



Spiritual, Moral, Social and Cultural Links to Subject curriculum areas: Literacy

Spiritual	<p>2019 Framework p. 58 Provision for the spiritual development of pupils includes developing their: ability to be reflective about their own beliefs (religious or otherwise) and perspective on life interest in, and respect for, different people's faiths, feelings and values sense of enjoyment and fascination in learning about themselves, others and the world around them, use of imagination and creativity in their learning and willingness to reflect on their experiences.</p>	<ul style="list-style-type: none"> ▪ playing with different forms of language and how words sound ▪ enjoying writing in various poetic forms about the natural and human made world ▪ listening to poetry ▪ setting up the classroom with a scene to stimulate imagination and creativity ▪ expressing their personal thoughts views, beliefs, opinions and feelings as School Council members ▪ empathising with the emotions of characters in stories including through imaginative play and role-play ▪ expressing their inner self in relation to others through role-play.
Moral	<p>2019 Framework p. 58 Provision for the moral development of pupils includes developing their: ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and recognise legal boundaries and, in so doing, respect the civil and criminal law of England Understanding of the consequences of their behaviour and actions (Linton Infants Behaviour Policy) interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.</p>	<ul style="list-style-type: none"> ▪ recognising and discussing the example set by good and bad characters in stories ▪ writing persuasively to change the world for the better ▪ hearing/reading stories with moral themes eg 'good over evil, weak over strong, wise over foolish' ▪ hearing and writing stories where there are two sides to an argument ▪ evaluating the influences of characters and plots on themselves ▪ role playing situations which raise moral issues
Social	<p>2019 Framework p. 58 Provision for the social development of pupils includes developing their: use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic background. willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively Acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</p>	<ul style="list-style-type: none"> ▪ hearing/reading stories about a wide range of relationships e.g. friendships, families, school ▪ talking to people with different experiences such as disabled athlete, authors, professions and interests ▪ learning to work co-operatively in groups for discussion and completing a task ▪ developing communication skills ▪ producing work for different audiences
Cultural	<p>2019 Framework p. 59 Provision for the cultural development of pupils includes developing their: understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain ability to recognise, and value, the things shared in common across cultural, religious, ethnic and socio-economic communities knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity and things we share in common. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.</p>	<ul style="list-style-type: none"> ▪ hearing/reading stories and poems from a variety of cultures and traditions ▪ using information books which reflect the multi-cultural nature of Britain ▪ talking and writing about the cultures they come from and their influence ▪ using stimulus from the arts (music, poetry, dance, drama, painting etc.) as a stimulus for ▪ exploring a variety of creation stories