



# Spiritual, Moral, Social and Cultural (SMSC) Education Policy

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*Our church school creates a firm foundation where together, with God's help and with the help of others, we learn for life, achieve our best and grow in faith.*

## 1 Aims and objectives

As a church school, with a vision to ensure that we learn for life, achieve our best and grow in faith, we believe that promoting the spiritual moral, social and cultural (SMSC) development of all pupils is fundamental.

Christian values are at the heart of our Collective Worship and permeate all aspects of school life, taught explicitly and referred to by all. These core Christian values also form a key tool for the development of SMSC as well as British Values.

The National Curriculum states that every state-funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

This policy aims to set out our approach to this here at Abbots Ripton Church of England Primary School.

## 2 What is Spiritual, Moral, Social and cultural (SMSC) development

### 2.1 Spiritual development

Through the curriculum, pupils develop:

- an ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- a sense of enjoyment and fascination in learning about themselves, others and the world around them
- a use of imagination and creativity in learning
- willingness to reflect on their experiences

In our school we support children's spiritual development through:

- promoting learning opportunities which value children's curiosity and questions; encouraging deeper questions and giving time for their own thoughts, ideas and concerns
- opportunities to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives
- opportunities to reflect on Bible stories and stories from other World faiths
- opportunities to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful

- developing a climate within which all children can grow and flourish, enjoying individual liberty and mutual respect
- welcoming difference and respecting the integrity of individuals, including full acceptance of those with different faiths and beliefs

## 2.2 Moral development

Through the curriculum, pupils develop:

- an ability to recognise the difference between right and wrong and readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- an understanding of the consequences of their behaviour and actions
- an 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

In our school we support children's moral development through:

- opportunities across the curriculum to explore and develop moral concepts and values –for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
- praising children when they have the courage to speak the truth and do what is right
- developing an open and safe learning environment in which children can express their views and practise moral decision making
- providing a clear moral code as a basis for behaviour
- promoting racial, religious and all other forms of equality
- encouraging pupils to take responsibility for their actions

## 2.3 Social development

Through the curriculum, pupils develop:

- a 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
- a willingness to participate in a variety of communities and social settings, including by volunteering, co-operating well with others and being able to resolve conflicts effectively
- an 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

In our school we support children's social development through:

- the development of our values and an understanding that our school and community life is based on these
- fostering a sense of community; our children know that they are a part of their class, the school, the local community, the wider community and the world
- helping children to develop personal qualities, which are valued for example, honesty, respect for difference, moral principles, independence, interdependence, self-respect and awareness of others' needs;
- providing opportunities for engaging in the democratic process for example through school council and our collaborative reward system
- providing opportunities for pupils to exercise leadership and responsibility for example as lunch time servers or sports leaders
- opportunities to work collaboratively with others for example in local cluster school events

## 2.4 Cultural development

Through the curriculum, pupils develop:

- an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- an understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- a knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- a willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities

In our school we support children's cultural development through:

- Learning about other cultures when raising money for charity
- Links with local and international schools
- Stories from different cultures
- First hand experiences through local visits, theatre, art and artists
- Visitors from the local and international community
- Being part of National and International fund raising events
- Studies of a different lifestyle including different food, dress, festivals and places of worship.
- Learning about other cultures when raising money for charity

- Children are taught to understand the lifestyles and choices made by the variety of different cultures and faiths that exist within the school.

We have produced an overview of the ways in which SMSC can be developed through our curriculum in each subject area. See Appendix 1.

### **3 Monitoring and review**

3.1 Senior leaders review the SMSC provision in school by carrying out a yearly audit of opportunities across the curriculum.

Appropriate visits, visitors and opportunities are planned into the school year to support and develop, wherever possible, cultural capital for each child.

3.2 This policy will be reviewed every 3 years as a minimum.



## **Spiritual, Moral Social and Cultural development across the curriculum**

Below are suggested opportunities within each curriculum area for the development of SMSC in our school.

