|  |
| --- |
| **Where can we find evidence in curriculum subjects? Some examples***Spiritual Moral Social and Cultural Development*With thanks to Norwich Diocese and Mary Myatt |
| **Subject** | We promote ***spiritual***development | We promote ***moral***development | We promote ***social***development | We promote ***cultural***development |
| **Art and****Design** | By providing plenty of richopportunities for pupils both to explore the spiritual dimension and natural phenomena e.g.Northern Lights.By exploring different artists’interpretations of a key figureor event and asking what theartist was trying to convey. By allowing pupils to showwhat they know through theirown expression of big ideasabout life e.g. morality, ethical issues.By promoting the process of‘reviewing and evaluating’;for example, see the work ofDavid Hockney. | By exploring how emotionsand inner feelings areexpressed though painting,sculpture and architecture.By responses to and use ofvisual images to evoke arange of emotions | By sharing of resources.By exploring social conflictand resolution.By exploring art as a powerfulsocial tool e.g. in advertising,in representing particulargroups | By experiencing a wide rangeof creative media fromaround the world.By working towards the ‘ArtsMark’ award.By developing aesthetic andcritical awareness |
| **Design and****Technology** | We promote ***spiritual***development | We promote ***moral***development | We promote ***social***development | We promote ***cultural***development |
| By enjoying and celebratingpersonal creativityBy reviewing and evaluatingcreated things | By raising questions about theeffect of technologicalchange on human life andthe world around them | By exploring dilemmas thatindividuals may face anddeveloping practical solutionsto these problems | By considering culturalinfluences on designBy asking questions aboutfunctionality v aesthetics |
| **Drama** | We promote ***spiritual***development | We promote ***moral***development | We promote ***social***development | We promote ***cultural***development |
| By allowing for insight, self-expression and the chance to walk in someone else’s shoes. | By expressing what it feels like to be wronged and what remedies might make things better for the injured | By exploring similarities anddifferences and how respectfor others can be expressed.By building self- esteem andencouraging self-worth | By taking different roles fromother backgroundsBy using different dramaticconventions to encourageempathy |
| **English and****Literacy** | We promote ***spiritual***development | We promote ***moral***development | We promote ***social***development | We promote ***cultural***development |
| In responding to a poem, storyor text; pupils can be asked ‘Iwonder what you thinkhappens next?’ ‘How wouldyou feel if you were theperson in the story?’ ‘Wherehave you met these ideasbefore?’By appreciating the beauty oflanguage | By exploring stimulus forthinking about theconsequences of right andwrong behaviour; pupils canspeculate and apply theirlearning to their own lives.When they do this they aredeveloping their speaking,listening and higher orderthinking skills.By considering differentperspectives. | By supporting conceptual andlanguage developmentthrough an understanding ofand debates about socialissuesBy providing opportunities fortalk in a range of settings | By pupils telling stories fromtheir own cultures andbackgrounds creating theidea that ‘everyone has astory to tell’By providing opportunities forpupils to engage with textsfrom different cultures |
| **Geography** | We promote ***spiritual***development | We promote ***moral***development | We promote ***social***development | We promote ***cultural***development |
| By using Google maps andasking pupils to imagine whatit might be like to live indifferent parts of the world.By making links with historywhen exploring theenvironment and speculatingon why the landscape is as itis.By comparing their lives withpupils living in other countriesor other part of the UK,possibly through a schoolslinking programme www.schoolslinkingnetwork.org.uk or www.epals.com orthrough contacts with adifferent Diocese. | By considering how peopletreat 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?By working towards an EcoSchool status | By providing positive andeffective links with the wider community, both locally and through linking with other schools with different demographics both in the UK and globallyBy considering socialresponsibility e.g care for the environment, impact of traffic on the local area, tourism | By making links with othercountries through schoolslinking and cultural themedays.By exploring links through the British Council and European Union. By exploring cultures thathave had, and still have animpact on the local area. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **History** | We promote ***spiritual***development | We promote ***moral***development | We promote ***social***development | We promote ***cultural***development |
