The school has carefully considered and analyses the impact of this policy and guidelines on equality and the possible implications for pupils with protected characteristics, as part of its commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.
Spiritual, moral, social and cultural education (SMSC) (incorporating fundamental British values) policy

Our vision

At Someries Infant and Nursery School we believe anything is possible. We know that children have the right to be provided with a creative, innovative and exciting education that will inspire them to become lifelong learners who are enthusiastic and proud of everything they do. We want every child to excel in all aspects of their learning within an immersive, imaginative, expressive and inclusive environment. We want children to become confident discoverers, explorers and creators who live our values. We keep children at the focus of everything we do.

Our aims

As a school, our aims are to:

- become a unique school which meets the needs of the Twenty-first Century child
- support and challenge children so that they become happy, engaged and independent learners
- ensure children are leaders of their own learning to satisfy their natural curiosity
- ensure children receive a creative, immersive and innovative education
- be a truly inclusive school where children have the same opportunities to excel in their learning
- be an effective team
- live our values in everything that we do
- inspire new learning and create awe and wonder
- provide a rich and purposeful learning environment
- develop effective relationships with families and the community
- be the best that we can be
Introduction

At Someries Infant and Nursery School we recognise that the personal development of children – spiritually, morally, socially and culturally (SMSC) – plays a significant part in their ability to learn and achieve. We therefore aim to provide a broad and balanced education that provides children with inherent opportunities to explore and develop:

- their own values and beliefs
- their own spiritual awareness
- their own high expectations of personal behaviour
- a positive, caring attitude towards other people
- an understanding of their social and cultural traditions
- an appreciation of the diversity and richness of their cultures

SMSC plays a significant part in the ability to learn and to achieve and therefore all curriculum areas have a contribution to make to every child’s spiritual, moral, social and cultural development.

Christian values, principles and spirituality will be explored in the curriculum, especially in Religious Education and collective worship. The integrity and spirituality of other faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and children will be given access to alternative views.

All adults will model and promote expected behaviour, treating all people as valuable individuals and showing respect for children and their families. Children should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Children should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules will reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate children’s work and achievements.

All curriculum areas will use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected on teachers’ planning and associated teaching and learning resources.

School assemblies play a key part in promoting SMSC throughout the school.
Aims of this policy and guidelines

It is our aim that spiritual, moral, social and cultural education should:

- ensure that everyone connected with the school is aware of our values and principles
- ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of school
- ensure that a child’s education is set within the context that is meaningful and appropriate their age, aptitude and background
- ensure that children know what is expected of them and why
- give each child a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience
- enable children to develop an understand of their individual and group identity
- enable children to begin to develop an understanding of their social and cultural environment and appreciation of the many cultures that now enrich our society
- give each child the opportunity to explore social and moral issues and develop a sense of social and moral responsibility

Teaching and learning

Spiritual Development – as a school we aim to provide learning opportunities that will enable all children to:

- sustain their self-esteem in their learning experience
- develop their capacity for critical and independent thought
- foster their emotional life and express their feelings
- experience moments of stillness and reflection
- discuss their beliefs, feelings, values and responses to personal experiences
- form and maintain worthwhile and satisfying relationships
- reflect on, consider and celebrate the wonders and mysteries of life

Moral Development – as a school we aim to provide learning opportunities that will enable children to:

- recognise the unique value of each individual
- recognise the challenge of religious teaching, particularly that of Jesus
- listen and respond appropriately to the views of others
- gain the confidence to cope with setbacks and learn from mistakes
- take initiative and act responsibly with consideration for others
- distinguish between right and wrong
- show respect for the environment
- make informed and independent judgements

Social Development – as a school we aim to provide learning opportunities that will enable children to:

- develop an understanding of their individual and group identity
- learn about service in the school and wider community
- begin to understand the need for social justice and a concern for the disadvantaged
Cultural Development – as a school we aim to provide learning opportunities that will enable children to:

- recognise the value and richness of cultural diversity in both Luton and Britain, and how these influence individuals and society
- recognise Christianity as a world-wide faith
- develop an understanding of their social and cultural environment

Development of SMSC will take place across all curriculum areas. SMSC has particularly strong links to religious education, collective worship and personal, social, health and citizenship education. Within all curricular activities, children will be encouraged to reflect on the significance of what they are learning, to recognise any challenges to their own attitudes and lifestyle and to recognise a spiritual dimension to their lives.

