



We ensure that the fundamental values are introduced, discussed and lived out through the Christian ethos and work of the school. All the curriculum areas provide a vehicle for furthering understanding of these concepts. Our cross curricular approach provides excellent opportunities to deepen and develop the spiritual, moral, social and cultural education of our children.

The grid below gives you an indication of how we ensure that our children are prepared for modern life in Britain. See also our British Values statement.

	Spiritual	Moral	Social	Cultural
English	<ul style="list-style-type: none"> ▪ look at stories which tell of achievement against the odds which have the capacity to inspire ▪ hearing imaginative, mystical, fantasy stories which take them outside of the mundane ▪ playing with different forms of language and how words sound ▪ enjoying writing in various poetic forms about the natural and human made world ▪ listening to poetry 	<ul style="list-style-type: none"> ▪ recognising and discussing the example set by good and bad characters in stories ▪ looking at persuasive writing and what influences it can have for good and evil ▪ hearing/reading stories with moral themes eg 'good over evil, weak over strong, wise over foolish' ▪ hearing and writing stories where there are two sides to an argument ▪ using writing frames for persuasive writing 	<ul style="list-style-type: none"> ▪ hearing/reading stories about a wide range of relationships eg. friendships, families, gangs, school ▪ hearing/reading stories which illustrate the influence of pressure groups eg 'Dear Greenpeace' ▪ writing letters to 'important' people in local and national government ▪ learning to work co-operatively in groups for discussion and completing a task 	<ul style="list-style-type: none"> ▪ hearing/reading novels stories and poems from a variety of cultures and traditions ▪ using information books which reflect the multi-cultural nature of Britain ▪ talking and writing about the cultures they come from and their influence ▪ using stimulus from the arts (music, poetry, dance, drama, painting etc) to produce discussion, various forms of writing and drama

	<ul style="list-style-type: none"> ▪ working with storytellers, actors and writers to stimulate imagination and creativity ▪ expressing their personal thoughts views, beliefs, opinions and feelings ▪ empathising with the emotions of characters in stories including through imaginative play and role-play ▪ expressing their inner self in relation to others through drama ▪ using the senses 	<ul style="list-style-type: none"> ▪ evaluating the influences of characters and plots on themselves ▪ dramatising situations which raise moral issues ▪ circle time discussions of behaviour and relationships ▪ discussion of right and wrong – moral issues in literature 	<ul style="list-style-type: none"> ▪ developing communication skills ▪ producing work for different audiences ▪ exploring gender issues in literature ▪ stories to create an awareness of a variety of life experiences eg deafness ▪ circle time skills – speaking & list ▪ group drama work- social issues 	<ul style="list-style-type: none"> ▪ exploring a variety of creation stories ▪ awareness of issues such as stereotyping and equal opportunities in literature ▪ language and meanings in different cultures
Maths	<ul style="list-style-type: none"> ▪ having fun with numbers and data ▪ appreciating the beauty and perfection of mathematics ▪ recognising ‘eureka’ moments ▪ wondering at the beauty of order and patterns; symmetry in the natural world eg flowers, crystals ▪ noticing naturally occurring mathematical forms eg hexagons in snowflakes and in honeycombs ▪ engage in increasingly challenging problem solving activities, persevere to overcome difficulties and 	<ul style="list-style-type: none"> ▪ developing a respect for truth ▪ understanding that statistics, in many shapes and forms, can be misused to prove a particular viewpoint ▪ to investigate moral issues surrounding money and wealth ▪ encouraging sense of personal responsibility for their own learning in class and through homework 	<ul style="list-style-type: none"> ▪ acquiring skills to help them take financial responsibility ▪ collecting data in groups ▪ planning small budgets ▪ learning how to solve problems which can improve peoples’ living conditions ▪ looking at practical applications of mathematics eg conducting and analysing surveys ▪ Maths games for social interaction, taking turns and sharing 	<ul style="list-style-type: none"> ▪ learning that numbers are a symbol system and different cultures have different systems (eg Arabic, Roman) ▪ discovering mathematical patterns in art from a wide variety of cultural contexts eg Islamic patterns, mosaic, Greek and Rangoli patterns ▪ investigating mathematical problems using a variety of cultural contexts ▪ counting in a different language