	Opportunities for Spiritual development	Opportunities for Moral development	Opportunities for Social development	Opportunities for Cultural development
<b>English</b>	<ul style="list-style-type: none"> <li>- Opportunities for personal reflections through the writing of diaries and recounts for example writing a diary account of a character from the Nativity story.</li> <li>- Responding to literature e.g. "How would you feel if you were a character in the story?"</li> <li>- Appreciating the beauty of language e.g. through poetry.</li> <li>- Opportunities for creative writing.</li> <li>- Opportunities for empathy and thinking about what it would be like for someone else e.g. reflecting on extracts from Anne Frank's diary</li> </ul>	<ul style="list-style-type: none"> <li>- Considering different perspectives e.g. debating and writing about right and wrong through the topics such as learning about Nelson Mandela and reflecting on different viewpoints from different characters in Letters from the Lighthouse when a German pilot crash lands in the village.</li> <li>- Exploring stimuli for thinking about the consequences of right or wrong behaviour.</li> <li>- Completing work around traditional tales and stories which deal with right and wrong.</li> <li>- Opportunities for debating, hot seating and role play.</li> <li>- Reading texts that stimulate discussions such as about modern day refugees.</li> </ul>	<ul style="list-style-type: none"> <li>- Taking different roles in group discussions and learning how to negotiate and agree to differ.</li> <li>- Writing invitations.</li> <li>- Communicating with others in different ways.</li> <li>- Participating in group / paired tasks such as role plays and presentations.</li> <li>- Sharing viewpoints.</li> <li>- Taking it in turns to listen and respond</li> <li>- Learning about or from others who are 'different' e.g. about a child with autism when reading London Eye Mystery.</li> </ul>	<ul style="list-style-type: none"> <li>- Sharing texts from around the world – about different cultures / in different languages.</li> <li>- Studying and writing reports about different countries.</li> </ul>

	Opportunities for Spiritual development	Opportunities for Moral development	Opportunities for Social development	Opportunities for Cultural development
<b>Maths</b>	<ul style="list-style-type: none"> <li>- Developing a sense of awe and achievement in solving problems.</li> <li>- Appreciating the wonder when researching patterns which appear in nature such as the symmetry of snowflake patterns or the stripes of a tiger.</li> <li>- Delving deeper into how Maths relates to the world around them.</li> <li>- Using maths to support understanding of the Trinity (God the Son, God the Father, and God the Holy Spirit). But there is only ONE God. Thus the term: "Tri" meaning three, and "Unity" meaning one, Tri+Unity = Trinity.</li> </ul>	<ul style="list-style-type: none"> <li>- Discussing money choices – spending and saving.</li> <li>- Looking at fractions and considering unequal shares / fairness.</li> <li>- Appreciating and understanding the value of money.</li> <li>- Conducting surveys to gather opinions.</li> <li>- Appreciating the fact that it is ok to be wrong.</li> </ul>	<ul style="list-style-type: none"> <li>- Completing investigations / open ended tasks which allow children to work together e.g. conducting surveys.</li> <li>- Using mathematical language to discuss similarities and differences between people e.g. tall / short.</li> <li>- Accepting outcomes from games / competition – win or lose.</li> <li>- Respecting resources.</li> <li>- Sharing thoughts / reasoning.</li> <li>- Taking turns</li> </ul>	<ul style="list-style-type: none"> <li>- Learning about number systems such as Roman numerals.</li> <li>- Exploring how mathematical language is universal and used across the world.</li> <li>- Learning about the tessellation of shapes to form cultural patterns etc.</li> <li>- Using exchange rates for foreign travel.</li> </ul>
	Opportunities for Spiritual development	Opportunities for Moral development	Opportunities for Social development	Opportunities for Cultural development
<b>Science</b>	<ul style="list-style-type: none"> <li>- Looking at the process of growing and changing and the miracle of our uniqueness.</li> <li>- Creating opportunities for children to ask questions which Science cannot always answer e.g. when learning about creation.</li> <li>- Learning about ourselves.</li> <li>- Reflecting on the living world (living things and habitats).</li> <li>- Wondering at outcomes of investigation.</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciating that, in order to investigate fairly, commitment and honest observation are crucial.</li> <li>- Considering the ethical implications of environmental problems e.g. pollution, climate change, destruction of rainforests, etc.</li> <li>- Discussing the ethical implications of investigations e.g. discussions about plastic and why plastic pollution is an issue when studying Properties of materials.</li> </ul>	<ul style="list-style-type: none"> <li>- Taking responsibility for your own and other's safety when completing practical work.</li> <li>- Learning about personal hygiene and staying healthy.</li> <li>- Caring for plants and animals.</li> <li>- Respecting / listening to each other when completing collaborative practical activities.</li> <li>- Taking on board different viewpoints when talking about theories.</li> <li>- Sharing ideas and results.</li> </ul>	<ul style="list-style-type: none"> <li>- Being aware of how we need to care for the world in which we live.</li> <li>- Asking questions about the way in which scientific discoveries from around the World have affected our lives.</li> <li>- Looking at a range of scientists from around the world.</li> <li>- Making comparisons e.g. weather and climates in different parts of the world and their impact on everyday life</li> </ul>

