



# Sacred Heart School

Service Before Self

## Mission Statement:

The Sacred Heart is a Community committed to the education of its pupils in a Catholic Christian ethos, where each person is invited to serve God and others in faith, hope and love.

## Aims:

- To foster spiritual growth in Christian faith and values
- To value, appreciate and enjoy learning
- To work for excellence
- To further curiosity and creativity
- To aspire to high ideals

*Pastoral*

## Personal Development Policy

Sacred Heart school is a community/communion which is Catholic in character and tradition. The ethos and the spiritual, moral, social and cultural values held within the school are based on the gospel of Christ. Whilst many members of the school community do not share the faith or practise it in the same way, the school values their contribution. We recognise that the school is part of the wider community/ communion of the Church and the world, with its rich variety of faiths, cultures and races. The primary responsibility of the school is expressed in the Mission Statement and Aims stated above.

**'What kind of person do you really want to be?'** was the question Pope Benedict asked the young people during his Papal visit in 2010. Noting that human and divine can be considered as two sides of the same coin, the divine equivalent would be **'What is God calling you to be?'** Catholic education is a development of the whole person, so these two questions must permeate every part of our curriculum.

### Rationale – explanation.

- Spiritual, moral, social and cultural development is concerned with all aspects of the individual's growth in relationship with God and the whole of creation, especially oneself, others and wider society.
- Good education involves the balanced development of all these relationships so that the pupil may learn to live justly and well, with mature consideration and respect for herself/ himself and for others.
- Whilst education is concerned with the transmission of knowledge and skills it is always about the development of human potential.

### Practice that will promote Spiritual Moral Social Cultural development:

The whole experience of school life at the Sacred Heart School should provide an opportunity of belonging to an educational community set in a Christian atmosphere. The way in which each person is valued, challenged and supported provides the basis for good learning and for the promotion of Spiritual, Moral, Social and Cultural Development.

### Teaching and Learning will promote Spiritual, Moral, Social and Cultural Development (SMSC):

- Each department should identify its contribution to SMSC.
- Each department will map where opportunities for SMSC exist and write them into their Schemes of work.
- Teachers will teach their subject to promote intellectual curiosity and wonder.
- Pupils will be able to critically appreciate the Spiritual, Moral, Social and Cultural Development aspects of each subject which help to develop a person to change in relation to God, self and the wider world.
- Pupils will be challenged to ask questions and find solutions.
- Pupils will have the chance to consider spiritual and ethical issues (see Appendices)
- Pupils will have the opportunity to work with each other, in different ways, through whole school events/ trips, House competitions, visiting speakers/workshops etc.
- Pupils will have opportunities to discuss and explore their beliefs especially in RE and PSHEE.
- The use of variety of methods such as discussion, questioning, debate, role play and research used in lessons will enable pupils to develop their beliefs and values.
- Subject content/ variety of methods will be aimed at expanding pupils' horizons.
- Pupils will be given opportunities for leadership and through the school council will have an impact on the school.
- Pupils will have opportunities to develop an informed conscience.

The environment of the school and the display work will enhance Spiritual, Moral, Social and Cultural Development of each individual with which to make sound moral judgements befitting the person they would like to be and God would have them be.

## Appendices

### **Practice that will promote Spiritual Moral Social Cultural development:**

The whole experience of school life at the Sacred Heart School should provide an opportunity of belonging to an educational community set in a Christian atmosphere. The way in which each person is valued, challenged and supported provides the basis for good learning and for the promotion of Spiritual, Moral, Social and Cultural Development.

### **Spiritual, Moral, Social and Cultural Development will be promoted through the school's life of prayer and worship:**

The setting of the Christian community and the faith traditions of the Church are a central part of the student's education. Fostering this relationship with God is an important aspect of their spiritual, moral, social and cultural development.

The school will provide opportunities for pupils to develop their spiritual life through prayer, preparing and leading assemblies, school Masses and the annual pilgrimage.