All curriculum areas should seek illustration and examples drawn from as wide a range of cultural contexts as possible.

Through classroom discussion we will give children opportunities to:

- talk about personal experiences and feelings
- express and clarify their own ideas and beliefs
- speak about difficult events, for example death, bullying, etc.
- share thoughts and feelings with other people
- explore relationships with friends, family and others
- consider the needs and behaviour of others
- show empathy
- develop self-esteem and a respect for others
- develop a sense of belonging
- develop the skills and attitudes that enable children to develop spiritually, morally, socially and culturally, for example empathy, respect, open-mindedness, sensitivity, critical awareness, etc.

Many curriculum areas provide opportunities to:

- listen and talk to each other
- learn an awareness of treating all as equals, accepting people who are different because of physical and learning difficulties
- agree and disagree
- experience good role models
- take turns and share equipment
- work cooperatively and collaboratively
Practical activities to develop SMSC will include:

- working together in different groupings and situations
- encouraging children to behave appropriately at meal times
- taking responsibility
- encouraging teamwork
- appreciation of, and respect for, the work and performance of other children, regardless of ability
- hearing music from different composers, cultures and genres
- meeting people from different cultures and countries
- participating in a variety of different educational visits
- participation in live performances
- use of assembly themes to explore important aspects of our heritage and other cultures
- studying literature and art from different cultures supported by visits from writers and artists and participating in workshops
- opportunities for children to hear and see live performances by professional actors, dancers and musicians
- participation in dance from other cultures
- opportunities to make and evaluate food from other countries
- opportunities in music lessons to learn songs from different cultures and play a range of instruments
- studying the contributions to society that certain famous people have made
At Someries Infant and Nursery School, My Big Voice sessions are held on a weekly basis to develop our pupils’ ability to answer ‘big’ questions and to develop their moral and social awareness. These sessions are also focused on developing pupils’ ethical intelligence.
Links with the wider community

- visitors are welcomed into our school
- links with local churches are fostered
- visits to places of worship of other faiths will be arranged to support the understanding of different cultures
- the school supports the work of a variety of charities
- the development of a strong home-school agreement is regarded as very important, enabling parents, carers and teachers to work in effective partnership to support all children
- children will be taught to appreciate and take responsibility for their local environment
- liaison with Someries Junior School to support effective transition takes place regularly

Monitoring and evaluation

Provision for SMSC is monitored and reviewed on a regular basis. This is achieved through:

- the monitoring of religious education and the teaching and learning of personal, social, health and citizenship education by the school’s deputy head teacher
- regular discussions at staff meetings and meetings of the governing body
- audits of policies and guidelines
- the development of religious education and personal, social, health and citizenship education and, whenever relevant, inclusion in school improvement planning
- the collation of evidence of children’s work and experiences through the scrutiny of teachers’ Prime Learning Challenge progression planning
As a school, we promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs as part of our provision of SMSC.

By actively promoting these values means that we challenge opinions or behaviours in our school that are contrary to fundamental British values. We fully recognise that any attempts to promote systems that undermine fundamental British values are completely at odds with our duty to provide SMSC.

