



(Linked to School Values and British Values)

	Spiritual	Moral	Social	Cultural
English	<ul style="list-style-type: none"> Reading stories which tell of achievement against the odds which have the capacity to inspire hearing imaginative, mystical, fantasy stories enjoying writing in various poetic forms about the natural and human made world listening to poetry working with authors to stimulate imagination and creativity, expressing their personal thoughts views, beliefs, opinions and feelings empathising with the emotions of characters in stories including through imaginative play and roleplay expressing their inner self in relation to others through drama (Individual Liberty) 	<ul style="list-style-type: none"> Selecting high quality texts with moral issues (Be Nice) recognising and discussing the example set by good and bad characters in stories (Be Nice) hearing/reading stories with moral themes eg 'good over evil, weak over strong, wise over foolish' (Be Nice) hearing and writing stories where there are two sides to an argument (Mutual respect and Tolerance of different faiths and beliefs) evaluating the influences of characters and plots on themselves dramatising situations which raise moral issues P4C discussions of behaviour and relationships P4C discussion of right and wrong – moral issues (Be Nice) 	<ul style="list-style-type: none"> Hot seating to gain an understanding of others' points of view (Mutual respect and Tolerance of different faiths and beliefs) hearing/reading stories about a wide range of relationships eg. friendships, families, school hearing/reading stories which illustrate the influence of pressure groups writing letters to people in the local area about important issues learning to work co-operatively in groups for discussion and completing a task developing communication skills producing work for different audiences 	<ul style="list-style-type: none"> Hearing/reading novels stories and poems from a variety of cultures and traditions using information books which reflect the diverse nature of Britain talking about the cultures they come from and their influence using stimulus from the arts (music, poetry, dance, drama, painting etc) to produce discussion, various forms of writing and drama
Maths	<ul style="list-style-type: none"> engage in increasingly challenging problem solving activities, persevere to overcome difficulties and experience the pleasure and satisfaction in reaching a solution (Work Hard) (Never Give Up) recognising 'wow' moments wondering at the beauty of order and patterns; symmetry in the natural world, noticing naturally occurring mathematical forms 	<ul style="list-style-type: none"> to investigate moral issues surrounding money and wealth (Be Nice) encouraging sense of personal responsibility for their own learning 	<ul style="list-style-type: none"> collecting data in groups looking at practical applications of mathematics eg conducting and analysing surveys Maths games for social interaction, taking turns and sharing (Rule of Law) 	<ul style="list-style-type: none"> investigating mathematical problems using a variety of cultural contexts Development of the number system in ancient cultures around the world
Science	<ul style="list-style-type: none"> using senses to become aware of the world around them 	<ul style="list-style-type: none"> looking at good and bad uses of drugs (Rule of Law) 	<ul style="list-style-type: none"> relating their understanding of science to their personal health eg 	<ul style="list-style-type: none"> recognising similarity and differences between themselves

