

Spiritual, Moral, Social and Cultural Links to subject curriculum areas.



Science

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"> ▪ consider the fact of life, growth, decay and death and how different organisms are dependent upon each other ▪ using senses to become aware of the world around them ▪ appreciating the beauty of the natural world ▪ asking questions about life and its origins ▪ developing a sense of awe and wonder at the complexity and pattern in natural phenomena ▪ being fascinated by how things work and what might happen ▪ encouraging a sense of wonder in scientific discovery ▪ working with 'variables' – learning to test hypotheses, accept failure and try again ▪ learning to value and respect all forms of life ▪ ethical issues – medical, nuclear, environmental and the pursuit of truth in science v value of human life
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"> ▪ moral issues in the human food chain ▪ moral issues surrounding animals, including pets ▪ recognising the need for a fair test ▪ exploring the consequences of certain action ▪ investigating the laws of nature ▪ the scientific skills of making predictions, observing and drawing conclusion are helpful in considering moral issues ▪ consider topics where science and religions both have something to say e.g. about the origins of the world, issues in medical ethics/ evolution
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"> ▪ relating their understanding of science to their personal health e.g. personal hygiene, drugs, diet, smoking, exercise ▪ looking at health and safety issues ▪ considering how to treat living things and the environment with care and sensitivity ▪ looking at the ways in which the environment needs protection ▪ exploring why they need to look after the environment ▪ exploring the part played by science in civilisation ▪ investigation in groups, sharing expertise and skills ▪ Science as a co-operative activity requiring communication and interaction
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"> • recognising similarity and differences between themselves and other pupils • developing scientific ideas through various aesthetic media e.g. dance • becoming aware that scientific discovery is worldwide and not a 'western' phenomena • creation stories from different cultures alongside scientific stories • scientific development in relation to others – water supplies, new varieties of flowers and food crops