



St. Joseph's Catholic Primary School

Spiritual, Moral, Social and Cultural Development



Spiritual	Moral
<ul style="list-style-type: none"> • ability to be reflective about their own beliefs (religious or otherwise) and perspective on life • knowledge of, 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 	<ul style="list-style-type: none"> • ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England • understanding of the consequences of their behaviour and actions • interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues
Social	Cultural
<ul style="list-style-type: none"> • use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds • willingness to participate in a variety of communities and social settings, including by volunteering, cooperating 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; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. 	<ul style="list-style-type: none"> • 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 in the school and further afield as an essential element of their preparation for life in modern Britain • ability to recognise, and value, the things we share across cultural, religious, ethnic and socio-economic communities • 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, musical, sporting and cultural opportunities • interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

Maths	We promote social development...	We promote moral development...	We promote spiritual development...	We promote cultural development...
	<ul style="list-style-type: none"> • by the sharing of resources within the classroom, the negotiating of responses and group problem solving. • by using discussion and collaborative work to further mathematical knowledge and understanding. 	<ul style="list-style-type: none"> • by looking at the maths involved in democratic voting and elections e.g. School Council and Pupil Leadership. 	<ul style="list-style-type: none"> • by considering pattern and order through the learning of times tables. • using School Council, making connections between maths and real life e.g., making charitable donations. The School Council, Faith Leaders and Mini Vinnies groups make decisions about fundraising for charity and for the benefit of the school. 	<ul style="list-style-type: none"> • by learning about Maths from other cultures through cross-curricular links in the afternoon e.g. The Mayan mathematical system. • by asking questions about the history of maths: for example, “When were Roman numerals first used?”

English	We promote social development by...	We promote moral development by...	We promote spiritual development by...	We promote cultural development by...
	<ul style="list-style-type: none"> • by supporting language development through debating and speeches e.g., school council, rotary club public speaking events, presenting work and performing. • by planning in opportunities throughout the year for older children to read with the younger children e.g. world book day. • by encouraging peer assessment as an integral part of a writing unit, encouraging focused feedback and encouragement towards each other during the editing stage. • by giving children the opportunity to be independent, self-reliant and responsible for their own learning. • by selecting texts which encourage children to think about varying social contexts. 	<ul style="list-style-type: none"> • by considering different perspectives and showing empathy through role play and drama. • by considering and politely disagreeing with the viewpoints of other children through debating, understanding how to show respect and tolerance for those with different views. • through the use of drama techniques such as conscience alley. • by selecting texts which encourage children to think about varying moral issues. 	<ul style="list-style-type: none"> • by appreciating the beauty of language e.g., poetic language within stories and poems. • by allowing for insight, self-expression and the chance to walk in someone else’s shoes through role play (EYFS and KS1) and hot seating. • by recognising God given talents in the work of authors and poets. 	<ul style="list-style-type: none"> • by providing opportunities for pupils to engage with texts (fiction and non-fiction) which represent our strong literary heritage through class novels and the reading spine. • by providing opportunities for pupils to engage with texts from or representing different cultures. • by providing opportunities for children to visit the theatre and experience theatrical productions. • by creating strong cross-curricular links through a range of subjects.

RE	We promote social development by...	We promote moral development by...	We promote spiritual development by...	We promote cultural development by...
	<ul style="list-style-type: none"> by exploring the qualities which are valued by a civilised society – thoughtfulness, respect, tolerance, difference. by asking questions about the social impact of religion. by learning how to effectively communicate their own beliefs, values and attitudes. 	<ul style="list-style-type: none"> by asking questions about the purpose and meaning of religious festivals. by investigating the importance of service to others. by learning about the British Values and their importance, promoting racial, religious and other forms of equality. by using biblical and other religious stories to teach moral codes of conduct. 	<ul style="list-style-type: none"> by experiencing wonder and joy through learning about and from different stories, celebrations and rituals from EYFS to UKS2. by asking and responding to questions of meaning and purpose. by exploring practises such as worship and prayer, and considering the impact of these on believers and any relevance to their own life – visits to places of worship and listening to a range of religious music. 	<ul style="list-style-type: none"> By visiting different places of worship and invited visitors of different faiths into school (Each year group must visit one place of worship yearly). By engaging with text, artefacts and other sources from different cultures and religious backgrounds e.g., KS1 look at a range of Christian and Muslim artefacts, in UKS2 children explore the use of music and architecture as a form of worshipping. By exploring similarities and differences between faiths and cultures.

