

Mapping for Spiritual Development at Selwood Academy

The ideas below are not exhaustive, but do give a flavour of how we develop SMSC across our curriculum.

	We promote spiritual development by	We look in by	We look out by	We look up by
English	<p>Responses to Literature – questions such as ‘How would you feel if you were the person in the story?’ ‘Where have you met these ideas before?’</p> <p>Appreciation of the beauty of language. Recognition of how others’ beliefs and experiences have shaped the course of Literature.</p>	<p>Text choices in English encourage pupils to reflect upon their personal values, express independence and explore their own viewpoints on major issues.</p> <p>Year 5 complete an autobiographical unit, reflecting on their own lives. Year 6 learn how to complete reflective pieces of writing throughout the year. Year 7 look at how different forms of writing (e.g. poetry) can be used for self-expression. Year 8 use speech writing to tackle an issue that is key to who they are.</p> <p>Proof-reading, editing and re-drafting encourages both resilience and reflection.</p>	<p>Text choices in English encourage pupils to reflect upon key world issues and encourage pupils to engage with a wider range of authors and people: from texts that are inspired by the Windrush Generation to texts featuring a neurodiverse protagonist and poetry and mythology from around the world.</p> <p>Speech writing in year 8 encourages pupils to engage with issues within the wider world, as well as learning about key world issues through analysis of speeches.</p> <p>New units in Year 6 have been brought in which respond to student anxieties around climate change.</p>	<p>Exploring authors intentions and analysing choices made by writers encourages pupils to reflect on others’ motivations and what guides them.</p> <p>Texts are taught from across various periods of time encouraging pupils to reflect on how times have changed and how life has evolved over time.</p>
Maths	<p>Making connections between pupils’ Numeracy skills and real life. For example, could compare how a child in Egypt spends her day with how children in the UK spend their time. Consider pattern, order, symmetry and scale both human-made and in the natural world.</p>	<p>We look in by reflecting on challenging problems, showing perseverance when we find tasks difficult and learning from our mistakes. We see mistakes as part of the learning process which we grow from.</p> <p>Maths helps us to reflect on patterns and order our thinking and behaviour. It can teach us how to apply structure and logic to our daily lives.</p>	<p>Maths can help reflect on fairness, topics such as ratio and proportion can be applied to discussions whether in sharing resources or making decisions.</p> <p>Maths can help us collaborate with others and understand the value of teamwork. Reflecting on how we solve problems together, showing empathy and cooperation.</p>	<p>Maths can challenge us to think about wider concepts such as infinity and the size of our universe. It can also challenge us to think about patterns such as symmetry and Fibonacci sequences that appear in nature and the wider world. This prompts further questions around creation and existence.</p>
Science	<p>Demonstrating openness to the fact that some answers cannot be provided by Science. Creating opportunities for pupils to ask questions about how living things rely on a contribute to their environment. Activities such as plotting the scale of the solar system and open up questions about the size of the universe and how it might have been formed.</p>	<p>Scientific Inquiry: Encouraging pupils to ask questions and experiment helps develop confidence in their ability to find answers.</p> <p>Studying Reproduction and Life Cycles: This allows pupils to reflect on life, growth, and their own development, fostering self-understanding and curiosity.</p> <p>Challenges of Problem Solving: Encountering scientific problems</p>	<p>Sustainability and Climate Change: Understanding the effects of human actions on the environment emphasizes pupils' responsibility to protect their planet.</p> <p>Habitats and Ecosystems: Learning how organisms depend on each other and their environments for survival can develop a sense of empathy and responsibility for preserving biodiversity.</p>	<p>Exploring the Solar System: Observing the vastness of space, the planets, and stars, giving pupils a sense of awe about their place in the universe.</p> <p>The Theory of Evolution: Understanding the process of evolution over millions of years can make pupils reflect on the complexity and purpose of life.</p> <p>Big Bang Theory: Contemplating the</p>