	<ul style="list-style-type: none"> <li>- Sharing awe and wonder during Science Week.</li> <li>- Awe and wonder of shadows created by the sun as a light source e.g. drawing shadows on playground at different times during the day.</li> <li>- Opportunities for curiosity.</li> <li>- Open ended questions and solutions.</li> </ul>		<ul style="list-style-type: none"> <li>- Respecting and looking after Scientific equipment.</li> </ul>	
	<b>Opportunities for Spiritual development</b>	<b>Opportunities for Moral development</b>	<b>Opportunities for Social development</b>	<b>Opportunities for Cultural development</b>
<b>Computing</b>	<ul style="list-style-type: none"> <li>- Using technology to amaze and inspire.</li> <li>- Wondering at the power of the digital age e.g. use of internet etc.</li> <li>- Wondering at the ease of gathering and sharing information.</li> </ul>	<ul style="list-style-type: none"> <li>- Learning how to keep safe online.</li> <li>- Exploring the moral issues around the use of data.</li> <li>- Learning about the consequences of misusing data and the internet.</li> <li>- Learning about the legal aspects of the internet / online usage e.g. cyber bullying, e-safety etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Discussing the impact of ICT on the ways people communicate.</li> <li>- Having digital links with other schools and communities e.g. our link school in France.</li> <li>- Gathering information to support ideas and debates.</li> <li>- Communicating with other people in different ways.</li> <li>- Looking after and caring for IT equipment.</li> <li>- Sharing equipment with other people fairly.</li> </ul>	<ul style="list-style-type: none"> <li>- Exploring human achievements and creativity in relation to worldwide communications.</li> <li>- Learning about use of technology around the world and how access to it varies across cultures.</li> </ul>
	<b>Opportunities for Spiritual development</b>	<b>Opportunities for Moral development</b>	<b>Opportunities for Social development</b>	<b>Opportunities for Cultural development</b>
<b>Physical Education</b>	<ul style="list-style-type: none"> <li>- Using dance/movement as an expression of emotion.</li> <li>- Being aware of one's own strengths and limitations.</li> <li>- Being aware of how winning / losing can affect our feelings.</li> </ul>	<ul style="list-style-type: none"> <li>- Discussing fair play and the value of team work.</li> <li>- Developing qualities of self discipline, commitment and perseverance.</li> </ul>	<ul style="list-style-type: none"> <li>- Developing a sense of belonging and self esteem through team work.</li> <li>- Developing a sense of community identity through taking part in inter school events such as St Ives football.</li> </ul>	<ul style="list-style-type: none"> <li>- Learning about the history of sport, and where they originate from.</li> <li>- Exploring rituals surrounding sporting activities.</li> </ul>



