# Beresford Memorial CE (VA) First School

## 'Loving and Learning Together with God'

*'I give you a new command; love each other. You must love each other as I have loved you.' John 13:34*

# SMSC Policy
## 2014/2015

**Statement of Principle**

The school provides a curriculum which: (a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and (b) prepares pupils at the school for the opportunities, responsibilities and experiences of later life. (Section 78 Education Act 2002)

Spiritual, moral, social and cultural development (SMSC) is closely interconnected as they relate to matters of self, others, beauty and beyond. We affirm that 'If the spiritual is properly and fully addressed, the moral, social and cultural will fall into place more easily' (Alan Brown. National Society)

We recognise that progress in all areas of SMSC depends on developing these spiritual areas within pupils:

- Spiritual Capacities: recognition that all human beings are capable of spiritual growth through capacities such as self-awareness, reflection, empathy, imagination and creativity
- Spiritual Experiences: ways in which pupils can encounter the spiritual dimension of life
- Spiritual Understanding: the need to have developed an understanding to make sense of the spiritual experiences encountered and capacities exercised
- Spiritual responses: how this experience and understanding impacts on our lives and shapes the way in which we live our lives

At Beresford Memorial CE (VA) First School the promotion of pupils' spiritual, moral, social and cultural development lies at the heart of the curriculum, and is promoted through all the subjects of the curriculum, through the character of the school and its collective worship within a framework of positive attitudes and Christian values. We seek to offer an education, which is based on the belief that each individual is unique and valuable.

'Loving and Learning Together With God'
*'I give you a new command; love each other. You must love each other as I have loved you.' John 13:34*

Central to the outstanding success of our school is a set of aims confirmed and agreed by all members of our school community.

Aims of our School
1. To develop a Christian ethos of life, community and society.
2. To provide a stimulating, happy and secure environment.
3. To foster a child's intellectual, physical, cultural, social, moral and spiritual development.
4. To develop a child's confidence and self-esteem.
5. To develop a meaningful partnership between pupils, parents, staff, governors and the community.
6. To teach a broad and balanced curriculum.
7. To encourage understanding, tolerance and respect.
8. To enable everybody to achieve their potential and enjoy learning.

To achieve these aims, the following areas of experience and understanding should be offered to pupils and fostered in them:

- **Beliefs**   A developing understanding of how beliefs and commitment to them, contribute to personal identity.  Particular reference should be made to the Christian faith
- **A sense of awe and wonder**. A continuing openness to and appreciation of the marvels of the created order, and of human achievement

- **Feelings of transcendence.** A recognition that some experiences point beyond the everyday towards God
- **Search for meaning and purpose**. A readiness to reflect on "difficult" questions and respond to the challenging experiences of life, including an awareness of the response offered by religious faith
- **Self-knowledge.** A growing self-awareness, self-acceptance and self-respect which recognises the importance and power of the physical, emotional, rational and spiritual aspects of personality
- **Creativity.** A continuing willingness to express inner thoughts and feelings through the creative arts, recognising the importance of imagination, intuition and inspiration, which can be a sharing in the greater creative process, through God's Spirit
- **Feelings and Emotions.** A growing awareness of the importance of emotions, which can appreciate beauty or respond to injustice, and which when rooted in love, lead to a real human maturity
- **Relationships.** A growing recognition and valuing of the worth of every individual thereby developing a sense of community and the ability to build up relationships, in the light of the saying of Jesus "Love your neighbour as yourself"
- **Sense of right and wrong.** A growing recognition that there are rules that govern behaviour by which some actions are classed as right and some as wrong. The two commandments "Love God and love your neighbour as yourself" are the norms for Christian behaviour
- **Self-discipline.** A developing awareness that moral behaviour comes as much from regulation from within as conforming to outside rules
- **Making responsible decisions.** A readiness to engage in open discussion to learn about moral issues so that there is regular involvement in the process of decision making
- **Respect for persons, truth and property.** A growing understanding that people hold different beliefs and objects dear to themselves and that a willingness to "walk in their shoes" leads to appreciation of the differences
- **Repentance and forgiveness.** A growing recognition of how people fail to keep to the accepted standards, so that either asking for or offering forgiveness is a necessary step towards restoring broken relationships
- **The will to behave morally.** A developing understanding that behaviour affects other people and it is necessary to make a deliberate choice to behave in a way which will be of benefit to others
- **Knowledge of codes and conventions of conduct.** A continuing recognition that societies lay down rules which reflect what is of value in the community and that these are used as guides for behaviour

## SPIRITUAL DEVELOPMENT

Spirituality is a search for meaning and purpose in life through an awareness of inner feelings, beliefs and experiences. It relates to a dimension of life which is not necessarily experienced through the physical senses, but has much to do with feelings and emotions, attitudes and beliefs. The term spiritual need not be synonymous with religious.