		<p>teaches resilience, encouraging pupils to overcome obstacles and reflect on their growth.</p> <p>A balanced diet: Learning about nutrition and the effects of different foods on the body helps pupils make healthier choices, promoting self-care and well-being.</p> <p>Discovery of Personal Beliefs: Reflecting on ethical implications of scientific discoveries, like genetic engineering or cloning, challenges pupils to think about their personal values and beliefs.</p>	<p>Human Body Systems: Studying how humans work internally can lead to discussions about health, well-being, and how we can care for each other.</p> <p>Energy Sources: Discussions about renewable and non-renewable energy teach pupils about the importance of using resources wisely to benefit their communities and the planet.</p> <p>Recycling and Waste Management: Observing how pollution impacts ecosystems promotes the idea that everyone plays a role in maintaining a clean and healthy environment.</p>	<p>origins of the universe opens discussions about how and why everything began.</p> <p>Life cycles: Observing the life cycles of different organisms can inspire a sense of interconnectedness and the miraculous nature of life's renewal, making pupils reflect on their own place in the grand web of life.</p> <p>Fossils: Learning how ancient creatures lived and how life has evolved might inspire thoughts about life's continuity and connection to the past.</p>
Art	<p>Providing plenty of rich opportunities for pupils both to explore the spiritual dimension and natural phenomena.</p> <p>Exploring different artists' interpretation of a key figure or event and asking what the artist was trying to convey. Allowing pupils to show what they know through their own expression of big ideas about life e.g. morality, ethical issues.</p>	<p>Communication skills in sharing knowledge</p> <p>Develop confidence in practical art skills and working in groups</p>	<p>Creative arts festival</p> <p>Art clubs</p> <p>Lantern display</p> <p>Frome Black Swan Exhibition</p>	<p>Connecting to artists and their lives – exploring their spiritual connections to their art work</p>
Computing	<p>Wondering at the power of the digital age e.g. the use of the internet.</p> <p>Understanding the advantages and limitations if ICT. Using the internet as a gateway to big life issues.</p>	<p>Building Problem-Solving Skills: Through programming and debugging, pupils learn how to tackle complex problems, fostering resilience and a growth mindset in the face of challenges.</p> <p>Exploring Digital Identity: Reflecting on how they present themselves online, pupils learn the importance of maintaining a healthy digital footprint and protecting their privacy and reputation in a digital world.</p> <p>Creativity through Coding: By creating websites, games, or apps, pupils can express their individuality and creativity, which helps them discover and develop their unique talents and interests.</p>	<p>Collaboration and Online Safety: Understanding how to work together safely and ethically in online communities teaches pupils the importance of trust, respect, and responsibility in digital spaces.</p> <p>Coding for Social Good: Learning how coding can be used to solve real-world problems, like developing apps for charities or environmental projects, emphasizes the positive impact pupils can have on their community.</p> <p>Responsible Use of Technology: Teaching pupils about the environmental and societal impacts of technology use, such as e-waste and digital footprints, encourages</p>	<p>The Internet and Global Connectivity: Exploring how the internet connects people across the globe can inspire pupils to reflect on the vast, interconnected digital world and their role within it.</p> <p>Artificial Intelligence and Machine Learning: Learning how machines can "think" and solve problems can lead to discussions about the future of humanity, technology's role, and ethical questions about consciousness and intelligence.</p> <p>Big Data and Patterns: Analysing large sets of data to find patterns in the world—whether in nature, business, or human behaviour—can give pupils a broader perspective on</p>

			them to think about sustainability and ethical responsibility.	how data shapes our understanding of reality.
Design Technology	Enjoying and celebrating personal creativity. Reviewing and evaluating created things.	<p>Developing Creativity and Innovation: Encouraging pupils to brainstorm and experiment with their own design ideas allows them to express individuality and creativity, boosting confidence and problem-solving abilities.</p> <p>Design Process: Teaching pupils the importance of testing, refining, and improving their designs fosters resilience and a growth mindset as they learn to overcome challenges and failures in the design process.</p> <p>Reflecting on Personal Impact: Pupils can explore how their designs align with their values, such as creating eco-friendly products or items that improve others' lives, helping them discover how design can be a reflection of their beliefs and aspirations.</p>	<p>Designing for Accessibility: Understanding how to design products that meet the needs of diverse groups, such as creating inclusive tools for people with disabilities, encourages pupils to think about how they can serve their community through thoughtful design.</p> <p>Collaborative Problem-Solving: Engaging in group projects where pupils create models or prototypes teaches them teamwork, communication, and how their collective skills can produce better outcomes for their peers and wider society.</p> <p>Community and Environmental Impact: Learning about how local architecture or product design can affect the environment and people's quality of life helps pupils understand the broader social and ecological impact of their designs.</p>	<p>Engineering and Architecture: Exploring the design and creation of large-scale structures like bridges and skyscrapers can inspire awe in pupils, making them think about human ingenuity and our ability to shape the world around us.</p> <p>Biomimicry in Design: Learning how nature inspires innovations, such as how the structure of leaves or animal adaptations inform modern design, allows pupils to see how interconnected and complex the natural world is in shaping human solutions.</p> <p>Sustainable Design: Reflecting on how designers create products with the environment in mind, using renewable resources and reducing waste, can give pupils a sense of responsibility and connection to global sustainability efforts.</p>
MFL	Exploring the beauty of another language. By exploring the way in which the language is constructed, has evolved and its link with English.	How we see ourselves Describing our families and relationships in Year 6 and 7 Describing our personalities and what we think of our friends Giving opinions on school, hobbies and food in Year 7 and 8.	Community Describing our town and area in Year 7 Visiting France in Year 5 and 7 French breakfast for Year 5 served by the Year 8 Shine pupils	Big questions Connection to something bigger Awe and wonder Year 7 cultural topic on Provence-Alpes-Cote d'Azur Being able to communicate in another language!