	<ul style="list-style-type: none"> appreciating the beauty of the natural world asking questions about life and its origins developing a sense of awe and wonder at the complexity and pattern in natural phenomena being fascinated by how things work and what might happen encouraging a sense of wonder in scientific discovery learning to value and respect all forms of life 	<ul style="list-style-type: none"> moral issues in the human diet moral issues surrounding animals, including pets (Be Nice) Discussion of environmental issues Discussing our impact on the living world 	<p>personal hygiene, drugs, diet, smoking, exercise</p> <ul style="list-style-type: none"> looking at health and safety issues considering how to treat living things and the environment with care and sensitivity (Be Nice) looking at the ways in which the environment needs protection exploring why they need to look after the environment investigation in groups, sharing expertise and skills Science as a co-operative activity requiring communication and interaction 	<p>and other pupils (Mutual respect and tolerance of different faiths and beliefs)</p> <ul style="list-style-type: none"> becoming aware that scientific discovery is worldwide learning about a diverse range of scientists who have influenced and continue to influence the world
<p>Religion and World Views</p>	<ul style="list-style-type: none"> exploring the insights, beliefs and teaching of faith traditions exploring beliefs and values, through stories, celebrations, rituals and practices reflecting on what they learn about religions developing their own beliefs and values (Individual Liberty) appreciating the beauty and order of natural and human made world responding to their world with awe and wonder expressing their thoughts creatively being aware of things other than the material and physical eg love 	<ul style="list-style-type: none"> looking at the examples set by characters in religious stories (Be Nice) discussing the moral teaching of founders and leaders exploring key themes in religious stories eg good and evil (Be Nice) reflecting on the teaching in moral codes: what is right and wrong? (Be Nice) 	<ul style="list-style-type: none"> encourage an understanding and respect for those who hold views different from their own (Mutual respect and tolerance of different faiths and beliefs) learning about different religious communities hearing religious stories which show a variety of relationships exploring events eg ceremonies and festivals, which bring communities together (Mutual respect and tolerance of different faiths and beliefs) knowing and understanding importance of family and traditions within religious faiths 	<ul style="list-style-type: none"> exploring Britain as a multi-faith, diverse society (Mutual respect and tolerance of different faiths and beliefs) discussing how peoples' beliefs and cultural traditions affect the way they live their lives eg food, dress (Mutual respect and tolerance of different faiths and beliefs) exploring religious traditions in their own community and how these shape people's lives using the arts as a stimulus meeting people of a variety of faiths and cultures and visiting places of worship (Mutual respect and tolerance of different faiths and beliefs)
<p>Design And Technology</p>	<ul style="list-style-type: none"> recognising their own creativity and that of others making decisions about usefulness, appearance persevering and taking care, to produce something unique – a sense of achievement and worth (Work Hard) (Never Give Up) 	<ul style="list-style-type: none"> looking at how products are manufactured and advertised (eg exploitation in the market) considering issues of health and safety Discussing the importance of sustainability in their designs 	<ul style="list-style-type: none"> learning to treat the ideas and finished products of others with respect (Be Nice) developing the skill of cooperation in designing, planning and making Giving and accepting constructive feedback and making improvements 	<ul style="list-style-type: none"> considering the aesthetic principles of design appreciating design and technology from a wide variety of cultural contexts looking at how design in Britain is influenced by different cultures

	<ul style="list-style-type: none"> appreciating variety, beauty, ingenuity, achievement, magnificence, and simplicity in design designing with the needs of others in mind 			<ul style="list-style-type: none"> Studying designers from other cultures
P.E.	<ul style="list-style-type: none"> experiencing and reflecting on feelings of determination, exhilaration and enjoyment (Never Give Up) learning to appreciate and enjoy the way their bodies work and can be used to express emotion (eg in dance) developing positive attitudes towards themselves developing a healthy body and a healthy mind (Work Hard) understanding that body, mind and spirit influence each other enjoy and know the quality of stillness 	<ul style="list-style-type: none"> reflecting on the need for rules (Rule of Law) developing a sense of fair play and positive sporting behaviour (Be Nice) examining issues in sport such as: racism, sporting heroes as role models, cheating, sports wear etc (Mutual respect and tolerance of different faiths and beliefs) 	<ul style="list-style-type: none"> learning how to manage feelings and controlling aggression when working with others (Be Nice) developing social skills of cooperation, responsibility, communication, personal commitment, loyalty and team work, resilience (Be Nice) (Never Give Up) learning how to handle success and defeat with dignity discovering the role of sport/dance in society learning to take responsibility eg as team leader/coach looking at how people show they belong to a group eg sports wear, team strip etc considering the social aspects of sport (eg leisure) awareness of others' needs, particularly physical, cultural (Mutual respect and tolerance of different faiths and beliefs) voting for sports ambassadors (Democracy) 	<ul style="list-style-type: none"> earning dances from different traditions, including their own playing traditional games and recognising their importance locally, nationally and internationally
History	<ul style="list-style-type: none"> appreciating and valuing their own identity – their links with the past and the impact of past events on their own present existence 	<ul style="list-style-type: none"> evaluating the qualities, skills and attitudes of famous people from the past developing awareness of local, national and world issues 	<ul style="list-style-type: none"> developing empathy through learning to see things from other perspectives (Mutual respect and tolerance of different faiths and beliefs) 	<ul style="list-style-type: none"> looking at how cultures change appreciating the arts; from the past and links to the present stories of leaders and their influences on cultures (Democracy)

