

Broke Hall Community Primary School

Spiritual, Moral, Social and Cultural
Curriculum Map

Rebecca Abbott

Subject	How we promote spiritual development	How we promote moral development	How we promote social development	How we promote cultural development
History	<p>Through the recognition that ancient civilisations operated under different belief systems that impacted on their daily lives.</p> <p>Through beginning to understand that British society was built on religious foundations which still underpin many of our laws in modern Britain.</p> <p>By thinking about how things may have been different if certain events had or had not happened. E.g., the development of agriculture in prehistoric Britain, the fall of Rome...</p>	<p>By talking about the questions raised about invasion, colonisation, treatment of criminals etc.</p> <p>By recognising the study of history to prevent similar mistakes and mistreatments happening again.</p> <p>By thinking about why some historical figures have been overlooked in the past (e.g., Mary Seacole).</p>	<p>Through the study of trends and past events and how they affect society, both in the past and today.</p> <p>By speaking with family members and people in the community who have lived experiences and can contribute to our understanding of a particular event or time.</p> <p>By giving a local focus to many aspects of the history curriculum – e.g., transport in Ipswich, seaside holidays in Felixstowe, Sutton Hoo, famous local figures such as Edith Maud Cook and Elizabeth Garrett Anderson.</p>	<p>By looking at the way civilisations overseas developed differently to in Britain in the same period.</p> <p>By a developing understanding that some cultures may view the same event differently than others.</p> <p>By enhancing the cultural capital of our learners through immersive experiences, visitors to school and trips to museums and heritage sites.</p>

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Geography	<p>By embracing the chance to learn about different people and places and how they compare with our own.</p> <p>By considering how we feel about our local and global environment – what is good and bad about it and how it could be improved.</p>	<p>By examining the challenges our planet is facing in terms of climate change, famine, flooding etc. What is our duty as a developed country regarding these issues? What is our role in causing them?</p>	<p>By recognising that the study of geography is as much about people than as places and that our world has been shaped by the movement of peoples over time and for a variety of reasons.</p> <p>Through environmental education and the eco-council, we instil a shared sense of responsibility of guardianship of the planet.</p>	<p>By thinking about the positive impact diverse cultures have on our local and wider community.</p>

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Science	<p>By encouraging awe and wonder at the natural world and asking “why”?</p> <p>By acknowledging that it is natural and human to seek answers to our questions but that for the time being, science cannot always answer them.</p> <p>By thinking about the changes we go through during our lives and how these changes affect us.</p>	<p>By asking children to consider our impact on the natural world and our obligations to protect it.</p> <p>By learning how scientific study has improved the lives of many (e.g., vaccinations).</p>	<p>By teaching children how to remain safe when conducting science experiments, in the home and in the wider world (e.g., electrical safety).</p> <p>By sharing an enjoyment of science through whole school celebrations of science in British Science Week and other events.</p>	<p>By finding out about how science has developed in other civilisations (especially the Early Islamic civilisation studied in History in Year Five) and how this has impacted the world.</p> <p>By enjoying visits to sites of scientific interest and through specialist visitors such as Suffolk Wildlife Trust volunteers.</p>

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Religious Education	<p>By encouraging children to think about their own beliefs (religious or secular).</p> <p>By responding to Big Questions such as: what is the meaning of life? and how did I get here?</p> <p>By considering religious practices such as worship, prayer, or the wearing of certain clothing and how this might make the adherent feel connected to their faith.</p>	<p>By learning about the moral codes adopted by different faiths: the Ten Commandments, the teachings of Buddha, Guru Nanak, Jesus and so on.</p> <p>By considering the religious and non-religious views on forgiveness, redemption, and revenge.</p> <p>By asking questions on what is right and wrong and who is responsible for our behaviour and outcomes.</p>	<p>By considering qualities sought in society which are also valued by religious groups: integrity, honesty, respect, consideration of others etc.</p> <p>By thinking about how festivals with religious origins have been adopted by secular society.</p> <p>By thinking about the good community works performed by religious groups – The Salvation Army, Islamic zakat (alms giving), Sikh community kitchens etc.</p>	<p>By visiting places of worship or receiving visits from religious adherents.</p> <p>Through engagement with extracts from religious texts and teachings.</p> <p>By exploring the similarities and differences between faiths and cultures and considering how religious ideas have spread beyond the country of origin.</p> <p>Through learning about the feasts, fasts and festivals celebrated around the world.</p>

