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| **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 rich  opportunities for pupils both to explore the spiritual dimension and natural phenomena e.g.  Northern Lights.  By exploring different artists’  interpretations of a key figure  or event and asking what the  artist was trying to convey. By allowing pupils to show  what they know through their  own expression of big ideas  about life e.g. morality, ethical issues.  By promoting the process of  ‘reviewing and evaluating’;  for example, see the work of  David Hockney. | By exploring how emotions  and inner feelings are  expressed though painting,  sculpture and architecture.  By responses to and use of  visual images to evoke a  range of emotions | By sharing of resources.  By exploring social conflict  and resolution.  By exploring art as a powerful  social tool e.g. in advertising,  in representing particular  groups | By experiencing a wide range  of creative media from  around the world.  By working towards the ‘Arts  Mark’ award.  By developing aesthetic and  critical awareness |
| **Design and**  **Technology** | We promote ***spiritual***  development | We promote ***moral***  development | We promote ***social***  development | We promote ***cultural***  development |
| By enjoying and celebrating  personal creativity  By reviewing and evaluating  created things | By raising questions about the  effect of technological  change on human life and  the world around them | By exploring dilemmas that  individuals may face and  developing practical solutions  to these problems | By considering cultural  influences on design  By asking questions about  functionality 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 and  differences and how respect  for others can be expressed.  By building self- esteem and  encouraging self-worth | By taking different roles from  other backgrounds  By using different dramatic  conventions to encourage  empathy |
| **English and**  **Literacy** | We promote ***spiritual***  development | We promote ***moral***  development | We promote ***social***  development | We promote ***cultural***  development |
| In responding to a poem, story  or text; pupils can be asked ‘I  wonder what you think  happens next?’ ‘How would  you feel if you were the  person in the story?’ ‘Where  have you met these ideas  before?’  By appreciating the beauty of  language | 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.  By considering different  perspectives. | By supporting conceptual and  language development  through an understanding of  and debates about social  issues  By providing opportunities for  talk in a range of settings | By pupils telling stories from  their own cultures and  backgrounds creating the  idea that ‘everyone has a  story to tell’  By providing opportunities for  pupils to engage with texts  from different cultures |
| **Geography** | We promote ***spiritual***  development | We promote ***moral***  development | We promote ***social***  development | We promote ***cultural***  development |
| By using Google maps and  asking pupils to imagine what  it might be like to live in  different parts of the world.  By making links with history  when exploring the  environment and speculating  on why the landscape is as it  is.  By comparing their lives with  pupils living in other countries  or other part of the UK,  possibly through a schools  linking programme www.schoolslinkingnetwork.or  g.uk or www.epals.com or  through contacts with a  different Diocese. | 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?  By working towards an Eco  School status | 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  By considering social  responsibility e.g care for the environment, impact of traffic on the local area, tourism | By making links with other  countries through schools  linking and cultural theme  days.  By exploring links through the British Council and European Union.    By exploring cultures that  have had, and still have an  impact on the local area. |

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| **History** | We promote ***spiritual***  development | We promote ***moral***  development | We promote ***social***  development | We promote ***cultural***  development |
| By considering how things  would be different if the  course of events had been  different; for example what  difference would it have  made if the Normans had not been successful in 1066?  By looking at local history and  investigating the reasons why  there is a landmark, building  or museum.  By speculating about how we  mark important events from  history and the people who  shaped them. | By exploring the results of right and wrong behaviour in the past  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?  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?’ | By giving the trigger for  discussions about how groups and communities organised themselves in the past.  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?  By encouraging pupils to talk to their parents and  grandparents; for example,  when learning about World  War Two | By exploring local history and under researched history and  history around us  By investigating how culture is shaped by history, exploring the ‘cultural heritage’ and in  particular the Christian influence on British culture.  By taking pupils on visits to  heritage 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 of  the digital age e.g. use of the  internet  By understanding the  advantages and limitations of  ICT  By using the internet as a gateway to big life issues | By exploring the moral issues  surrounding the use of data  By considering the benefits  and potential dangers of the  internet – e.g. campaigns for  charities and injustice as a  force for good. Cyber bullying as a danger.  By considering the vision of  those involved in developing  the web | By links through digital media  services with other schools  and communities  By highlighting ways to stay  safe when using on line  services and social media  By being prepared to work  with technology to forge new relationships  By discussing the impact of ICT on the ways people  communicate | By exploring human  achievements and creativity  in relation to worldwide  communications  By developing a sense of awe  and wonder at human  ingenuity |

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| **Maths and Numeracy** | We promote ***spiritual***  development | We promote ***moral***  development | We promote ***social***  development | We promote ***cultural***  development |