Through our provision of SMSC, and as appropriate for the age of our pupils, we aim to:

- enable our pupils to develop their self-knowledge, self-esteem and self-confidence
- enable our pupils to distinguish right from wrong and to respect the civil and criminal law of England
- encourage our pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- enable our pupils to acquire a broad general knowledge of an respect for public institutions and services in England
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures
- encourage respect for other cultures
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England

Through our promotion of fundamental British values, and as appropriate for the age of our pupils, we aim to develop pupils’:

- understanding of how citizens can influence decision-making through the democratic process
- appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety
- understanding that the freedom to choose and hold other faiths and beliefs is protected by law
- acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- understanding of the importance of identifying and combating discrimination

We promote these values through our wide ranging provision and our broad and balanced curriculum. The following outline – though not exhaustive and only providing information about some of what we do – exemplifies how we promote British values in our school:
Democracy

Democracy is very important in our school. Pupils have the opportunity to have their voices heard through our School Parliament and regular pupil surveys. The elections of the members of our School Parliament are based solely on pupil votes.

In summary:
- Pupils regularly have a say in what happens in our school because we have an active School Parliament and conduct regular pupil surveys
- Pupils vote for who represents them on their School Parliament
- Pupils help to decide which charities we raise money for
- Pupils help develop and evaluate school policies and guidelines – including those on behaviour and the aims of the school – through regular pupil surveys
- Our local MP attends the launch of our School Parliament and explains his role as a Member of Parliament and the election process
- Pupils nominate their peers to become values champions

The rule of law

The importance of laws, whether they are those that govern the class, the school or the country, are consistently reinforced throughout the school day, as well as when dealing with behaviour issues and through school assemblies. Our School Parliament helped us decide and agree our School Rules and pupils had an important role in deciding and agreeing the school’s e-safeguarding rules.

Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the fire service are part of our provision and help reinforce these messages.

In summary:
- Pupils understand how laws are made in parliament
- Pupils understand the importance of having laws, and know that they protect us and influence our behaviour because visits from local police and police community support officers are used to talk to pupils about their responsibilities in their community and how to stay safe
- Pupils understand the consequences of breaking laws and rules
- Pupils helped develop fair rules for their class and for the school

Individual liberty

All of our pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school, we educate and provide boundaries for our pupils to make choices safely, through our provision of a safe environment and empowering education.

Pupils learn about their rights and personal freedoms and are encouraged to know, understand and exercise these through, for example, our e-safeguarding provision and values lessons. Whether it is through choosing how they learn, how they record their learning during our ‘Prove it!’ sessions or their participation in our extra-curricular provision, pupils are given the freedom to make choices.
In summary:

- Pupils are able to make their own choices in school
- Pupils know that everybody has rights and responsibilities
- Pupils know that they need to work within boundaries to make safe choices
- Pupils know, understand and exercise their rights and personal freedoms safely
- Pupils have their freedom to make choices about how they show their teachers what they have learned through our ‘Prove It!’ sessions
- Pupils have the freedom to make choices about attending our range of extra-curricular provision
- Pupils have the freedom to make choices about the level of challenge in some lessons
- Pupils have the freedom to make choices about what goes on display in their learning environment and floor books
- Pupils are able to choose from a range of meal choices as part of our provision for universal infant free school meals

**Mutual respect**

Our school vision and aims – which underpin everything we do as a school – focus on the importance of all pupils and staff living our values, one of which is respect. Pupils are regularly involved in discussions related to what this means and how it is shown through our values lessons and assemblies. Posters around our school promote respect for others and this is reiterated through our classroom and school rules, as well as our behaviour policy and guidelines.

In summary:

- Pupils know that their behaviour affects their rights and the rights of others
- Pupils treat other people with respect
- Pupils work together to help one another
- Pupils make all visitors feel very welcome in our school

**Tolerance of those of different faiths and beliefs**

This is achieved through enhancing pupils’ understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Pupils are involved in assemblies and discussions involving prejudices and prejudice-based bullying and learning in religious education and values lessons raises pupils’ awareness of those of different faiths and beliefs and importance of both respecting and showing tolerance towards these.