Pupils will have the chance to develop a spiritual life through assemblies and prayers, weekly mass, school masses and the annual pilgrimage to Walsingham.

- At moments of extreme personal or national grief or joy, pupils will be given the opportunity for reflection and prayer.
- Pupils and staff in preparing assemblies/Masses and liturgies reflect a range of issues including faith.

### **Spiritual development**

Spiritual development for pupils is fundamentally about their growth through the search for meaning and truth in life. The spiritual dimension of life is not identical with the religious dimension but includes it.

Religious knowledge and activities such as prayer, worship, liturgy and religious education, are simply part of the spiritual dimension. All aspects of the curriculum and life of the school contribute to the spiritual development of pupils.

Spiritual development is a foundation for moral, social and cultural development because it includes developing the emotional, intellectual, physical aspects of the pupil.

### **Moral development**

#### **Moral development means that people:**

- Take responsibility to inform their conscience
- Discriminate between good and evil, right and wrong
- Respect other people, truth, justice and property
- Act with integrity and awareness and concern for the common good
- Take responsibility to act in accordance with their informed conscience
- Reflect critically on all aspects of life
- Think, ask questions, reflect and make sense of experience
- Engage critically with the values, beliefs and assumptions which confront one, and seek for truth

#### **Moral development is also concerned with:**

- The intellectual, emotional and spiritual development of the individual in relation to themselves, others, creation and society.
- The ways in which an individual is able to act with integrity, justice, compassion and respect for self and others as well as make choices, decisions and judgements based on an informed conscience.

#### **Moral development takes place within the context of tradition values, attitudes and teaching which celebrates and respects life, persons and creation as God's gift.**

The Sex education, Behaviour and anti-bullying policies express the values and attitudes towards oneself, others and the environment which reflect those of the gospel and our community.

### **Social Development**

#### **There are two elements to social development.**

1. The development of the individual as a social being equipped to function and contribute effectively within society.
2. To develop knowledge and understanding of how society works.

#### **Social Development involves the ability:**

- To develop as a person (through the growth of self awareness, esteem and knowledge which in turn recognises the dignity and value of others)
- To make decisions independently and cooperatively
- To exercise responsibility for oneself as a part of a group
- To seek actively the common good
- To participate in and contribute to community at school or the wider community

- The second strand focuses on knowledge and understanding of society in all aspects :
  - its institutions,
  - economic and political, life
  - as a citizen, parent or worker:

Social development is therefore concerned with a critical awareness of how individuals treat one another and of how society and social institutions deal with the individuals justly and unjustly.

Social development involves the individual in expressing concern and actively shaping society to make a difference for others as well as oneself.

### **Cultural Development**

#### **Cultural development fosters and encourages:**

- A recognition and appreciation of different cultures and values they embody
- Knowledge, understanding and respect for beliefs and customs which make up the cultural traditions of oneself and others
- The awareness of belonging to a multi cultural world
- The broadening of interests to appreciate what is different from one's own culture
- Appreciation and participation in creative and aesthetic activities
- Recognising the contribution of other cultures to technology, science, maths, politics and so on.

### **Spiritual Moral Social Cultural Development in practice:**

The curriculum is concerned with values and skills as well as subjects

Central to the curriculum are the experience, knowledge, values and skills which pupils need to realize their potential and equip them to face the future and make a responsible contribution to society.

Both at departmental and whole school level, the quality of the curriculum needs to inspire pupils with the awareness of human potential.