The spiritual boundaries in our school are determined by its Church status.

The spiritual dimension of life in the school is expressed by encouraging children to respond to ultimate questions and values, primarily in relation to the Christian faith. There are also opportunities to learn from other beliefs and philosophies. Pupils' individual spiritual development is fostered throughout the curriculum, in particular Religious Education, with Collective Worship providing a regular context to explore spiritual experience from within the Christian faith in particular.

The spiritual dimension links particularly to the areas of Collective Worship and Religious Education and the content of the relevant school policies.

Spirituality is not necessarily experienced through the physical senses or through everyday language. It can be encouraged through many areas such as creativity, relationships, emotions, self-knowledge, meaning and purpose, transcendence, awe, mystery and wonder and beliefs.

## Spiritual aims

- To provide an approach to teaching which embodies clear Christian values and enables pupils to gain understanding through reflection on their own and other people's lives and beliefs
- To explore beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values
- To create a sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- To create an environment that encourages use of imagination and creativity within learning
- To provide opportunities to foster the spiritual development of each pupil, regardless of age, ability, gender or cultural background
- To foster a reverential attitude to the Divine and affirm the value of belief
- To foster reflection, meditation and stillness
- To recognise the existence of others as independent from themselves
- To question and explore the meaning, purpose and direction in life
- To deliver a  curriculum where pupils ask big questions and teachers are confident to facilitate this
- To develop a  sense of belonging through relationships and with the wider school community and Diocesan family

### *The school promotes spiritual development by ;*

- The school's climate, ethos, values, behaviour, attitudes and beliefs
- Promoting explicit Christian values clearly linked with Jesus' teaching and the Bible
- The overall approach and response to the well-being of the whole school community
- Experiencing pride in being a member of the school community
- Offering opportunities in the curriculum where a spiritual vocabulary is developed,
- Strong sense of celebration showing the school is vibrant and 'alive' and caring
- Creating a climate where pupils and staff understand their own self-worth and are willing to take risks and learn from failure
- Showing love and respect for all individuals and their families
- Reflective physical space where pupils and staff can stop, reflect and recharge
- An environment which values wholeness and affirmation and values all contributions in whatever form
- Fostering and showing fairness in all situations
- Being welcoming, a listener, a support and if necessary advisor
- Generating fun, happiness, curiosity - a zest for life and discovery
- Being kind and considerate - compassionate, understanding recognising and responding to hurt, grief and pain
- Strengthening Interpersonal relationship between staff, other adults and pupils
- Develop personal views, insights and commitments and apply insights gained with increasing degrees of perception to their own lives
- Emphasising the importance of friendships
- Participating in collaborative group work
- Reflect on their experiences with increasing sensitivity
- Know that belief is valuable
- Appreciation of classroom and school displays which create a positive effect.
- Providing outdoor areas  and experiences to enhance children's senses with opportunities to explore their sense of freedom and worth
- Nurture of gifts and talents of all, promoting participation in extra -curricular activities
- Recognising and responding to joy, new life and the miracles of the world
- Appreciation of arts, literature, music, drama, dance, crafts and design and technology

- Appreciation of the beauty of the environment, man-made structures/buildings, scientific wonders
- An exciting, challenging, altering, learning environment that reflects beauty, care, interest, nature and dedication.
- Encourage empathy with events in history and religious education
- Sharing the atmosphere associated with local events and festivals especially those in church