In summary:

- Pupils enjoy learning about different faiths and cultures from around the world
- We promote diversity through celebrations of different faiths and cultures
- Our pupils know that they are part of a culturally diverse society and have opportunities to experience different cultures
- Pupils understand how prejudice can lead to hate and how important it is to overcome prejudices
- Members of different faiths are welcome in our school and are encouraged to share their knowledge with us
- Pupils enjoy visiting and learning about places of worship from different faiths
- We use opportunities such as the Olympic games and World Cup to learn about different cultures
Implementation of policy

The school’s Deputy Head Teacher is responsible for leading the development and strategic direction of the school’s spiritual, moral, social and cultural education (SMSC) (incorporating fundamental British values) policy.

The implementation of this policy and guidelines is the responsibility of all staff.

Reviews

Date of publication: January 2015
Reviewed: January 2015
Reviewed: January 2016
Reviewed: January 2018
Review date: January 2020
APPENDIX ONE

Definitions

Spiritual development

Understanding of self and others is at the heart of spiritual development and is not linked solely to a particular doctrine or faith. Spiritual development is, therefore, accessible to everyone. All areas of the curriculum should contribute to children’s spiritual development.

Moral development

Is concerned with children’s ability to make judgements about how they should behave and act and the reasons for such behaviour. It refers to their knowledge, understanding, values and attitudes in relation to what is right or wrong. Moral development, based on Christian principles, should enable children to become increasingly responsible for their own actions and behaviour.

Social development

Refers to the development of abilities and qualities that children need to acquire if they are to play a full and active part in society. It also relates to the growth of knowledge and understanding of society in all its aspects. Children learn to lead, use their own initiative and to use individual skills and strengths when working together towards a common goal. The ability to be led, to support others and to recognise the different skills of other group members can be developed when children work cooperatively.

Cultural development

At the heart of cultural development lies the necessity to develop a sense of personal identity, whilst at the same time, acquiring awareness, understanding and tolerance regarding the cultural traditions of others.
### APPENDIX TWO