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Personal, Social and Health Education	<p>By using the “Calm Me” and “Let Me Reflect” sections of the jigsaw lessons to centre and focus the mind on the issues to be discussed and the learning that has taken place.</p> <p>By using the habits of successful learners (Resilience, Relational learning, Reflectiveness and Resourcefulness) to move forward with our school drivers (independence, curiosity, knowledge & understanding).</p> <p>Through all units, children learn to explore themselves and develop a sense of self. They learn to be proud of who they are and to accept others as they are, too.</p>	<p>By discussing what is right, wrong, fair etc. and what our responsibility is to see the right thing is done and to call out wrongdoing or the unfair treatment of another.</p> <p>By promoting an anti-bullying message beyond Anti-bullying Week.</p> <p>By exploring rights and responsibilities in our units on Being Me in My World, we expose learners to the rights they have been afforded, the responsibilities that come with them and the fact that many people around the world do not enjoy these rights.</p>	<p>By promoting democracy in our decision-making processes – class votes, the school and eco-councils etc.</p> <p>By developing pupil leadership opportunities – class ambassadors, School Council, Junior Road Safety Officers, Eco-Council, etc.</p> <p>By developing a shared sense of what our rights and responsibilities are through our Rights Respecting School journey.</p>	<p>By allowing children to regularly change learning partners throughout the day/week/term, they gain a different perspective on issues discussed.</p> <p>Through our “Celebrating Difference” unit, children learn about tolerance and diversity.</p>

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Physical Education	<p>By promoting the pleasure of movement, self-expression, and creativity.</p> <p>By highlighting the benefits of exercise to mental health and wellbeing.</p>	<p>By promoting fair play and sporting behaviour.</p> <p>By developing self-discipline, teamwork and grace both in victory and defeat.</p>	<p>By taking a pride in representing our school in sporting activity.</p> <p>By developing self-esteem through being in a team.</p> <p>By the shared celebration of sporting achievement in assemblies.</p> <p>By promoting inclusivity in sport and physical activity.</p>	<p>Through the provision of enrichment opportunities in games and activities they may not have access to ordinarily, such as 'quidditch' and fencing.</p> <p>By following the progress of our national teams and individuals in global events such as the Olympic Games, Paralympic Games, and the FIFA World Cup.</p>

