

Subject	Opportunities for SPIRITUAL development	Opportunities for MORAL development	Opportunities for SOCIAL development	Opportunities for CULTURAL development
English	<p>Listening to music, viewing works of art, etc. that inspire speaking, listening, reading and writing</p> <p>Sharing books that show the beauty of creation</p> <p>Making a creative response to life experiences through the written word e.g. reflective diaries, poetry, etc.</p>	<p>Sharing stories that reinforce moral issues i.e. parables, Aesop's fables</p> <p>Reading and writing rules related to school, home and the local community</p> <p>Writing stories and poems with morals</p>	<p>Games and activities that focus on speaking and listening</p> <p>Collaborative projects and activities i.e. shared stories, joint poems, plays, debates, presentations and performances</p> <p>Reflecting on books that explore and reflect relationships, identity and purpose in life</p> <p>Sharing beliefs and ideas with peers, promoting self-esteem, tolerance and respect amongst pupils</p>	<p>Sharing texts from around the world including versions of traditional tales</p> <p>Valuing the contribution of different cultures to literature and language</p> <p>Using festivals as vehicles for literacy based work</p> <p>Literacy festival</p>
Maths	<p>Exploring links between maths and how pattern, order and symmetry are used in artistic impression eg Rangoli patterns</p> <p>Exploring underlying mathematical principals behind natural forms and patterns; e.g. the symmetry of snowflakes or the stripes of a zebra</p> <p>Enjoying the pleasures and rhythms of counting</p> <p>Valuing the natural world through the appreciation of the mathematical structures found within it e.g. snowflake, butterfly</p>	<p>Using fractions to discuss equal shares</p> <p>Money, discussing spending and saving</p> <p>Using mathematical skills to deal with real life challenges</p> <p>Collecting and counting money for charity events.</p>	<p>Using mathematical language to describe similarities and differences between people i.e. tall/short.</p> <p>Exploring how maths is used in the real world.</p> <p>Creating opportunities for pupils to work together collaboratively during experiments, investigative and problem-solving tasks. Using concrete apparatus</p> <p>Being creative thinkers by applying mathematical skills problem solving situations</p>	<p>Learning about number systems used by other countries such as Chinese numbers, and how Roman numerals are used on clocks</p> <p>Exploring the use of mathematical language</p>
Science	<p>By enabling children to reflect on the wonder of the natural world (e.g. seasons changes)</p> <p>By appreciating the beauty of the world when looking at plants, animals, weather, and seasons.</p> <p>By exploring the wonders of life. Looking at the process of growing and changing</p> <p>By demonstrating openness to the fact that some answers cannot be provided by Science.</p> <p>By working collaboratively on scientific investigations.</p> <p>By learning rules for keeping physically and emotional safe.</p>	<p>By developing an awareness of the ways that science affects society and the environment.</p> <p>By considering how to care for the world and all of the animals, plants and people in it.</p> <p>By giving children the opportunity to explore moral dilemmas related to Science.</p> <p>By discussing and being open to each other's ideas.</p> <p>By ensuring children show respect for different opinions e.g. creation, evolution</p> <p>By learning about what constitutes a balanced diet and healthy lifestyle.</p> <p>By appreciating that in order to investigate fairly, commitment and honest observation are crucial</p> <p>By considering the ethical implications of environmental problems e.g. pollution, destruction of rainforests, etc.</p>	<p>By finding out about the work of different scientists.</p> <p>By promoting co-operation within practical activities. Using and sharing simple equipment</p> <p>By taking responsibility for their own and other people's safety.</p> <p>By developing observational skills that are useful throughout life.</p> <p>By supporting development of physical and emotional health and well-being.</p>	<p>By asking questions about the ways in which scientific discoveries from around the world have affected our lives.</p> <p>By taking children to visit areas of interest within the local environment e.g. local habitats.</p> <p>By learning about plants and animals from different countries and places.</p> <p>By supporting awareness of how we need to care for the world we live in.</p>

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Computing	<p>Use of technology to inspire, reflect, amaze etc.</p> <p>Using word processing to create text for different purposes</p>	<p>Learning about keeping safe on line and codes of conduct when using social media</p> <p>Using the web to illustrate and explore the power of information and the social responsibility /ethical values it carries</p> <p>Being alerted to the value laden nature of information and communication</p>	<p>Learning about safe communication with others</p> <p>Developing computing skills necessary to life in 21st Century Britain</p> <p>Seeing learning as a co-operative venture where many can contribute ideas through email etc.</p>	<p>Opening up the possibilities of interpersonal relationship with others near and far through on line means</p>
