



# SMSC Policy

---

Review Cycle;	Annual
Responsible group:	Headteacher, EYFS Lead and LGB
Implementation date:	January 2020
Next Review Date:	September 2024

## Small steps to big dreams

**Mark 4: 30-32**

### Vision

We aim to provide educational excellence inspired by the world around us. To develop curious, responsible and confident learners within a caring community, in partnership with our families, upholding our Christian Values.

**Name of School: Clearwater C of E Primary Academy**

**School's Vision:  
Small steps to big dreams**

The Parable of the Mustard Seed

*"The kingdom of God is like a mustard seed, the tiniest seed you can sow. But after that seed is planted, it grows into the largest plant in the garden, a plant so big that birds can build their nests in the shade of its branches"*

**Mark 4: 30-32**

**Vision**

We aim to provide educational excellence inspired by the world around us. To develop curious, responsible and confident learners within a caring community, in partnership with our families, upholding our Christian Values.

At Clearwater C of E Primary Academy children are encouraged to develop spiritual, moral, social and cultural awareness and to begin to make personal decisions and choices which reflect this development. Opportunities for the children to develop spiritually, morally, socially and culturally are provided throughout the curriculum, in collective worship, during break and lunch times and during extra-curricular activities.

Clearwater Academy is a Church of England Academy whose ethos is founded on Christian teaching and values and in particular recognises the uniqueness and worth of each individual member of the school, both children and adults alike. With this in mind the aim of the school is to encourage children to understand and respect the various beliefs, traditions and practices of others, both within the school and the wider community. Our purpose is to ensure that pupils leave us with a maturing understanding of the experiences and values of others and a growing sense of identity based on personal values and self-worth within the diverse community.

As a staff we agreed these definitions of the four main terms. As a Church of England Aided Academy, we have agreed to work towards the Christian and the Ofsted Perspective of each area of development. The aims for each area of development outline the opportunities that we will provide for our children. The teaching and learning outlines how these aims will be pursued.

## SPIRITUAL DEVELOPMENT IN A CHURCH OF ENGLAND SCHOOL

*God is love. Whoever lives in love, lives in God and God lives in them.* 1 John 4:16

### **A Christian perspective on spiritual development**

In the Bible, the Hebrew word *ruach* has a rich range of meanings: spirit; breath; wind; life-giving. The Latin root *spiritus* also can be translated *breath*. These words contain the ideas of animation and vibrancy, the understanding of life as gift - we are 'brought alive' by God and invited to live that life to the full. For Christians this encompasses the whole being: mind, body and spirit. Spirituality is an integral dimension of the whole of life.

Christians believe in a God who is the source of all life, thereby placing an inherent goodness at the heart of everything. All of life is sacred, to be respected, protected and enjoyed. 'The spiritual life,' wrote Henri Nouwen, 'does not remove us from the world, it leads us deeper into it.' The Bible teaches that humanity has been made in God's image (Genesis 1:26). Therefore, all people are spiritual beings, with the capacity for relationship with God. This relationship is rooted in love, for 'God is love. Whoever lives in love, lives in God and God lives in him.' (1 John 4:16) It is for this reason that Augustine prayed, 'You [God] have made us for yourself, and our heart is restless until it finds its rest in you.'

For children's spirituality to develop and flourish, there must be trust; trust in a God who loves them and trust that school is a safe place where their doubts, fears and questions will be listened to.

In Collective Worship, children are given the opportunity to praise God for the wonders of the world, to give thanks for God's limitless love and to learn about and celebrate the shared Christian values which unite them as a school family. The gospel stories and other Biblical teaching will therefore be seen as the root of the Christian values that shape the school's life. This means that Collective Worship will be the life-giving thread weaving through all aspects of the community life.

Opportunities for spiritual development will also be actively planned into all aspects of the curriculum. Spiritual capacities such as imagination, empathy, and insight will be modelled in different ways by staff and also encouraged and celebrated in children. There will be a shared understanding that the spiritual life of the school is the wellspring of moral, social and cultural development and all that makes the community what it is and strives to become.

### **An Ofsted perspective on Spiritual Development**

Pupils' spiritual development is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- 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.