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<thead>
<tr>
<th>Curriculum subject</th>
<th>We promote <strong>spiritual</strong> development by:</th>
<th>We promote <strong>moral</strong> development by:</th>
<th>We promote <strong>social</strong> development by:</th>
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<tr>
<td><strong>Mathematics</strong></td>
<td>Considering pattern, order, symmetry and scale, both manmade and in the natural world</td>
<td>Encouraging pupils to engage playfully, for example in unequal sharing of resources; why might somebody be upset if they received less than other people? Reflecting on data that has moral and ethical implications, for examples pupils might consider the difference in amounts of money spent on food in different countries</td>
<td>Sharing resources within the classroom and negotiating responses through group-based problem solving</td>
<td>Asking questions about the history of mathematics, for example <em>What did Egyptians, Greeks and Indians discover that we still use in mathematics today?</em></td>
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<td><strong>Numbers</strong></td>
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<td></td>
<td><strong>Shape, space and measures</strong></td>
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| **English (including drama)** | Responding to a poem, story or text; pupils could be asked:  
- *I wonder what you think happens next*  
- *How would you feel if you were the person in the story?*  
- *Where have you used these ideas before?*  
By appreciating the beauty of language | 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 | Supporting conceptual and language development through an understanding of and discussing social issues  
Providing opportunities for talk in a range of contexts and scenarios | Telling stories from different cultures and backgrounds and creating the idea that ‘everyone has a story to tell’  
Providing opportunities for pupils to engage with texts from different cultures |
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<tr>
<td><strong>Science</strong></td>
<td>Demonstrating openness to the fact that some answers cannot be provided by science</td>
<td>Offering pupils the chance to consider the wonder of the natural world and the inventions which have made the world a better place</td>
<td>Using opportunities during science lessons to explain how to keep other people safe and how they might protect a younger or vulnerable person</td>
<td>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</td>
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<td>Creating opportunities for pupils to ask questions about how living things rely on and contribute to their environment</td>
<td>Considering that not all developments have been good because they have caused harm to the environment at to people and animals</td>
<td>Exploring the social dimension of scientific advances, for example environmental concerns, medical advances, energy processes</td>
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<td>Encouraging pupils to speculate about how science can be used for both good and bad reasons</td>
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<tr>
<td><strong>History</strong></td>
<td>Considering how things would have been 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?</td>
<td>Exploring the results of right and wrong behaviour in the past</td>
<td>Giving the trigger for discussions about how groups and communities organised themselves in the past</td>
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<tr>
<td>People and communities</td>
<td>Looking at local history and investigating the reasons why there is a landmark, building or museum</td>
<td>Considering some of the characteristics of people who have had a bad influence and caused suffering to others; <em>what have others done to stop injustice? Are there examples from our local area?</em></td>
<td>Considering questions about social structures in the past, for example what might pupils say about the rights of children in earlier times? Is it important that society looks after children? Are there people who still don’t get a fair deal?</td>
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<td>Speculating about how we mark important events from history and the people who shaped them</td>
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<td>By encouraging pupils to talk about their parents and grandparents</td>
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*Someries Infant School | **Spiritual, moral, social and cultural education (SMSC) (incorporating fundamental British values) policy**
Document Author: **Michael Scott**
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| **Geography**       | Using Google maps to prompt pupils to imagine what it might be like to live in different parts of the world | Considering how people treat the environment; posing questions such as:  
  - *How are we changing our surroundings – are some things better and others worse?*  
  - *Who benefits and who suffers?*  
  - *Who should look after our environment?* | Providing positive and effective links with the wider community, both local and through linking with other schools with different demographics, both in the United Kingdom and globally | Making links with other countries through schools linking and cultural theme days |
<p>| <strong>The world</strong>       | Making links with history when exploring the environment and speculating on why the landscape is as it is | | Considering social responsibility, for example caring for the environment, the impact of traffic in the local area, tourism | Exploring links through the British Council and European Union |
|                     | Comparing their lives with children living in other countries or parts of the United Kingdom | | | Exploring cultures that have had, and still have, an impact on the local area |
| <strong>Religious education</strong> | Experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religions and world views | Exploring morality, including rules, teaching and commands such as The Golden Rule, the ten commandments and the sayings (hadith) of Muhammad | Exploring the qualities which are valued by a civilised society – thoughtfulness, honesty, respect for difference, independence and interdependence | Exploring similarities and differences between faiths and cultures |
