



Promoting spiritual, moral, social and cultural development across the curriculum at Preston Candover CE Primary School.

Inspire learning for life

Encourage each other and build each other up - 1 Thessalonians 5:11

We aim to:

- Enable every child to meet their potential intellectually, morally, spiritually and physically in caring Christian environment
- Develop learners who show mutual respect and make a positive contribution to society
- Inspire our children to become life-long learners who are equipped to apply their learning in a diverse and rapidly changing world.

Teachers and pupils explore big questions in an enquiry approach to our curriculum. This helps to develop wider questioning skills from teachers and pupils and develops reasoning, social skills and a collaborative classroom ethos, both between the teacher and the pupils and amongst the class as a whole.

Lessons are based on structured challenge and include the development of understanding through discussion, problem-solving (cognitive challenge) and structured reflection which makes pupils more aware of how they think most effectively. Over the course of the school year, we explore our core Christian values through the curriculum.

We use our Leader in Me Programme to teach our children 8 leadership habits; this programme allows many opportunities for our pupils to develop spiritually, morally, socially and culturally.

We also use various projects, such as Global Neighbours, to promote SMSC in our school.

Subject	How We Promote <i>Spiritual</i> Development	How We Promote <i>Moral</i> Development	How We Promote <i>Social</i> Development	How We Promote <i>Cultural</i> Development
English	<p>In responding to a poem, story or text; pupils can be asked ‘I wonder what you think happens next?’ ‘How would you feel if you were the person in the story?’</p> <p>Through drama by allowing self-expression and the chance to take on the role of someone else.</p> <p>Reflecting and interpreting a range of different texts from their own and other peoples perspectives</p> <p>Developing skills of inference in reading; children have to identify feelings, motives etc...</p>	<p>By exploring stimuli for thinking about the consequences of right and wrong behaviour; pupils can speculate and apply their learning to their own lives. When they do this they are developing their speaking, listening and higher order thinking skills.</p> <p>By considering different perspectives through the texts they are exposed to</p> <p>Deep experiences through drama guides and supports student’s problem solving skills, while at the same time, works to encourage an increasing awareness in how to solve issues at hand. Instead of school just being a place where students are being taught and told what to think and feel, drama turns this into a deeper experience in thinking, further motivating students to question, respond, and explain what they are feeling and thinking.</p> <p>Texts include themes that explore and prompt thought- such as Tidy for environmental issues and the Tin Forest for renewal</p>	<p>KS2 children develop through debates about social issues.</p> <p>By providing opportunities for talk in a range of settings.</p> <p>By building self-esteem and encouraging self-worth through drama.</p> <p>Through different characters, students share the opportunity to expand their problem solving skills both verbally and non-verbally, making room for a sense of creativity. As well, students practice and build upon various communication skills through the use of body language, facial expressions and different voices.</p> <p>Working together as a group promotes, encourages and motivates cooperation. It is essential that each of our students feels accepted and works well with others, in order to create and build a safe environment for all to learn. What drama does is continues to build on this importance. Drama simply brings students together, allowing them to find different characters that best suits them, different roles to express who they are, and different ways to build upon and develop social awareness.</p>	<p>By providing opportunities for pupils to engage with texts from different cultures</p> <p>Drama is used as a teaching and learning tool to help students make meaning of a number of skills they need to be a well-rounded individual. It further allows them to experience and explore the world around them through different characters and roles, further building on their relationship with others and things.</p> <p>By introducing children to stories that allow children to explore their cultural roots, allow children to experience diverse cultures, offer insights into different traditions and values, helps children consider new ideas, reveal differences and commonalities of cultures around the world.</p> <p>Making sure we experience a range of texts to explore diversity and inclusion and broaden children’s knowledge of different cultures.</p> <p>Promoting a positive reading culture throughout the school</p>