- RE is more than a body of knowledge and it impinges on the life of the school and the individual  
It is important to the whole curriculum through the lessons and assemblies, prayer, activities concerned with charitable work.
- Extra- curricular activities enrich the curriculum  
The School Council, Creative and Performing Arts contribute to SMSC through the curriculum and through display, events and extra- curricular events.
- PSHEE offers opportunities for developing SMSC.  
Pupils look at relationships, friendship, racism, bullying, sex education, prejudice and the way society works.
- Morally contentious issues such as abortion are dealt with in PSHEE and other areas of curriculum in line with the Sex Education Policy
- All subjects offer opportunities for Spiritual Moral, Social and Cultural Development:
- Within each subject, there is scope for 'awe and wonder' through content, active approaches to teaching and learning, opportunities for imagination, reflection and understanding and the caring and demonstration of talents, experiences and skills.
- The school community/ communion models service before self towards God and others in its traditions of prayer, sacrifice and alms-giving.
- Pupils are encouraged to practice service before self at all levels from courtesies such as holding doors and picking up litter to volunteering in the wider community.

### **Monitoring and Review:**

Prepared June 2008: Last reviewed January 2014 FV: Next review scheduled January 2017

## Appendices

### **Responsibilities of Form Tutor/Class Teacher in promoting Spiritual, Moral, Social and Cultural Development:**

- Tutors implement whole school policies (such as Anti- Bullying policy, equal opportunities and Behaviour) and so contribute to the management of the school
- Through encouraging pupils when they are preparing assemblies, tutors support their spiritual development.
- Tutors know their pupils and can challenge them to aim for excellence and to maintain the highest standards in personal, social, moral and intellectual development.
- Tutors co-ordinate and monitor pupil progress, behaviour and welfare within the academic and pastoral curriculum.
- Tutors arrange times for class celebration and activity in which pupils can show off their talents.
- Tutors ensure that pupils do have the opportunity for leadership and responsibility within the tutor group.
- Tutors liaise with other staff as well as parents and sometimes, outside agencies.

### **Heads of Departments and Subject teachers responsibility:**

- Draw up a statement of the ways in which a curriculum area contributes to Spiritual, Moral, Social and Cultural development.
- To map the curriculum to identify opportunities for SMSCD which are written into the Schemes of Work
- To develop a range of approaches to teaching and learning which challenge pupils to reach their potential
- To bear in mind the human and divine questions that underpin our education: 'What kind of person do you really want to be?' and 'What is God calling you to be?'
- To broaden the horizons of pupils within the curriculum and through curriculum enrichment.
- To provide pupils with the opportunity to explore knowledge, make sense of the world and develop skills and values
- To develop and monitor policies for the department which are accord with the Mission Statement School Policies
- Make sure that display within and outside the classroom is stimulating and affirms pupils' efforts.

### **The Head and Senior Management Team**

- Articulate a clear vision for the school to secure high quality spiritual, moral, social and cultural development for pupils.
- Lead the school in accordance with the Mission Statement.
- Ensure that whole school policies, promote Spiritual Moral, Social and Cultural
- Ensure that resources are used to promote Spiritual Moral, Social Cultural
- Plan and monitor school curriculum and teaching and learning so that it promotes Spiritual Moral Social Cultural
- Ensure the promotion, across the academic and pastoral curriculum, of Spiritual, Moral, Social and Cultural Development.
- Monitoring the effectiveness of the school notably the provision for Spiritual, Moral, Social Cultural development.

### **The Pupils:**

Pupils are actively involved in their own spiritual, moral, social and cultural development.

They learn through participating responsibly in activities:

- Asking questions.
- Reflecting
- Analysing
- Evaluating
- Collaborating
- Discussion
- Seeking for meaning, truth and value with others or independently.
- Respect views of others
- Planning, participating in prayers and assemblies
- Exercise leadership through the Prefect / Leader system
- Participating in the school councils
- Working with adults in school events/ performances and with charitable work.
- Respecting the worth and development of others.
- Participating in reflection.

# Appendices

## Senior School

### Art and Pottery

Through visual recording, observations and experiences provide the opportunity in the expression of ideas, feeling and meanings that could encompass issues, values and concepts that underpin human life through race, gender, exploitation and social structure.