## WHAT IS SPIRITUAL DEVELOPMENT

In order to identify those opportunities which we provide for the spiritual development of our pupils, it is first necessary to reach an understanding of what we mean by spiritual development.

"Spirituality is like a bird: if you hold it too tightly, it chokes; if you hold it too loosely, it flies away. Fundamental to spirituality is the absence of force."

Rabbi Hugo Gryn, quoted in 'Things of the Spirit.' Westminster LEA 1993

'Spiritual development' is a very difficult term to define. It applies to all pupils, not only those from a religious background. Similarly, the potential for spiritual development is open to everyone. In an educational context it should not be thought of narrowly in terms of developing religious beliefs nor of conversion to a particular faith.

"The term needs to be seen as applying to something fundamental in the human condition which is not necessarily experienced through the physical senses and / or expressed through everyday language.

It has to do with relationships with other people and, for believers, with God.

It has to do with the universal search for individual identity - with our responses to challenging experiences, such as death, suffering, beauty and encounters with good and evil.

It has to do with the search for meaning and purpose in life and for values by which to live."

(Spiritual and Moral Development - a discussion paper NCC, now QCA, 1993)

Put simply, 'spiritual development' is the process of becoming fully human.

QCA identifies eight aspects of spiritual development. These do not relate to specific subject areas, but rather to an understanding of the meaning of spiritual

development and a willingness to identify and develop those opportunities across the curriculum. In this way spiritual development becomes an integral part of each child's learning experience.

- Beliefs - The development of personal beliefs, including religious beliefs, an appreciation that people have individual and shared beliefs on which they base their lives; a developing understanding of how beliefs contribute to personal identity.
- A sense of awe, wonder and mystery - Being inspired by the natural world, mystery, or human achievement.
- Experiencing feelings of transcendence - Feelings which may give rise to belief in the existence of a divine being, or the belief that one's inner resources provide the ability to rise above everyday experiences.
- Search for meaning and purpose - Asking 'why me?' at times of hardship or suffering; reflecting on the origins and purposes of life; responding to challenging experiences of life such as beauty, suffering and death.
- Self-knowledge - An awareness of oneself in terms of thoughts, feelings, emotions, responsibilities and experiences; a growing understanding and acceptance of individual identity; the development of self-respect.
- Relationships - Recognising and valuing the worth of each individual; developing a sense of community; the ability to build up relationships with others.
- Creativity - Expressing innermost thoughts and feelings through, for example, art, music, literature and crafts; exercising the imagination, inspiration, intuition and insight.
- Feelings and emotions - The sense of being moved by beauty or kindness; hurt by injustice or aggression; a growing awareness of when it is important to control emotions and feelings, and how to learn to use such feelings as a source of growth.

### **Aims**

In order to foster spiritual development, the school aims to provide children with opportunities to:

- develop an appreciation of their uniqueness and value as a child made in the image of God;

- develop an understanding of the distinctive ethos of this church school as well as the context, language and symbolism of the Christian faith;
- develop knowledge and understanding of the school's core Christian values and the Biblical teaching that underpins them;
- develop an appreciation of what it means to be a part of a community (e.g. using their gifts and abilities in the service of others);
- develop the skills and language required to enable them to reflect upon the big questions and mysteries of life;
- develop an awareness that experiences of disappointment, failure and loss may be occasions for spiritual growth;
- understand the value of difference and diversity through involvement with others.

### **Teaching and learning**

Through teaching and learning, the school pursues these aims by ensuring:

- the curriculum and all areas of our community life will be explicitly rooted in Christian values, such as forgiveness, thankfulness, peace and trust;
- opportunities for spiritual development will be pro-actively planned into the curriculum and actively encouraged in all areas of school life;
- Collective Worship will celebrate the love of God for every individual and provide opportunities for children to respond to this;
- the school building and outdoor environment will provide appropriate spaces for silence, stillness and prayer (e.g. in reflection areas);
- that children's spiritual capacities such as imagination, empathy and insight will be fostered through the creative arts and interactive multi-sensory teaching strategies;
- that children's moral development will be linked to spiritual development through strategies such as Windows, Mirrors, Doors (see Reflection Journals);
- that the outstanding RE curriculum will deliver knowledge and understanding about a range of faith perspectives relating to spirituality;
- that children will be given as many opportunities as possible to explore the wonder of the natural world and to develop an understanding of the Christian belief that creation is a gift from God to be enjoyed, cherished and protected.