	<ul style="list-style-type: none"> <li>-Developing resilience.</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Accepting loss and the importance of losing.</li> <li>- Understanding the consequences of actions.</li> <li>- Evaluating own and other's performance.</li> </ul>	<ul style="list-style-type: none"> <li>- Learning how to umpire and lead sports fairly.</li> <li>- Caring for PE resources.</li> <li>- Picking teams and captains.</li> <li>- Respecting a referee's decision.</li> <li>- Creating and following the rules of games.</li> <li>-Supporting others regardless of ability.</li> </ul>	<ul style="list-style-type: none"> <li>- Exploring why different sports are played in different countries / by different cultures.</li> <li>- Learning dances from different countries.</li> </ul>
	<b>Opportunities for Spiritual development</b>	<b>Opportunities for Moral development</b>	<b>Opportunities for Social development</b>	<b>Opportunities for Cultural development</b>
<b>Religious Education</b>	<ul style="list-style-type: none"> <li>- Learning about the Trinity and reflecting on God who lives without the limitations of a three-dimensional universe. He is spirit.</li> <li>- Reflecting on spiritual ideas, experiences and concepts such as worship, wonder, praise, prayer etc.</li> <li>- Participating in prayer.</li> <li>- Wondering at religious icons.</li> <li>- Looking at religious beliefs and ideas expressed through the arts.</li> <li>-Developing the ability to ask questions.</li> <li>-Understanding that people have different beliefs to us.</li> <li>- Being curious about different artefacts and practices from different religions.</li> </ul>	<ul style="list-style-type: none"> <li>- Using Biblical and other religious stories to teach moral codes of conduct.</li> <li>- Learning about British Values and their importance in developing good human beings.</li> <li>- Appreciating how sacred texts can inform people's way of life.</li> <li>- Understanding that we can choose whether or not to follow a religion.</li> </ul>	<ul style="list-style-type: none"> <li>- Asking questions about the social impact of religion.</li> <li>- Learning how to effectively communicate their own beliefs, values and attitudes.</li> <li>- Having links to religious people in the community for example our vicar.</li> <li>- Learning to respect those of different faiths.</li> <li>- Respecting religious artefacts.</li> </ul>	<ul style="list-style-type: none"> <li>- Learning about and from celebrations, worship and rituals from different countries and world religions.</li> <li>- Learning to value religious and cultural diversity.</li> <li>- Visiting places of worship.</li> <li>- Welcoming visitors of all religions.</li> <li>- Understanding and accepting those of different faiths and cultures – how they may eat or dress differently / how they may fast as part of their culture or religion.</li> <li>- Appreciating artefacts from different religions.</li> <li>- Learning about cultural occasions e.g. Diwali, Chinese New Year, Eid, Sukkot etc.</li> </ul>
	<b>Opportunities for Spiritual development</b>	<b>Opportunities for Moral development</b>	<b>Opportunities for Social development</b>	<b>Opportunities for Cultural development</b>