| By considering how thingswould be different if thecourse of events had beendifferent; for example whatdifference would it havemade if the Normans had not been successful in 1066?By looking at local history andinvestigating the reasons whythere is a landmark, buildingor museum.By speculating about how wemark important events fromhistory and the people whoshaped them. | By exploring the results of right and wrong behaviour in the pastBy considering some of thecharacteristics 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 ownlocal area?By going beyond the factsand asking pupils to makehypotheses and posequestions such as ‘what if…?’ ‘what would have turned a tragedy into a triumph?’ | By giving the trigger fordiscussions about how groups and communities organised themselves in the past.By considering questionsabout social structure in thepast.; for example, What might pupils say about therights of children in earliertimes? Is it important thatsociety looks after youngchildren? Are there peoplewho still don’t get a fair deal?By encouraging pupils to talk to their parents andgrandparents; for example,when learning about WorldWar Two | By exploring local history and under researched history andhistory around usBy investigating how culture is shaped by history, exploring the ‘cultural heritage’ and inparticular the Christian influence on British culture.By taking pupils on visits toheritage sites |
| **ICT and Computing**  | We promote ***spiritual***development | We promote ***moral***development | We promote ***social***development | We promote ***cultural***development |
| By wondering at the power ofthe digital age e.g. use of theinternetBy understanding theadvantages and limitations ofICTBy using the internet as a gateway to big life issues | By exploring the moral issuessurrounding the use of dataBy considering the benefitsand potential dangers of theinternet – e.g. campaigns forcharities and injustice as aforce for good. Cyber bullying as a danger.By considering the vision ofthose involved in developingthe web | By links through digital mediaservices with other schoolsand communitiesBy highlighting ways to staysafe when using on lineservices and social mediaBy being prepared to workwith technology to forge new relationshipsBy discussing the impact of ICT on the ways peoplecommunicate | By exploring humanachievements and creativityin relation to worldwidecommunicationsBy developing a sense of aweand wonder at humaningenuity |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Maths and Numeracy** | We promote ***spiritual***development | We promote ***moral***development | We promote ***social***development | We promote ***cultural***development |
| By making connectionsbetween pupils’ numeracyskills and real life; for example,pie charts could comparehow a child in Africa spendsher day with how children inthe UK spend their time.By considering pattern, order,symmetry and scale both manmade and in the natural world | By engaging pupils playfully;for example, in unequal sharesof resources, why mightsomeone be upset if theyreceived less than otherpeople?By reflecting on data that hasmoral and ethicalimplications; for examplepupils might consider thedifference in amounts ofmoney spent on non-essentialscompared with foodaid/water aid | By the sharing of resourceswithin the classroom, thenegotiating of responses andgroup problem solvingBy analysing social data e.g.on health care, poverty,bullying | By asking questions about thehistory of maths: for example,‘What do the Egyptians,Greeks and Indians discoverthat we still use in mathstoday?’ |
| **MFL****(Modern****Languages)** | We promote ***spiritual***development | We promote ***moral***development | We promote ***social***development | We promote ***cultural***development |
| By exploring the beauty oflanguages from around theworldBy exploring the waylanguage is constructed | By using the Charis materialsproduced by the StaplefordCentre to explore moral andethical issues in differentlanguages (www.staplefordcentre.org/bookshop)By helping pupils to have anaccurate and truthfulunderstanding of anotherculture | By learning the skill ofcommunicating in differentwaysBy exploring different socialconventions e.g. forms ofaddress | By appreciating the languageand customs of othersBy exploring the literature andculture of other countriesBy taking part in exchangevisits or cultural occasions |
| **Music** | We promote ***spiritual***development | We promote ***moral***development | We promote ***social***development | We promote ***cultural***development |
| By allowing pupils to showtheir delight and curiosity increating their own sounds.By making links between theirlearning in literacy (or othercurriculum area) with musicbeing played as backgroundBy considering how musicmakes one feel and can‘move us’ deeply | By exploring how music canconvey human emotions suchas sadness, joy, anger…By appreciating the self-discipline required to learn amusical instrument | By exploring how s anorchestra works togetherBy discussing What wouldhappen if musicians in aband/group didn’t cooperateBy appreciating how music isused in different ways indifferent settings e.g. forpleasure, for worship, to helppeople relax | By giving all pupils anopportunity to learn a musicalinstrument and to take partregularly in singing.By encouraging pupils to listenand respond to traditions fromaround the world.By appreciating musicalexpression from different times and places |
