

**Where can we find evidence in curriculum subjects? Some examples**

*With thanks to Spiritual Moral Social and Cultural Development*

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| **Subject** | We promote ***spiritual*** development | We promote ***moral*** development | We promote ***social*** development | We promote ***cultural*** development |
| **Maths** | In maths lessons, students are encouraged to develop their understanding of the subject beyond simply the manipulation of numbers and to consider how Mathematics relates to the world around them. The study of Mathematics enables students to make sense, not only of the physical world, but also of their place within it. Promoting students to develop their capacity for resilience when faced with challenging problems encourages them to think creatively and develop a love of curiosity which, in turn, helps students to reflect on the importance and nature of their own learning. | In the mathematics department we are very keen for students to have a keen awareness of classroom expectations in terms of behaviour and also the consequences of not meeting those expectations. Respect for the classroom, the teacher and the other students is a key aspect in this regard. Students are praised and rewarded for meeting class expectations and sanctions are applied as per whole school policy where appropriate. In this way it is hoped that students develop an understanding of right and wrong as well as rules and consequences. | Development of social skills is actively encouraged through class discussion.. The principle of “one voice” in the classroom helps to cultivate the concepts of respect and tolerance. | Many examples of exam style questions used in the classroom involve a multicultural element. In particular, questions are often inclusive of nontraditional British names and involve individuals of differing ethnicities. Class discussions involving such examples often, therefore, provide opportunities to discuss the importance of understanding, accepting, respecting and celebrating diversity. |
| **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. |
| **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 |
| **MFL** | 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 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. |
| **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. |
| **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.org.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 RE award (check this is still going)or 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. |
| **RE** | We promote ***spiritual*** development | We promote ***moral*** development | We promote ***social*** development | We promote ***cultural*** development |
| By experiencing wonder and joy through learning abut 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 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.  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. |
| **PSHE** | 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. | 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. |
| **Art** | We promote ***spiritual*** development | We promote ***moral*** development | We promote ***social*** development | We promote ***cultural*** development |
| 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 on set and personal project themes.  Use of imagination.  By promoting the process of ‘reviewing and evaluating’. | 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.  Encouraging ownership. | By sharing of resources.  By exploring art as a powerful social tool e.g. in advertising, in representing particular groups  Communication with others to recognise self as an artist. | By experiencing a wide range of creative media from around the world.  By developing aesthetic and critical awareness  To understand the historical and present day context of their art. |
| **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.  Expression of feelings through music.  Creativity and imagination. | By exploring how music can convey human emotions such as sadness, joy, anger, fear.  By appreciating the self- discipline required to learn a musical instrument. | By exploring how an orchestra works together.  By discussing What would happen if musicians in a band/group didn’t co-operate.  Encourage individuality to appreciate 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.  The appreciation of the effect and influence music has had on different genres and styles. |
| **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 through characterization.  Use of imagination and creativity. | By expressing what it feels like to be wronged and explore reactions to injustice. | By exploring similarities and differences and how respect for others can be expressed.  By building self- esteem and encouraging self-worth.  Resolving conflict. | By taking different roles from other backgrounds.  Appreciate cultural difference and celebrate diversity.  By using different dramatic conventions to encourage empathy. |
| **Dance** | We promote ***spiritual*** development | We promote ***moral*** development | We promote ***social*** development | We promote ***cultural*** development |
| Use of imagination and creativity.  By allowing pupils to show their personal feelings and expression through movement. | By exploring how dance can convey human emotions such as sadness, joy, anger, fear.  By appreciating the self- discipline required to become a performer. | By building self- esteem and encouraging self worth.  By exploring how an dance company works together. | Appreciate cultural difference and celebrate diversity.  The appreciation of the effect and influence dance has had on different genres and styles. |
| **ICT** | 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 – eg 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. |
| **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 behavior. | 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. |
| **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 food products and designs.  By asking questions about functionality v aesthetics. |