	<ul style="list-style-type: none"> be aware of the influence of beliefs on lifestyles (Mutual respect and tolerance of different faiths and beliefs) experiencing a sense of wonder by contact with the past (visits, visitors, artefacts) valuing past human achievement and spirituality being aware of the concept of time-past, present, future and our part in it 	<ul style="list-style-type: none"> discussing the way different groups of people were treated in the past carrying out P4C enquiries about historical moral issues e.g hierarchy, invasion, removal of archaeological discoveries, rich and poor (Individual liberty) (Be Nice) discussion of hierarchy and laws in the past (Rule of Law) 	<ul style="list-style-type: none"> discussion of how decisions made in the past have impacted on modern society (Rule of Law) improvements in lifestyles through the ages (Individual Liberty) studying significant people who have made a positive contribution to society learning about family and group settlements throughout the ages 	<ul style="list-style-type: none"> legacies from past civilisations
Geography	<ul style="list-style-type: none"> reflect on the power and implications of the workings of nature e.g. the consequences of natural events such as earthquakes, flooding, volcanic eruptions reflecting on a variety of landscapes and locations reflecting on their own identity by studying their own locality gaining a sense of their own place and their own values (Individual Liberty) developing awareness of interdependence and responsibility awe and wonder – Natural Wonders of the World 	<ul style="list-style-type: none"> evaluating the effects of human actions on their environment, including their own eg littering engaging in discussion and action on improving their environment (Be Nice) discussing human damage to the planet 	<ul style="list-style-type: none"> studying their own locality and its relationship to the wider world various fieldwork activities, gaining information from the public and analysing understanding they can make a difference to the environment in which they live (Be Nice) 	<ul style="list-style-type: none"> finding out about contrasting localities, in Britain and in the wider world exploring how various landscapes provide inspiration for the arts evaluate cultural influences in their own environment (Mutual respect and tolerance of different faiths and beliefs) exploring different cultures around the world
Computing	<ul style="list-style-type: none"> wondering at the speed and complexity of developments in IT being challenged by the changing demands of new technology (Work Hard) computing has the capacity to capture imagination 	<ul style="list-style-type: none"> Understanding their responsibility in their role as appropriate internet users (Rule of Law) (Be Nice) Discussing the advantages and disadvantages of social media 	<ul style="list-style-type: none"> learning to express themselves clearly and communicate effectively (Individual Liberty) using data handling skills to promote understanding of social issues SMART rules Learning that not everything you read on the internet is true 	<ul style="list-style-type: none"> finding out about the world from information resources (Mutual respect and tolerance of different faiths and beliefs) communicating with people from other parts of Britain and the wider world eg video conferencing, Email

			<ul style="list-style-type: none"> • Cyberbullying (Rule of Law) (Be Nice) • The impact of too much screen time 	
Art	<ul style="list-style-type: none"> • using their senses as inspiration for creativity • expressing their feelings through a variety of art media • studying the work of great artists as a source of inspiration and creativity exercising the imagination • using the environment as a source of inspiration • persevering and taking care, to produce something unique – a sense of achievement and worth (Work Hard) (Never Give Up) • recognising their creativity and that of others 	<ul style="list-style-type: none"> • Discussing moral issues depicted in works of art 	<ul style="list-style-type: none"> • Discussing public works of art past and present • looking at how works of art portray the societies they came from • appreciation of art and that not all views are the same (Individual Liberty) • working cooperatively (Be Nice) 	<ul style="list-style-type: none"> • learning about art from a variety of cultural contexts • recognising that different societies have diverse views of beauty and worth (Mutual respect and tolerance of different faiths and beliefs) • visiting exhibitions and art galleries to view art from different cultures and a diverse range of artists • art as an expression of culture
Music	<ul style="list-style-type: none"> • experiencing joy, satisfaction, creativity, use of imagination in creating and performing music • promote discipline, inner strength and resilience through practice to achieve an ideal sound or technique (Work Hard) (Never Give Up) exploring their feelings by listening to a wide variety of music • appreciating the use of sound and silence • appreciating the power of music to take them beyond the commonplace 	<ul style="list-style-type: none"> • investigating the value placed on the different kinds of music • looking at songs which have been written dealing with social and moral issues (Be Nice) • learning about and from the lives of musicians 	<ul style="list-style-type: none"> • learning to compose and perform together • looking at how music can be a powerful tool to bind groups together in school and the wider community • exploring how various societies use music eg for national occasions • develop sensitivity and responsiveness to others, a sense of shared commitment and group identity through the experience of live music, making and participation in performances eg class/school concert • appreciation of music and that not all views are the same (Individual Liberty) 	<ul style="list-style-type: none"> • listening to music from a wide variety of cultures • exploring how music originates from particular cultures