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<p>Art and Design</p>	<p>Children can look closely at the beauty of nature to respond to it through drawing, sculpture, and painting.</p> <p>By exploring the work of different artists, children can consider their own emotional response to each. They may have opportunities to look at similar subjects interpreted by different artists.</p> <p>Children review and evaluate their own work, that of their peers and of established artists.</p>	<p>Children may consider the time in which a piece was created and the political climate of that time. They may discuss the use of statues to commemorate controversial figures (such as slave owners who were also financial donors to worthy causes) or challenging events (such as the holocaust)</p>	<p>By considering art to tell stories, as propaganda or protest.</p> <p>By working collaboratively on larger pieces or work and through the sharing of resources.</p>	<p>By exploring art from around the world and from different periods of time.</p> <p>By working with artists and by visiting galleries and installations.</p> <p>By enjoying artwork on display in school.</p> <p>By making links between art and other curriculum areas including RE, history, English, drama, music, DT and Physical Education (Dance)</p>
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<p>Music</p>	<p>By considering how music makes us feel and has the power to change our mood.</p> <p>By considering how music has the power to provoke physical movement such as dance, artistic expression or drama and vice versa.</p> <p>By considering how people of faith use music to celebrate and convey that faith (e.g., through hymns, carols and worship songs)</p>	<p>By promoting the need to work hard at an instrument to become proficient and that self-discipline is required.</p> <p>By allowing the children to loan instruments to practise on at home. These instruments must be cared for and respected.</p>	<p>Through the shared enjoyment of listening to music, singing and creating pieces of music together.</p> <p>Through working together to produce a collaborative composition.</p> <p>By the appreciation of every player's place in the band or orchestra.</p> <p>By an understanding of how people use music – to relax, excite, celebrate, worship, create atmosphere etc.</p>	<p>Through the exposure to global musicians and instruments.</p> <p>Through an understanding of how music has changed over time and will continue to shape art and culture in the time to come.</p> <p>By enhancing the cultural capital of all learners through the learning of a range of different musical instrument in ensemble teaching sessions.</p>
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Mathematics	<p>By appreciating the beauty and complexity of numbers and pattern.</p> <p>By experiencing the satisfaction of working on and solving a problem.</p> <p>By appreciating the ways in which maths has been used to create significant structures such as the pyramids or pieces of art such as with Escher and Islamic patterns.</p>	<p>By the recognition that data can be used to sway opinion and that it must be rigorously interrogated to ensure that an accurate picture is presented.</p> <p>Through an understanding of what equality really means and how it can be applied to situations such as the Fairtrade movement or in our electoral system.</p>	<p>By using data to show how people are affected by issues such as bullying, poverty and so on.</p> <p>Through the collaborative experience of solving problems with peers and parents or carers (Maths Café)</p>	<p>By learning about the history of mathematics; the origins of our number systems, developments in mathematics in ancient civilisations such as the Greeks, Egyptians and early Islam.</p> <p>By using mathematics to demonstrate scientific results or to answer real questions in history or geography, for example.</p>
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Computing	<p>By considering how the use of technology has been used to keep people connected during challenging times.</p> <p>By using the internet to explore different views on the big questions.</p> <p>By using ICT to express and present their thoughts and ideas for others to share and celebrate.</p>	<p>By rigorously promoting and reinforcing online safety and infringement of privacy.</p> <p>By the insistence on acknowledgement of sources used for research.</p> <p>By understanding that the freedoms created by the internet can lead to false information or harmful/partisan content being freely available.</p> <p>By giving children the tools they need to access the internet safely and that it is partly their responsibility to use the internet within safe parameters.</p>	<p>By using technology to collaborate with others remotely, including other schools and community groups.</p> <p>By developing an understanding of digital communication and how it can be misinterpreted by recipients.</p> <p>By working together to share resources and achieve good outcomes (e.g., shared, defined roles when coding)</p>	<p>By acknowledging the way technology has made the world a smaller place.</p> <p>By embracing technology to learn about other cultures.</p>
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English	<p>By promoting a love of language, reading and communication through the written word.</p> <p>By acknowledging the power of words to move us, provoke us and stimulate us.</p> <p>By using close reading to uncover authorial intent, theme and so on.</p> <p>By allowing children to lose themselves in fictional worlds and stimulate their imaginations.</p>	<p>Through the study and discussion of books which explore moral issues in a range of contexts (The Lion, The Witch and the Wardrobe; Bill's New Frock; Journey to Jo'Burg etc).</p> <p>By debating (using techniques such as The Balloon Debate, Conscience Alley, Opinion Lines and so on) characters and decisions made in texts studied.</p>	<p>By a shared enjoyment of reading and associated talk around it.</p> <p>By participating in related drama activities, promoting teamwork and empathy.</p> <p>By reading texts which explore social issues such as Holes, Bridge to Terabithia, The Boy at the Back of the Class.</p>	<p>Children have access to texts by a diverse range of authors, feature diverse protagonists or are set against a different culture.</p> <p>By providing a well-stocked library where children can access a range of fiction and non-fiction texts for self-study and to enhance classwork.</p>