



## “Spiritual Development”

### INTRODUCTION

*“The Education Reform Act refers to a dimension of human existence which is termed the 'spiritual' and which applies to all pupils. The potential for spiritual development is open to everyone and is not confined to the development of religious beliefs. It has to do with relationships with other people and, for believers, with God. It has to do with the universal search for individual identity - with our responses to challenging experiences, such as death, suffering, beauty, and encounters with good and evil. It is to do with the search for meaning and purpose in life and for values by which to live.*

*(Spiritual and Moral Development – NCC April 1993)*

### **Our Spiritual, Moral, Social and Cultural Education (S.M.S.C.) Policy states that:**

Pupils' spiritual development is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their 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 willingness to reflect on their experiences.

We have determined that through our teaching, we will provide opportunities for

- Personal reflection
- Expression of personal thoughts, feelings and beliefs, creativity and imagination
- Listening to others and valuing the feelings and beliefs of others
- Establishing positive relationships including adult / pupil and pupil / pupil
- Raising awareness of the hurt caused by unkind behaviour
- Learning about the values by which we live
- Experiencing and valuing the environment
- Encouraging a sense of wonder and awe

**Each area of the curriculum can make a special contribution to a pupil's spiritual development.**

Examples of how these opportunities for Spiritual Growth are developed in



## Art:

Personal reflection	Reflect upon works of art – their likes and dislikes / constructive reasoning of their work and other artists’.
Expression of personal thoughts, feelings and beliefs, creativity and imagination	About their own / other children’s work and that of famous artists. Creating art work to a stimulus.
Listening to others and valuing the feelings and beliefs of others	Listening to other’s discussing their own work, and making constructive criticism
Establishing positive relationships including adult / pupil and pupil / pupil	Teacher gives positive praise for work and effort. Working collaboratively with other children. Children provide praise for one another’s art work during reflection time.
Raising awareness of the hurt caused by unkind behaviour	Encourage children to be positive about other’s work and why we should try to give positive feedback.
Learning about the values by which we live	Learning about the lives of some famous artists and the things which influenced their work.
Experiencing and valuing the environment	Studying works which portray an environment and learning about its influence on the artist. We use the natural environment in our art teaching when learning about Andy Goldsworthy and painting landscapes. The environment also features heavily in our photography sessions where children photograph flowers, ponds, trees etc. Holding a competition for the best Wildlife Photograph across the school.
Encouraging a sense of wonder and awe	Art appreciation and asking questions about art – how? Why? What?



## Collective Worship:

Personal reflection	Every act of collective worship should incorporate time for personal reflection. A candle, image or artefact can support sustained reflection. Children are encouraged to connect with their 'inner self' - feelings, intuition, values, beliefs, personality, thoughts, emotions, fantasies, spirituality, desire, and purpose. Shared stories or situations can lead to empathy or a call to action!
Expression of personal thoughts, feelings and beliefs, creativity and imagination	Children have the opportunity to answer questions or take part without being made to feel that they are incorrect. In moments of silence, or prayer, they rehearse their own points of view, which may be expressed, but may not. Occasionally, prayer is 'creative' – supported by paints, balloons, drawings. Children often lead on the choice of song.
Listening to others and valuing the feelings and beliefs of others	A key part of collective worship (especially on Mondays and Tuesdays) is the opportunity to ask questions. Names drawn from the pot of 'lollipop' sticks means that everyone has the opportunity to be heard. On Fridays, children are challenged to 'spot the North Nibley Christian Value' in the Open The Book presentation.
Establishing positive relationships including adult / pupil and pupil / pupil	A variety of adult leaders, including representatives from local church groups, support Collective Worship and we aim to make our time together, from Welcome to Response, as positive as possible. When Year 6 lead Collective Worship, team work is essential!
Raising awareness of the hurt caused by unkind behaviour	As we cycle through our Christian Values, including "Friendship", "Respect", "Compassion" and "Generosity", we reflect on a world without those values. Role-models who have struggled against injustice are upheld. Examples include Queen Esther, William Wilberforce, Rosa Parks, Mother Teresa and Greta Thunberg, for example. We come to a better understanding of 'anti-bullying' and a knowledge of how we can play our part in making the world a better place.
Learning about the values by which we live	
Experiencing and valuing the environment	With recycling taking a more significant place in the school's ethos, we learn together how we can be better stewards of the world. We celebrate together the steps we take to make a difference. Using video and still-image projection in our assemblies we can soar on eagles' wings, visit the Himalayas, stand behind waterfalls, or wonder at a far-off nebula, courtesy of the Hubble telescope. We do this often as an accompaniment to our songs. "The earth is the Lord's, and everything in it." (1 Corinthians 10:26). The song "Indescribable" is a current favourite. "You placed the stars in the sky, and you know them by name". We encourage a sense of awe and wonder well.
Encouraging a sense of wonder and awe	