## In Collective Worship and Religious Education
- By providing opportunities for pupils to:
- Reflect on the lives and actions of significant people whose lives exemplify qualities which are universally valued
- Reflect upon aspects of human life and the natural world which raise questions of ultimate meaning and purpose
- Consider the beliefs of Christian and other religions
- Be given opportunities to discover the person and teaching of Jesus Christ
- To explore the Trinity – God known through Father, Son and Holy Spirit, and realise that, for Christians, as relationship with Him is believed possible
- Consider and respect the viewpoints of other people
- Collective worship which is highly valued, with time for silent reflection embedded
- Opportunities for pupils to plan and lead collective worship
- Opportunities to reflect and act on what has been learnt within worship
- Create an appropriate atmosphere during collective worship both in church and in school
- Allow music to play an important part during worship
- Allow pupils to experience the celebration of the Eucharist

## MORAL DEVELOPMENT

Moral development is concerned with students' 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. Pupils learn to explore, understand and recognise Christian values, and know that they are underpinned by Biblical teaching.

Moral development can give pupils a sense of right and wrong, of the impact their actions will have upon themselves and others, and the ability to stand by their decisions in the face of criticism, ridicule or opposition, or to change them in changing contexts. This can build high levels of self-confidence and determination.

At times this will require acknowledging and working through challenging differences, as well as shared values, in the moral stances derived from different religious and non-religious views of the world.

The Behaviour Policy and Anti-bullying Policy promote self-discipline, good manners and politeness and as such contribute to pupils' moral development.  The school's Sex and Relationship policy also links closely with this area.

## Moral aims

- To foster Christian moral  values such as honesty, fairness and respect for truth and justice
- To enable pupils to talk about their own attitudes and take responsibility for their own actions
- To set guide-lines to govern personal behaviour, based on explicit Christian values
- To teach the principles which distinguish right from wrong
- To allow individuals to understand the long and short-term consequences of their actions for themselves and others and to value restorative practices to resolve issues

- To develop the ability to apply insights to significant social, moral and political issues affecting individuals and communities

*Ways in which the school promotes moral development might include:*

- Ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives
- Understanding of the consequences of their actions
- Interest in investigating, and offering reasoned views about, moral and ethical issues
- A clear moral code based on the Christian values of sacrificial love; repentance; forgiveness and truthfulness
- Space and time for thinking and reflection as an essential part of school life for all
- Collective Worship which is rooted in Christian values and regarded as vital to school
- pupils begin to explore the influence of family, friends, and the media on moral choices
- Collective Worship and the curriculum that provides pupils with opportunities to discuss and reflect on the moral aspects of spontaneous or topical issues.
- Work with parents, governors and all staff to ensure expectations of pupils' behaviour
- Staff committed to high quality pastoral care of pupils who treat all pupils equally and promote the school's Christian values and restorative practices
- A culture rich in praise and thanksgiving
- A setting where relationships and interactions are modelled on Christian values
- Space for different perspectives and belief systems to be heard and where empathy is encouraged
- Visual displays of  Christian values
- Opportunities for opening up the big questions concerning morality and ethical issues throughout the curriculum
- Communications which are open and truthful at all levels and where integrity is important
- Role models who are fair, respect everyone and keep promises
- Recognise that their values and attitudes may have to change over time

## Values/actions we wish to promote
- Respect
- Hope
- Compassion
- Creativity
- Honesty
- Courage

- Love for one another equally, regardless of gender/race/culture
- Being considerate towards others
- Helping the less fortunate and needy
- Unselfishness
- Taking personal responsibility for one's actions
- Learning to accept the consequences following wrong actions
- Carrying out a task to the best of one's abilities
- Conscientiousness
- Loyalty

**Values and actions we wish to discourage**
- Lack of respect for others, self and the environment
- Bullying
- Cheating
- Dishonesty
- Selfishness
- Boasting
- Destruction of life or property
- Exploitation of others
- Peer pressure to induce wrongful actions/behaviour
- Deceit
- Cruelty
- Irresponsibility
- Greed
- Envy
- Inconsiderate behaviour

## SOCIAL DEVELOPMENT

Social development refers to the abilities and qualities that pupils need 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.

Social development covers the development of the inter-personal skills necessary for successful relationships. Social development can give learners an understanding of their roles as members of an interactive and complex society and the ability to build and maintain sound relationships. It prompts and enables learners to work with others to make a difference in their local and wider communities. This can build a strong sense of responsibility.

The quality of relationships is crucial in forming pupils' attitudes to good social behaviour and self-discipline as exemplified through the school's Behaviour Policy.