In understanding contexts in Art, Craft and Design where knowledge and understanding gained about the way artists work and think from different cultures and in different times, and the use of these contexts can make significant and profound contributions to the processes of creative thinking and develop respect for the ideas and opinion of others.

Through practical development the opportunity is further extended into personal domains of processes as a means of giving voice to underlying knowledge, feelings and imagination through practical applications, thus extending the opportunity for personal responsibility.

Realising intentions provides the platform for visible recognition of the ideas, links and understanding that accompany the Spiritual, Moral, Ethical, Social and Cultural contexts that are integral to personal expression in Art and Design.

### English and Drama

Spiritual, Moral, Social and Cultural education is embedded in the schemes of work for both English and Drama. The framework for the schemes stipulates reference to this aspect of education.

### Geography

#### Year 7

- The multi cultural background of the UK – cultural
- The differing views of family and family life – social responsibility
- Population growth and changing traditional and religious views
- The power of a river, the effect on a landscape and people – spiritual
- Personal, regional and national responsibility in times of flooding – moral responsibility
- Different employment patterns, historically and spatially (Less Economically Developed Country – LEDC; and More Economically Developed Country - MEDC)

#### Year 8

- Power of the sea - spiritual
- Moral dilemmas – should cost determine whether coastal defences are built?
- Cultural differences between cities in MEDC and LEDC – What responsibilities do we have to provide fresh water, housing, work.
- Cultural differences within a country over time – e.g. Spain
- Exploitation or sustainable development in a tourist area – limestone scenery.

#### Year 9

- The work of charities and Non Governmental Organisations in times of National and international disasters such as earthquakes and volcanoes.
- Role of More economically developed country governments in provision of aid.
- Measures of development and their validity – impinges on social, moral and cultural thinking.
- The responsibility of wealthy nations in relation to trade and aid.
- Fair trade or exploitation – moral dilemmas.
- The wonders of the Rain Forest – spiritual.
- Moral dilemma number 2: Should governments be allowed to exploit their rainforests in order to allow their country to develop? If we want sustainability, how to we persuade governments to adopt sustainable methods? What will they gain?
- Rain forest tribes – cultural.
- Climate change and global warming – global social and moral responsibilities.

#### Year 10

- The Physical world – the wonders of the world around us (rivers, coasts and glacial features) – spirituality.
- The Human World – population and settlement
- Cultural, religious and social differences existing between and within populations which cause changes in birth and death rates
- Different stages of population growth through time and spatially
- Developmental changes and their effect on settlement type – cultural.
- Economic world – social and cultural differences and their effect on a farmer's choice of methods of production

- The moral dilemma associated with choosing between organic/ non organic and intensive/ extensive farming.
- Industry – the cultural and social changes effected by industrialisation.
- Moral issues – globalisation – benefit or exploitation of cheap labour.

#### **Year 11**

- The Natural world – moral responsibility for the world around us.
- Exploitation and sustainability – a study of the effects of logging in Papua New Guinea
- Climate Change – man’s role
- Managing the environment:
- Social responsibility in times of flooding by rivers/in protecting the coast
- Moral responsibility – who provides the money?
- Man’s role in damaging the environment – the effect of agricultural pollution on Norfolk Broads.
- The effect of exploitation of oil in the Upper Amazon basin on the landscape and peoples of the region.
- Tourism – sustainable management or exploitation of both landscapes and cultures
- Our Global responsibilities to protect/ conserve areas of outstanding natural beauty/ cultural heritage, both in a Less economically developed country and a More economically developed country - the Maldives, Macchu Pichu, Yosemite National Park.

### **History**

- History plays an important part in personal development.
- Pupils learn how the past influences the present
- Pupils see the diversity of human experience
- Pupils learning can influence their attitudes and values
- Skills of evaluation and discrimination are of great value in later life.
- Topics such as the development of Christianity in Saxon times give pupils a sense of journey and the study of historical figures such as Sir Thomas More develop a spiritual side.
- Knowledge and understanding:

#### **Spiritual Education**

- The Church in the Middle Ages. The schism in the church in 16<sup>th</sup>.C.
- Lives of great reformers – Wesley, etc.

