at, discuss and evaluate a range of social and moral issues in the world. - It can sometimes draw upon other areas of study such as history and geography.	- A requirement for verbal reasoning. - Working in groups or teams to solve problems. - Sharing resources. - Children have the opportunity to discuss their learning with their peers.	Maths exposes the children to range of approaches to solving problems and reasoning skills.

Spiritual Moral Social and Cultural Development Map

Science	▪ Year 6 look at evolution and how Darwin's theories rocked religion. ▪ Harvest Assembly. ▪ Easter/Spring celebrations. ▪ Celebrating new life. ▪ Creating awe and wonder across all age ranges through experiments and investigating. ▪ Raising aspirations of children through giving them awareness of science careers.	▪ Children are encouraged to think about the impact of science on the world in many different ways.	▪ Developing skills for finding solutions working as a team. ▪ Science award given out termly.	▪ Children are encouraged to look at future prospects and how scientific skills will help them in everyday lives and the wider world.
Art	▪ Expressing their feelings through media. ▪ Exploring how art makes them feel and why. ▪ Creating art in the style of other artists.	▪ Debating what is and isn't art. Why do the children think that? ▪ Using art to discuss real life moral dilemmas.	▪ Children to discuss and share their personal opinions about art work. ▪ Children work in groups or teams to create and collective piece of work. ▪ Children generate ideas together. ▪ Discuss what art might be trying to explain to use with regards to social issues now and in the past.	▪ Looking at and exploring art and artists from different countries and cultures. ▪ Comparing what can be seen in art pieces from around the world and discuss the issues that would make them different.
Design Technology	▪ Creative thinking and innovation encourages the children to discover new talents. ▪ Builds self-confidence and belief in their own abilities. ▪ Encourages the use of creative instincts.	▪ Moral dilemmas discussed with the creation of new products and new technology. ▪ What is the impact on the environment with the new product that is being made? ▪ Consider environmental issues and impact.	▪ Health and safety of yourself and others with tools and instruments. ▪ Encourage group and team efforts; sharing ideas and compromising. ▪ Peer evaluation on products made.	▪ Industrial routes- what has already been made, other products currently on the market? ▪ What similar products are available in other countries - why are they different?

Spiritual Moral Social and Cultural Development Map

Computing	• How can technology bring rapid benefits to discussions and tolerance of pupil's beliefs? • Children are exposed to the limitations and the abuse of the internet where they question and justify aims, values and principles of their own and other's belief systems • Reflection of awe and wonder about the achievements in Computing. • Responsibilities and possibilities today and in the future. • How computers can perform better in certain activities than people. • Praise and achievement in lessons	• Misuse and access rights to personal data. • Draw conclusions through evidence rather than their preconceptions • Effects of social networking and the consequences of cyber bullying; • Legal aspects of ICT including the Data Protection Act, Computer Misuse Act and Copyright legislation. • Implications of file sharing and downloading illegally and the penalties for engaging in this type of activity. Students also consider the moral aspects of developments in technology	• Completing group work including practical activities with other children. • To explore and understand social media and the advantages that these sites can bring as well as the problems that can arise including cyber bullying. • Developing respect for the ideas and opinions of others in their team when partner working etc. • Team working skills through collaborative work and research. • Team and individual roles that they have to play. • Express themselves clearly and to communicate.	• How developments in technology have changed our culture • The rise in social networking sites • The ability to communicate instantly across National and International borders. - breaking through of linguistic and cultural barriers. (Translation tools and immersive reader) .
Languages	• Exploring new language and vocabulary. Awe and wonder. • Children are encouraged to express themselves in the target language.	• Acceptance of other people's language and culture. • Children are encouraged to explore, discuss and evaluate the moral dilemmas in other countries/cultures. • Recognise and celebrate cultures within our school family.	• Encouraging a collaborative approach to learning. • Children regularly are encouraged to hold conversations in the target language.	• Exposing children to a foreign language and culture. • Promote internationalism and their place and role in the world.

Spiritual Moral Social and Cultural Development Map

Geography	▪ Promotes and sense of wonder and fascination with human and physical aspects of the world.
	▪ Creating an understanding of scale- how small changes in climate can have far reaching consequences.
	▪ Understand that all life in linked and creates the processes that make Earth the only habitable planet.
		▪ Exploring and discussing a range of Geographical moral dilemmas:
		  - How the development of cities has affected wild-life.
		  - How different countries tackle and ever increasing population.
		  - Poverty.
		  - Environmental issues surrounding importing goods from other countries.
			▪ Social issues are common themes within Geography.
			▪ It is important for the children to work together and out of school to help tackle the issues raised such as global warming.
				▪ How can different cultures and beliefs have an impact on the environment and human issues?
				▪ Children study different places around the world and are introduced to their culture and customs.
				▪ Children develop their humility and begin to understand that the world is a global community.