		Outcomes such as writing letters to the government to promote awareness of Wateraid		
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Maths	<p>We discuss the wow factor when the pupils make connections in Mathematics. Examples are when we investigate different number sequences and in particular the Fibonacci sequence which is evident in nature all around us.</p> <p>The awe and wonder of mathematics is shared with the children and helps to explain the world and the mathematical patterns that occur such as symmetry.</p> <p>Further mathematical ideas consider the idea of infinity.</p> <p>There is also a sense of wonder in the exactness of mathematics as well as a sense of personal achievement in solving problems</p> <p>In Mathematics lessons pupils are always encouraged to delve deeper into their understanding of mathematics and how it relates to the world around them.</p>	<p>Sharing resources ‘why might someone be upset if they received less than others?’</p> <p>Reflect on data that has moral and ethical implications. We look at the use of statistics and how people manipulate them to promote their own (biased) opinions. For example, different amounts of money spent on non—essentials compared with food aid/ water aid as well as looking into Fair trade.</p> <p>Pupils are given the opportunity to be aware of the use and misuse of data in all issues including those supporting moral argument.</p> <p>Use Mathematics in real life contexts, applying and exploring the skills required in solving various problems.</p>	<p>At the beginning of lessons, the hook is used to engage pupils and to show how Mathematics is used in the real world.</p> <p>Sharing resources within the classroom</p> <p>Problem- solving tasks within groups.</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>Self and peer reviewing are very important to enable pupils to have an accurate grasp of where they are and how they need to improve. Working together in pairs or groups and supporting others is a key part of Mathematics lessons.</p> <p>Mathematics classes have a strong sense of teamwork. By supporting each other, pupils realise their own strengths and feel a sense of achievement which often boosts confidence. Over time they become</p>	<p>We encourage the pupils to appreciate the wealth of mathematics in all cultures throughout history.</p> <p>We look at the history of Mathematics and its development. Examples of this are how the different number and measuring systems have evolved.</p> <p>What did the Egyptian, Indians and Greeks discover that we still use in Mathematics today?</p> <p>Pupils also look at the number systems used by other countries such as Chinese numbers and how Roman numerals are used particularly on clocks.</p> <p>Pupils consider the development of shape patterns around the world such as: tessellations and symmetry.</p> <p>Pupils discuss the use of Mathematical language and how it is a universal language used worldwide.</p> <p>Pupils investigating different number sequences and where they occur in the real world.</p> <p>Pupils to have the ability to use exchange rates for foreign travel</p> <p>We encourage the teaching of various approaches to Mathematics including multiplication methods from around the world.</p> <p>We try to develop an awareness of both the history of Mathematics alongside the</p>

			much more independent but very supportive of each other.	realisation that many topics that we still learn today have travelled across the world and are used internationally.
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Science	<p>By planning meaningful questions that provide opportunities for discussion and greater depth learning.</p> <p>By staff planning big enquiry questions to explore our spiritual development.</p> <p>By ensuring our curriculum explores the cycle of life and how animals reproduce when mature.</p> <p>By continuing our annual Global Awareness week – Focus on values and different religions.</p> <p>Carry out experiments that explore the connections between life, like the water cycle or ecosystems</p> <p>Reflect on the awe and wonder of the world around us, eg, biology topics such as plants or physics such as space.</p>	<p>By planning our big enquiry questions eg, ‘Should we all take responsibility?’ environmental issues are explored.</p> <p>By ensuring our curriculum explores energy processes and reasons for and against using nuclear power, wind etc.</p> <p>By continuing our annual Fairtrade Fortnight- and the issues that surround that. We are a Fairtrade school.</p> <p>By continuing our annual Healthy Eating week.</p> <p>Debate topics such as environmental conservation.</p>	<p>Longitudinal study/ enquiry – By involving our pupils in discussions regarding change and improvement our school environment and advantages of social areas.</p> <p>Risk assessment- By getting the children involved in the procedures concerning safety in school, eg reasons for wearing safety glasses, wearing hi viz jackets on walks outside school etc.</p> <p>By ensuring our curriculum offers the children opportunities to explore the advantages of healthy choices – food, sleep, exercise, care with medicines, etc.</p> <p>By enjoying the celebration of a science and engineering week annually and sharing our ideas.</p> <p>By ensuring that our curriculum encourages children to solve problems in order to help others, eg developing ways of keeping people dry through waterproofing and looking at appropriate materials.</p> <p>By continuing to improve and work towards and maintain ‘Healthy Schools’ status which we have held for over 10 years.</p>	<p>By continuing with our annual Global Awareness week. This focus explores the exploration of different cultures around the world.</p> <p>By ensuring our science Curriculum, which is based on a set of key ideas will include a focus on famous inventors and discoveries that have shaped our world as inspiration</p> <p>Compare historical scientific advancements across cultures (e.g. STEM day – looking at individual scientists and engineers from a range of cultures and backgrounds.</p>