<b>History</b>	<ul style="list-style-type: none"> <li>- Considering how things would be different if the course of events had been different.</li> <li>- Looking at local history and the impact of this on local people e.g. the Abbots Ripton train crash in the Victorian era.</li> <li>- Awe and wonder around artefacts and places to visit.</li> </ul>	<ul style="list-style-type: none"> <li>- Learning about significant people / events from the past who have influenced today's society e.g. when looking at inventors during the Victorian Era and their impact on Victorian Britain.</li> <li>- Appreciating how situations of injustice have provoked people to rise up and bring change in the world for example the slavery, battles and empires and the class system. For example, reflecting on life in the Victorian Era and analysing the differences between rich and poor.</li> <li>- Understanding the consequences of events in history.</li> <li>- Learning to debate about the rights and wrongs of events such as battles or slavery in history.</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciating how values in Britain have formed and evolved over time and have resulted in changes in law, attitudes and expectations.</li> <li>- Encouraging children to talk to grandparents etc. when learning about e.g. WWII.</li> <li>- Learning about British Leaders and monarchs and what they have taught us about social etiquette.</li> <li>- Looking after / caring for historical artefacts.</li> </ul>	<ul style="list-style-type: none"> <li>- Learning about ways of life in different time periods.</li> <li>- Knowing significant local, national and global historical events.</li> <li>- Respecting values of different cultures and how their values have developed over time.</li> <li>- Learning about the British parliament and monarchy and the changes over time.</li> <li>- Learning about belief systems in history for example Mayan Gods.</li> </ul>
	<b>Opportunities for Spiritual development</b>	<b>Opportunities for Moral development</b>	<b>Opportunities for Social development</b>	<b>Opportunities for Cultural development</b>
<b>Geography</b>	<ul style="list-style-type: none"> <li>- Marvel at the awe and wonder in the different weather and seasonal patterns.</li> <li>- Using maps and other resources to imagine what it might be like to live in other parts of the world which are different to ours e.g. areas with natural disasters or extreme climates etc.</li> <li>- Awe and wonder at how the world has changed and developed.</li> </ul>	<ul style="list-style-type: none"> <li>- Considering how people use / treat the environment.</li> <li>- Acting to make the world a more sustainable place e.g. recycling.</li> <li>- Discussing the impact and effect of man on earth / on the moon / space travel.</li> <li>- Considering impact of geographical activities such as deforestation etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Developing map reading skills essential for later life.</li> <li>- Understanding more about themselves and their place in their immediate, local and global community.</li> <li>- Understanding the social impact of over-population and what can and can't be changed.</li> </ul>	<ul style="list-style-type: none"> <li>- Developing empathy and positive attitudes towards people of all cultures, recognising that often people have common needs and similar challenges.</li> <li>- Looking at causes and effects of migration and immigration and how land use has changed over time.</li> </ul>

	<ul style="list-style-type: none"> <li>- Wondering at the similarities and differences around the world – time zones; cultures; impact of wars; different extremes such as deserts; rainforests; areas with glaciers; volcanoes, mountains etc.</li> </ul>			
	<b>Opportunities for Spiritual development</b>	<b>Opportunities for Moral development</b>	<b>Opportunities for Social development</b>	<b>Opportunities for Cultural development</b>
<b>Personal, Social &amp; Health Education</b>	<ul style="list-style-type: none"> <li>- Learning about the process of growth from young to old.</li> <li>- Considering special people and their influence on our lives.</li> <li>- Considering how it feels to belong and how we belong to different groups.</li> <li>- Developing a positive outlook for the future.</li> <li>- Developing resilience and inner strength.</li> <li>- Developing an awareness of and an ability to respond to others wants and needs.</li> </ul>	<ul style="list-style-type: none"> <li>- Respecting and understanding the importance of British Values and what it means to be a British citizen.</li> <li>- Learning about what constitutes a healthy lifestyle.</li> <li>- Exploring feelings.</li> <li>- Thinking about change and loss and the impact of these on our lives.</li> <li>- Thinking about people who help us.</li> <li>- Investigating fairness and right and wrong, kind and unkind.</li> <li>- Developing a strong awareness of bullying issues, their impact and how to tackle them.</li> <li>- Constructing, agreeing and following rules.</li> <li>- Learning about harm and care to the environment.</li> <li>- Nurturing a sense of self-worth, self-identity and personal responsibility so that children can begin to learn how to make sound</li> </ul>	<ul style="list-style-type: none"> <li>- Exploring likes and dislikes and comparing these between different people.</li> <li>- Learning about personal hygiene.</li> <li>- Learning rules for keeping physically and emotionally safe.</li> <li>- Sharing opinions and listening to the views of others.</li> <li>- Playing and working cooperatively.</li> <li>- Developing resolution strategies.</li> <li>- Discussing money and the concepts of spending and saving.</li> <li>- Recognising the rights of others and preparing to take responsibility in society.</li> <li>- Learning how to resolve conflict.</li> </ul>	<ul style="list-style-type: none"> <li>- Hearing stories from different cultures and countries.</li> <li>- Learning about viewpoints of people with different beliefs.</li> <li>- Developing an awareness of the shared value of communities and where there might be conflicting values.</li> <li>- Respecting and valuing diversity.</li> </ul>