	experience the pleasure and satisfaction in reaching a solution		▪ recognising maths skills as a tool for society	
	Spiritual	Moral	Social	Cultural
Science	<ul style="list-style-type: none"> • consider the fact of life, growth, decay and death and how different organisms are dependent upon each other (e.g. teeth in Science) • using senses to become aware of the world around them • appreciating the beauty of the natural world • asking questions about life and its origins • developing a sense of awe and wonder at the complexity and pattern in natural phenomena • being fascinated by how things work and what might happen • encouraging a sense of wonder in scientific discovery • working with 'variables' – learning to test hypotheses, accept failure and try again • learning to value and respect all forms of life 	<ul style="list-style-type: none"> • looking at good and bad uses of drugs • moral issues in the human food chain • moral issues surrounding animals, including pets • recognising the need for a fair test • exploring the consequences of certain action eg decomposition • investigating the laws of nature • the scientific skills of making predictions, observing and drawing conclusion are helpful in considering moral issues • consider topics where science and religions both have something to say eg about the origins of the world, issues in medical ethics 	<ul style="list-style-type: none"> • relating their understanding of science to their personal health eg personal hygiene, drugs, diet, smoking, exercise • looking at health and safety issues • considering how to treat living things and the environment with care and sensitivity • looking at the ways in which the environment needs protection • exploring why they need to look after the environment • exploring the part played by science in civilisation • investigation in groups, sharing expertise and skills • Science as a co-operative activity requiring communication and interaction 	<ul style="list-style-type: none"> • recognising similarity and differences between themselves and other pupils • developing scientific ideas through various aesthetic media eg machines in Dance • becoming aware that scientific discovery is worldwide and not a 'western' phenomena • creation stories from different cultures alongside scientific stories • scientific development in relation to others – water supplies, new varieties of flowers and food crops

	<ul style="list-style-type: none"> • ethical issues – medical, nuclear, environmental and the pursuit of truth in science v value of human life 			
RE	<ul style="list-style-type: none"> • becoming familiar with what 'spiritual' means in the religions they study eg use of silence and meditation • exploring the insights, beliefs and teaching of faith traditions • exploring beliefs and values, through stories, celebrations, rituals and practices • reflecting on what they learn about religions • developing their own beliefs and values • valuing intuition • appreciating the beauty and order of natural and human made world • responding to their world with awe and wonder • asking ultimate questions – responding to the challenging experiences of life, death, suffering, goodness, evil and be challenged by the different answers offered by Christianity 	<ul style="list-style-type: none"> • looking at the examples set by characters in religious stories • discussing the moral teaching of founders and leaders • exploring key themes in religious stories eg good and evil • reflecting on the teaching in moral codes: what is right and wrong? • learning that there may be more than one side to moral argument 	<ul style="list-style-type: none"> • learning about different religious communities and how they work together • hearing religious stories which show a variety of relationships • understanding how religious moral codes bind a community together • exploring events eg ceremonies and festivals, which bring communities together • discussing religious attitudes to social and environmental issues • knowing and understanding importance of family and traditions within religious faiths 	<ul style="list-style-type: none"> • exploring Britain as a multi-faith, multi-cultural society • discussing how peoples' beliefs and cultural traditions affect the way they live their lives eg food, dress • exploring religious traditions in their own community and how these shape people's lives • using the arts as a stimulus • representing work in various artistic forms • meeting people of a variety of faiths and cultures and visiting places of worship • looking at different attitudes to animals and environment in different cultures