Opportunities for developing Spiritual Development in all subjects can be found in the appendix.

## MORAL DEVELOPMENT IN A CHURCH OF ENGLAND SCHOOL

*Love must be sincere. Hate what is evil; cling to what is good.*

*Be devoted to one another in love.*

*Honour one another above yourselves. Romans 12:9-10*

*And what does the Lord require of you?*

*To act justly, to love mercy and to walk humbly with your God. Micah 6:8*

### **A Christian perspective on moral development**

For Christians, morality is not just about good behaviour, it is about shared values that are rooted in Christian belief. Forgiveness is a central value in moral development. Christians believe that *all have sinned and fallen short of the glory of God* (Romans 3:23). This means that all people do wrong things. Christians use the term 'sin' to mean both wrong things that hurt others, as well as things that hurt God. At the heart of the Christian gospel is the message that God dealt with sin through the death and resurrection of Jesus Christ. There is mercy and forgiveness offered to all who repent. In addition, Christians believe that the Holy Spirit works in believers to transform and renew them. Jesus taught his disciples that, as forgiven people, they should also forgive others.

Forgiveness does not mean accepting the wrong-doing or ignoring the consequences. Justice is a fundamental value, indeed children seem to have an innate sense of justice. However, the need for justice must be set in the context of the importance of restoring and reconciling relationships. In church schools, a balance should be forged between these. Truth and integrity are also at the heart of the Christian message. Jesus taught that He was 'truth' (*John 14:6*) - so honesty and truthfulness should be prominent in church school policies and practice.

These beliefs shape the values that lie at the heart of a church school and will characterise its approach to moral development. Love predominates in all aspects of school life, since it was God's act of love that brought salvation to the world. *Agape* is the Greek word used for God's love in the New Testament. *Agape* love is self-giving and costly. Christians look to the life and teaching of Jesus to help them understand what this means in practice.

### **An Ofsted perspective on moral development**

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in doing so, respect the civil and criminal law of England
- understanding the consequences of their behavior and actions

- interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues

## **Aims**

To foster moral development, the school aims to provide children with opportunities to:

- recognise the difference between right and wrong and begin to understand how Christian values inform a particular perspective on moral choices;
- understand how our moral choices can affect the lives of others;
- be able to work together to agree codes of behaviour that are appropriate for our school community;
- understand the centrality of forgiveness and reconciliation in the life and culture of our school;
- begin to engage with big questions concerning morality and ethical issues in the wider community and in the world, and to realise that each of us has a responsibility to work for justice.

## **Teaching and learning**

Through teaching and learning, the school pursues these aims by ensuring that:

- the curriculum and all areas of our community life are explicitly rooted in Christian values, such as justice, service, perseverance, courage and truthfulness;
- opportunities for moral development will be pro-actively planned into the curriculum and actively encouraged in all areas of school life;
- our Christian values are shared with members of our school community through our website and school documentation as well as through colourful images; posters, classroom displays and displays around the school building;
- collective worship and assemblies celebrate practical demonstrations of Christian values lived out in the life of the school, local, and wider community (e.g. The Gold Book);
- our behaviour policy makes clear that every child is treated fairly and is always offered the opportunity for a fresh start;
- parents and carers are made aware, through our website and other documentation, of our school's expectations regarding behaviour, as well as the rewards and sanctions that we operate;
- children gain skills in conflict resolution through PSHE lessons and circle time;
- children are made aware of moral and ethical issues in the national and international context through, for example, representatives from charities being invited into school to talk about their work;



- the School Council is fully involved, alongside teachers, senior leaders and governors in reviewing the impact of our Christian values on the behaviour, culture and ethos of our school.

## **SOCIAL DEVELOPMENT IN A CHURCH OF ENGLAND SCHOOL**

*The human body has many parts, but the many parts make up one whole body.  
So it is with the body of Christ. 1 Corinthians 12:12*

### **A Christian perspective on social development**

Social development is about living successfully in community.

