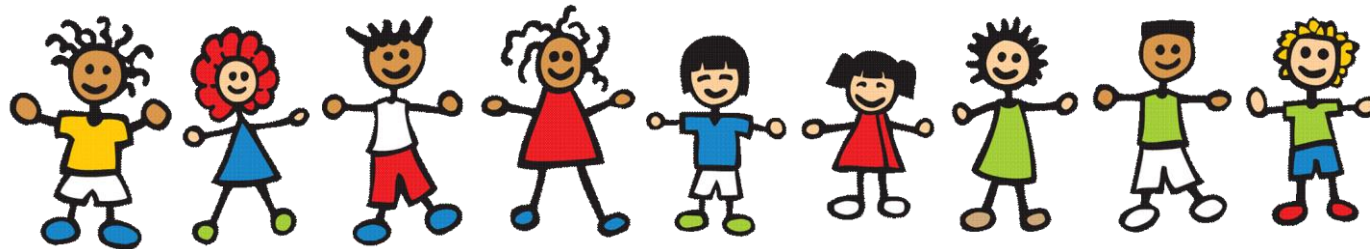


St Paul's CE Primary School

SMSC across the Curriculum Statement





All that we do at St Paul's CE Primary School is firmly rooted in the biblical teachings of St Paul.

'Keep alert. Be firm in your faith. Stay brave and strong. Let all that you do be done in love.'
1 Corinthians 16 13:14

It provides us with our school motto – 'Shine in the love of God' – it is reflected in our core values of:

Love -
Friendship – Hope – Respect – Trust – Forgiveness.

This is what we base this statement on.





St Paul's CE Primary School

Spiritual, Moral, Social and Cultural in all Subjects

English			
.We promote SPIRITUAL development	.We promote MORAL development	.We promote SOCIAL development	.We promote CULTURAL development
<p>In responding to a poem, story or text, pupils can be asked if you</p> <p>'I wonder what you think happens next?'</p> <p>'How would you feel if you were the person in the story?'</p> <p>'Where have you met these ideas before?'</p> <p>The appreciation of the beauty of language.</p>	<p>Be 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.</p> <p>By considering different perspectives.</p>	<p>By supporting conceptual and language development through an understanding of debates and arguments about social issues.</p> <p>By providing opportunities for talk in a range of settings.</p>	<p>By pupils telling stories from their cultures and backgrounds, creating the idea that 'everyone will have a story to tell'.</p> <p>By providing opportunities for pupils to engage with texts from different cultures.</p>

Mathematics

.We promote SPIRITUAL development	.We promote MORAL development	.We promote SOCIAL development	.We promote CULTURAL development
<p>By making connections between pupils' numeracy skills and real life, for example, pie charts could compare how a child in Africa spends her day with how children in the UK spend their time.</p> <p>By considering patterns, order, symmetry and scale both manmade and in nature.</p> <p>By developing deep thinking and an ability to question the way in which the world works which promotes the spiritual growth of pupils.</p>	<p>By engaging pupils playfully, for example, in an inequality of the share of resources, why might someone be upset if they received less than other people?</p> <p>By reflecting on data that has moral and ethical implications, for example, pupils might consider the difference in amounts of money spent on non-essential compared with food aid/water aid.</p> <p>By providing pupils with opportunities to use their maths skills in real life contexts, applying and exploring the skills required in solving various problems, for example, pupils are encouraged to analyse data and consider the implications of misleading calculations.</p> <p>By making pupils aware of the fact that the choices they make lead to various consequences.</p>	<p>By the sharing of resources within the classroom, the negotiating of responses and group problem solving.</p> <p>By analysing social data, for example, on health care, poverty, bullying.</p> <p>By encouraging pupils to explain concepts for each other and support each other in their learning. In this manner pupils realise their own strengths and feel a sense of achievement which often boosts confidence. Over time they become more independent and resilient learners.</p> <p>Problem solving skills and teamwork are fundamental to maths through creative thinking, discussion, explain and presenting ideas.</p>	<p>By asking questions about the history of maths, for example, 'What do the Egyptians, Greeks and Indians discover that we still use in maths today?'</p> <p>By investigating and researching cross cultural patterns, tessellations, Roman Mosaics.</p>

Science

.We promote SPIRITUAL development	.We promote MORAL development	.We promote SOCIAL development	.We promote CULTURAL development
<p>by enabling children to reflect on the wonder of the natural world, for example, seasonal changes.</p> <p>By exploring the wonders of the world.</p> <p>By demonstrating openness to the fact that some answers cannot be provided by science.</p>	<p>By developing an awareness of the ways that science affects society and the environment.</p> <p>By giving children the opportunity to explore moral dilemmas related to science.</p> <p>By discussing and being open to each other's ideas.</p> <p>By ensuring children show respect for different opinions.</p>	<p>By finding out about the work of different scientists and the impact they have had on the world.</p> <p>By promoting co-operation within practical activities.</p> <p>By taking responsibility for their own and other peoples' safety.</p>	<p>By asking questions about the ways in which scientific discoveries from around the world have affected our lives.</p> <p>By taking children to visit areas of interest within the local environment, for example, local habitats.</p>