There are clear links between social development by all and the school's equal opportunities policy.

### Social aims

- To provide pupils with opportunities to develop a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- To allow pupils to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- To encourage pupils to relate positively to others, take responsibility, participate fully in the community, and develop an understanding of citizenship;
- To foster interest in, and understanding of, the way communities and societies function at a variety of levels
- To provide opportunities for pupils to take responsibility and initiative in many areas of school and community life.
- To develop pupils' understanding the importance of core values and social ideals, including democracy, human rights, the rule of law, social justice, political and legal equality, tolerance, and a commitment to dialogue and understanding
- To value diversity and equality in society, including age, disability, ethnicity, religious or non-religious beliefs, sexual orientation and other characteristics
- To encounter challenging and unfamiliar contexts, such as residential and community based work, work-related learning and working with professionals and experts.

***Ways in which the school promotes social development might include:***

- Opportunities for talk about the variety of relationships within the school community and ways in which members can contribute to its well-being
- Opportunities for pupils to take responsibility for social duties, eg: taking registers to the office, leading sporting groups, taking care of younger pupils in the playground using the buddying system
- Opportunities are provided for pupils to work co-operatively in lessons or on projects where pupils may work collaboratively in pairs or groups
- Encourage pupils to be independent in their learning and to find the relevant resources required for a task
- Opportunities are provided for pupils to take part in games involving competition, discipline and fair play
- A clear understanding of the place of the church school within the wider Christian community - locally, nationally and globally, e.g. Diocesan links
- A relationship between the school and the parish which is positive and exemplifies Christian attitudes and values
- An ethos where rights and responsibilities are balanced carefully
- A sense of community and inclusion rooted in Christian values which are articulated clearly by all stakeholders
- Reflecting on the role and value of leadership, participation and volunteering
- Provide opportunities for pupils to participate fully in the community through eg: church events, local events, and school performances, Rotary Competitions and partnership with local groups and businesses
- Encouraging social rights and responsibilities through the provision of and involvement in groups such as school council
- Exploring new social horizons through visits and residentials
- Show respect for persons and property
- Show a growing understanding of how society works, through the family, school, local and wider community
- Involving pupils in fund raising and charity activities, clearly living out the Christian value of giving
- A centre for learning where everyone can flourish, regardless of their background
- Be competent in the skills for everyday living
- Listen to and see others' points of view and put forward their own clearly and appropriately
- Make sensible choices in the light of available information/evidence
- Cope confidently with unfamiliar people or situations
- Learn from mistakes from social situations which have unforeseen consequences
- Take initiative and act responsibly as an individual, member of family, school or wider community

## CULTURAL DEVELOPMENT

Cultural development refers to developing an understanding of one's own culture and of other cultures locally, regionally, nationally and internationally, and an understanding that cultures are not static. It concerns developing a sense of personal identity, whilst at the same time acquiring awareness, understanding and tolerance regarding the cultural traditions of others.

It means learning to feel comfortable in a variety of cultures and being able to operate in the emerging world culture provided by television, travel and the internet. Promoting learners' cultural development is linked with encouraging learners to value cultural diversity through, for instance, preventing racism. Cultural development goes beyond learning the norms and skills of a group of people; it also involves understanding cultural development and an appreciation of the inter-dependence of different cultures.

Working together towards a society with a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed.

Community cohesion work and policies and school linking partnerships are aspects of cultural development as are opportunities to explore the worldwide church and the international aspects of world faith.

The provision for pupils' cultural development is based on enriching pupils' knowledge and experience of their own and other cultural traditions, through the curriculum and through visits, and other activities.

**<u>Cultural aims</u>**

- To encourage pupils to appreciate their own cultural traditions and appreciate the diversity and richness of other cultures.
- To offer an authentic and real representations of cultures throughout the curriculum, without stereotyping
- To enable pupils to understand cultural diversity by bringing them into contact with attitudes, values and traditions of other cultures, including religious and non-religious ones
- To encourage an historical perspective by relating contemporary values to the processes and events that have shaped them
- To enable learners to understand the evolutionary nature of culture and the processes and potential for change
- To understand the importance of the arts and creativity in human life and the heights of human achievement
- To reflect on the role of performance for building self-confidence and identity through, for instance, dance and drama, choirs, music performance, public speaking, and sports.