For Christians, community and relationships underpin life. The Trinity (Father, Son and Holy Spirit) models a perfect community of equals, united by a bond of love. This is the same love that God has for his creation; therefore, a relationship is implied. Christians claim that humans are 'made in God's image' therefore they are made for relationship. The incarnation - God becomes human in Jesus - reminds Christians that God has relationship with his creation, that he is 'involved'. This means that God understands what it means to be human.

The Church is described in relational terms as the Body of Christ (*1 Corinthians 12:12*). St Paul's teaching emphasises the value of each person in the Christian community: his/her gifts, talents and worth.

Although some members of the church school may not be part of the local church community, there will nonetheless be an expectation that all relationships will be informed by Christian values. These values will be modelled by staff and governors and encouraged and celebrated in children. The Bible stories that underpin the school's values will be explored and creatively expressed so that they become familiar and inspirational to all.

### **An Ofsted perspective on social development**

Pupils' social development is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, co-operating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual

respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

### **Aims**

To foster social development, the school aims to provide opportunities for children to:

- build relationships founded upon the Christian Values (e.g. trust, honesty, forgiveness and service);
- gain a clear understanding of the place of the church school within the wider Christian community including local, national and worldwide;
- access pastoral support from school staff, local clergy and parish team members;
- be equipped to become responsible citizens who recognise the importance of service and working for the 'common good';
- feel a sense of genuine pride in the school and their membership of it.

### **Teaching and learning**

Through teaching and learning, we pursue these aims by ensuring:

- the curriculum and all areas of our community life will be explicitly rooted in Christian values, such as friendship, service, generosity and compassion;
- opportunities for social development will be explicitly planned into the curriculum and in all areas of school life;
- Collective Worship and assemblies will celebrate and reward practical demonstrations of our Christian Values such as, service to the community, and acts of friendship and generosity, particularly shown towards children facing difficulties or challenges (e.g. The Gold Book);
- strong mutually supportive links will be maintained and developed with our local community through participation in charity events and acts of service (e.g. Caring for Communities in Gloucestershire);
- strong, mutually supportive links will be maintained and developed with the local and national church and the worldwide Anglican communion through regular worship in the parish church. The Open the Book Team from our local church lead Worship each week. Our school is forging a link with a school in Western Tandanyika
- an appropriately trained staff will provide pastoral support to children or family members facing challenges;
- our school community strives to be fully inclusive through the curriculum taught and the environment ensuring access for all;

- the School Council working towards social cohesiveness of the school community;
- the Senior Leadership Team prioritises support and engagement with networks (e.g. cluster meetings, school partnerships and attending headteacher conferences run by the Diocese);
- there is active engagement with parents and carers through the 'open door policy' and active support of PTA activities.

## **CULTURAL DEVELOPMENT IN A CHURCH OF ENGLAND SCHOOL**

*After this I looked and there before me was a great multitude that no-one could count, from every nation, tribe, people, and language, standing before the throne.*  
Revelation 7: 9a

### **A Christian perspective on cultural development**

These words encapsulate a vision of people from many different cultural backgrounds drawn together and united in one purpose - worship. St John was given this revelation so that God's ultimate intention for humanity might be glimpsed, thus affirming all efforts to value people from different cultures.

The Christian Church was forged in a crucible of cultures. In Acts 2, the Holy Spirit is described as miraculously enabling the first followers of Jesus gathered in Jerusalem to speak about the 'mighty works of God' to people from all over the ancient world, each in their own language - love.

At the heart of cultural development, therefore, is the capacity, not only to understand and appreciate those elements that have shaped one's own life, but also to be open to people from very different backgrounds, and learn how to celebrate their story.

### **An Ofsted perspective on cultural development**

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities;

- interest in exploring, understanding and showing respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

## **Aims**

To foster social development, the school aims to provide children with opportunities to:

- gain a knowledge and understanding of the values from their own culture, heritage, traditions and an appreciation of how they have evolved and developed over time
- develop knowledge, understanding and appreciation of the cultures of those with whom they interact day by day, as well as other cultures represented in the UK
- develop a knowledge of the local Christian heritage, particularly through visits to local churches and the Cathedral, and to explore their relationship to it.
- develop a knowledge and understanding of the cultural diversity of Christianity through links overseas, RE, Collective Worship and events in school
- understand the relationship between religious belief and culture through a creative, challenging and interactive RE curriculum
- explore what it means to be a child made in the image of a Creator God
- understand what it means to be part of a community characterised by openness, hospitality and an eagerness to learn from one another

