



<b>Spirituality</b>	
<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 experience</p>	<ul style="list-style-type: none"> <li>• becoming familiar with what ‘spiritual’ means in the religions they study e.g. use of silence and meditation</li> <li>• exploring the insights, beliefs and teaching of faith traditions</li> <li>• exploring beliefs and values, through stories, celebrations, rituals and practices</li> <li>• reflecting on what they learn about religions</li> <li>• developing their own beliefs and values</li> <li>• valuing intuition</li> <li>• appreciating the beauty and order of natural and human made world</li> <li>• responding to their world with awe and wonder</li> <li>• asking ultimate questions – responding to the challenging experiences of life, death, suffering, goodness, evil and be challenged by the different answers offered by Christianity</li> <li>• expressing their thoughts creatively</li> <li>• being aware of things other than the material and physical</li> <li>• encourage an understanding and respect for those who hold views different from their own</li> </ul>
<b>Moral</b>	
<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"> <li>• looking at the examples set by characters in religious stories</li> <li>• discussing the moral teaching of founders and leaders</li> <li>• exploring key themes in religious stories e.g. good and evil</li> <li>• reflecting on the teaching in moral codes: what is right and wrong?</li> <li>• learning that there may be more than one side to moral argument</li> </ul>
<b>Social</b>	
<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"> <li>• learning about different religious communities and how they work together</li> <li>• hearing religious stories which show a variety of relationships</li> <li>• understanding how religious moral codes bind a community together</li> <li>• exploring events e.g. ceremonies and festivals, which bring communities together</li> <li>• discussing religious attitudes to social and environmental issues</li> <li>• knowing and understanding importance of family and traditions within religious faiths</li> </ul>

## Cultural

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.

- exploring Britain as a multi-faith, multi-cultural society
- discussing how peoples' beliefs and cultural traditions affect the way they live their lives eg food, dress
- exploring religious traditions in their own community and how these shape people's lives
- using the arts as a stimulus
- representing work in various artistic forms
- meeting people of a variety of faiths and cultures and visiting places of worship
- looking at different attitudes to animals and environment in different cultures