Science	We promote social development...	We promote moral development...	We promote spiritual development...	We promote cultural development...
	<ul style="list-style-type: none"> 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 e.g. safety when using electricity. by research the work of different scientists including chemists, naturalists and behaviourists. by finding out about the work of different female scientists. by encouraging children to work together on scientific investigations and to share results (to improve reliability). children consider the social impact (both positive and negative) of science and technology. 	<ul style="list-style-type: none"> by offering pupils the chance to learn about inventions which have made the world a better place. by considering different perspectives and viewpoints. by considering whether it is morally right to donate organs to those who need them (UKS2 – circulatory system). when carrying out modelled or independent investigations, the children will decide which variable to use to ensure the text remains fair. 	<ul style="list-style-type: none"> by enhancing and considering the structure of the solar system and the formulation of the universe. by developing an emotional drive to know more and to wonder more about the world. by understanding why sometimes science and spiritual ideas do cause conflict and understanding the importance of respecting the views of others. by considering with awe and wonder, the many creations of God. 	<ul style="list-style-type: none"> by taking children on visits to different habitats and areas within the local environment e.g., the local area. by finding out about the significant work of scientists and their discoveries. by exploring how scientific discoveries have shaped the beliefs, cultures and politics of the modern world.

History	We promote social development by...	We promote moral development by...	We promote spiritual development by...	We promote cultural development by...
	<ul style="list-style-type: none"> • by looking at social developments throughout history. • by comparing life in the past to modern day life, exploring why things changed. • by considering the legacy of ancient civilisations on the way society is structured. 	<ul style="list-style-type: none"> • by exploring the results of right and wrong behaviour in the past, e.g. WW2, Henry VIII • by considering difference perspectives and showing empathy. • by considering how historical events show us how we ought to treat one another and teach us how we wouldn't want to behave to one another. • by going beyond the facts and asking pupils to make hypotheses and pose questions such as "What if..?" 	<ul style="list-style-type: none"> • by speculating about how we mark important events from history and the people who shaped them. • by considering how things would be different if the course of events had been different. For example: What difference would it have made if Germany won WW2? • by developing their feelings or emotions through role play, stepping into the shoes of another individual to explore their live for example, an evacuee. 	<ul style="list-style-type: none"> • by exploring local history and researching local figures for example, soldiers who fought in the war. • by investigating historical figures who have shaped Britain and/or left a legacy within our culture. • by developing an understanding of the key events shaping British history (as specified in the National Curriculum). • by comparing other periods and cultures in history to life today.

Geog	We promote social development by...	We promote moral development by...	We promote spiritual development by...	We promote cultural development by...
	<ul style="list-style-type: none"> • by promotion of teamwork and discussion in each unit of work. • by developing an interest in our local area and considering social development in Stockport. • by exploring sustainable living, learning about how building work within our local area will have a negative impact for future generations. • by learning about how Britain has been shaped by different groups from other parts of Europe and beyond. 	<ul style="list-style-type: none"> • by recognising what is right and wrong and acting upon this in our everyday lives. • by learning about extreme environments and how animals, plants and people survive in these parts of the world. • by considering the impact of trade and the moral issues that can arise from this. • by considering how people treat the environment; posing questions such as "How are we changing our surroundings?", "What is climate change and how is it impacting on our world?". 	<ul style="list-style-type: none"> • by finding out about people in the other parts of the world and the way they live, finding similarities and differences between us. • by developing an interest in our local area and how it can be improved, through a range of fieldwork opportunities, expanding children's knowledge of their town. • by considering our Catholic mission of stewardship and how we can care for God's world. 	<ul style="list-style-type: none"> • by celebrating the diversity in our school community. • by making links with other schools through the school linking project. • by exploring cultures and making comparisons between different cultures and our own.

Art and Design	We promote social development by...	We promote moral development by...	We promote spiritual development by...	We promote cultural development by...
	<ul style="list-style-type: none"> by sharing resources and working collaboratively. by exploring society and representation through the work of various artists. by working as a team to evaluate or improve artwork. 	<ul style="list-style-type: none"> by exploring the environment and how art can be sensitive to its surroundings, e.g., creating temporary structures within a range of environments. by encouraging the use of visual images to evoke a range of emotions. by accepting that it is ok to make mistakes and to redraft work. 	<ul style="list-style-type: none"> by promoting the process of 'reviewing and evaluation': for example, evaluating the work of famous artists. by showing an awareness of surroundings by sketching scenery and landscapes. by celebrating the beauty of God's creation through artwork. 	<ul style="list-style-type: none"> by experiencing a wide range of creative media from around the world and from different periods of time. by developing an aesthetic and critical awareness, e.g., children evaluate their work and the work of others. by considering how other cultures use art to express their values and beliefs (link to R.E).

