Rushey Green Primary School
Spiritual Moral Social and Cultural Development

Some examples below, where we can we find evidence of Spiritual, Moral, Social and Cultural Development.

Subject	We promote spiritual development	We promote moral development	We promote social development	We promote cultural development
Math's	By considering pattern, order, symmetry and scale both man made and in the natural world. E.g. Islamic shapes and patterns	By making connections between pupils' numeracy skills and real life; e.g., pie charts could compare how a child in Africa spends her/his day with how children spend their time in the UK. By reflecting on data that has moral and ethical implications; for example pupils might consider the difference in amounts of money spent on non-essentials compared with food aid/water aid.	By sharing of resources within the classroom, negotiating of responses and group problem solving By analysing social data e.g. on health care, poverty, bullying and class preferences	By asking questions about the history of math's: for example, 'What do the Egyptians, Greeks and Indians discover that we still use in maths today?'
English	In responding to a poem, story 'How would you feel if you were the person in the story?' 'How does this make you feel?' By appreciating the beauty of language used in poetry.	By analyzing books when 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 in history.	By supporting conceptual and language development through an understanding of and debates about social issues such as 'Living Wage' and child labour By providing opportunities for talk in a range of settings	By pupils telling stories from their own cultures and backgrounds experiencing the idea that 'everyone has a story to tell' By providing opportunities for pupils to engage with texts from different cultures

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Science	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 & evil.	By using opportunities during Science lessons to explain how to keep people safe and how they might protect vulnerable young people. By exploring the social dimension of scientific advances e.g. environmental concerns, such as pollution, 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 (Modern Languages)	By exploring the beauty of languages from around the world By exploring the way language is constructed	By exploring moral and ethical issues in different languages (www.stapleford- centre.org/bookshop) 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

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History	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. E.g. 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. E.g. 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 2 in year 4	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	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 link.	By considering how people treat the environment; asking questions, '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 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.

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RE	By experiencing wonder and joy through learning about 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 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 engaging with text, artefacts and other sources from different cultures and religious backgrounds
PSHCE	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

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Art and Design		By providing plenty of rich opportunities for pupils both to explore the spiritual dimension and natural phenomena e.g. Northern Lights. 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 big ideas about life e.g. morality, ethical issues. By promoting the process of 'Reviewing and evaluating'; for example, see the work of David Hockney.	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	By sharing of resources. By exploring social conflict and resolution. By exploring art as a powerful social tool e.g. in advertising, in representing particular groups	By experiencing a wide range of creative media from around the world. By developing aesthetic and critical awareness

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Music		By allowing pupils to show their delight and curiosity in creating their own sounds. By making links between their learning in literacy (or other curriculum area) with music being played as background By considering how music makes one feel and can 'move us' deeply	By exploring how music can convey human emotions such as sadness, joy, anger… By appreciating the self-discipline required to learn a musical instrument	By exploring how s an orchestra works together By discussing What would happen if musicians in a band/group didn't co- operate By appreciating 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

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Drama	By allowing for insight, self-expression and the chance to walk in someone else's shoes.	By expressing what it feels like to be wronged and what remedies might make things better for the injured	By exploring similarities and differences and how respect for others can be expressed. By building self-esteem and encouraging self-worth	By taking different roles from other backgrounds By using different dramatic conventions to encourage empathy
Design & Technology	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 design By asking questions about functionality v aesthetics
Computing	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 – e.g. campaigns for charities and injustice as a force for good. Cyber bullying as a danger.	By links through digital media services with other schools By highlighting ways to stay safe when using on line services and social media 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
P.E	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 behaviour	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