Religious Education

.We promote SPIRITUAL development	.We promote MORAL development	.We promote SOCIAL development	.We promote CULTURAL development
<p>By learning about different religions and why people believe.</p> <p>By providing opportunity to learn from their experiences, to reflect on and interpret spirituality and their own lives and discuss and reflect on ultimate questions.</p> <p>By experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religion and worldviews.</p> <p>By asking and responding to questions of meaning and purpose.</p> <p>By considering questions about God.</p> <p>By exploring spiritual practices such as worship and prayer, and considering the impact of these on believers and any relevance to their own life.</p>	<p>By debating moral dilemmas, about right and wrong, good and bad, peace, etc.</p> <p>By discussing issues, such as people's responsibility towards the world and future generations.</p> <p>By having the opportunity to make a personal response to right and wrong and to consider other peoples' responses for moral issues.</p> <p>By exploring morality including rules, teaching and commands such as The Golden Rule, the ten commandments, the saying (hadith) of Muhammad.</p> <p>By investigating the importance of service to others in Sikhism, Hinduism and Buddhism.</p> <p>By exploring religious perspective and responses to evil and suffering in the world.</p> <p>By asking questions about the purpose and meaning of reconciliation and salvation.</p>	<p>By exploring the qualities which are valued by a civilised society – thoughtfulness, honesty, respect for difference, independence and interdependence.</p> <p>By asking questions about the social impact of religion.</p> <p>By beginning to link religion to personal action in everyday life. This is reflected in their relations with others in the classroom and their ability to work together co-operatively.</p>	<p>By exploring similarities and differences between faiths and cultures.</p> <p>By learning about UK saints and those to which their school might be named after.</p> <p>By engaging with text, artefacts and other sources from different cultures and religious backgrounds.</p> <p>By giving pupils an opportunity to learn what it means to belong, to develop confidence in themselves and be able to respond positively to similarities and differences in our multi-faith and changing society.</p>

Science

.We promote SPIRITUAL development	.We promote MORAL development	.We promote SOCIAL development	.We promote CULTURAL development
<p>By enabling children to reflect on the wonder of the natural world, for example, seasons, changes)</p> <p>By exploring the wonders of life.</p> <p>Be demonstrating openness to the fact that some answers cannot be provided by science.</p>	<p>By developing on awareness of the ways that science affects society and the environment.</p> <p>By giving children the opportunity to explore moral dilemmas related to science.</p> <p>By discussing and being open to each other's ideas.</p> <p>By ensuring children show respect for different opinions.</p>	<p>By finding out about the work of different scientists.</p> <p>By promoting co-operation within practical activities.</p> <p>By taking responsibility for their own and other people's safety.</p>	<p>By asking questions about the ways in which scientific discoveries from around the world have affected their lives.</p> <p>By taking children to visit areas of interest within the local environment, for example, local habitats</p>

Computing

.We promote SPIRITUAL development	.We promote MORAL development	.We promote SOCIAL development	.We promote CULTURAL development
<p>By wondering at the power of the digital age, for example, the use of the internet, Google Classroom, etc.</p> <p>By understanding the advantages and limitations of computing.</p> <p>By using the internet as a gateway to life issues.</p>	<p>By exploring the moral issues surrounding the use of data, for example, regular internet safety lessons.</p> <p>By considering the benefits and potential benefits of the internet, for example, cyber bullying as a danger.</p>	<p>By highlighting ways, to stay safe when using online services and social media.</p> <p>By discussing the impact of computing on the ways people can communicate.</p>	<p>By developing a sense of awe and wonder at human ingenuity.</p>

History

.We promote SPIRITUAL development	.We promote MORAL development	.We promote SOCIAL development	.We promote CULTURAL development
<p>By considering how things would be different if the course of events had been different, for example, if Florence Nightingale had not been able to become a nurse.</p> <p>By looking at local history and investigating reasons why there is a landmark, building or museum.</p> <p>By speculating about how important events from history are remembered as well as the people who shapes them, for example, finding out about WWI, WWII and Armistice Day (Remembrance).</p>	<p>By exploring the results if the right and wrong behaviour in the past, for example, looking at slavery during Black History month.</p> <p>By considering some of the characteristics of people others done to stop injustice? For example, looking at who have had a bad influence and caused suffering to others? What have others, done to stop injustice?</p>	<p>By giving the pupils information on how groups and communities organised themselves in the past.</p> <p>By considering questions about social structure in the past, for example, rights of children in past times? Is it important that society looks after young children?</p> <p>Be encouraging pupils to talk to their parents ad grandparents, for example, changes at home, in school and money.</p>	<p>By exploring local history and the history around us.</p> <p>By taking pupils on visits to historical sites.</p> <p>By investigating how culture is shaped by history, exploring the 'cultural heritage' and in particular the Christian influence on British culture, for example, to learn about the patron saints linked to each country.</p>