Design and Technology	We promote social development by...	We promote moral development by...	We promote spiritual development by...	We promote cultural development by...
	<ul style="list-style-type: none"> promoting safety when using equipment such as glue guns and other joining methods in a range of topics; mechanisms, food, structure and textiles. encouraging effective conversations through self and peer evaluation which runs through the topic and every lesson. Children are encouraged to constantly evaluate their work and that of their peers through discussion and constructive criticism. 	<ul style="list-style-type: none"> teaching children to consider how designs of products can be reinvented or recycled when evaluating their work. understanding the wider impacts of the environment when designing and making new products. encouraging sustainability when designing and making products. considering consumers' use of the product and any moral dilemmas which may arise. 	<ul style="list-style-type: none"> encouraging creative and innovative thinking during the design process. experiencing the awe and wonder of a useful, purposeful product. 	<ul style="list-style-type: none"> considering the work of great designers across different cultures

MFL	We promote social development by...	We promote moral development by...	We promote spiritual development by...	We promote cultural development by...
	<ul style="list-style-type: none"> developing opportunities for children to imagine different scenarios in other countries (role play) developing strong interpersonal skills as a subject that focuses on the skills of reading, writing, speaking and listening. 	<ul style="list-style-type: none"> having a 'give it a go' attitude to speaking in a foreign language for different purposes. considering the challenges of learning a new language and how it may feel for new arrivals to England and St Joseph's. 	<ul style="list-style-type: none"> developing an understanding of French celebrations and festivals. recognising the value and importance of those who speak different language to us. 	<ul style="list-style-type: none"> developing strong values for other cultures, promoting the beauty of diversity. dispelling myths about other cultures and 'difference'. Pupils naturally uncover the things we have in common through the development of their MFL curriculum

Computing	We promote social development by...	We promote moral development by...	We promote spiritual development by...	We promote cultural development by...
	<ul style="list-style-type: none"> working collaboratively on film and computing projects. highlighting ways to stay safe when using online services and social media. promoting good etiquette habits when using digital technologies and social media. emphasising the importance of being respectful to others online through the Online Safety unit. discussing the impact of computing on the ways people communicate and helping pupils to express themselves clearly. 	<ul style="list-style-type: none"> exploring the moral issues surrounding the use of data, trust, copyright and plagiarism, what it is and the implications. creating an awareness of the content sometimes displayed online, teaching children what to do in such situations. emphasising acceptable and unacceptable online behaviour. considering the benefits and potential dangers of the internet for example learning about campaigns for charities and injustice as a force for good. discussing the moral implications of cyber bullying and the consequences of different courses of action in response to online scenarios. 	<ul style="list-style-type: none"> understanding how technology has changed over time through Information Technology. promoting self-esteem through opportunities to present their work to others. creating an online game for younger children. developing a sense of awe and wonder at human ingenuity, looking at what technology may be like in the future. 	<ul style="list-style-type: none"> teaching children how to be sensible users of technology. recording moments of awe and wonder for example recording chicks hatching. empowering children to apply their computing skills and knowledge to the wider curriculum. developing an awareness of their audience when communicating in a digital environment, for example, creating leaflets and videos for younger children.

Music	We promote social development by...	We promote moral development by...	We promote spiritual development by...	We promote cultural development by...
	<ul style="list-style-type: none"> performing together both through song and instrumental performance enjoying listening to music and sharing our opinions of pieces of music, particularly from different periods throughout history. composing music together 	<ul style="list-style-type: none"> considering the different purposes of music discussing moral themes within song lyrics 	<ul style="list-style-type: none"> celebrating gifts and talents of those who create and perform music recognising and developing our own musical skills 	<ul style="list-style-type: none"> appreciating music from different cultures understanding the purpose of music for different cultures recognising the importance of music in key rituals and services in our culture e.g. King's coronation music

PE	We promote social development by...	We promote moral development by...	We promote spiritual development by...	We promote cultural development by...
	<ul style="list-style-type: none"> • developing a sense of belonging and self-esteem through teamwork. • learning values of co-operation and teamwork through various activities, inside and outside of school, such as house teams, sports day and school games competitions. • developing a sense of community identity through taking part in intra-school competitions. • celebrating sporting achievements and team results in assembly time. 	<ul style="list-style-type: none"> • discussing and modelling the value of fair play. • re-enforcing the values important to the school vision and developing qualities of self-discipline, commitment, resilience and perseverance. • developing their understanding of positive sporting behaviours and sportsmanship. • ensuring all children, regardless of their abilities, are valued. 	<ul style="list-style-type: none"> • delighting in movement, particularly when pupils are shown spontaneity e.g. creating gymnastic sequences. • being aware of one's own strengths and limitations. • celebrating individuality, regardless of ability. • providing children with the opportunities to be creative. Allowing them to have a voice in their lessons, choosing activities. • using and celebrating the gifts and talents God has given us. 	<ul style="list-style-type: none"> • highlighting the importance of wellbeing and physical activity • exploring different activities through visitors to the school.