



How Spiritual, Moral, Social and Cultural Development is promoted within the curriculum at St Peter's C of E Infant School.

Religious Education:

Spiritual development.	Moral development	Social development	Cultural development
Through our teaching of Religious Education, our pupils have clear opportunities to explore the values and beliefs of themselves and others and this enables them to develop a respect for these. Through these experiences, children are filled with a sense of awe and wonder in their learning, about themselves and others around them. We help children to enhance their own spiritual development through reflection of values, beliefs and experiences and encourage them to develop their own beliefs and to express their feelings and emotions in their learning, knowing that they can explore these in a safe and non-judgemental environment.	Moral development in Religious Education allows our children the ability to recognise the differences between right and wrong. Children are given the opportunity to explore different ethical issues and moral values, including those in Bible stories and stories of other faiths, and to apply their own understanding to these. Children learn to empathise and to understand the consequences of their own and others' actions, whether these are positive or negative.	The experiences we give to our children through the teaching of Religious Education will help to develop their sense of identity and belonging. This will prepare children for life in an increasingly diverse society. Children will be given opportunities to explore different communities and to understand the rights and responsibilities of different Members with for example, visits to a Mosque, Synagogue and our local St Peter's Church.	Religious Education allows pupils to have a greater awareness and understanding of a range of beliefs and practices in the community and the wider world. At St Peter's, we encourage children to have an understanding and appreciation of a full range of cultures that may also help shape their own culture, heritage, and development. Children will develop a respect for cultural diversity and be encouraged to both understand and celebrate diversity.

English:

Spiritual development.	Moral development	Social development	Cultural development
<p>English supports spiritual development by engaging children with poetry, fiction, and drama. Exploring feelings and values found in a wide range of genres. In English, our children are encouraged to reflect and respond to a wide variety of different, rich texts. Discussions, in particular during guided reading sessions, allow children opportunities to express their own beliefs and opinions and share their own experiences. These discussions, together with the fact that our children are also immersed in fiction books from a range of different cultures and a wide variety of nonfiction texts, helps them to develop respect for other faiths, learn more about themselves and others in the surrounding world. Creativity, imagination, and innovation are also proactively promoted through speaking and listening or writing activities and the children are always given time in writing to reflect on their learning. Furthermore, writing activities, such as recount writing, also help our children to develop a sense of themselves and to share this safely with others.</p>	<p>English supports moral development by encouraging children to look, discuss and evaluate a range of social and moral issues found in different written genres. At St Peter's school, we encourage our children to recognise that traditional tales and fairy tales for example, often involve 'good and bad characters' and 'right and wrong actions' and we often use these stories as the basis for discussions about knowing right from wrong or for considering different perspectives. These stories, together with fables, frequently have a 'moral' to tell, which is explored with the children. Children are given plenty of opportunities to listen and respond to stories with different themes and issues from our own literary heritage and from different cultures. Children are encouraged to discuss characters' feelings, choices and actions, with an emphasis on identifying 'right and wrong' and seeing things from other people's perspective. In fiction writing, children are taught how to write their own stories that contain different themes, dilemmas, and issues.</p>	<p>English supports social development by helping children to understand how written and spoken language has changed over time and also social attitudes to language. Many social issues are central to the books that the children listen to, respond to and read themselves. At St Peter's school, we help our children to recognise ways in which authors present issues and viewpoints in both fiction and non-fiction. Furthermore, we explore these viewpoints, highlight differences between facts and opinions and give children the opportunity to share their own viewpoints compassionately and respectfully. During speaking and listening activities or other discussions, we also encourage children to respond in an appropriate manner to what they have heard, showing mutual respect. Where appropriate for our year 2 children, we link talk for decision making purposes to the importance of democracy.</p>	<p>English supports the cultural development of a child by exposing them to a wide range of written and spoken language from a range of cultures. At St Peter's, we fully appreciate cultural influences and ensure that we share texts or provide purposes for writing that demonstrate this. In particular, we help children to celebrate diversity and develop mutual respect by sharing non-fiction books about different countries, cultures, traditions, religions, and beliefs. Furthermore, through cross-curricular work, we provide opportunities with real purposes and audiences, for children to write about a range of different countries, cultures, traditions, religions, and beliefs.</p>

Maths:

Spiritual development.	Moral development	Social development	Cultural development
<p>There is a sense of wonder in the exactness of mathematics as well as a sense of personal achievement in solving problems. Spiritual education provides the opportunity to experience the awe and wonder of mathematics that is shown to and/or investigated by children. We want children to be excited about Maths. We want them to feel delight when they have shown resilience and are able to solve questions, they may once have found difficult or even impossible to solve. Our children are often inspired by the cross-curricular links with other subjects (STEAM amongst others).</p>	<p>At St Peter's we want children to have strong beliefs in what is morally right. We provide reasoning opportunities where the children are encouraged to prove their answer and give reasons for their thoughts. This allows them to evidence their views not just in Maths but in the wider world. Would one person having more sweets in a 'sharing' activity be fair?</p> <p>As a result we can support our children to understand how logical reasoning can be used to consider the consequences of particular decisions and choices and help them learn the value of mathematical truth.</p>	<p>Social development in Maths gives children the opportunity to work together and share resources. Experimental and investigative work provides an ideal opportunity for pupils to work together collaboratively. They are able to see the benefits of working together as a team and they understand that the collaboration is key to their success.</p> <p>Mathematics also allows children to apply their own intuitive feelings and check these against what they have learnt in order to make more sense of the world.</p>	<p>Cultural development shows the involvement of a wealth of mathematics in all cultures and how these have shaped inventions and ideas. children are given time to explore aspects of personal culture and identity through mathematics. Recognition is given to symmetry patterns, number systems and mathematical thinking from other cultures. They value the things we share in common across cultural, religious, ethnic and socio-economic communities. 'What did the Greeks discover that we still use in maths today?'</p>

Science:

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<p>This can be seen when children have the opportunity to reflect upon and see the wonders of the natural world (for example, seasonal change). Children can ask questions about how living things rely on and contribute to their environment. Science allows our children to ask those 'bigger questions' and to realise that not all answers can be provided by science.</p>	<p>This can be promoted by developing an awareness of the ways that science affects society and the environment. This also gives children the opportunity to explore moral dilemmas related to science. By considering that not all developments have been good because they have caused harm to the environment and to people. By considering different perspectives and viewpoints. Children are able to discuss and be open to each other's ideas and predictions.</p> <p>Our curriculum shows respect for the world around us and ensures that children in turn show respect for different opinions, such as Creation in different faiths.</p>	<p>By using opportunities during Science lessons, STEAM and our dedicated science week, children are able to explain how to keep themselves and others safe, and how science enables people to be healthier and live longer. They have the opportunity to understand that science has a major effect on the quality of our lives and consider the benefits of scientific developments and the social responsibility involved. They have the opportunity to research the work of different scientists and look at the wealth of possibilities different scientific experiments may produce.</p>	<p>Science allows questions to be asked about the ways in which scientific discoveries from around the world have affected our lives. They learn about scientific discoveries by a wide range of men and women in many different cultures. By taking children on visits to different habitats and areas within the local environment, for example, a local garden or Nower Wood they can see the effects of different environments and ways of working which affect different habitats.</p>

Geography:

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<p>By finding out about people in other parts of the world and the way they live, then finding similarities and differences between us. This might be through the use of google maps, for example, asking children to consider what it might be like to live in different parts of the world.</p> <p>By developing an interest in our local area and how it can be improved. Children can consider the strengths and differences about where they live and think about their place in our community against living in another country.</p>	<p>By considering how people treat the environment; posing questions such as, '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?</p> <p>By recognising what is right and wrong and acting upon this in our everyday lives, for example, by sponsoring a child in Kibera to go to school.</p> <p>By learning about extreme environments and how animals, plants and people survive in these parts of the world.</p>	<p>This is developed by providing positive links with the wider community, both locally and globally, such as Samaritans school in Kibera or local farming areas. The children have the opportunity to consider social responsibility for example, caring for the environment, such as the impact of traffic on the local area, or litter distribution. (Litter picking around the school environment or gardening gang)</p>	<p>By celebrating the diversity in our Society and by making links with other countries through schools linking (Washington DC) and cultural theme days.</p> <p>By exploring cultures that have had, and still have, an impact on the local area.</p>

History:

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<p>Spiritual education in History involves the mystery of how and why events in the past happened, there many causes and helping our children to realise that some events did not have to happen that way but they could have taken other directions. For example, if Florence Nightingale had not been able to become a nurse.</p> <p>By looking at local history and investigating reasons for why there might be a landmark there such as the listed chest tombs at St Peter's church. Children can speculate about important events from history and how these are remembered as well as how people shaped them, for example, finding out about WWI, WWII and Remembrance Day.</p>	<p>Children are able to explore the results of right and wrong in the past, for example looking at importance characters in Black history Month e.g., Katherine Johnson. They are able to consider some of the characteristics of people who were considered to be a bad influence and caused suffering to others. Do we have local heroes and what did they do? For example, Henry Smith and the Smith Trust.</p>	<p>History allows the children to understand how groups of people and communities organised themselves in the past. They can consider questions about social structures in the past. Were poorer people looked after in the same way as wealthier people? (Smith's Trust) Children have the chance to discuss their views and talk to parents/grandparents about changes they have seen at home, in school, in the community.</p>	<p>By exploring local history our children learn about the close society in which they live. They are able to make connections between events that happened locally, nationally, and globally. Children are taken on visits to historical sites, such as Bodium castle to investigate changes over time. They can see first-hand how culture shaped history through visits to a Mosque (Shah Jahan Mosque in Woking) and the different cultural influences that occurred in Britain and beyond.</p>

Computing:

Spiritual development.	Moral development	Social development	Cultural development
<p>Computing gives the children the opportunity to explore how ideas in computing have inspired them and others. They are able to reflect on those situations where computers perform better than people whilst also understanding the limitations of ICT. They are able to use the internet as a gateway to bigger life issues. Computing provides opportunities for children to explore their creativity and imagination when developing digital products.</p> <p>It promotes self-esteem through opportunities to showcase their work to others.</p>	<p>Through our online safety sessions children can explore the moral issues surrounding the use of data and trust. By creating an awareness of; encouraging and developing respect for other people's views and opinions. Children have the opportunity to explore the benefits and potential dangers of the internet. They discuss the moral implications of cyber bullying and the consequences of different courses of actions in response to online scenarios in an age-appropriate manner.</p>	<p>By highlighting ways to stay safe when using online services and social media our children have the power to act and control.</p> <p>By using various sites and communications, such as 'zoom' children are promoting good etiquette habits when using digital technologies.</p> <p>By discussing the impact of ICT on the ways people communicate this also helps pupils express to themselves clearly. By encouraging collaborative learning through paired activities, for example, our children are continuing to be able to express themselves and develop their team working skills.</p>	<p>Computing develops cultural development by teaching children how to be sensible users of technology.</p> <p>By developing a sense of awe and wonder at human ingenuity.</p> <p>By empowering pupils to apply their computing skills and knowledge to the wider curriculum.</p> <p>Through developing an awareness of their audience when communicating in a digital environment.</p>

Physical Education:

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<p>St Peter's promotes spiritual development by taking pleasure in movement, particularly when pupils are able to show spontaneity e.g. creating gymnastic sequences or participating in dance workshops with a visiting dance company.</p> <p>By taking part in activities such as dance, games and gymnastics which help pupils to become more focused, connected and creative.</p> <p>By being aware of one's own strengths and areas for further development.</p>	<p>Moral development is promoted through discussions of fair play and the value of teamwork.</p> <p>By developing qualities of self-discipline, commitment and Perseverance, linking closely to our Christian Values.</p> <p>By developing positive sporting Behaviours and having respect for the abilities of others.</p>	<p>By developing a sense of belonging and self esteem through teamwork, the children are developing their social development skills. They are able to develop a sense of community identity through taking part in school and local school sports events.</p> <p>By celebrating sporting achievements and team results in assembly time.</p>	<p>By learning about the history of sport, and where they originate from e.g. learning about the origins of the Olympic games</p> <p>By making links with national and global sporting events such as the World Cup and the Olympics.</p> <p>By exploring rituals surrounding sporting activities e.g. Year 2 pupils learning to dance different maypole dances for the traditional village fete.</p>

Music:

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<p>Spiritual development plays an important part in music by allowing pupils to show their delight and curiosity when creating their own sounds. For example, each year group has a composition element in their planning. This allows them to make links between their learning in English (or other curriculum areas such as through STEAM) with music being played in the background when painting/drawing to a piece of music, or using music to create drama pieces or creative writing. By considering how music makes one feel it can 'move us' emotionally and children are able to respond in many different ways through dance, art and writing, for example.</p>	<p>By exploring how music can convey human emotions such as sadness, joy, anger... e.g., The Planets Suite and The Carnival of the Animals, children can discuss their own emotions in a safe and conducive environment.</p> <p>By appreciating the self-discipline required to learn a musical instrument, children are able to develop these skills for themselves and see how they are utilised by others. e.g. learning to play different percussion instruments together.</p>	<p>Social development is promoted by exploring how an orchestra works together e.g. performing together and following instructions that combine the musical elements, or singing as part of a large group.</p> <p>By discussing what would happen if musicians in a band/group didn't co-operate</p> <p>By appreciating how music is used in different ways in different settings for example, for pleasure, for worship, to help people relax</p> <p>By singing and performing together as a whole school in a variety of different settings, such as at St Peter's church.</p>	<p>By giving all pupils an opportunity to play different musical instruments and to take part regularly in singing. For example, in their classes and whole school singing in Collective Worship, our children have the opportunity to explore the different cultures that play a part in the music they hear and sing.</p> <p>By encouraging pupils to listen and respond to traditions from around the world. For example, listening with concentration and appreciating a range of high-quality live and recorded music.</p> <p>By appreciating musical expression from different times and place.</p> <p>By listening and responding to music which forms our musical heritage, for example, Vivaldi's Four Seasons, Prokofiev's Peter and the Wolf, Saint-Saëns' Carnival of the Animals.'</p> <p>By appreciating the connections between music, art and literature, and how these form 'movements' such as expressionism, seen especially through the school's STEAM work.</p>

Art and Design Technology:

Spiritual development.	Moral development	Social development	Cultural development
<p>This gives our children the opportunity to enjoy and celebrate personal creativity. It provides plenty of rich opportunities for pupils both to explore the spiritual dimension and natural phenomena e.g., the four seasons or historical artwork. By exploring different artists' interpretations of a key figure or event and asking what the artist was trying to convey, especially through the school's STEAM work.</p> <p>By promoting the process of 'Reviewing and evaluating'; for example, evaluating the work of the ancients, famous artists and architects.</p>	<p>By exploring how emotions and inner feelings are expressed through painting, sculpture, and architecture, for example, Henry Moore sculptures.</p> <p>By exploring the environment and how art can be sensitive to its surroundings. For example, creating temporary sculptures within a range of environments or ephemeral artworks.</p> <p>By responding to and using visual images, music, and stories to evoke a range of emotions, through individual and whole school STEAM events.</p>	<p>By sharing of resources and working Collaboratively children are developing their social skills.</p> <p>By exploring art as a powerful social tool for example in storytelling, showing power or expressing an emotion. By looking at different movements in art and considering how the world around them influenced artists.</p>	<p>By experiencing a wide range of creative media from around the world and from different periods of time.</p> <p>By using a range of cultural stimuli for art, for example, the Willow Plate story, The Carnival of the Animals by Saint Saëns and photographs.</p> <p>By exploring the work of local artists, displaying artwork within and around the school environment.</p> <p>By developing aesthetic and critical awareness, e.g., children evaluate their work and the work of others.</p> <p>By looking at different movements in art and considering how the world around them influenced artists. E.g., post-World War II art; religion in art.</p>

Relationships Education (RSE):

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<p>By developing awareness of and responding to their own and others' needs and wants through the core theme of 'Relationships: feelings and emotions' and what makes their family special.</p> <p>By exploring meaning and purpose for individuals and society through the topic 'How can we look after each other and the world?'</p> <p>By developing resilience and inner strength as well as responding to the needs of other people, linked to our school Christian values.</p>	<p>By exploring what is right and wrong and to work out what we may need to do in our particular community to make sure everyone thrives. To promote equality and well-being for all people.</p> <p>By providing our children with the opportunity to apply learning to their own lives and the distinctive Christian ethos of the school.</p> <p>Annual anti-bullying week is part of the school year and the school has a strong focus on this area of work to build strong and positive young people.</p>	<p>By helping pupils to engage in a democratic process for agreeing the rules for school life, for example, individual class rules and through the work of the School Council.</p> <p>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?' having roles and responsibilities within each class.</p> <p>Through seeking pupil voice when making decisions such as playground activities or which charity we may support.</p>	<p>By providing our children with the opportunity to explore who they are and to celebrate their individual and unique qualities.</p> <p>By use of different learning partners within our classes. By working collaboratively in groups and across year groups in our school house teams.</p>