## **Teaching and learning**

Through teaching and learning, we aim to pursue our aims by ensuring:

- the curriculum and all areas of our community life will be explicitly rooted in Christian values, such as friendship, generosity, and creativity, as documented in all school policies;
- the curriculum will be delivered using creative and imaginative teaching strategies which allow individual gifts and talents to flourish;
- a range of art forms will be used to teach children about Christian heritage and tradition, and also the heritages and traditions of other faiths;
- children are given opportunities to take part in and respond to cultural and artistic enterprises (e.g. Enrichment Weeks)
- children explore current affairs and different interpretations of events by the media;

- children explore the ways in which cultural, racial, and religious prejudice can take root and learn how to recognise this and other forms of discrimination as well as ways to counter it, (see Anti-Bullying Policy);
- whole school projects which celebrate diversity within the local and wider community feature in our curriculum;

## **MONITORING AND EVALUATION OF SMSCD IN A CHURCH OF ENGLAND SCHOOL**

SMSCD is the responsibility of **all** staff and governors, as it will have a fundamental impact on the quality and nature of the education offered by our school.

The lead teacher with responsibility for evaluating the effectiveness of SMSCD is Judith Manns who will;

- ensure that our current policy is regularly reviewed, up to date, and a true reflection of practise in this school;
- have responsibility for ensuring that all staff, parents and governors understand how the school interprets SMSCD and to ensure that regular, appropriate professional development is provided;
- liaise with the SLT, the governing body and the School Council to monitor and evaluate the impact of opportunities for SMSCD across the curriculum.

This will be achieved by:

- auditing curriculum policies and schemes of work to ensure that the school's values are the starting point for curriculum design;
- monitoring of lesson plans and the quality of teaching and learning;
- evaluating impact of SMSCD provision through work scrutiny, reflection journals, and pupil conferencing;
- input at staff meetings, school governors' meetings and parents' forum to maintain the profile of SMSCD in the school;
- sharing good practise from within our school with other schools where appropriate;
- ensuring that SMSCD development is a priority on the school development plan.

The model policy from Gloucester Diocese was used as a basis for this policy.

## **SPIRITUALITY ACROSS THE CURRICULUM**

## **Appendix 2**

The notion of 'spiritual development' has implications right across the curriculum and at all ages. Every subject area should include in its general aims such objectives as the following:

- to sustain the self-esteem of pupils in their learning experience
- to develop the individual's capacity for critical and independent thought
- to foster the emotional life of the individual, particularly with regard to being able to express one's feelings and to enlarge one's appreciative range
- to provide opportunities for the development of imaginative and empathetic experiences
- to encourage the setting apart of moments of stillness and reflection
- to provide learning material and situations which encourage moral responses and obligations towards others
- to pursue issues which impinge upon what a 'person' is and which give value and identity to human life

## **OPPORTUNITIES FOR SPIRITUAL DEVELOPMENT IN THE CURRICULUM**

There are likely to be significant opportunities for spiritual development through the following areas:

### **MATHEMATICS**

How far does maths:

- Help children wonder at the infinity of numbers, pattern, order, time, symmetry, shape.
- Promote children's self-esteem
- Recognise their achievements; happiness; joy.

- Share ideas and respect those of others; value others' opinions; allow understanding to be shared through discussion
- Reflect through different stages of maths, progression.
- Give open-ended tasks which can produce a variety of responses and work on real problems that can encourage a consideration of moral aspects of our society e.g. how much waste paper does our school generate?
- Discuss how maths helps us to understand the world around us.

## ENGLISH

### Oracy

How far do our children:

- Have the opportunity to engage in different types of talk, to different audiences and for different purposes so that the classroom is modelled as a microcosm of society?
- Experience exposure to the ideas of other people so that each child develops a sense of self?
- Experience a democratic classroom where the opinions and values of children are given equal importance alongside that of the teacher and where rules for the classroom are negotiated?
- Engage in 'circle type' activities?
- Have exposure to cultural diversity - valuing accents, dialects etc.?