| By making connections  between pupils’ numeracy  skills and real life; for example,  pie charts could compare  how a child in Africa spends  her day with how children in  the UK spend their time.  By considering pattern, order,  symmetry and scale both man  made and in the natural world | By engaging pupils playfully;  for example, in unequal shares  of resources, why might  someone be upset if they  received less than other  people?  By reflecting on data that has  moral and ethical  implications; for example  pupils might consider the  difference in amounts of  money spent on non-essentials  compared with food  aid/water aid | By the sharing of resources  within the classroom, the  negotiating of responses and  group problem solving  By analysing social data e.g.  on health care, poverty,  bullying | By asking questions about the  history of maths: for example,  ‘What do the Egyptians,  Greeks and Indians discover  that we still use in maths  today?’ |
| **MFL**  **(Modern**  **Languages)** | We promote ***spiritual***  development | We promote ***moral***  development | We promote ***social***  development | We promote ***cultural***  development |
| By exploring the beauty of  languages from around the  world  By exploring the way  language is constructed | By using the Charis materials  produced by the Stapleford  Centre to explore moral and  ethical issues in different  languages (www.staplefordcentre.  org/bookshop)  By helping pupils to have an  accurate and truthful  understanding of another  culture | By learning the skill of  communicating in different  ways  By exploring different social  conventions e.g. forms of  address | By appreciating the language  and customs of others  By exploring the literature and  culture of other countries  By taking part in exchange  visits or cultural occasions |
| **Music** | We promote ***spiritual***  development | We promote ***moral***  development | We promote ***social***  development | We promote ***cultural***  development |
| By allowing pupils to show  their delight and curiosity in  creating their own sounds.  By making links between their  learning in literacy (or other  curriculum area) with music  being played as background  By considering how music  makes one feel and can  ‘move us’ deeply | By exploring how music can  convey human emotions such  as sadness, joy, anger…  By appreciating the self-discipline required to learn a  musical instrument | By exploring how s an  orchestra works together  By discussing What would  happen if musicians in a  band/group didn’t cooperate  By appreciating how music is  used in different ways in  different settings e.g. for  pleasure, for worship, to help  people relax | By giving all pupils an  opportunity to learn a musical  instrument and to take part  regularly in singing.  By encouraging pupils to listen  and respond to traditions from  around the world.  By appreciating musical  expression 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 are  able to show spontaneity  By taking part in activities such  as dance, games and  gymnastics which help pupils  to become more focused,  connected and creative.  By being aware of one’s own  strengths and limitations | By discussing fair play and the  value of team work.  By developing qualities of self-discipline, commitment and  perseverance  By developing positive  sporting behaviour | By developing a sense of  belonging and self esteem  through team work  By developing a sense of  community identity through  taking part in inter school  events | By learning about the history  of sport, and where they  originate from  By making links with national  and global sporting events  such as the World Cup and  the Olympics  By exploring rituals surrounding  sporting activities |
| **PSHE/Circle Time** | We promote ***spiritual***  development | We promote ***moral***  development | We promote ***social***  development | We promote ***cultural***  development |
| By developing awareness of  and responding to others’  needs and wants  By exploring meaning and  purpose for individuals and  society  By developing resilience and  inner strength | 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.  By making explicit links to the  school’s distinctive ethos as a  church school. | By helping pupils to engage in  a democratic process for  agreeing the rules for  community life.  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?’ | By exploring how different  cultures can offer great  insights into how we lead our  lives |
| **Religious Education** | We promote ***spiritual***  development | We promote ***moral***  development | We promote ***social***  development | We promote ***cultural***  development |
| By experiencing wonder and  joy through learning about and  from stories, celebrations,  rituals and different  expressions of religion and  worldviews  By asking and responding to  questions of meaning and  purpose  By considering questions  about God and evaluating  truth claims  By exploring spiritual practices  such 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 The  Golden Rule, the ten  commandments, the sayings  (hadith) of Muhammad,  By investigating the  importance of service to  others in Sikhism, Hinduism and Buddhism  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  By using the Eco RE provided by Norwich Dioceseenquiries | By exploring the qualities  which are valued by a  civilised society –  thoughtfulness, honesty,  respect for difference,  independence and  interdependence  By asking questions about the social impact of religion | By exploring similarities and  differences between faiths  and cultures  By considering in particular  different cultural expressions of Christianity; for example, using the Ngara crosses resource (St  Edmundsbury and Ipswich  Diocese)  By learning about UK saints  and those to which their  school might be named after  By engaging with text,  artefacts and other sources  from different cultures and  religious backgrounds |
| **Science** | We promote ***spiritual***  development | We promote ***moral***  development | We promote ***social***  development | We promote ***cultural***  development |
| By demonstrating openness to  the fact that some answers  cannot be provided by  Science.  By creating opportunities for  pupils to ask questions about  how living things rely on and  contribute to their environment.  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 | By offering pupils the chance  to consider the wonder of the  natural world and the  inventions which have made  the world a better place.  By considering that not all  developments have been  good because they have  caused harm to the  environment and to people.  By encouraging pupils to  speculate about how science can be used both for good  and evil. | By using opportunities during  Science lessons to explain  how to keep other people  safe and how they might  protect a younger or  vulnerable young person.  By exploring the social  dimension of scientific  advances e.g. environmental  concerns, medical advances,  energy processes | 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 |