	<ul style="list-style-type: none"> • expressing their thoughts creatively • being aware of things other than the material and physical • encourage an understanding and respect for those who hold views different from their own 			
	Spiritual	Moral	Social	Cultural
D&T	<ul style="list-style-type: none"> • recognising their own creativity and that of others • developing thinking and reasoning skills • making decisions about usefulness, beauty, cost-effectiveness • persevering and taking care, to produce something unique – a sense of achievement and worth • appreciating variety, beauty, ingenuity, achievement, magnificence, and simplicity in design • designing with the needs of others in mind • creating something good out of 'rubbish' (E.g. DT - playground project) 	<ul style="list-style-type: none"> • considering how a product affects society and the environment eg weapons (now and through history), factories, convenience foods, packaging and recycling • looking at how products are manufactured and advertised (eg exploitation in the market) • evaluating who benefits from new products eg disposable nappies, round tea bags • considering issues of health and safety 	<ul style="list-style-type: none"> • learning to treat the ideas and finished products of others with respect • developing the skill of co-operation in designing, planning and making • working on projects that consider the social aspects of design eg wheel chair access • looking at social changes in technology eg mobility • considering the impact of design and technology on society • ensuring variety in content and tasks to provide access and scope for success for girls and boys 	<ul style="list-style-type: none"> • considering the aesthetic principles of design • appreciating design and technology from a wide variety of cultural contexts • developing awareness that design can communicate and reflect cultural identity • looking at how design in Britain is influenced by different cultures • being aware of differing cultural attitudes to certain products eg food, clothes • designs for different climates • instruments from different countries eg cooking utensils

<p>PE</p>	<ul style="list-style-type: none"> • experiencing and reflecting on feelings of determination, exhilaration and enjoyment • learning to appreciate and enjoy the way their bodies work and can be used to express emotion (eg in dance) • gaining a sense of achievement • developing positive attitudes towards themselves • learning to know and challenge their own physical limits • developing a healthy body and a healthy mind • understanding that body, mind and spirit influence each other • enjoy and know the quality of stillness • shared activities/team work developing a sense of belonging 	<ul style="list-style-type: none"> • reflecting on the need for rules • developing a sense of fair play and positive sporting behaviour • considering the issues around enhancing performance (including the use of drugs) • reflecting on values surrounding 'competition' (including 'winning at all costs') • examining issues in sport such as: racism, sporting heroes as role models, sports wear etc 	<ul style="list-style-type: none"> • learning how to manage feelings and controlling aggression when working with others • developing social skills of co-operation, responsibility, communication, personal commitment, loyalty and team work • learning how to handle success and defeat with dignity • discovering the role of sport/dance in society • learning to take responsibility eg as team leader/coach • looking at how people show they belong to a group eg sports wear, team strip etc • considering the social aspects of sport (eg leisure) • awareness of others' needs, particularly physical. 	<ul style="list-style-type: none"> • learning dances from different traditions, including their own • playing traditional games and recognising their importance locally, nationally and internationally • understanding the importance of activities for different cultures • exploring the contribution of sport/dance to the arts • being aware of different cultural attitudes towards aspects of physical activity • considering sub-cultures in sport – teams adopting names of international sides
	<p>Spiritual</p>	<p>Moral</p>	<p>Social</p>	<p>Cultural</p>
	<ul style="list-style-type: none"> • reflect on goals and values eg whether the pursuit of fame, wealth or possessions brings fulfilment and happiness 	<ul style="list-style-type: none"> • evaluating the qualities, skills and attitudes of famous people from the past 	<ul style="list-style-type: none"> • developing empathy through learning to see things from other perspectives 	<ul style="list-style-type: none"> • learning how other civilisations (eg Greeks, Romans) have contributed to their own culture