Geography

.We promote SPIRITUAL development	.We promote MORAL development	.We promote SOCIAL development	.We promote CULTURAL development
<p>By using Google maps and asking pupils to imagine what it might be like to live in different parts of the world.</p> <p>By making links with history when exploring the environment and thinking about why the landscape is as it is.</p> <p>By comparing their lives with pupils, living in another part of the UK, or in the world.</p>	<p>By considering how people treat the environment, asking questions, such as, 'How are we changing our surrounding? Are some things getting better or worse? Who should look after the environment?</p> <p>By working towards the ECO Schools Award (Bronze Award).</p>	<p>By providing positive links with the wider community, both locally and globally.</p> <p>By considering social responsibility, for example, care for the environment, impact of traffic on the local area. (litter picking within the school grounds and local area).</p>	<p>By making links with other countries through schools linking and cultural theme days.</p> <p>By exploring cultures that have had and still have an impact on the local area.</p>

Art and Design Technology

.We promote SPIRITUAL development	.We promote MORAL development	.We promote SOCIAL development	.We promote CULTURAL development
<p>By enjoying and celebrating personal creativity.</p> <p>By reviewing and evaluating created things.</p> <p>By promoting the process of 'reviewing and evaluating'.</p>	<p>By raising questions about the effects of technological change on human life and the world around them.</p> <p>By responses to and use of visual images to evoke a range of emotions.</p>	<p>By sharing resources.</p> <p>By exploring art as a powerful social tool, for example, in advertising.</p> <p>By exploring dilemmas that individuals may face and developing practical solutions to those problems.</p>	<p>By asking questions about factuality versus aesthetics.</p> <p>By developing aesthetics and critical awareness.</p>

Modern Foreign Language – French

.We promote SPIRITUAL development	.We promote MORAL development	.We promote SOCIAL development	.We promote CULTURAL development
<p>By exploring the beauty of languages from around the world, for example, Language of the Month.</p> <p>By exploring the way that language is constructed.</p>	<p>By helping pupils to have an accurate and truthful understanding of another culture.</p>	<p>By learning the skill of communicating in different ways.</p> <p>By exploring different social conventions, for example, forms of address.</p>	<p>By appreciating the language and customs of others, for example, French Day, food tasting, wearing own clothes.</p>

Physical Education

.We promote SPIRITUAL development	.We promote MORAL development	.We promote SOCIAL development	.We promote CULTURAL development
<p>By delighting in movement, particularly when pupils are able to show spontaneity.</p> <p>By taking part in activities such as dance, games and gymnastics which help pupils to become more focused and creative.</p> <p>By being aware of one's own strengths and limitations.</p>	<p>By discussing fair play and the value of team work.</p> <p>By creating qualities of self-discipline, commitment and perseverance.</p> <p>By developing positive sporting behaviour.</p>	<p>By developing a sense of belonging and self-esteem through team work.</p> <p>By developing a sense of community identity through taking part in inter school events.</p>	<p>By making links with national and global sporting events such as the Olympic Games and the World Cup.</p> <p>By exploring rituals surrounding sporting activities.</p>

Music

.We promote SPIRITUAL development	.We promote MORAL development	.We promote SOCIAL development	.We promote CULTURAL development
<p>By allowing pupils the opportunity to explore instrument sounds.</p> <p>By considering how a piece of music makes us feel.</p> <p>When we explore other subjects through music.</p> <p>By exploring the pupil's curiosity and delight when creating their own sounds.</p>	<p>By exploring how music can reflect a person's mood.</p> <p>When we celebrate the effort pupils put into the pupils' learning in music.</p> <p>By appreciating the hard work the pupils do when learning an instrument.</p>	<p>By allowing pupils opportunities to work together to create a piece of music.</p> <p>By exploring the necessity of working together and being in time with each other.</p> <p>By providing opportunities for pupils to perform for different audiences, for example, school performances..</p>	<p>By listening to different types of music.</p> <p>By giving all pupils the opportunity to sing together as one school, for example, daily assemblies.</p>

Healthy Relationships (including PSHE)

.We promote SPIRITUAL development	.We promote MORAL development	.We promote SOCIAL development	.We promote CULTURAL development
<p>When we allow pupils the opportunity to explore who they are, for example, KS 1 explore what makes their family special.</p> <p>By developing awareness of responding to other people's needs, for example, KS 1 explore how people may need help at different stages in life.</p>	<p>When we discuss our values and explore how they promote equality and wellbeing for all people.</p> <p>By providing pupils with the opportunity to apply learning to their own lives.</p>	<p>By providing opportunities for pupils to work together to make decisions.</p> <p>When we allow children opportunities to engage in the democratic process to make decisions about our school, for examples, voting for house captains, school council members.</p>	<p>By providing pupils with the opportunity to explore who they are and to celebrate their individual qualities.</p>