Geography	Using maps, photographs, DVDs and other resources and asking pupils to imagine what it might be like to live in different parts of the world. Making links with history when exploring the environment and speculating on why the landscape is as it is.	In Geography we reflect on what it would be like to experience a natural disaster/event. In Geography we consider how our actions/choices impact the planet in a positive and a negative way. We discuss how we can make a difference to the planet and explore sustainability fully. Some geographical skills require the children to persevere and be resilient namely grid references, working with scale and locating places on a map using latitude and longitude references.	Consider how development impacts people's quality of life and their social and economic wellbeing. Appreciate different people may view an issue in a different way depending on their stance and viewpoint (stakeholders in Geography)	When exploring the wonders of the world consider if the beauty and complexity is simply the result of natural processes, an Intelligent Designer or the Big Bang.
Music	Allowing pupils to show their curiosity and delight in creating their own sounds. Making links between their learning in other curriculum areas with music being played as background. Considering how music makes one feel and can makes one feel and can 'move us' deeply. Looking at the role of sacred and secular music and the use of music for an occasion.	Peripatetic lessons for pupil premium pupils Developing confidence in performing	Year 5 nativity Carol service Singing to the local community including Frome Hospital	Theatre trips – awe and wonder
History	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? Looking at local history and investigating the reasons why there is a landmark, building or museum. Speculating about how we mark important events from history and the people who shaped him.	In History we think about what it would have been like to have been evacuated/be a soldier/be on the Home Front. From 11 Nov 2024 the Remembrance Commemoration will invite the children to reflect personally. We think about the role the church had in medieval society. We look at the changing nature of Christianity during the reformation. And the impact this had on institutions and people. We look at the nature of conflict between faiths during the Middle Ages and the Early Modern Period.	Develop empathy for people affected by natural events and historical events Consider how different people can interpret/perceive the same historical event from a different perspective depending on which side they are on (for ex. The Crusades). Consider different perspectives when studying sources. In History we also focus on how religion shapes the lives of people and creates communities of faith and identity.	We investigate the past to find guidance to moral problems that we face today.