			<p>Group projects that require collaboration, e.g. global citizenship project.</p> <p>Organise a STEM day where pupils presented to other members of their class and then used findings in other learning, e.g. global citizenships projects.</p>	
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MFL	<p>Exploring how language is constructed and reflecting on what language enables us to do for ourselves, others and the world we live in</p> <p>Learning about customs related to French Christmas and the message of love</p> <p>Use French songs to spark discussions about emotions, spirituality, and identity.</p> <p>Explore Christmas and Easter traditions around the world.</p>	<p>Helping children to understand a different culture by using moral lessons within traditional stories, fables, or films</p>	<p>Learning how to communicate with others effectively in another country</p> <p>Exploring different social conventions through forms of address- eg tu and vous</p> <p>Partner with schools abroad for email or letter exchanges to develop communication skills and foster real-world connections.? Link through leader in me and global connections.</p> <p>Practice social scenarios, such as ordering food at a café, meeting someone for the first time, or attending a celebration.</p> <p>Children collaborate to research and present on aspects of French culture, such as festivals or famous landmarks.</p>	<p>Developing an appreciation of the traditions and customs of others</p> <p>Celebrating cultural occasions- Bastille Day, French Christmas traditions</p> <p>Introduce recipes from the French culture, with discussions on the historical or cultural significance of the dishes.</p> <p>Study significant individuals from the French culture, such as writers, scientists, or political leaders</p>

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History	<p>By considering and raising questions about how things may have been different if the course of events in the past had had a different outcome. Eg Titanic, The break from Rome, The Great Fire of London</p> <p>By exploring how events from the past affected people from our local community and exploring the significance of this. Eg Those who lost their lives in the war and the impact of the titanic on the surrounding areas in Southampton.</p> <p>By exploring the changes in religion over time and reflecting on the impact this had on society and how this has shaped our lives in the future.</p> <p>By learning about key individuals, such as Mary Anning and Mary Seacole and Florence Nightingale, reflecting on the impact they had on shaping our world.</p> <p>Using artefacts to give children a sense of the past and aid their understanding about the people who produced and used these objects.</p> <p>Fostering a sense of curiosity and mystery: how and why events in the past occurred.</p>	<p>By exploring crime and punishment throughout history and reflecting on the 'fairness of it' and how this differs from today. Link to justice (school value)</p> <p>By learning about people from the past who brought about change for the better because of a strong sense of injustice - eg Martin Luther King.</p> <p>Pupils asked to consider and comment on moral questions and dilemmas.</p> <p>Pupils encouraged to show compassion for people facing dilemmas and to empathise with decisions made in the past and the reasoning behind them.</p>	<p>By providing opportunities to learn about how people lived and to explore the different social structures that existed and how the views of what was acceptable and unacceptable way of treating people is very different to today.</p> <p>By exploring and discussing the rights of different people in society throughout the past and comparing this to today.</p> <p>By giving children opportunities to talk to adults about their experiences from the past, such as KS1 open afternoon toy unit (parents came to talk about their toys from childhood).</p> <p>Explore similarities and differences of the time periods and foster a sense of thankfulness and appreciation.</p> <p>Examine how other cultures have had major impact on the development of 'British Culture'. In this column?</p> <p>Collaborative/ team working activities.</p> <p>Carry out activities practically to explore historical events as a class, such as diamond nine and agree/disagree scales.</p>	<p>By exploring how our culture has been shaped by the influences of other cultures from the past.</p> <p>By providing opportunities to help children empathise with, people from different cultural backgrounds.</p> <p>Through studying links between local, British, European and World History.</p> <p>Explore the influence of different cultures on British history.</p>

	<p>Reflecting upon different interpretations of the past and how these interpretations have been arrived at.</p> <p>Reflect on how historical events have shaped current worldviews.</p> <p>Discuss what students can learn about human resilience from historical events.</p>			
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Geography	<p>By inspiring awe and wonder of the natural beauty of our world through hands on experiences, field work and school visits. Eg. Stubbington, Wildlife trust</p> <p>By bringing to life through a variety of mediums what it might be like to live in different parts of the world. Focused Study</p> <p>By making links with history to understand how our landscape has formed and how it has changed.</p> <p>Through connections with children living in other countries to give them a rich sense of how their lives are different. pen pal programme? – Link to leader in me / global connect</p>	<p>Through our Fair trade focus, we learn about the importance of ethical trade and how we can have a direct impact on improving the lives of others.</p> <p>Take on the role of various people</p> <p>By considering the impact our actions and choices have on our local and wider environment.</p> <p>By exploring the morality of global dilemmas, such as the deforestation of the rainforest.</p> <p>Looking at what we can do personally</p> <p>The development of cities affects wildlife- the grange.</p> <p>We look at the issue of food miles and dilemma of importing.</p>	<p>By providing positive and effective links both locally and with the wider community. eg global neighbours project (Robins promoting fair trade chocolate and presenting findings to parents).</p> <p>By exploring how we can all make changes to our lifestyles and the choices we make to make a positive difference.</p> <p>By considering the impact of the 'power of nature' and the impact this has on peoples' lives e.g. link to STEM hurricane houses.</p> <p>Sharing our projects for family to come and look at.</p> <p>Pair/group work, debating, role-play.</p> <p>Engage students in mapping local resources, discussing how they serve</p>	<p>Through learning about the lives of people from different cultural backgrounds around the world.</p> <p>Global awareness fortnight</p> <p>Local case studies to learn characteristics of our area compared to another place.</p> <p>Explore how geography influences cultural practices, like agricultural traditions in river valleys or housing styles in different climates.</p> <p>Compare contemporary planning, architecture, or transportation systems in different countries to understand different ways of living.</p> <p>Global Neighbours projects- chn assigned issues and look at its impact and indirect impact on different</p>

