How we promote Spiritual, Moral, Social and Cultural Development through British Values

Subject	We promote *spiritual* development	We promote *moral* development	We promote *social* development	We promote *cultural* development	We promote *British Values*
Maths and Numeracy	By making connections between pupils' numeracy skills and real life. E.g. pie charts could compare how a child in Dubai/China spends her day with how children in the UK spend their time. By considering pattern, order, symmetry and scale both man made and in the natural world	By engaging pupils playfully. E.g. in unequal shares of resources, why might someone be upset if they received less than other people? By reflecting on data that has moral and ethical implications. E.g. pupils might consider the difference in amounts of money spent on non-essentials compared with food aid/water aid	By the sharing of resources within the classroom, the negotiating of responses and group problem solving By analysing social data. E.g. on health care, poverty, bullying	By asking questions about the history of maths. E.g. 'What did the Egyptians, Greeks and Indians discover that we still use in maths today?'	By exploring individual liberty through economics. Problem solving and managing money. Through enterprise, learning to budget and how to be responsible with money. Working collaboratively to investigate and succeed. Making democratic decisions to compromise and respect opinions
English and Literacy	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?' 'Where have you met these ideas before?' By appreciating the beauty of language	By exploring stimulus 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. By considering different perspectives.	By supporting conceptual and language development through an understanding of and debates about social issues By providing opportunities for talk in a range of settings	By pupils telling stories from their own cultures and backgrounds creating the idea that 'everyone has a story to tell' By providing opportunities for pupils to engage with texts from different cultures	Promoting equality of opportunity through discussion and debate Listening to and responding to stories from other cultures Writing to children in different areas or countries

Science	By demonstrating openness to the fact that some answers cannot be provided by Science. By creating opportunities for pupils to ask questions about how living things rely on and contribute to their environment. By pupils plotting the stars in relation to their location and open up questions about the size of the universe and how it might have been formed	By offering pupils the chance to consider the wonder of the natural world and the inventions which have made the world a better place. By considering that not all developments have been good because they have caused harm to the environment and to people. By encouraging pupils to speculate about how science can be used both for good and evil.	By using opportunities during Science lessons to explain how to keep other people safe and how they might protect a younger or vulnerable young person. By exploring the social dimension of scientific advances e.g. environmental concerns, medical advances, energy processes	By asking questions about the ways in which scientific discoveries from around the world have affected our lives. There is a rich heritage of scientific discoveries from Hindu, Egyptian and Muslim traditions	Making good observations based on evidence and appreciating that others may have different ideas. Knowledge of local and wider community. Respecting the world and all people and creatures within it. Conservation of environments and animals. Understand how to look after themselves and how to make good health and diet choices.
Design & Technology	By enjoying and celebrating personal creativity By reviewing and evaluating created things	By raising questions about the effect of technological change on human life and the world around them	By exploring dilemmas that individuals may face and developing practical solutions to these problems	By considering cultural influences on design By asking questions about functionality v aesthetics	Working with others and sharing and listening to ideas. Giving opinions and having the right to stick with own plans and ideas
History	By considering how things would be different if the course of events had been different. E.g. what difference would it have made if the Normans had not been successful in 1066? By looking at local history and investigating the reasons why there is a	By exploring the results of right and wrong behaviour in the past By considering some of the characteristics of people who have had a bad influence and caused suffering to others. What have others done to stop injustice? Are there	By giving the trigger for discussions about how groups and communities organised themselves in the past. By considering questions about social structure in the past. E.g. What might pupils say about the rights of children in earlier times? Is	By exploring local history and under researched history and history around us By investigating how culture is shaped by history, exploring the 'cultural heritage' and in particular the Christian influence on British culture.	Look at the Values of different people through time and how they are linked to us today Look at laws in different historical periods and how people made and kept laws. Look at crime and

	landmark, building or museum. By speculating about how we mark important events from history and the people who shaped them.	examples from their own local area? By going beyond the facts and asking pupils to make hypotheses and pose questions such as 'what if…?' 'what would have turned a tragedy into a triumph?'	it important that society looks after young children? Are there people who still don't get a fair deal? By encouraging pupils to talk to their parents and grandparents. E.g. when learning about World War Two	By taking pupils on visits to heritage sites	punishment Look at how actions affecting individuals and wider groups. Look at the effect of religion at different periods of time
Geography	By using Google maps and asking pupils to imagine what it might be like to live in different parts of the world. By making links with history when exploring the environment and speculating on why the landscape is as it is. By comparing their lives with pupils living in other countries or other part of the UK, possibly through a schools linking programme	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? By working towards an Eco School status	By providing positive and effective links with the wider community, both locally and through linking with other schools with different demographics both in the UK and globally By considering social Responsibility. E.g. care for the environment, impact of traffic on the local area, tourism	By making links with other countries through schools linking and cultural theme days. By exploring links through the British Council and European Union. By exploring cultures that have had, and still have an impact on the local area.	By looking at how different places and countries function.
Languages	By exploring the beauty of languages from around the world By exploring the way language is constructed	By helping pupils to have an accurate and truthful understanding of another culture	By learning the skill of communicating in different ways By exploring different social conventions e.g. forms of address	By appreciating the language and customs of others By exploring the literature and culture of other countries By taking part in exchange visits or cultural occasions	By showing respect for differences that are evident. Look for links in language to those of the English Language