#### **Moral Education**

- English Civil War
- Topics such as slavery.

#### **Cultural Education**

- Views of Islam
- Changes wrought by the Wars – changing role of Women, technology...

#### **Social Education**

- Life in Middle Ages
- Conditions in 18<sup>th</sup>.C. Life in country and towns.
- Life during the Wars
- Life in 1960s-

#### **Year 7**

- Middle ages

#### **Year 8**

- Henry VIII – the Church, divorce
- Civil War 1642-49

#### **Year 9**

- Factory conditions
- World War I and II
- Russia
- Role of Women – suffragettes

#### **Year 10 - 11**

- 19<sup>th</sup> C. Britain

### **Home Economics**

#### **Spiritual education**

Pupils are taught about the beliefs that underpin some food choices.

#### **Moral education**

This takes place through consumer education

#### **Social**

Food is the focal point of many social interactions. Pupils often work in groups for this subject.

#### **Cultural education**

The study of food in various countries

## Mathematics

**Spiritual:** The wonders of mathematics in nature, giving us insights into things from the Big Bang to atoms and smaller.

**Moral:**

- The truth- cheating
- Interpretation of statistics
- Probability- gambling.

**Social:**

- Group work
- Accept strength and weaknesses of others
- Basic numeracy skills
- Interpretation of statistics
- Maths skills apply to many jobs- Maths is used to communicate information.

**Cultural:**

- Mathematics is universal.
- Famous mathematicians both ancient and modern.

## Modern Languages

The study of a modern foreign language provides opportunities for spiritual, moral social and cultural education.

**Year 5 - 6**

- Biennial four day trip to Pas de Calais (social/cultural)

**Year 7**

- Awareness of foreign languages, an awareness of cultural differences between France and Francophone countries across the world ( Cultural)
- From Year 7 onwards, working in pairs or small groups, learning to talk about one's family and others' families and to speak about marriage/divorce/separation/death and being empathetic towards others. Some social/ linguistic conventions are learned. (Social)

**Year 8**

- Religious festivals in France and Francophone countries – Christmas, Diwali, Eid.. (Spiritual)
- Some historical facts and famous people are introduced (Cultural)
- Daily life and young people, poems, jokes, songs and stories. (Social)

**Year 9**

- Demographic facts, famous artists, youth attitudes to sport and popular culture, well known features of the country and regions of the country are introduced (Cultural)

**Year 10 - 11**

- Pupils gain further knowledge of French culture and society

## Music

**Spiritual development**

**Music education helps pupils to:**

- Recognise how music reflects the way people and feel.
- Develop a sense of beauty, awe and wonder.
- Relate music to the time and place in which it was created and performed.

**How music contributes to Moral education:**

**Music helps pupils to**

- Develop responsibility in the choices and decisions they and other make as part of the creative process.
- Value their own and other's work and talents.
- Explore their own feelings and thoughts and understand themselves in relation to others, their friends, culture and environment.
- Recognise the value of different contributions and their own responsibility to support and enrich the work of others.

**Music and social development**

- Pupils spend much time working collaboratively in class, choir, ensembles and orchestra.

**Music and the cultural aspects**

- Music education involves the study of a range of music through time and from other cultures.

## Physical Education (PE)

**Spiritual Education**

- PE allows pupils to experience the wonder of the human body. Through the study of elite performance pupils may appreciate the extremes that humans can achieve in physical skill and mental strength.
- Pupils should be encouraged to see their healthy bodies as a gift, and one that should not be abused through unhealthy diets, lack of exercise or the misuse of alcohol or drugs.
- Physical Education can help pupils to understand the importance of making the most of their natural talents and gifts as well as the virtues of working hard and practising things that are difficult.