| **PE** | We promote ***spiritual***development | We promote ***moral***development | We promote ***social***development | We promote ***cultural***development |
| By delighting in movement,particularly when pupils areable to show spontaneityBy taking part in activities suchas dance, games andgymnastics which help pupilsto become more focused,connected and creative.By being aware of one’s ownstrengths and limitations | By discussing fair play and thevalue of team work.By developing qualities of self-discipline, commitment andperseveranceBy developing positivesporting behaviour | By developing a sense ofbelonging and self esteemthrough team workBy developing a sense ofcommunity identity throughtaking part in inter schoolevents | By learning about the historyof sport, and where theyoriginate fromBy making links with nationaland global sporting eventssuch as the World Cup andthe OlympicsBy exploring rituals surroundingsporting activities |
| **PSHE/Circle Time** | We promote ***spiritual***development | We promote ***moral***development | We promote ***social***development | We promote ***cultural***development |
| By developing awareness ofand responding to others’needs and wantsBy exploring meaning andpurpose for individuals andsocietyBy developing resilience andinner strength | By exploring what is right andwrong and to work out whatwe need to do in this particular community to makesure everyone thrives.By making explicit links to theschool’s distinctive ethos as achurch school. | By helping pupils to engage ina democratic process foragreeing the rules forcommunity life.By creating opportunities forpupils to exercise leadershipand responsibility; pupils mightbe asked ‘Why do we thinkthis important?’ ‘What couldwe do about it?’ ‘Who wouldlike to take it further?’ | By exploring how differentcultures can offer greatinsights into how we lead ourlives |
| **Religious Education** | We promote ***spiritual***development | We promote ***moral***development | We promote ***social***development | We promote ***cultural***development |
| By experiencing wonder andjoy through learning about andfrom stories, celebrations,rituals and differentexpressions of religion andworldviewsBy asking and responding toquestions of meaning andpurposeBy considering questionsabout God and evaluatingtruth claimsBy exploring spiritual practicessuch as worship and payer,and considering the impact of these on believers and any relevance to their own life | By exploring morality including rules, teachings and commands such as TheGolden Rule, the tencommandments, the sayings(hadith) of Muhammad,By investigating theimportance of service toothers in Sikhism, Hinduism and BuddhismBy exploring religiousperspectives and responses to evil and suffering in the worldBy asking questions about the purpose and meaning ofreconciliation and salvatione.g exploring Yom Kippur,Christian salvation storyBy using the Eco RE provided by Norwich Dioceseenquiries | By exploring the qualitieswhich are valued by acivilised society –thoughtfulness, honesty,respect for difference,independence andinterdependenceBy asking questions about the social impact of religion | By exploring similarities anddifferences between faithsand culturesBy considering in particulardifferent cultural expressions of Christianity; for example, using the Ngara crosses resource (StEdmundsbury and IpswichDiocese)By learning about UK saintsand those to which theirschool might be named afterBy engaging with text,artefacts and other sourcesfrom different cultures andreligious backgrounds |
| **Science** | We promote ***spiritual***development | We promote ***moral***development | We promote ***social***development | We promote ***cultural***development |
| By demonstrating openness tothe fact that some answerscannot be provided byScience.By creating opportunities forpupils to ask questions abouthow living things rely on andcontribute to their environment.By using tools such as StarWalk which allow pupils to plot the stars in relation to their location and open upquestions about the size of theuniverse and how it mighthave been formed | By offering pupils the chanceto consider the wonder of thenatural world and theinventions which have madethe world a better place.By considering that not alldevelopments have beengood because they havecaused harm to theenvironment and to people.By encouraging pupils tospeculate about how science can be used both for goodand evil. | By using opportunities duringScience lessons to explainhow to keep other peoplesafe and how they mightprotect a younger orvulnerable young person.By exploring the socialdimension of scientificadvances e.g. environmentalconcerns, medical advances,energy processes | By asking questions about theways in which scientificdiscoveries from around theworld have affected our lives.There is a rich heritage ofscientific discoveries fromHindu, Egyptian and Muslimtraditions |