### Writing

How far do children:

- Have the opportunity to develop a range of social competence through writing and explore skills in choosing words so that the opinions of the reader can be shaped?
- Study a writer's words of choice (lexical) in shaping opinion of readers through newspapers; articles etc. compare different presentations of facts and description of individuals?
- Have the chance to engage in collaborative writing to bring greater awareness of their own and others' skills?

### Reading

How far do our children:

- Have the opportunity to experience bias and prejudice in the written word?
- Share beliefs and ideas about a text in discussion?
- Read books that explore relationships and identify purpose in life?
- Read books that pose moral dilemmas?

- Use books as a stimulus for discussing how and where they might become fuller members of society?
- Explore through literature a range of possible cultural and social models of possible lifestyles and family structures?

## **Drama**

How far do our children:

- Explore the question of 'who am I'?
- Enter imaginatively into the experience of someone else?
- Explore relationships and behaviour?
- Talk about social issues through drama - exposing shortcomings and suggesting change?

## **SCIENCE**

How far does our science:

- Place our children's understanding of the application of science in a social, cultural and ethical context?
- Raise issues about environmental problems
- Give our children an understanding of scientific methods e.g. in order to investigate fairly, commitment and honest observation are needed
- Allow children to work together in investigations?
- Promote a sense of wonder, curiosity and an inclination to question?
- Promote the care of living things and the environment?
- Promote an understanding of the value of life, addressing questions of personal meaning and moral questions e.g. care of animals, health and safety, pollution, vanishing resources?
- Allow children to express creativity and imagination?
- Address cultural issues e.g. destruction of the rainforest?
- Promote awareness of harmful substances and their consequences for individuals and society?
- Promote awareness of the economic and social aspects of scientific discovery?

## **RELIGIOUS EDUCATION**

Where does RE:

- Open up our children to new understanding of their life experience?
- Allow our children to become aware of their inner life and emotions?
- Help our children to recognise the significance of a special place? E.g. the local church
- Help our children to explore the concept of 'duty' in religious understanding?



- Help our pupils explore the concept of forgiveness and the chance for a fresh start?
- Help our children to understand that religion has an open dialogue with morality?
- Explore the idea that one's individual concern has no meaning unless contextualised in relation to other people - responsibility for oneself and a responsibility for others?
- Contribute to our children's understanding of the sociability of human beings in community, explore relationships and how we can help others - working and living with others - harmony and conflict?
- Help our children to understand how religions change and how every faith is diverse?
- Teach our children to respect other people's beliefs and practices - expose prejudice and racist attitudes among pupils?
- Give opportunities for our children to explore, examine and personally evaluate what they encounter?
- Allow our children to express feelings in drama, role play; also music and poetry - express creativity?
- Develop children's Speaking and listening; asking questions; expressing thoughts and feelings?
- Help our children to learning about values - rules for living, belonging to groups, religious practices?

## **HISTORY**

How far do children:

- Learn about historical figures whom we can admire because of their impact on society / life e.g. Christopher Columbus and Walter Tull etc.?
- Have the opportunity to think about their own development from babyhood until present stage; immediate family history?
- Work on causation - why people act / acted as they did and what motivated them?
- Build up positive relationships through educational visits and discussions?
- Discuss moral dilemmas?
- Have the opportunity to explore how the concept of citizenship has changed over time e.g. what did it mean to be a citizen in Medieval / Victorian Britain?
- Learn about the development of systems of government?
- Discuss about the effect of building on places of historic interest and how you judge issues of valuing the heritage of the past when placed against the perceived need of the present. Also the effect of workplace, industry on the nature of communities, the building of new roads etc.?

## **GEOGRAPHY**

How far do children:

- Explore the natural world to consider how people live and how these interact with each other, using the process of inquiry by posing relevant questions about what places are like, why they are like that, how might they change and the possible consequences for the people who live there e.g. knocking down two houses in Deep Street - what will happen to the families?
- Work together, interacting with others to study places, societies and cultures, developing empathy and positive attitudes and values towards other people?
- Have a sense of wonder and mystery about the world; looking at physical processes shaping the earth, particularly those on a large scale such as volcanoes and earthquakes?
- Have the chance to develop a sense of place and an understanding of what makes this place unique in their lives?
- Experience and value the environment - local scale studies, physical and human aspects, fieldwork; investigations into the effect humans are having on the environment and the remedies for this; comparisons of environment and diversity of life?
- Learn about values by which we live through studies of different places and associated life styles and comparisons with own?
- Establishing relationships through fieldwork opportunities - change in situation, opportunities to get to know each other in a different context?
- Have the opportunity to challenge stereotypes and promote an understanding that peoples all over the world have common needs and have to meet similar challenges?