### **Moral Development**

- Through the participation in Physical Education and School Sport, pupils will develop their understanding of fairness and be encouraged to take personal responsibility for their actions.
- They will understand the importance of abiding by rules and playing with good sportsmanship and correct etiquette.
- Pupils will be encouraged to make morally correct decisions and to put others before themselves.
- Pupils will have opportunities to demonstrate compassion and empathy for others.
- Cheating and gamesmanship could also be experienced and rejected.

### **Social Development**

- Physical Education allow pupils to work as individuals, in groups and teams, developing concepts of fairness and of personal and social responsibility.
- They take on different roles and responsibilities, including leadership, coaching and officiating.
- Through the range of experiences that PE offers, they learn how to be effective in competitive, creative and challenging situations.
- PE develops pupils' competence and confidence to take part in numerous activities both in and out of school and assists them in developing a healthy and safe lifestyle for the future.

### **Cultural Education**

- Pupils can develop their awareness of other cultures through watching international competitions, such as the Olympics, as well as appreciation of the fact that sport is an international language and a form of communication with people of all nations.

### **Religious Studies**

**Spiritual Development**, through helping students to consider and respond to questions of meaning and purpose in life, and questions about the nature of values in human society.

**Moral Development**, through helping students to consider and respond to areas of morality using their knowledge and understanding of religious and ethical teaching. This enables students to assume informed and reasoned judgements on moral and ethical issues.

**Social Development**, through helping students to develop their sense of identity and belonging, and preparing them for life as citizens in a plural society.

**Cultural Developments**, through fostering students' awareness and understanding of a range of beliefs, practices and values in their own society and in the wider world. Students explore issues within and between religions and develop their understanding of the cultural context within which they live.

#### **Year 7**

- Prayer; the development of the spiritual dimension.
- Freedom and responsibility; consideration of the consequences of actions in the light of freedom and responsibility.
- Discipleship; respect for others and willingness to help.
- Buddhism; knowledge of and respect for other religions.

#### **Year 8**

- Christians as stewards of the earth; preparation for life as a responsible and caring citizen.
- Judaism; knowledge of and respect for other religions.
- Modern prophets; examples of people who contributed to society and encouragement to follow in their footsteps.
- The Church in Britain; the contributions of the Church to British values and culture.

#### **Year 9**

- The study of Islam; fosters students' awareness and understanding of other's beliefs, practices and values.
- Morality of acts; helps students to assume informed judgements on moral issues.
- Jesus of the gospel; the origins of Christian values.

#### **Year 10**

- Understanding of and opportunities for numinous experiences.
- How people who believe in a benevolent God deal with problems of the existence of evil and suffering.
- 'Living in a multi-faith and multi-ethnic society' – understanding a range of beliefs and practices.
- 'Wealth and poverty'; knowledge of voluntary organisations such as St Vincent de Paul.
- Study of issues such as euthanasia and abortion; ability to make reasoned moral judgements.

## Year 11

- The nature of God the Father; allows the growth of a spiritual relationship with God.
- Parables such as the Good Samaritan and the Sheep and the Goats show respect and love for others – translates into contributing to society.
- Visiting places of worship of other religions fosters awareness of and respect for them.

## Science

In all Science lessons, teamwork for practical activities is promoted along with being able to listen, explain and appreciate each others' points of view.

### Year 7

- Earth and Space (Spiritual)
- Human reproduction (Moral)
- Puberty (Social)
- Environmental issues and conservation - (Social)
- The various solutions to global warming from different countries (Cultural)

### Year 8

- The environment and extinction (Moral)
- Diet and exercise (Social)

### Year 9

- Selective breeding (Moral)
- Drugs and health, Intensive farming, environmental chemistry (Social)
- Inheritance (Cultural)

### Year 10

- Extra terrestrial life. Evolution (Spiritual Education)
- Cloning and genetic diagnosis (Moral)
- Environmental Issues (Social)
- Keeping healthy – vaccines, antibiotics (Social)
- Sustainability (Social)
- Intensive farming (Social)
- Cloning and genetic diagnosis (Cultural)

### Year 11

- Use of stem cells (Social)
- Human Impact on the environment

## PSHE and Citizenship

**Spiritual Development**, through helping students to be aware of issues that involve differing beliefs and values in society. By helping students develop self knowledge through an exploration of their identity and belonging, and the meaning and purpose they see in life.