		moral, social, spiritual and cultural choices. - Becoming aware of social injustice and how to make a difference. - Becoming empowered to make choices and take action to contribute to the common good.		
	<b>Opportunities for Spiritual development</b>	<b>Opportunities for Moral development</b>	<b>Opportunities for Social development</b>	<b>Opportunities for Cultural development</b>
<b>Music</b>	- Considering how music makes us feel. - Expressing delight by creating own music. - Listening to music to support wellbeing.	- Exploring how music can convey human emotions such as sadness, joy, anger etc. - Appreciating the self discipline required to learn a musical instrument.	- Exploring how an orchestra works together. - Discussing what would happen if musicians in a band / group didn't co-operate. - Appreciating how music is used in different ways in different settings e.g. for pleasure, for worship, to help people relax. - Showing a cooperative work ethic when participating in events such as Young Voices. - Developing listening skills	- Listening to and learning songs from other cultures. - Encouraging pupils to listen and respond to traditions from around the world e.g. African music. - Appreciating musical expression from different times and places. - Giving opportunities to perform.
	<b>Opportunities for Spiritual development</b>	<b>Opportunities for Moral development</b>	<b>Opportunities for Social development</b>	<b>Opportunities for Cultural development</b>
<b>Art</b>	- Responding to the world through painting/drawing. - Exploring different artists' interpretations of a key figure or event and asking what the artist was trying to convey. - Appreciating and evaluating art.	- Encouraging the use of visual images to evoke a range of emotions. - Accepting that it is ok to make mistakes and to redraft work.	- Sharing resources. - Exploring art as a powerful social tool e.g. in advertising, in representing particular groups etc. - Working as a team to evaluate or improve art work. - Helping each other when improving work at all stages of the design.	- Considering how other cultures use art to express their values and beliefs. - Reflecting on the cultural significance of famous pieces of art. - Appreciating art and artists from around the world.

	<ul style="list-style-type: none"> <li>- Showing an awareness of surroundings by sketching scenery and landscapes.</li> <li>- Opportunities for looking at details and pattern.</li> <li>- Developing resilience.</li> <li>- Representing the Trinity through art.</li> </ul>		-	
	<b>Opportunities for Spiritual development</b>	<b>Opportunities for Moral development</b>	<b>Opportunities for Social development</b>	<b>Opportunities for Cultural development</b>
<b>Design &amp; Technology</b>	<ul style="list-style-type: none"> <li>- Enjoying and celebrating personal creativity.</li> <li>- Reviewing and evaluating created things.</li> <li>- Appreciating existing products and expressing awe and wonder at how they came to be invented.</li> </ul>	<ul style="list-style-type: none"> <li>- Asking questions about the effect of technological change on human life and the world around them.</li> <li>- Learning about nutrition and how to cook as a life skill.</li> <li>- Accepting that it is ok to make mistakes and the learning that can come from redrafting or starting again.</li> </ul>	<ul style="list-style-type: none"> <li>- Co-operating when working on a group design.</li> <li>- Undertaking market research to seek a view.</li> <li>- Taking time to help each other.</li> <li>- Sharing resources / tools and equipment.</li> <li>- Caring for D&amp;T materials and tools.</li> <li>- Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>- Considering cultural influences on design.</li> <li>- Looking at recipes for traditional meals from around the world.</li> <li>- Experiencing food / cooking from around the world.</li> <li>- Working with textiles from around the world.</li> <li>- Researching, appreciating and evaluating existing products from different cultures.</li> <li>- Building a Sukkah.</li> </ul>
	<b>Opportunities for Spiritual development</b>	<b>Opportunities for Moral development</b>	<b>Opportunities for Social development</b>	<b>Opportunities for Cultural development</b>
<b>Languages (French)</b>	<ul style="list-style-type: none"> <li>- Considering faiths in different cultures and the role it plays in the French society e.g. how French people celebrate Christian festivals.</li> <li>- Developing a sense of awe at the beauty of language.</li> </ul>	<ul style="list-style-type: none"> <li>- Using the French language to discuss personal responses to what is right and wrong.</li> <li>- Learning about similarities and differences between the UK and France.</li> </ul>	<ul style="list-style-type: none"> <li>- Learning the skill of communicating in a different language.</li> <li>- Communicating with a purpose with children in our link school in France.</li> <li>- Exploring different social conventions e.g., formal and informal greetings in French.</li> </ul>	<ul style="list-style-type: none"> <li>- Looking at similarities and differences between our culture and the French culture.</li> <li>- Allowing children to develop an appreciation of music, art and literature by listening to French music, reading French books, singing French songs and watching French films.</li> </ul>