	<p>Pupils reflect on the long and short term impacts noting rights and wrongs linking to the value justice.</p> <p>Encourage children to use their reflection journals to record their responses to images, videos and information e.g. picture news.</p> <p>Create personal action plans to protect the environment and reflect on how individual choices connect to global well-being e.g. water aid pledge.</p> <p>Create art inspired by geographical features, such as mountains, rivers, weather or natural disasters.</p>	<p>Consequences of global warming.</p> <p>Debate issues like water scarcity, energy usage, or land use to understand different perspectives on managing resource.</p> <p>Discuss the moral responsibilities of countries in providing aid after natural disasters.</p>	<p>the community and areas for improvement.</p> <p>Plan and implement a project to improve the school environment, such as planting trees community project and creating a wildlife-friendly zone (the bug hotels) and the vegetable patch.</p>	<p>countries (climate injustice, unequal distribution of food resources)</p> <p>Fostering global mindset (as a global citizen) rather than national/ local</p>
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RE	<p>Through concept planning using the five steps: enquire, contextualise, evaluate, communicate, and apply.</p> <p>Awe and wonder through religious stories.</p> <p>How & why different religions celebrate.</p> <p>Asking and responding to questions.</p> <p>Time given to reflect on their own thoughts throughout the cycle of enquiry</p> <p>Questioning that allows children to: look to themselves for the answers, Look to others for the answers, Relate to the world around them for answers, Look beyond their everyday lives for the answers.</p> <p>Questions without specific answers that challenge thinking.</p> <p>Being able to talk about their own feelings.</p> <p>Opportunities to be still, using creative visualisation to stimulate children's spiritual awareness.</p> <p>Art in RE as a hook or to enhance teaching (cross curricular links)</p> <p>Using symbolism to enable the children to think more deeply about the religions explored.</p> <p>Experiencing the 'wonders' of our world that we take for granted.</p> <p>Practical, creative activities throughout every RE unit to deepen children's thinking.</p>	<p>The thread of our core Christian values of love, justice and hope, along with all the other values under their umbrella running through all that we teach.</p> <p>British Values:</p> <p>Mutual respect and tolerance and understanding of others through the religions explored.</p> <p>Respect for law stemming from the commandments & the new covenant made through the death of Jesus Christ.</p> <p>Rules in Religion</p> <p>The difference between right and wrong and the consequences for both types of action.</p> <p>Making the right choices: moral stories.</p> <p>Justice: fairness... sharing a balanced view.</p> <p>Individual freedom: the right to their own beliefs whilst respecting those of others.</p> <p>Parables to illustrate moral development: ...exploring their own ideas.</p> <p>Reflection time given for them to digest what they have learned or experienced & assimilate/organise their own thoughts. Evaluate part of the cycle.</p> <p>Gathering evidence before they make judgements.</p> <p>RRR activities</p>	<p>Core Christian values</p> <p>British Values (as in 2nd column)</p> <p>Working together within topics/steps, sharing ideas – cooperation.</p> <p>Discussion & debate.</p> <p>Respect for everyone & self-respect.</p> <p>Respecting others' ideas whether agreeing or agreeing to disagree.</p> <p>Nurturing a positive attitude – valuing others' ideas.</p> <p>Experience of other faiths: how others worship, celebrate, live.</p> <p>Role play</p> <p>Enjoyment in their learning through lots of different ways of teaching through the concept planning by steps in RE, & many varied opportunities to respond to or express their ideas from their learning, including writing, art in all its forms, drama, discussion.</p> <p>Acceptance</p> <p>RRR activities</p> <p>Internet research</p> <p>Virtual tours/ trips</p> <p>Chn encouraged to discuss concept in small groups/ class and to hear those with different points of view.</p> <p>These inform enquiry.</p>	<p>Looking at different cultures and how they have evolved through the religions we study.</p> <p>Teaching and learning about other religions with respect for others' way of life, differences and beliefs.</p> <p>Tolerance through discussion and debate. Scaffold sentence starters</p> <p>Evaluating: looking for similarities and differences between religions and treating the differences as being healthy.</p> <p>Visiting places of worship.</p> <p>Visitors to learn more about the different cultures in their world.</p> <p>Handling artefacts important to other religions, with respect.</p> <p>Religious books and texts.</p> <p>Internet research</p> <p>Virtual tours</p> <p>Through children/families, part of our school, from different cultures and backgrounds.</p> <p>Global Awareness Week</p> <p>Diversity within a religious tradition reflected within art, photos, stories across the world and imagery (An Angel Like Me)</p> <p>Cross curricular links (dance, music, art) and activities in cycle link to these</p> <p>Studying 3 other religions as well as Christianity by the end of Y6</p>