| <strong>People and communities</strong> | Asking and responding to questions of meaning and purpose | Investigating the importance of service to others in Sikhism, Hinduism and Buddhism | Asking questions about the social impact of religion | Considering in particular different cultural expressions of Christianity |
|                     | Considering questions about God and evaluating truth claims | Exploring religious perspectives and responses to evil and suffering in the world | | By learning about UK saints and those which celebrations might be named after |
|                     | Exploring spiritual practices such as worship and prayer, and considering the impact of these on believers and any relevance to their own life | Asking questions about the purpose and meaning of reconciliation and salvation, for example by exploring Yom Kippur and Christian salvation story | | Engaging with text, artefacts and other sources from different cultures and religious backgrounds |</p>
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<tr>
<td><strong>Values education and PSHE</strong>&lt;br&gt;Self-confidence and awareness&lt;br&gt;Feelings and behaviour&lt;br&gt;Making relationships</td>
<td>Developing awareness of and responding to others’ needs and wants&lt;br&gt;Exploring meaning and purpose for individuals and society&lt;br&gt;Developing resilience and inner strength</td>
<td>Exploring what is right and wrong and to work out what we need to do in this particular community to ensure everyone thrives&lt;br&gt;Making explicit links to the school’s ethos</td>
<td>Helping pupils to engage in a democratic process for agreeing rules for community life</td>
<td>Exploring how different cultures can offer great insights into who we lead our lives</td>
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<tr>
<td><strong>Art and design</strong>&lt;br&gt;Media and materials&lt;br&gt;Being imaginative</td>
<td>Providing plenty of rich opportunities for pupils both to explore the spiritual dimension and natural phenomena&lt;br&gt;Exploring different artists’ interpretations of a key figure or event and asking what the artist was trying to convey&lt;br_Allowing pupils to show what they know through their own expression of big ideas about life&lt;br&gt;Promoting the process of reviewing and evaluating</td>
<td>Exploring how emotions and inner feelings are expressed through painting, sculpture and architecture&lt;br&gt;Responding to and using visual images to evoke a range of emotions</td>
<td>Sharing of resources&lt;br&gt;Exploring social conflict and resolution&lt;br&gt;Exploring art as a powerful social tool, for example in advertising and in representing particular groups</td>
<td>Experiencing a wide range of creative media from around the world&lt;br&gt;Working towards the Arts Mark award&lt;br&gt;Developing aesthetic and critical awareness</td>
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<tr>
<td><strong>Music</strong>&lt;br&gt;Being imaginative</td>
<td>Allowing pupils to show their delight and curiosity in creating their own sounds&lt;br&gt;Making links between their learning in English (or other curriculum areas) with music being played in the background&lt;br&gt;Considering how music make one feel and how it can move us deeply</td>
<td>Exploring how music can convey human emotions such as sadness, joy and anger&lt;br&gt;Appreciating the self-discipline required to learn music</td>
<td>Exploring how an orchestra works together to create a piece of music&lt;br&gt;Discussing what would happen if musicians in a band or group did not cooperate&lt;br&gt;Appreciating how music is used in different ways in different settings, for example for pleasure, for worship or to help people relax</td>
<td>Giving all pupils an opportunity to learn music and regularly take part in singing&lt;br&gt;Encouraging pupils to listen to and respond to traditions from around the world&lt;br&gt;Appreciating music expression from different times and places</td>
</tr>
<tr>
<td><strong>Design technology</strong>&lt;br&gt;Media and materials</td>
<td>Enjoying and celebrating personal creativity&lt;br&gt;Reviewing and evaluating created things</td>
<td>Raising questions about the effect of technological change on human life and the world around them</td>
<td>Exploring dilemmas that individuals may face and developing practical solutions to these problems</td>
<td>Considering cultural influences on design&lt;br&gt;Asking questions about functionality versus aesthetics</td>
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<tr>
<td><strong>Computing</strong>&lt;br&gt;Technology</td>
<td>Wondering at the power of the digital age, for example the use of the internet&lt;br&gt;Understanding the advantages and limitations of technology&lt;br&gt;Using the internet as a gateway to big life issues</td>
<td>Exploring the moral issues surrounding the use of data&lt;br&gt;Considering the benefits and potential dangers of the internet, for example campaigns for charities, injustice as a force of good and cyberbullying as a danger&lt;br&gt;Considering the vision of those involved in developing the internet</td>
<td>Linking through digital media services with other schools and communities&lt;br&gt;Highlighting ways to stay safe when using online services and social media&lt;br&gt;Being prepared to work with technology to forge new relationships&lt;br&gt;Discussing the impact of technology on the ways people communicate</td>
<td>Exploring human achievements and creativity in relation to worldwide communications&lt;br&gt;Developing a sense of awe and wonder at human ingenuity</td>
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<td><strong>Physical education</strong>&lt;br&gt; Moving and handling&lt;br&gt; Health and self-care</td>
<td>Delighting in movement, particularly when pupils are able to show spontaneity&lt;br&gt; Taking part in activities such as dance, games and gymnastics which help pupils to become more focused, connected and creative&lt;br&gt; By being aware of one’s own strengths and limitations</td>
<td>Discussing fair play and the value of team work&lt;br&gt; Developing qualities of self-discipline, commitment and perseverance&lt;br&gt; Developing positive sporting behaviour</td>
<td>Developing a sense of belonging and self-esteem through team work&lt;br&gt; Developing a sense of community identity through taking parts in inter school events</td>
<td>Learning about the history of sports and where they originate from&lt;br&gt; Making links with national and global sporting events such as the World Cup and Olympic Games&lt;br&gt; Exploring rituals surrounding sporting activities</td>
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