PE	<p>Delighting in movement, particularly when pupils are able to show spontaneity.</p> <p>Taking part in activities such as dance, gymnastics which help pupils focused, connected and creative.</p> <p>Being aware of one's own strengths and limitations.</p>	<p>Participation in sports and activities.</p> <p>Feeling of:</p> <p>Scoring a goal or point</p> <p>Making a successful tackle or play</p> <p>Proud moments</p> <p>School clubs and fixtures</p>	<p>Sports leadership roles such as:</p> <p>Captain</p> <p>Festival leaders</p> <p>Officiating</p> <p>Helping out at clubs</p> <p>Volunteering for activities</p> <p>Helping with equipment</p>	<p>Reflection when something goes wrong or is challenging</p> <p>Dealing with losing</p>
R and P	<p>The use of spiritual moments using the PAUSE Box, recorded PAUSE moments, spiritual moment reflective sheets and the classroom display. It is also explicitly mentioned wherever there are links with the curriculum. These moments are based around core questions linked to our spiritual definition.</p>	<p>Yr 5 – What rules can help guide me when I am faced with a moral dilemma?</p> <p>What rules will help others treat me well? Have I experienced first-hand different types of Christianity and compared them with my own beliefs?</p> <p>Yr 6 – What are my beliefs so far regarding the philosophical questions we are exploring and my own questions such as – What is the purpose of life?</p> <p>How can I support my own wellbeing by creating a Wellbeing Market in PASHE and R&P?</p> <p>Yr 7 – Do I care about the future of the planet? What can I do to make a difference? What are some of the reasons I may not look after the planet? What are the possible solutions for this? How do I find inner peace? What advice can I receive from Christians and Buddhists?</p> <p>Yr 8 – Who am I? What is important to me? What is my identity? What can I learn from religions e.g. Sikhism and Islam? What does it mean to, “be yourself?” How do I stand up to peer pressure? Do I agree with war? How can I handle my own anger/rage? How can I learn to be assertive? When can passivity be unhelpful? How do I cope with endings?</p>	<p>Yr 5 – What rules will help me treat others well? What different types of Christianity exist? Why are they important to my school? What are the differences and similarities? Do in understand their beliefs and practices? What is a secular belief? What is Humanism? What are the differences between Christianity, Humanism and Hinduism?</p> <p>Yr 6 – How do I learn to disagree respectfully? How do I build-on and challenge different views respectfully? What are the key beliefs and practices of the Abrahamic religions? How can I support Christian charities based around the beatitudes through my PASHE wellbeing market?</p> <p>Yr 7 – Why should we care about the environment? How do Christians and Humanists care for the planet? What do Christians and Buddhists say about finding inner peace? Do I understand their key beliefs and practices linked to this question?</p> <p>Yr 8 – Do I understand the key beliefs and practices of Sikhism and Islam? Do I</p>	<p>Yr 5 – What rules help to guide Christians? Do I agree with them?</p> <p>Do I understand what a religion is? Do I identify with a religious or secular belief system such as Humanism? What are my beliefs so far regarding big questions such as: Why are we here? Where do we go when we die?</p> <p>Yr 6 - What is philosophy? What are some of the key beliefs surrounding big questions? What amazes me about life? What big questions do I want to explore? What can I learn about enterprise through my wellbeing market?</p> <p>Yr 7 – What problems are facing the environment? Why are these problems occurring? What can be done? What is inner peace? How can it be obtained? What can bring inner suffering? What is impermanence?</p> <p>Yr 8 – Have I reflected on the importance of diversity? Why do some people find it difficult to “be themselves?” What pressures do people face including people from a religious background? What are some of the different views</p>

			<p>understand different beliefs surrounding war and peace? Do I understand the importance of British values and the damaging effects of prejudice? Have I explored different beliefs surrounding life after death?</p>	<p>and laws surrounding religion across the world? Why are British Values important? What is the Just War Theory? Why are some people pacifists? Why are some people prejudice to others? What effects can this have on society? How do we celebrate diversity? How do we cope with endings? Is there life beyond death? Have I had time to explore my own philosophical questions?</p>
PASHE	<p>The PAUSE box and recorded PAUSE moments are used throughout lessons, these are built around core questions which link to our school's definition of spirituality.</p>	<p>Yr 5 – Why do we come to school? How do I improve my wellbeing? How do I keep myself safe? Yr 6 – What choices could be bad for my wellbeing? What choices could be good for my wellbeing? (focus - Wellbeing market and physical health during SATS) How do I look after my money? What changes will happen as I grow? How do I look after my online wellbeing? Yr 7 – What can help me look after my mental and physical health? How do I keep myself safe including online? Yr 8 – What is bodypositivity?</p>	<p>Yr 5 – How do I get on well with others? What does it mean to be part of a family? Yr 6 – The Harvest Festival Project Yr 7 – How do I dela with my emotions? Yr 8 – What is body shaming and its effects? What are the signs of healthy relationships? How do I look after my sexual health? What are British Values?</p>	<p>Yr 5 – Why do I come to school? Introduction to careers. Yr 6 – The Harvest Festival Project. Yr 7 – How can I help the environment? How can we used recycled good to help the planet through our Marketplace? What are my future dreams? Yr 8 – What might influence my future career decisions? What is inner and outer beauty? What is the media and how can it effect us? What is democracy and why is it important?</p>
Drama	<p>To enjoy and celebrate the creativity of every pupil from acting through to costume and set design. Responding to a variety of stimuli to appreciate the beauty of the form.</p>	<p>Developing confidence in performing Developing communication skills in sharing knowledge</p>	<p>School show</p>	<p>Theatre trips</p>