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PE	<p>Taking part in dance, gymnastics and games that help children develop their creativity</p> <p>Celebrating and sharing dances the children have worked on by showing their performances to another class/ in a whole school assembly.</p> <p>Developing resilience and perseverance</p> <p>Challenging themselves to do their personal best in all sessions</p> <p>Introduce yoga and mindfulness practices to develop self-awareness and support mental health and well-being. Reflect on the discipline and dedication behind athletic achievements.</p>	<p>Discussing fair play and working as a team</p> <p>Developing and demonstrating good sporting behaviour</p> <p>Developing perseverance, resilience and commitment through playing as part of a team and through after school clubs</p>	<p>Developing a sense of belonging and self- esteem through team work</p> <p>Taking part in team events- both interschool and in wider events such as the rugby day and netball competition to encourage collaboration and mutual respect.</p> <p>Sports day- striving to challenge themselves and do their personal best</p> <p>Playleaders- having responsibility for leading physical activity opportunities with their peers and younger children to develop teamwork and leadership skills.</p> <p>Events such as Skipping workshops that encourage new skills</p> <p>Inviting Paul Sturgess (the world's tallest basketball player) for a whole school collective worship and workshops with each class.</p>	<p>Learning about the history of sports and their origins</p> <p>Celebrating national and global sporting events such as the National Skipping Day and other whole school challenges</p> <p>Exploring dances from other cultures and times.</p> <p>Paul Sturgess discussing inclusion and diversity as a positive role model.</p>

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Art	<p>Knowing & understanding ourselves through how we interpret music, stories, situations etc, in different art forms...drawing, painting, sculpture 3D modelling, collage, textiles, photographically & through computing. Expressing the relationship & awe & wonder we have & see in the beauty of our world, through different art forms. Art through the natural world.... sculpting, drawing with nature. Appreciating, evaluating, analysing, annotating natural and other art forms. Representing the wonders of the world that we take for granted: landscape, nature, weather, seasons & our own environment. Expressing ourselves & our ideas through different art forms. Exploration with a new technique, material or media. Being happy and secure enough to express ourselves in the way we want to. Experiencing the newness of things they have never seen or done before, or things seen in a different way that they have taken for granted before. Poems from Art</p> <p>Create art inspired by personal experiences or dreams, such as surrealism.</p>	<p>Exploring different art forms. Art is subjective Art through the ages Modern Art Annotating works What is acceptable? What isn't? in their eyes. Respecting the ideas and work of others...famous or within the classroom. Positive evaluations/criticisms. Role play – persuading the curator of an art gallery to hang the painting in your possession in the only space left in the art gallery regardless of your own true opinion of the artwork. Art in Literacy to stimulate discussion and response. The true worth of artworks and what they sell for – debate. Stories from pictures. Take One Picture – in depth study of a single painting through all areas of curriculum. Graffiti – Banksy Tags – stylised personal signatures</p> <p>Create art addressing global issues like climate change or inequality.</p>	<p>Working together on ideas – how they develop – what do you want to achieve. Cooperating on a group or class project. Can you work together on a piece of art? Is that possible? Group annotation Experiencing a wide range of artists and craft workers and their work. Architecture – city, town, village, hamlet. Looking through the eyes of an artist at our world today, the good and the bad. Artists who depict the atrocities of our world and how we are spoiling the world. Graffiti – Banksy Tags – stylised personal signatures Modern art and how we react to it.</p> <p>Collaborative exhibitions and events that reflect school values such as stations of the cross and take one picture.</p> <p>Group critiques to foster constructive feedback and mutual respect.</p>	<p>Experiencing art of different cultures, appreciating, evaluating and working in the same vein. Looking at a range of artists and craft workers. Architecture and architects from around the world. How architecture has changed & how it differs from country to country. The Art of Ancient civilisations. Respect for all art forms. Experiencing, experimenting and exploring with different techniques, materials & media. Looking at how the artists of different cultures portray one subject ...still life, landscape, form, perspective. Art from ancient times to the modern art of today.</p>