## **MUSIC**

How far do our children:

- Have the opportunity to develop concentration, perseverance and co-operation discipline, commitment and reliability in performance?
- Develop self-esteem and self-worth through personal expression and involvement in social activities?
- Experience music directly, practically and creatively through listening, performing and composing?

- Develop a sense of purpose by performing with a group and a sense of responsibility towards fellow performers?
- Explore how music can be used to manipulate the emotions e.g. in the advertising of certain products?
- Have an insight into how pupils think, feel and express themselves?
- Explore how the common elements of music can be found in the music from all cultures?

## **ART**

How far do our children:

- Have the opportunity to use works of art to explore issues of right and wrong e.g. war and peace?
- Make posters / banners to raise awareness .....?
- Explore change through their own work or that of other artists?
- Meet the work of artists from different cultural backgrounds?
- Represent the world and record their place in it?
- Develop an awareness of how art is used to sell commodities or to persuade?

## **P.E.**

How far are our children:

- Given a sense of personal achievement and a chance to share in the success of others?
- Given the chance to participate in games that give opportunities to develop equality, freedom and respect through rules and fair play?
- Given the opportunity to discuss issues of sporting morality?
- Given the opportunity to learn about the importance of reliability by participating in team games?
- Given the chance to think about a spectators' code of behaviour?
- Given the chance to engage in collaborative activities e.g. parachute
- Engage in outdoor and adventurous activities?
- Build trust in staff, peers and adult helpers through visits off site?

## **DESIGN TECHNOLOGY**

How far do our children:

- Explore the decisions that influence what we design?
- Make products to solve problems expressing creativity, inventiveness and imagination?
- Weigh one value judgement against another in making a decision?

- Evaluate their ideas against criteria of their own and their class?
- Recognise the different needs of a variety of users?
- Express their own identities in the things that they make?
- Consider moral problems in technological development - e.g. use of re-cycled or raw materials?
- Explore what influences people to buy certain products?

### **PSHE:**

This area is concerned with the personal and social development of our children. Their understanding of themselves, of others and of the group within which they live (home family or school family). It aims to equip them to make healthy life choices and to be effective citizens of tomorrow.

Opportunities for spiritual development in PSHE include providing times when our pupils are able to:

- Develop a sense of self-awareness, knowledge and esteem
- Recognise the worth of every individual, develop a sense of community and build relationships
- Exercise intellectual curiosity and gain insight
- Explore the beliefs and values of others
- Express their own values and examine them with others
- Identify the way beliefs and values can affect lifestyle
- Express the sense of being moved and inspired particularly by other people
- Explore issues, dilemmas and confusions
- Raise and respond to questions about the challenging aspects of life
- Identify their feelings, emotions and innermost thoughts and know when and how to appropriately express them
- Reflect on experiences
- Have fun together.

### **CITIZENSHIP**

Are our children given opportunities to:

- Experience a sense of responsibility in being a member of a democratic community in our school?
- Experience activities in our local community?
- Understand and experience elements of an inclusive society?
- Debate and discuss issues of relevance to them?
- Begin to be active and empowered in bringing about change or supporting causes?
- Begin to develop an understanding of the core values in a democratic society e.g. justice, fairness, equality and inclusion?

- Broaden their thinking, become open-minded and questioning and feel that they can make a contribution to a current issue?
- Begin to think about and discuss the implications of global issues and the rights and responsibilities of world citizenship?

## **CREATIVE ARTS**

- Be creative and value each others work, respecting feelings of others.
- Take part in role-play situations and empathise with particular feelings and situations e.g. starting at a new school.
- Identify with the environment near and far, and express feelings through dance, music and drama.
- Develop confidence and self-esteem through group work and develop inter-personal skills.