## Computing & E-Safety:

Personal reflection	Consideration of their own assumptions, practices and aspirations is a core part of e-safety and each unit begins with such a topic. Pupils review their work against clear criteria.
Expression of personal thoughts, feelings and beliefs, creativity and imagination	In support of e-safety and digital citizenship, time is always given over to asking and answering questions. Different scenarios, and 'What would you do / why' moments proliferate. Any Computing work based around digital art, digital music or design will inherently be creative.
Listening to others and valuing the feelings and beliefs of others	In discussion, children are encouraged to share their thoughts, which may be based around the choices made in programming, or more ethical thinking, e.g. copyright.
Establishing positive relationships including adult / pupil and pupil / pupil	Children are supported in their aspirations and appreciate being shown 'how to...' when their ideas exceed their knowledge/abilities. Knowing we are all learning together helps!
Raising awareness of the hurt caused by unkind behaviour	Video piracy, password hacking and copyright infringement all have a place in our curriculum. Unplanned moments, responding to (e.g.) unkind messaging or misuse of social media is tackled, with reference to the school's values (such as 'Friendship', 'Respect', 'Forgiveness').
Learning about the values by which we live	
Experiencing and valuing the environment	As children become increasingly concerned over the state of the environment, the role of technology in solving problems is promoted. Data logging helps children appreciate transport issues, digital photography enhances their appreciation of nature. The nest camera above the hall shows newly-hatched chicks being fed, and is a popular lunchtime distraction!
Encouraging a sense of wonder and awe	The speed of instantaneous planet-wide communication! Password combinations, and millions of matching items to a 'Google' search! Staff do their best to cultivate a sense of awe when children take for granted the miracles of the modern age. But when they are shown what they can do for themselves, through (limited) email, floor-robot and data logging, there's always genuine excitement.



## Design Technology:

Personal reflection	As pupils are introduced to classic designs and influential designers, they will be supported in learning about their own likes and dislikes. Teaching the vocabulary of D.T. will support them in their ability to reflect and articulate their thoughts. Open-ended 'design-and-make' tasks provide plenty of opportunity to be imaginative and creative.
Expression of personal thoughts, feelings and beliefs, creativity and imagination	Evaluation is a key skill in the learning of D.T. As children design and make in response to various challenges, they will be helped to question the extent to which their creations meet the design brief. What worked well, and what could be improved?
Listening to others and valuing the feelings and beliefs of others	Children will be encouraged to peer-review their D.T. work and in listening to others' points of view they should be helped to see positive criticism as a valuable tool in the learning process.
Establishing positive relationships including adult / pupil and pupil / pupil	Many D.T. challenges are undertaken in group work, and as such the staff support the building of relationships at all levels within the classroom. Staff will model praise and positive criticism, and moderate any such interaction between peers, to ensure that a positive ethos pervades the classroom. Staff will be quick to challenge any behaviour that is intolerant or lacking 'Respect', arising from any part of the design and make process.
Raising awareness of the hurt caused by unkind behaviour	
Learning about the values by which we live	Not all D.T. Challenges will be met successfully first time (and there is always room for improvement). 'Perseverance', therefore, is a key value finding expression in D.T. Children will also be helped to consider the environmental 'costs' associated with their tasks. Are materials being used wisely and sparingly? ('Responsibility')
Experiencing and valuing the environment	
Encouraging a sense of wonder and awe	There is plenty of inspiration to be taken from the 'manufactured' (as opposed to 'natural') world. From the majestic Severn Bridge crossings and the works of Isambard Kingdom Brunel to the humble 'Anderson shelter', children at North Nibley reflect on the synthetic when attempting their own solutions to design challenges.