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Collective Worship	<ul style="list-style-type: none"> reflection on their own beliefs and values, and those of others 	<ul style="list-style-type: none"> influence on the values of others 	<ul style="list-style-type: none"> celebrating together 	<ul style="list-style-type: none"> celebration of own and others' religious and cultural traditions
Behaviour and Attitudes	<ul style="list-style-type: none"> Sense of well being in a secure and fair environment 	<ul style="list-style-type: none"> Recognition of the difference between right and wrong 	<ul style="list-style-type: none"> Living together in the school community 	<ul style="list-style-type: none"> Recognising the culture of their own school community
School Values	<ul style="list-style-type: none"> Learning respect for themselves and others and that holding values matters 	<ul style="list-style-type: none"> Living by values for the benefit of each other 	<ul style="list-style-type: none"> Fostering good relationships and respect 	<ul style="list-style-type: none"> Communities need values and rules for living together
Rewards	<ul style="list-style-type: none"> Sense of being appreciated 	<ul style="list-style-type: none"> Positive actions and behaviour are rewarded 	<ul style="list-style-type: none"> Recognizing the worth and achievement of others 	<ul style="list-style-type: none"> Reinforcement of the cultural values of the community
Equality	<ul style="list-style-type: none"> Values of mutual respect, equal worth Good relationships A sense of being included 	<ul style="list-style-type: none"> Recognizing values and beliefs that may be different from their own Challenging prejudice and stereotyping 	<ul style="list-style-type: none"> Diversity in society Challenging discrimination Equal opportunities for all 	<ul style="list-style-type: none"> Richness and diversity of cultures
Community Links	<ul style="list-style-type: none"> Being involved, participating, playing a part 	<ul style="list-style-type: none"> Recognition of the needs of others 	<ul style="list-style-type: none"> Working together 	<ul style="list-style-type: none"> Insight into their own and other cultures
Extra-curricular activities including visits/visitors	<ul style="list-style-type: none"> Sense of achievement and enjoyment when pursuing an interest, talent or skill 	<ul style="list-style-type: none"> Challenging interests, talents or skills positively 	<ul style="list-style-type: none"> Teamwork, meeting others, working in groups 	<ul style="list-style-type: none"> Extending interests, talents and cultural pursuits
Pupil roles	<ul style="list-style-type: none"> Views and values recognized Sense of worth- given a voice Self expression 	<ul style="list-style-type: none"> Making decisions Understanding the importance of keeping safe Care for the environment 	<ul style="list-style-type: none"> Representation and democracy Care for others Social skills A better society Working as a team responsibility 	<ul style="list-style-type: none"> belonging, playing a part in school and community life
Breakfast club/ lunchtimes	<ul style="list-style-type: none"> Good relationships Sense of being in a secure environment 	<ul style="list-style-type: none"> Recognition of the needs of others Mealtime rules 	<ul style="list-style-type: none"> Eating and sharing together Using social skills Assisting with serving and cleaning 	<ul style="list-style-type: none"> Trying a varied diet Respectful of different dietary needs