***Ways in which the school promotes cultural development might include:***

- Pupils exploring and experiencing  their cultural heritage and participating in cultural activities
- Developing and understanding and appreciation of cultures other than their own
- Enjoying and appreciation of creative achievements in their own and others' cultures
- Talk about their own interests and achievements and share in the interests of others
- Provide opportunities for all in the community to recognise what it feels like to be an outsider and to acknowledge that everyone feels outside at some stage in their life
- An environment where openness and respect shine through every interaction within and beyond the school community
- Opportunities for pupils to explore their Christian cultural heritage - particularly through visits to the local church
- Displays around the school showing examples of the range of different cultural influences on the Christian tradition, including artwork produced by pupils
- Interest in exploring, understanding of, and 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
- Hospitality, openness and a willingness to learn from one another, including 'welcoming the stranger'

***Opportunities for cultural exploration may include:***
- School partnerships
- Modern foreign languages
- Traditions and Rituals - religious or otherwise
- National Emblems
- Means of government e.g. democracy
- Food dishes/ingredients often associated with festivals
- Types of music and dance which enhance different cultures
- Sporting traditions, celebrations and festivals
- Drama/Theatre and traditional stories from other cultures
- Art

## Assessment

Individual assessment of pupils' spiritual, moral, social and cultural development is not required, but the opportunities offered at this school should be such as to enable all pupils to progress in their SMSC journey, and staff should be aware of individuals where emotional or prejudicial issues prevent progress towards our aims; creating strategies to counter negative attitudes

## A SPIRITUAL CURRICULUM

| AREA | PUPILS SHOULD HAVE THE OPPORTUNITY TO | LOCATION/RESPONSIBILITY | EVIDENCE |
|---|---|---|---|
| **Beliefs** | • Develop personal beliefs, including religious beliefs<br>• Appreciate that beliefs influence personal identity and lifestyle | RE<br>Collective worship | Curriculum planning<br>Worship record<br>Pupil voice |
| **Awe, wonder, mystery** | • Be inspired by the natural world and human achievement<br>• Experience ambiguity and openness | RE<br>All subjects – esp. Maths, Geography, Science | Pupils voice<br>Books |
| **Transcendence** | • Experience feelings which may give rise to belief in a divine being<br>• Discover inner resources for dealing with everyday experiences<br>• Experience stillness and reflection | RE<br>Form Time<br>All lessons | Curriculum planning<br>Worship record<br>Pupils voice<br>Display |
| **Meaning and purpose** | • Ask questions about the meaning of life<br>• Reflect on the origins of life and evolution<br>• Respond to challenging experiences in life<br>• Discuss matters of personal concern | RE, Science<br>Clubs and residential<br>P4C | Pupils voice<br>Workbooks<br>Pupils records |
| **Self knowledge** | • Increase their awareness of their own thoughts, feelings, emotions, responsibilities, experiences<br>• Grow in understanding of personal identity and worth<br>• Develop self-respect | Nurture Group<br>PSHE, RE , Science<br>Collective worship | Pupils voice<br>Pupils' work<br>Curriculum planning |
| **Relationships** | • Recognise and value the worth of each individual<br>• Develop a sense of community<br>• Build relationships with others | All lessons<br>Collective worship<br>PSHE | |

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|---|---|---|---|
| **Creativity** | • Express innermost thoughts and beliefs<br>• Exercise imagination | English, Poetry and creative writing<br>Creative Studies<br>RE | Work evidence<br>Displays<br>Planning |
| **Emotions** | • Experience emotions when encountering beauty, suffering, injustice<br>• Develop the ability to control emotions and use them as a source of growth | RE, History, English<br>PSHE<br>Collective worship | Pupils voice<br>Collective worship record<br>AM booklets |