**Moral Development** through considering the rights and wrongs of the many issues studied and giving pupils the knowledge to make the decisions they will undoubtedly have to make on moral issues in future.

**Social Development** through helping students to develop their sense of identity and to promote a sense of fairness and respect for the law and the rights of others and to show respect and responsibility in their dealings with the community.

**Cultural Development**, through fostering students' awareness and understanding of a range of beliefs, practices and values in their own society and in the wider world.

### Year 7

- Family and friends
- Coping with feelings
- Issues around bullying

### Year 8

- Self esteem and assertiveness
- Rights under the law
- Other cultures and lifestyles

### Year 9

- Decision making
- Heart-start and basic first – aid
- Involvement in democracy

### Year 10

- Becoming a parent
- Looking after health of themselves and others

### Year 11

- Relationships
- Decision making for the future

## Lower School

### Spiritual Development

- RE and Assemblies are at the core of spiritual development where the children learn about the birth of Christ, the miracles of Jesus and many of the Old Testament stories.
- Prayer writing is also encouraged and this may be shared in class or in Lower School Assemblies.
- Studies of the world around them contribute e.g. the wonder of new life through studying the hatching and growth of young chicks, the metamorphosis of the caterpillar and the development of tadpoles. Detailed observation with a magnifying glass, a study of the stars and the idea of infinity in number and maths inspire wonder.
- There is the thrill of discovery and the sudden grasp of concepts e.g. the realisation of the relationship between numbers e.g. the 3 and the 6 times table, the patterns in letters and sounds. Moments such as these are often unexpected –they are built on as they arise and cherished.
- Art and music provide opportunities for the children to express their feelings whilst PE allows them to push physical talents to the limit and appreciate the wonder of the human body.

### Moral Development

- This too has its core in RE and Assemblies, and in P.S.H.E. Stories from the Old and New Testament e.g. The Prodigal Son, The Good Samaritan, The Judgement of Solomon, and the story of Moses, demonstrate choices and decisions made using integrity, justice and compassion and provoke the children to discuss, argue and reflect.
- An extensive use of literature demonstrates morality – most fairy stories are about Good versus Evil. e.g. Cinderella, the Three little Pigs, Red Riding Hood, Narnia – as do the Reading Schemes (One, Two, Three and Away, Ginn 360 and The Oxford Reading Tree).
- In RE, Humanities and Science Taking Care of Our Planet is emphasised and the responsibilities that come with it.
- Honesty and developing a keen sense of right and wrong are encouraged throughout and pupils are often trusted to mark their own or each others' books. P.E. and Games reinforce following rules and fair play. Cheating is actively discouraged.
- Good behaviour is expected and praised and bad behaviour dealt with (see Behaviour Policy).

### Social Development

- Children often work in groups or pairs where they have to consider others. Sharing and taking turns are reinforced, both on the playground and in lesson time e.g. playground games such as Snakes and Ladders, Draughts, taking turns on the play equipment.
- Throughout the Curriculum are examples of children working together and co-operating e.g. in Maths number games, measuring, weighing; activities in P.E. and Games including matches and competitions with other schools; in English working together for National Poetry Day to recite poems to an audience; musical activities such as Choir and Orchestra; co-operating in Art to produce a communal display (e.g. Harvest)
- An appreciation of the difficulties found by others is highlighted and caring for each other is positively encouraged. On the playground this is demonstrated by the use of the Friendship Bench when a child is feeling lonely or left out. Year 6 also have a part to play as they help with the younger children.
- The Lower School Council reinforces these principles.
- Again, The Bible, literature used and the Reading Schemes provide numerous examples of developing social awareness e.g. The Good Samaritan, The Loaves and the Fishes, the Maximus Mouse Stories and The Twits
- In Humanities social issues often arise, e.g. Recycling, Litter and The Fire of London.