RE	By experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religion and worldviews By asking and responding to questions of meaning and purpose By considering questions about God and evaluating truth claims By exploring spiritual practices such as worship and prayer, and considering the impact of these on believers and any relevance to their own life	By exploring morality including rules, teachings and commands such as The Golden Rule, the ten commandments, the sayings (hadith) of Muhammad By investigating the importance of service to others in Sikhism, Hinduism and Buddhism By exploring religious perspectives and responses to evil and suffering in the world	By exploring the qualities which are valued by a civilised society – thoughtfulness, honesty, respect for difference, independence and interdependence By asking questions about the social impact of religion	By exploring similarities and differences between faiths and cultures By learning about UK saints and those to which their school might be named after By engaging with text, artefacts and other sources from different cultures and religious backgrounds	Look at how Jesus showed Tolerance for others. Understand the uniqueness of each individual. Understand the Law of God
Art & Design	By providing plenty of rich opportunities for pupils both to explore the spiritual dimension and natural phenomena. E.g. Northern Lights. By exploring different artists' interpretations of a key figure or event and asking what the artist was trying to convey. By promoting the process of 'reviewing and evaluating'.	By exploring how emotions and inner feelings are expressed though painting, sculpture and architecture. By responses to and use of visual images to evoke a range of emotions	By sharing of resources. By exploring social conflict and resolution. By exploring art as a powerful social tool e.g. in advertising, in representing particular groups	By experiencing a wide range of creative media from around the world. By working towards the 'Arts Mark' award. By developing aesthetic and critical awareness	By giving and receiving opinion. Respecting the work of others. Looking at art from other cultures and times

Music	By allowing pupils to show their delight and curiosity in creating their own sounds. By considering how music makes one feel and can 'move us' deeply	By exploring how music can convey human emotions such as sadness, joy, anger… By appreciating the self-discipline required to learn a musical instrument	By exploring how s an orchestra works together By discussing what would happen if musicians in a band/group didn't cooperate By appreciating how music is used in different ways in different settings e.g. for pleasure, for worship, to help people relax	By giving all pupils an opportunity to learn a musical instrument and to take part regularly in singing. By encouraging pupils to listen and respond to traditions from around the world. By appreciating musical expression from different times and places	KListening to music from other cultures. Giving opinion with respect. Know that what one person likes and enjoys may be different to others
Drama	By allowing for insight, self-expression and the chance to walk in someone else's shoes.	By expressing what it feels like to be wronged and what remedies might make things better for the injured	By exploring similarities and differences and how respect for others can be expressed. By building self- esteem and encouraging self-worth	By taking different roles from other backgrounds By using different dramatic conventions to encourage empathy	Take on roles of others in order to empathise and understand. Explore feeling and emotions of injustice and law
Computing	By wondering at the power of the digital age e.g. use of the internet By understanding the advantages and limitations of ICT By using the internet as a gateway to big life issues	By exploring the moral issues surrounding the use of data By considering the benefits and potential dangers of the internet – eg campaigns for charities and injustice as a force for good. Cyber bullying as a danger. By considering the vision of those involved in developing the web	By links through digital media services with other schools and communities By highlighting ways to stay safe when using on line services and social media By being prepared to work with technology to forge new relationships By discussing the impact of ICT on the ways people Communicate	By exploring human achievements and creativity in relation to worldwide communications By developing a sense of awe and wonder at human Ingenuity	By knowing how to be safe and how to respect others. Understand that although we have freedom of speech we must use it wisely. Respect and show tolerance for others. Understand that the web does not always promote the truth

PE	By delighting in movement, particularly when pupils are able to show spontaneity By taking part in activities such as dance, games and gymnastics which help pupils to become more focused, connected and creative. By being aware of one's own strengths and limitations	By discussing fair play and the value of team work. By developing qualities of self-discipline, commitment and perseverance By developing positive sporting behaviour	By developing a sense of belonging and self esteem through team work By developing a sense of community identity through taking part in inter school events	By learning about the history of sports, and where they originate from By making links with national and global sporting events such as the World Cup and the Olympics By exploring rituals surrounding sporting activities	Work in teams and share resources. Choose Captains by voting. Play fairly and understand how to keep self healthy and how it is important to listen to own body