	Opportunities for Spiritual development	Opportunities for Moral development	Opportunities for Social development	Opportunities for Cultural development
<b>EYFS</b>	<ul style="list-style-type: none"> <li>- Developing self confidence, self awareness and independence e.g. when making choices in busy learning and when sharing ideas in whole class time.</li> <li>- Talking about and beginning to appreciate feelings e.g. when talking through disagreements.</li> <li>- Listening to others</li> <li>- Marvelling at the world around us and the weather e.g. discussing what you might wear in different weathers; understanding freezing and melting; experiencing changing colours of autumn leaves.</li> <li>- Showing imagination and using expression when moving to music.</li> <li>- Showing imagination when role playing cultural events.</li> <li>- Being curious.</li> <li>- Developing self-regulation.</li> <li>- Being exposed to varied experiences that involve all the senses.</li> </ul>	<ul style="list-style-type: none"> <li>- Understanding the importance of sharing and taking turns e.g. during busy learning; abiding by the rules.</li> <li>- Developing an ability to resolve issues e.g. when talking through problems.</li> <li>- Showing that children can understand others e.g. demonstrating good listening during adult led sessions.</li> <li>- Showing empathy towards other people's points of view e.g. when talking through issues; hot-seating.</li> <li>- Understanding right and wrong</li> <li>- Appreciating how to behave in different circumstances.</li> <li>-Understanding boundaries in the classroom and with other individuals.</li> <li>- Looking after animals and plants e.g. feeding birds in the winter; when planting bulbs and seeds etc.</li> <li>- Having an awareness of and participating in recycling.</li> <li>-Discussing the impact of our actions on the environment.</li> </ul>	<ul style="list-style-type: none"> <li>- Participating in turn taking games e.g. in PE.</li> <li>- Learning to share resources e.g. during busy learning and when talking through issues; during tidy up time.</li> <li>- Caring for resources.</li> <li>- Using manners when listening to and responding to others e.g. during circle time.</li> <li>- Working as part of a team e.g. in PE or in busy learning time.</li> <li>- Listening to and responding to others e.g. during circle time</li> <li>- Learning to talk about own significant events and celebrations and responding to others appropriately.</li> <li>- Working in pairs to create models etc. e.g. when working with learning partners.</li> <li>- Participating in the Christmas Nativity performance.</li> <li>-Negotiating conflict with words.</li> </ul>	<ul style="list-style-type: none"> <li>- Sharing information about own special events – celebrations, birthdays, festivals etc.</li> <li>- Taking part in role plays about cultural events e.g. in the home corner.</li> <li>- Participating in special events such as pancake day, Bonfire Night, Christmas, Eid, Chinese New Year, St Patrick's Day, St David's Day, St George's Day, Easter etc.</li> <li>- Learning about other cultures through the thematic curriculum</li> <li>- Learning about important people from history and within the community e.g. people who help us</li> <li>- Understanding that people celebrate, dress and live in different ways.</li> <li>- Music from different parts of the world.</li> <li>-Stories from different parts of the world.</li> </ul>