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Music	<p>When children listen to music or sing, we often discuss how the music makes us feel. Children understand that ‘music can move us’.</p> <p>Singing in daily worship at Preston Candover is an act of praise and is a collective spiritual experience.</p> <p>All children experience joy, curiosity and delight making music and exploring and creating different sounds.</p> <p>Children create their own musical pieces which express their own experiences and reflections e.g. choir song for global citizenship.</p> <p>Provide opportunities for children to engage in mindful listening exercises with music from various genres, focusing on how it impacts their emotions and thoughts.</p>	<p>Many of the songs the children enjoy in worship contain a moral message; this is explored in worship then and developed enhanced through song.</p> <p>We explore how music can portray emotions linked with PSHE and Art.</p>	<p>Children enjoy many musical experiences as a group and this promotes their social development and fosters a sense of belonging. Examples include choir, plays and performances and paired and group work in music lessons.</p> <p>We discuss and explore how working cooperatively is essential when we make music as a group.</p> <p>Music is most often a shared experience at Preston Candover.</p> <p>Whole school involvement in world singing day. The choir performed at the O2, The Grange opera workshop and the children using break times and lunch times to engage in choral activities.</p>	<p>Children enjoy learning about music and instruments from other cultures and eras. This currently includes Hampshire’s ‘Listen to Me’ music lessons during which class 4 are learning to play the African drums.?</p> <p>Children listen to music from all around the world as part of music lessons and everyday school life.</p> <p>Song is an integral part of French lessons. During these lessons we also discuss different cultural traditions, eg how Christmas is celebrated in France and different cultural traditions.</p> <p>Hampshire school music services teach a range of different instruments from different cultures and explore various songs.</p> <p>Teach about the evolution of music across time and cultures, emphasizing connections between classical, folk, and modern genres globally (Charanga)</p>

Subject	How We Promote <i>Spiritual</i> Development	How We Promote <i>Moral</i> Development	How We Promote <i>Social</i> Development	How We Promote <i>Cultural</i> Development
Design & Technology	<p>By the Children being encouraged to review and evaluate their own and others designs and creations.</p> <p>By the Children sharing their designs and creations in shared assembly times and during science and engineering week.</p> <p>Children record the design process behind their designs, evaluate how their products fit the success criteria.</p>	<p>By ensuring that our curriculum provides meaningful questions relating to producing products for the use of others.</p> <p>By the children enjoying investigating and analysing existing products, considering a variety of factors.</p> <p>By the recognition of the effect of technology etc, on human life and our world being explored within our DT curriculum.</p> <p>By our curriculum enabling the children to evaluate and improve their products ensuring they meet the needs of the user.</p> <p>By issues being discussed regarding the advantages and disadvantages of purchasing and eating seasonal and locally produced food.</p> <p>By Debating being encouraged as to the materials used in products, eg, man made V natural materials and the benefits/ disadvantages of these.</p> <p>By discussion being encouraged regarding the energy used in the manufacturing process.</p> <p>Include projects that require children to design eco-friendly products, encouraging reflection on sustainability and resource conservation such as Kingfisher's fast fashion.</p>	<p>By safety and hygiene being discussed and taught at every level, from Year R to Year 6.</p> <p>By continuing our Healthy Eating Week and curriculum plans providing opportunities for the children to understand the importance of healthy choices and knowledge of the different food groups contributing to a balanced diet.</p> <p>By encouraging discussions and class experiences on preparing food for special social occasions and celebrations.</p> <p>By having discussions on the uses of electricity, the dangers and importance of keeping safe.</p> <p>Debate regarding usefulness and necessity.</p> <p>By ensuring our curriculum helps the children consider the views of others when discussing how products can be improved and how well they meet the needs of others.</p> <p>By children being encouraged to ask questions and look at existing products that help others. They are then required to develop practical solutions to these.</p> <p>By designing road safety signs requiring the children to look at</p>	<p>Food Technology- By ensuring our curriculum enables children to research where food comes from and explore regional preferences. Eg, pasta from Italy etc.</p> <p>By giving opportunities for the children to look at fabrics and embroidery from different countries and reasons for choice behind these.</p> <p>By the children having the opportunity to prepare food for different festivals and events. (Link with RE and Global Awareness).</p> <p>By the children looking at existing designs, evaluating and improving.</p> <p>By Providing the opportunity to explore cultural influences on design. (curriculum and Global Awareness).</p> <p>To discuss meaningful questioning regarding functionality V aesthetics.</p> <p>Design products inspired by global festivals or holidays, such as lanterns for Diwali and Lunar new year.</p>