PE	<p>Using dance/movement as expression</p> <p>Developing a deeper understanding and appreciation of their own physical uniqueness</p> <p>Understanding how the body can be used creatively to express the inner life of the individual</p> <p>Developing an understanding of the link between physical and emotional/spiritual wellbeing (endorphins)</p>	<p>Learning how to win and lose and accept both scenarios</p> <p>Considering issues of fairness and morality in the context of games and sports e.g. the necessity for rules and adherence to them by everyone</p> <p>Appreciating the positive and negative impact of competitiveness and importance of gamesmanship</p>	<p>Taking part in team and competitive sports</p> <p>Learning rules when playing team games</p> <p>Working safely when using equipment</p> <p>Reflecting on the responsibility for others e.g. importance of working as a team, appreciation of health and safety issues</p> <p>Striving to achieve their best and reach their own potential</p>	<p>Observing and taking part in dance from a range of cultures, traditions and countries</p> <p>Learning about national sports across the world</p> <p>Incorporating world sporting events into the curriculum e.g. Olympics, World Cup, Australian open, etc.</p>
RE	<p>Reflecting on belonging</p> <p>Looking at religious beliefs and ideas expressed through different media</p> <p>Reflecting on spiritual ideas, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness</p> <p>Considering claims of truth, meaning and purpose and reflecting on what guides them</p>	<p>Use of Biblical and other religious stories to teach moral codes of conduct eg Ten Commandments, 5 Pillars of Islam,</p> <p>Learning about British values and their importance in developing good human beings</p> <p>Learning about values that originate in the wisdom of faith traditions and the teachings of key religious figures</p> <p>Learning about non-believers (Humanists/Atheists) and their values</p> <p>Peace Mala</p>	<p>Communicating ideas to others</p> <p>Listening to stories</p> <p>Learning how to effectively communicate their own beliefs, values and attitudes and respecting those of others</p> <p>Peace Mala</p>	<p>Learning about and from celebrations, worship and rituals from different countries and world religious</p> <p>Being supported in valuing religious and cultural diversity</p>
History	<p>Reflecting on the amazing stories of significant people from the past</p>	<p>Learning about significant others from the past who have influenced current affairs and contributed to national and international achievements</p> <p>Appreciating how situations of injustice have provoked people to rise up and often, against the odds, bring change and transformation in the lives of oppressed people</p>	<p>Learning how to ask and answer questions</p> <p>Social lessons learned from stories long ago and significant people from the past</p> <p>Appreciating how British Values have formed and evolved over time and have resulted in changes in law, attitudes and expectations</p>	<p>Learning about ways of life in different time periods</p> <p>Knowing significant local, national and global historical events</p>

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Geography	<p>Marveling at the awe and wonder in the different weather and seasonal patterns</p> <p>Responding to the beauty, order and complexity of the natural world</p>	<p>Becoming ecologically aware through learning about world issues like litter, acid rain, global warming, etc.</p> <p>Exploring issues of justice and equality e.g. should a supermarket be built on the outskirts of a town?</p> <p>Acting to make the world a more sustainable place e.g. recycling.</p>	<p>Developing map reading skills essential for later life</p> <p>Understanding more about themselves and their place in the immediate, local and global community</p> <p>Making comparisons between their environment and other locations in the world</p>	<p>Developing knowledge about the world, UK and local area</p> <p>Developing empathy and positive attitudes towards other people, recognising that often people have common needs and similar challenges</p>
Art, Design & Technology	<p>Using famous religious works of art as talking points/inspiration.</p> <p>Making a unique response to the world through their art</p> <p>Beginning to understand how others have defined beauty and developed a personal view of what is aesthetically pleasing</p> <p>Using the subjects for expressing their own creativity and imagination</p>	<p>Learning about nutrition and how to cook as a life skill</p> <p>Reflecting upon the ways in which art is used to influence or justify moral decisions e.g. adverts, war monuments, etc.</p> <p>Using art to raise awareness of issues that are important to them e.g. designing posters to promote healthy eating, etc.</p> <p>Engaging in discussions that weigh one value judgment against another</p>	<p>Creating group art, craft and design works with others</p> <p>Evaluating art and design work of peers</p> <p>Planning and working on own designs, and selecting suitable resources</p> <p>Developing practical skills to help perform everyday tasks</p> <p>Valuing their own creativity and that of others.</p> <p>Making judgments about what is needed and how to evaluate what is produced by others and themselves</p> <p>Developing cooperation when working on a group design</p>	<p>Valuing the contribution of different cultures and their expressions in art and design</p> <p>Exploring how technology has to be appropriate to a particular time and culture of geographical region</p> <p>Investigate different artists and artistic styles</p>