## A MORAL CURRICULUM

| AREA | PUPILS SHOULD HAVE THE OPPORTUNITY TO | LOCATION/RESPONSIBILITY | EVIDENCE |
|---|---|---|---|
| **Principles** | • Develop concepts of right and wrong<br>• Consider the connection between principles and moral behaviour<br>• Develop a set of personal principles which inform their own behaviour<br>• Consider how their actions affect others | Collective worship<br>PSHE<br>Year assemblies<br>Maths | Lesson planning<br>Pupils voice<br>Maths books |
| **Codes** | • Investigate the codes and conventions of conduct agreed by society<br>• Explore the variety of sources of personal morality - beliefs and values of individuals, social, cultural and religious groups | PSHE, History<br>Geography | Displays<br>Work evidence |
| **Making Judgements** | • Question the codes and conventions of society<br>• Recognise the boundaries of value systems<br>• Develop the ability to make their own responsible and reasoned judgements<br>• Recognise the need to make personal decisions in areas which are considered right by some and wrong by others<br>• Discover the need to review and re-assess their values, codes and principles in the light of experience<br>• Exercise responsibility in moral behaviour<br>• Ethics<br>• Global evaluation on climate change | RE<br>History/Geography<br>PSHE<br>RE<br>Science<br>Maths | Curriculum planning<br>Work evidence<br>Displays<br>School Council<br>Lessons<br>Books |

**A SOCIAL CURRICULUM**

| AREA | PUPILS SHOULD HAVE THE OPPORTUNITY TO | LOCATION/RESPONSIBILITY | EVIDENCE |
|---|---|---|---|
| **Community** | • Explore the rewards and responsibilities of living in a community <br> • Become involved in community projects <br> • Operate within a number of different roles within the community <br> • Share in times of celebration and sadness <br> • Acknowledge the importance of others in the community <br> • Be valued in the community | Collective Worship <br> Charity work – varied staff involvement <br> School Counci | Collective worship rota <br> School Council records |
| **Responsibility** | • Develop leadership skills <br> • Exercise responsibility for their own actions <br> • Set personal targets <br> • Take initiatives <br> • Take responsibility for others | Subject teachers <br> PE specifically <br> Behaviour Policy <br> Pupils <br> Science | Pupils targets <br> Buddy system |
| **Relationships** | • Practise skills of communication <br> • Work as part of a group/team <br> • Develop healthy relationships with adults and peers <br> • Develop negotiation skills <br> • Listen to the views of others <br> • Explore relationships in the wider community | English <br> All lessons/ all staff <br> Clubs | Pupil Voice <br> Lesson observations <br> Learning walks <br> School Council |
| **Society** | • Investigate social organisations and structures <br> • Consider the importance of rules for the common good <br> • Consider and address the causes of disadvantage in society <br> • Appreciate the range of knowledge and skills needed for living in society <br> • Ethics | PSHE <br> History /geography <br> Collective worship <br> RE <br> All subjects <br> Maths data | Curriculum planning <br> Pupil Voice <br> Books |

**A CULTURAL CURRICULUM**

| AREA | PUPILS SHOULD HAVE THE OPPORTUNITY TO | LOCATION/RESPONSIBILITY | EVIDENCE |
|---|---|---|---|
| **Beliefs and values** | • Discuss values which operate in society<br>• Talk about what is important to them<br>• Share in what is important to others<br>• Develop a sense of cultural identity<br>• Theories through the ages | PSHE<br>Collective worship<br>Science | Lesson plans<br>Collective worship record |
| **Customs** | • Consider the importance of symbol and language in respect of cultural values<br>• Understand and experience traditional customs and festivals<br>• Celebrate achievements in school and beyond | RE/History/PSHE<br>Maths<br><br><br>Assembly /newsletter | Planning<br>Display<br>Books<br><br>Collective worship<br><br>Newsletter |
| **Knowledge/ understanding** | • Extend their knowledge and understanding of their own cultural inheritance<br>• Islamic patterns<br>• Explore cultures other than their own<br>• Become involved in the wider community<br>• Appreciate the interdependence of cultures<br>• Investigate the impact of one area of achievement on another<br>• Importance of scientific discoveries | History/Geography/PSHE<br>Creative Studies<br>Music<br>Rotary work<br>Church worship | Lesson Plans<br>Display |
| **Skills** | • Develop their ability to communicate in a variety of media<br>• Participate in a range of cultural activities<br>• Extend their range of leisure interests<br>• Appreciate and respond to the range of human achievement (art, economics, literature, music, politics, religion, science, technology). | Computing, English<br>Clubs and Activities, PSHE, History, Creative Studies, Music, English , Science | Lesson Plans<br>Planning<br>Display<br>Pupil Voice<br>PE audit |