		<p>Discuss case studies about companies' ethical practices in product design and manufacturing, such as Fairtrade or zero-waste initiatives.</p> <p>Children repurpose materials from old products to create something new and have discussions about ways they can reduce waste.</p>	<p>existing examples and improving them, giving their reasons.</p> <p>Organise group design challenges where children must combine ideas and compromise to create a shared product.</p> <p>Create opportunities for children to provide constructive feedback on each other's designs, fostering collaboration and mutual respect.</p> <p>Use real-world challenges, like designing a vegetable garden to reduce food miles, to teach teamwork and negotiation skills (all global neighbours projects)</p>	
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<p>Early Years</p>	<p>Through a creative curriculum that takes into accounts the interests of the children</p> <p>Developing resilience and perseverance</p> <p>Take children on nature walks to encourage them to notice and reflect on the beauty of the natural world (e.g., seasons, wildlife, weather).</p> <p>Provide open-ended materials for children to create art or models that express their thoughts and feelings about the world around them.</p> <p>Introduce short, age-appropriate mindfulness exercises or listening to calming sounds.</p> <p>Discuss simple philosophical or spiritual questions, such as "What makes me, me?" or "What is kindness?"</p>	<p>Developing an understanding of what is right and wrong and why</p> <p>Encouraging the children to make the right choices and that they can turn it around if they don't- reflecting on their choices to make the right ones</p> <p>Positive behaviour reinforcement through whole school policy and living the values certificates</p> <p>Anti Bullying week- learning what bullying behaviour is and the effect is has on others</p> <p>Through our school values- promoting love, hope and justice</p> <p>Use books and stories with clear moral lessons to spark discussions about right and wrong (e.g., The Lion and the Mouse and The Rainbow Fish).</p> <p>Create play-based activities where children practice resolving conflicts or helping others.</p> <p>Encourage children to engage in acts of kindness, such as sharing toys or helping a friend as part of our school values and early years PSE development.</p>	<p>Learning how to communicate with others</p> <p>Continuous provision and providing lots of opportunities to work together, building good relationships with each other</p> <p>Set collaborative tasks, like building a structure together, that require teamwork and communication.</p>	<p>Opportunities to explore other cultures through RE- learning about traditions and festivals of Judaism</p> <p>Global Awareness week- finding out about different cultures and traditions</p> <p>Celebrating the different cultures we have within our own class- eg how we each celebrate birthdays and Christmas in similar and different ways</p> <p>Celebrating the cultures of children within our class.</p> <p>Meeting the 'understanding the world' requirements of the EYFS framework.</p> <p>Explore songs, dances, and instruments from different cultures.</p> <p>Set up themed play areas, such as a Lunar new year and small world role play where children can learn about and represent cultural activities.</p>

		Involvement of children in setting classroom rules and the class charter to develop their understanding of fairness and responsibility.		
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PSHE Citizenship Collective Worship	<p>Developing awareness of and responding to others' needs and wants through the PSHE curriculum, circle time and themes such as anti-bullying and fundraising events.</p> <p>Sharing daily prayer in collective worship.</p> <p>Spirituality Journals</p> <p>Reflection time in collective worship and class upon own feelings and feelings of others in family, school, community and wider world.</p> <p>Elements of PSHE curriculum encourage children to 'look inside themselves' for answers, to consider their own spirituality and emotions.</p> <p>Celebration of achievements – BLP and living the values certificates, citizenship, behaviour etc.</p>	<p>Whole school values – love, hope and justice.</p> <p>Exploring moral values, rights and wrongs through the PSHE curriculum.</p> <p>Class charters.</p> <p>Displaying and referring to school values and code/ charters and shared morals.</p> <p>Discussing moral code, actions, behaviour and feelings during circle times.</p> <p>PSHE curriculum promotes understanding and respecting others and our own moral conduct.</p> <p>Role models</p> <ul style="list-style-type: none"> - Play leaders - Class jobs - School council <p>Global Issues: Discuss topics like equality, fairness, or human rights in the target culture, and compare them with the students' own culture.</p>	<p>PSHE learning activities are often collaborative and involve discussion and debate.</p> <p>Pupils contribute to own learning and planning. Children are taught to self and peer assess in PSHE and other curriculum areas.</p> <p>Election of school council.</p> <p>Children encouraged to take part in decision making through school council representatives.</p> <p>Each class develops their own charter as a group.</p> <p>Pupil leadership through play leaders, buddy system and school council.</p> <p>Questioning through PSHE curriculum which supports children to take responsibility for their actions.</p> <p>Class leadership roles promote social responsibility and safety.</p>	<p>Children participate in developing school culture.</p> <p>No Outsiders programme teaches about inclusions and celebrating difference.</p> <p>PSHE curriculum teaches children how to 'welcome' others and relate to others by celebrating similarities and differences.</p> <p>Each child's voice is heard through PSHE lessons and during circle. Open forums mean that children can raise issues that are important to them and gain others opinions, support and understanding.</p> <p>Evens such as anti-bullying week, Parliament week and Fair Trade week develop culture of fairness and respect and understanding of own and other cultures.</p> <p>Circle times address issues of prejudice.</p> <p>Careers fair.</p>