<p>Hist</p>	<ul style="list-style-type: none"> • be aware of the influence of the church on life, culture and the landscape • appreciating and valuing their own identity – their links with the past and the impact of past events on their own present existence • experiencing a sense of wonder by contact with the past (visits, artefacts) • valuing past human achievement - (e.g. the Space Race) and spirituality • becoming aware of the concept of time-past, present, future and our part in it • raising and addressing questions arising from war/suffering about human nature 	<ul style="list-style-type: none"> • considering moral issues from past societies eg child labour in Victorian times • looking at what we mean by truth in history – studying primary sources • developing awareness of local, national and world issues • encounter with ideas and encouragement to think through a moral stance on issues eg war and peace 	<ul style="list-style-type: none"> • learning how past societies were organised and functioned • reflect on the spiritual, religious and moral issues which are implicit or explicit in topics eg influence of religious beliefs on everyday • learning about social issues in past societies eg slavery, empire 	<ul style="list-style-type: none"> • looking at how cultures change • exploring the cultural values that underpinned past societies • appreciating the arts; from the past and links to the present • stories of religious leaders and their influences on cultures • appreciating that different ages in history have diverse views of beauty and worth
<p>Geog</p>	<ul style="list-style-type: none"> • raise questions about the ambiguous nature of some achievements eg Great Wall of China, Pyramids • reflect on the power and implications of the workings of nature e.g. the consequences of natural events such as 	<ul style="list-style-type: none"> • evaluating the effects of human actions on their environment, including their own (eg litter - local geography topic in Debden) • consider the moral and practical issues of pollution, conservation and sustainability of our environment 	<ul style="list-style-type: none"> • studying their own locality and its relationship to the wider world • evaluating what services are provided for residents • discussing issues surrounding citizenship and social justice 	<ul style="list-style-type: none"> • learning how people differ in their response to their environment • finding out about contrasting localities, in Britain and in the wider world

	<p>earthquakes, flooding, hurricanes, volcanic eruptions</p> <ul style="list-style-type: none"> • reflecting on a variety of landscapes and locations • reflecting on their own identity by studying their own locality • gaining a sense of their own place and their own values • developing awareness of interdependence and responsibility • damaging and sustaining the planet. 	<ul style="list-style-type: none"> • engaging in discussion and action on improving their environment • discussing moral issues on the theme of settlement eg inequality, dilemmas of development 	<ul style="list-style-type: none"> • looking at environmental pressure groups 	<ul style="list-style-type: none"> • exploring how various landscapes provide inspiration for the arts • evaluate cultural influences in their own environment
	Spiritual	Moral	Social	Cultural
Computing	<ul style="list-style-type: none"> • wondering at the speed and complexity of developments in ICT • enjoying the quality of work that they can produce • being challenged by the changing demands of new technology • exercising creativity in response to information gathering, data handling, simulations, and presentations • Creativity in computing 	<ul style="list-style-type: none"> • considering the consequence of misuse • evaluate the uses of computer for both good and evil eg violent games, pornography, chat rooms, attitudes to the environment • looking at issues around freedom and privacy eg GDPR 	<ul style="list-style-type: none"> • learning to express themselves clearly and communicate effectively • working co-operatively eg contributing to newsletter • considering the impact, good and bad, of ICT on society • examining gender bias in ICT materials and attitudes • reflect on the way using a computer can either isolate people from one another or 	<ul style="list-style-type: none"> • finding out about the world from information resources eg CD-ROM, Internet • communicating with pupils from other parts of Britain and the wider world eg video conferencing, Email • discussing how information arises out of a cultural context eg how the presentation of a site on the World Wide Web reflects the culture of its creators

			<p>bring people together eg Internet</p> <ul style="list-style-type: none"> • how can technology help the disabled? • using date handling skills to promote understanding of social issues • poster design for safety in e-safety sessions. 	
Art	<ul style="list-style-type: none"> • using their senses as inspiration for creativity • expressing their feelings through a variety of art media • studying the work of great artists as a source of inspiration and creativity • exercising the imagination • using the environment as a source of inspiration • appreciate the religious impulse present in some great works of art and the way that religious traditions have expressed themselves in painting, sculpture and architecture 	<ul style="list-style-type: none"> • reflecting on social and moral issues portrayed in works of art • considering how art is manipulated by the media eg advertising • debating whether or not anything is permissible for Art's sake • looking at the value of Art – is it everyone? should we spend so much public money on it? 	<ul style="list-style-type: none"> • looking at public works of art past and present • evaluating the uses that society makes of art • looking at how works of art portray the societies they came from • group collage eg murals 	<ul style="list-style-type: none"> • learning about art from a variety of cultural contexts and the role it plays • recognising that different societies have diverse views of beauty and worth • experimenting with a variety of influences to express their own cultural identity • Visiting exhibitions and art galleries to view art from different cultures • art as an expression of culture eg nativity pictures on Christmas cards