History	▪ Encourages a sense of curiosity and mystery of how and why events happened. ▪ What would be different now if things had happened differently? ▪ Pupils are encouraged to explore the role played by important individuals, for good or ill, in the shaping of the world we live in. ▪ Pupils reflect on different interpretations of the past and how they have been arrived at.	▪ Consider and comment on moral dilemmas and questions. ▪ Is that happened in the past acceptable today? If not, why not? ▪ Encouraged to show compassion for people facing dilemmas and empathise with their decisions. ▪ Notations of right and wrong are explored around events that happened in the past.	▪ Explore the similarities and differences between past and present societies. ▪ Explore why we are fortunate to live in the modern world. ▪ How did other cultures have an impact on what we know to Britain today? ▪ Collaborative and team work in activities.	▪ Encouraged to gain an understanding of and empathise with people from different cultural backgrounds. ▪ Pupils develop a better understanding of our multicultural society through studying links between local, British, European and World history.

Spiritual Moral Social and Cultural Development Map

Music				
	▪ Ability to be reflective about their own beliefs, religious or otherwise and use this to create and choose music. ▪ 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.	▪ Ability to recognise the difference between right and wrong- lyrics and music and the theory behind the music or song. ▪ Understanding of the consequences of their behaviour and actions. ▪ Interest in investigating and offering reasoned views about moral and ethical issues in music and being able to understand and appreciate the viewpoints of others on these issues.	▪ Use 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 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	▪ Looking at and exploring music, songs, composers and artists from different countries and cultures. ▪ Comparing what can be heard and interpreted from music and lyrics from around the world and discuss the issues that would make them different.

Spiritual Moral Social and Cultural Development Map

PE	- Understand how to overcome challenges with determination and perseverance - Explain how confidence can effect performance. - Identify ways of dealing with stress using physical activity. - Recommend suitable activities for healthy lifestyle for different ages. - Identify areas they are confident in. - Understand that being healthy incorporates body, mind and lifestyle. - Being gracious in success as well as defeat. - Sports day. - Understand a variety of tactics and strategies for different activities.	- Understand the difference between fair/unfair. - Begin to set goals and identify if their targets have been met. - Offer suggestions on how to offset negative mood. - Offer solutions to problems.	- Identify the importance of having friends and know what characteristics make a good friend. - Listen to advice on how to improve skills from peers and teachers. - Share own views and listen to and consider views/opinions of others. - Work effectively with a partner/small group/team. - Participate in competitive activities. - Recognise own roles and responsibilities within a team. - Evaluate performances of self and others looking for areas of strength and weakness	- Understanding the Olympics for different cultures and traditions. - Take part in traditional games/activities of different cultures. - Discuss the health of people from different countries/regions.

Spiritual Moral Social and Cultural Development Map

PHSE				
	- Engage children with a range of mindfulness activities. - Children explore a range of feelings and values across a range of situations and scenarios through role play, story-telling and discussions. - Learning and understanding physical development at appropriate stages. - Understanding human sexuality, reproduction, emotions and relationships.	- Children are encouraged to look at, discuss and evaluate a range of moral issues based on different case studies and scenarios. - Children discuss what is right and wrong and connect this the British Value; Rule of Law. - Learning the importance of values and individual conscience and moral considerations. - Learning the value of family life, marriage, and stable and loving relationships for the nurture of children. - Learning the value of respect, love and care. - Exploring, considering and understanding moral dilemmas. - Developing critical thinking as part of decision-making.	- Providing the children with an environment in which they can share their views and feel safe. - Children are encourage to listen to and value the beliefs and opinions of others. - Learning to manage emotions and relationships confidently and sensitively. - Developing self-respect and empathy for others. - Learning to make choices based on an understanding of difference and with an absence of prejudice. - Developing an appreciation of the consequences of choices made. - Managing conflict and learning how to recognise and avoid exploitation and abuse.	- Children are exposed to wide range of experiences and situations and they can be explored from other people's points of view. - Exploring, improving understanding of and showing respect for different faiths and cultural diversity- this may arise where pupils from other cultures may have opposing views to that of what is being taught.

Spiritual Moral Social and Cultural Development Map

RE	▪ Learning about different spiritual beliefs around the world. ▪ Learning about spiritual practices around the world. ▪ Felling confident to share our own spiritual beliefs. ▪ Explore a range of religions and explore ways that people worship, celebrate events and show that they are part of a community.	▪ Opportunities to reflect upon own self beliefs and beliefs of others. ▪ Discussions of what is right and wrong to different people. ▪ Reflection time, use of a stimulus to provoke thoughts on morality e.g. a book, poetry, artwork. ▪ Discuss the morality of different stories and why they are an important part of different religions and cultures.	▪ Discussion with others about worldviews. ▪ Sharing religious values, beliefs and practices. ▪ Learning from people in the local area. ▪ Children can learn about the world around them.	▪ Learning of different cultural beliefs, religions and practises. ▪ Learning about practices and ways of life across the world. ▪ Trying food from different cultures. ▪ Visiting different places of worship.
Forest Schools	▪ Encourage, inspire and build upon independence, self-esteem and confidence through hands on learning experiences. ▪ Creating awe and wonder for all age groups in a new setting or environment. ▪ Creates respect and love for the environment.	▪ Right and wrong- following safety rules in the outdoor environment. ▪ Creates respect and love for the environment.	▪ Working in teams or groups to problem solve. ▪ Working in teams or groups to explore and learn about new ideas. ▪ Work on and develop team-building skills.	▪ Embracing an ethos that is new and unfamiliar to them.