Music	<p>Using music as talking points / inspiration.</p> <p>Using music to invoke reflection eg in RE/P4C/PSHE</p> <p>Listening, performing, composing music</p> <p>Beginning to appreciate how music is used in a variety of contexts to appeal to the emotions, to lift the spirit or to purposefully attempt to illicit a predetermined response.</p>	<p>Linking songs to moralistic stories they know e.g. Ulysses & Odysseus</p>	<p>Composing music with others and working as part of a group</p> <p>Caring for musical equipment and resources</p> <p>Choir singing performances eg Young Vouces, Whole school events</p>	<p>Using music from across a range of genres, styles and traditions, including the works of the great composers and musicians</p> <p>Valuing a wide range of musical expression including the contributions made by those from other cultures and traditions</p> <p>Learning to play musical instruments</p>

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French	<p>Opportunity to reflect upon and share their own experiences; comparing them to those of a variety of French children</p> <p>Compare the influences each country has had on other countries where both language and spirituality have been shared</p> <p>Share the festivals associated with their religion and explore the French equivalents, looking at similarities and differences.</p>	<p>Explore the role of the family and discuss who is important to us and why</p> <p>Children are given a strong sense of self and are able to express opinions and preferences</p> <p>Stereotypes and intolerance are challenged through the teaching of language and culture</p>	<p>Children acquire social skills in order to interact with different people. Focus on interacting and conversational French to really concentrate on interpersonal skills</p> <p>Opportunities to work independently in lessons and proactively use the target language in classwork, whether through pair work, co-operative learning techniques or group work</p> <p>Differentiated in groups of varied abilities to encourage social interaction with others in the class with whom they may not usually interact.</p> <p>Experiment with language and learn from mistakes without seeing them as a barrier to learning and embrace others that try but fail. They are encouraged to use each other as a learning tool and develop social strategies for dealing with confrontational situations</p>	<p>Opportunity to learn about another culture, while reflecting on British culture</p> <p>Compare hobbies, homes, festivities and other cultural events, drawing on their own experiences to fully engage</p> <p>Direct comparisons serve to heighten their awareness of their own culture and develop a sense of pride and national identity. It is also a good opportunity to reflect upon our own cultural diversity.</p>
PSHE Education / RSE	<p>Learning about the process of growth from young to old.</p> <p>Considering special people and their influence on our lives.</p> <p>Considering how it feels to belong and how we belong to different groups.</p> <p>Engendering trust in and respect for school structures and local networks.</p> <p>Fostering a positive outlook for the future.</p>	<p>Learning about what constitutes a healthy lifestyle</p> <p>Celebrating strengths and setting simple goals</p> <p>Exploring feelings including thinking about change and loss</p> <p>Thinking about people who help us</p> <p>Investigating fairness and right and wrong, kind and unkind</p> <p>Developing strong awareness of bullying issues, their impact and how to tackle them</p> <p>Constructing, agreeing and following rules</p> <p>Learning about harm and care to the environment</p> <p>Nurturing a sense of self-worth, self-identity and personal responsibility so that children can begin to learn how to make sound moral, social, spiritual and cultural choices</p> <p>Developing awareness of how our social choices, actions and lifestyles affect others locally, nationally and globally</p> <p>Becoming aware of social injustice and how to make a difference</p> <p>Being empowered to make choices and take action to contribute to the common good</p>	<p>Exploring likes and dislikes and comparing these between different people</p> <p>Learning about personal hygiene and infection control</p> <p>Learning rules for keeping physically and emotionally safe</p> <p>Sharing opinions and listening to the views of others</p> <p>Playing and working cooperatively</p> <p>Being shown and developing resolution strategies</p> <p>Discussing money and the concepts of spending and saving, managing, keeping safe</p> <p>Developing an understanding that civil community is held together by reciprocal and cooperative relationships</p> <p>Recognising the rights of others and preparing to take responsibility in society</p> <p>Learning about mechanisms used to resolve conflict</p> <p>ABC /PALS</p> <p>School Council</p>	<p>Hearing stories from different cultures and countries</p> <p>Learning about viewpoints of people with different beliefs</p> <p>Cultivating an awareness of living in an interconnected world and of being a "world"</p> <p>Developing an awareness of the shared value of communities and where there might be conflicting values</p> <p>Respecting and valuing diversity</p>