	<p>Big enquiry questions have a strong PSHE and spiritual link.</p>	<p>Organise projects where children identify a moral or ethical issue in their local community and come up with solutions e.g. global neighbours. Have discussions on global challenges such as climate change or poverty, emphasizing moral responsibilities and fairness.</p> <p>Supporting various charities (local and global) throughout the year, such as children in need, Naomi house and Winchester beacon and water aid.</p>	<p>Global neighbours projects and tree planting.</p> <p>Reverse advent calendar.</p>	
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<p>Leader in Me</p>	<p>Spirituality links really well to habit 7 ‘Sharpen the Saw’ which involves pupils reflecting on balance, self-renewal and heart, body, mind and soul and synergise- the connection to others.</p> <p>Habit 1- Be proactive encourages chn to have a vision- ‘personal mission statement’ and sense of purpose</p> <p>Each child has a leadership role- Leader in Me.</p> <p>Leader in Me portfolios which allow chn to reflect on their achievements, long term and short term goals</p> <p>Leader in me promotes an open-minded way of thinking where everyone is a leader and is in charge of their own attainment.</p> <p>Holistic approach to developing and learning</p> <p>Some of the activities:</p>	<p>Use real-life scenarios for children to apply the 7 Habits to moral dilemmas (e.g., Habit 4: Think Win-Win to resolve conflicts fairly).</p> <p>Using tools such as circle of control to learn what behaviours and actions are within our ability to control. Be proactive not reactive.</p> <p>Children create WIGs (Wildly Important Goals). This instils a sense of personal accountability and responsibility.</p> <p>Creating a personal code of ethics (Habit 2, 3 and 5)</p> <p>Using Alpha/delta charts at the end of the day or within lessons to reflect on our achievements and areas for development</p> <p>Habits 4,5,6,7 and 8 focus on chn having empathy and respect for others.</p>	<p>Teach children strategies for appropriate conflict resolution using <i>Habit 6: Synergize</i> and explore the importance of teamwork. Value the contribution of others</p> <p>Use plus/delta board to evaluate a task, outcome, behaviour, class targets etc...</p> <p>Tools such as emotional piggy bank to teach children about consequences of our actions on the feelings of other people.</p> <p>Encouraging positive conflict resolution</p> <p>Wall of Kindness to identify and reinforced desired behaviours at break and lunchtimes. Eg, children demonstrating school values, leadership habits.</p> <p>Active and empathetic listening (habit 5) Seek first to understand then to be understood.</p> <p>Real life application- for example, Global Neighbours projects where chn are taking charge</p> <p>chn are given the courage to voice their own perspective and solutions</p>	<p>A growth mindset culture as part of Leader in me.</p> <p>connecting with another school via Leader in Me connect- children will gain first hand exposure</p> <p>Teaching children respect and to understand how to engage with different cultures, opinions, lifestyles without judgement to promote realistic, proactive and effective solutions.</p> <p>Consider the impact of our own choices on other communities</p>

	<p>Eg,Body, Mind, Spirit, Heart or Spirit Burst</p> <p>Encourage students to create their own WIGS (wildly important goals) as part of <i>Leader in Me</i>, reflecting on our school values and what they wish to achieve.</p> <p>Habit 2 inspires and encourages chn for the future- links to global citizenship</p> <p>Include mindfulness activities and use of reflection journal to help connect with their emotions and inner thoughts.</p> <p>Certificates for individuals who exemplify the <i>Leader in Me</i> habits, such as resilience or proactive behaviour, to inspire spiritual reflection.</p> <p>Encouraging win-win mindsets with equal benefits and mutual respect</p>		<p>Giving chn accountability in social settings- pride and humility</p>	
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