### Cultural Development

- This is often highlighted by the people we work with e.g. the Sisters from Poland, Albania, Brazil, gap year students from Poland, Bosnia or Australia and topics may include studying one or more of their countries e.g. Christmas Around the World. Fund raising for the Sisters' Mission in Uganda highlights the difficulties faced by the Third World.
- In RE other religions are looked at e.g. Islam, Judaism, Buddhism, also the Chinese New Year. Parents of other faiths are encouraged to come in and talk to the children.
- Literature is often set in, or it comes from, other countries e.g. Handa's Surprise, Anansi, Peter the Penguin, and in Humanities other lands are studied e.g. Cold Lands, Ancient Greece and Egypt. I.C.T. is often used to research for information.
- In music and art work from other cultures is studied e.g. French songs, Christmas songs from around the world, The Willow Pattern (China), Van Gogh's Sunflower (Holland).

## **Key Stage 2 History**

### **Year 6 Ancient Egypt**

- Spiritual – awe inspired by The Pyramids and other Ancient Remains
- Moral – dilemmas faced by archaeologists when uncovering the past; the morality of using slaves
- Social responsibility – conserving the harvest for times of drought
- Cultural – the culture of Ancient Egypt

### **The Victorians**

- Spiritual – the wonders of steam power and the vast power of the British Empire
- Moral – Factories versus the cottage industries; the Workhouse; using boys as chimney sweeps
- Social responsibility – changes to working conditions brought about by key figures e.g. Dr. Barnado, Lord Shaftesbury, Elizabeth Fry
- Cultural – the class system of Victorian times

### **Year 5 The Tudors**

- Spiritual – the spirituality of Thomas More
- Moral – the break with Rome and the Reformation; Tudor exploration; war
- Social responsibility – education; conditions at sea; public health
- Cultural – differences between rich and poor; Court life; growth of towns

### **Year 4 and 3 Ancient Greece**

- Spiritual – the wonders of Ancient Greece e.g. the Parthenon and the Acropolis
- Moral - dilemmas faced by archaeologists when uncovering the past; the morality of using slaves; war
- Social responsibility – the government of Athens and Sparta (democracy and oligarchy): war
- Cultural – the culture of Ancient Greece and the different city states

## **Key Stage 2 Geography**

### **Year 6**

- Spiritual – awe at the power of the River Nile
- Moral – Pollution of rivers versus need for industry
- Social responsibility – Coasts – preserving the dunes
- Cultural – Egypt a desert country

### **Year 5**

- Spiritual – wonders of the Rainforest
- Moral – Mahawelli Dam - flooding land and villages versus guaranteed water supply and electricity
- Social responsibility – Rainforest and exploitation.
- Cultural – Sri-Lanka, a third world country. Yanomani tribe of the Amazon

### **Year 4**

- Spiritual – power of Wind and Water
- Moral – Wind Turbines (“a blot on the Landscape?”)
- Social responsibility – Improving the Environment
- Cultural – Development of Settlements

### **Year 3**

- Spiritual – Weather (awe) and wonders of aerial photography
- Moral – Drought – aid.
- Social responsibility – Maps (land use)
- Cultural – Connecting to the World – modern communication

## **Key Stage 2 English**

### **Year 4**

- Spiritual – Fireworks (wonder) and Fire (power – awe), writing their own prayers.
- Moral – Noah and the Flood (play-script), The Iron Man, The Conker as Hard as a Diamond
- Social responsibility – Rubbish and Recycling, The Iron Man, The Diddakoi
- Cultural – China, Willow Pattern Story, The Vikings and Holidays in India (persuasive writing), The Diddakoi