## English:



Personal reflection	Children throughout the school are regularly encouraged to reflect upon their writing through purple polishing. Children can work in pairs or individually to help one another edit and improve their writing. They read their stories to the class in groups and reflect on what they liked about their writing. Children reflect on their work and set themselves targets to continuously improve.
Expression of personal thoughts, feelings and beliefs, creativity and imagination	Children are regularly provided with opportunities to plan and design their own stories, characters and poems using their imagination and creativity. Activities such as hot-seating and diary writing allow children to explore their thoughts and feelings through a character. Children express their personal thoughts through book reviews and guided reading sessions where they share their opinions, likes and dislikes and feelings towards characters in books.
Listening to others and valuing the feelings and beliefs of others	Children listen to each other's opinions, predictions and inferences whilst listening to stories but are also encouraged to share their own ideas even if they may be different. Children learn many lessons, morals and dilemmas through books, which encourages them to think about other people's beliefs and feelings. This is particularly evident when reading diary entries or books on World War II, the passengers on board the titanic and recounts from the Great Fire of London.
Establishing positive relationships including adult / pupil and pupil / pupil	Teachers give positive feedback and praise on children's work and effort, whether this is orally or through marking. Children will often work together in groups or pairs such as during drama activities, acting out the story map in Talk for Writing, creating a presentation and gathering ideas for a debate. Peer-marking is also an effective way of children supporting one another and providing them with positive feedback.
Raising awareness of the hurt caused by unkind behaviour	Stories often provide a lot of discussion when they explore present issues in the world such as deforestation, extinction, plastic pollution etc. As teachers we regularly address how these world problems can be helped if we all take a small part in making a difference. Questioning is a vital tool to explore problems and possible solutions in a story. Do you think that was kind? What would have been a better way to deal with that problem? How do you think that character feels now?
Learning about the values by which we live	Stories often cover a range of values, particularly when exploring fables. Teachers carefully select their model texts/books and find opportunities to raise the profile of our values. Again, through questioning, a range of values can be drawn out of a story whether good or bad and this provides children with a better understanding of our school values as it is put into a context.
Experiencing and valuing the environment	English provides children with opportunities to write letters, hold debates and make posters to raise awareness of environmental issues. Staff endeavour to include off-site walks in their curriculum plans e.g. when writing a setting description for the woods, children can experience it first-hand and make notes to include in their writing.
Encouraging a sense of wonder and awe	When reading stories, children naturally wonder about characters, unusual objects, settings etc. and use their imagination to think more deeply about these things. They can be surprised by what happens in a book and be in awe of the author's ability to make you feel and think things just from reading words on a page. Children are encouraged to use their senses when writing and they regularly share their experiences with the class e.g. times at the beach.



## Geography:

Personal reflection	Children are taught to reflect on where we live, and compare physical and human geography features to locations elsewhere. The topic-based approach includes contrasting locations within the UK and across the world.
Expression of personal thoughts, feelings and beliefs, creativity and imagination	Debate is a useful strategy for exploring similarities and differences. For example, 'Which is better, city, town or village?' Children create their own maps and design towns, carnival floats and 'broadcast' weather forecasts.
Listening to others and valuing the feelings and beliefs of others	Inevitably, exploring geographical issues results in better knowledge of issues such as de-forestation, drought and pollution. Teachers will make sure that when studying such issues, a variety of views is presented. This might entail adopting a contrary point of view in order to help children develop a more mature level of understanding.
Establishing positive relationships including adult / pupil and pupil / pupil	Across the curriculum, we recognise that the quality of the relationships we build is the single biggest factor in ensuring success at school. Interest in the places children have been and what they have done outside of school is fundamental, and provides opportunity to explore in discussion, with postcards and artefacts, themes of place, climate and human activity
Raising awareness of the hurt caused by unkind behaviour	Globally, human activity poses big challenges for the environment, and for people for whom the natural world is key to their survival and the continuation of their way of life. The school's adoption of 'Respect' as a value extends to respect for creation and nature. As we exploit the natural world for its various resources, we are 'Responsible' for some of this harm. How should we live in ways that sustain the environment? The school's courageous advocacy for recycling plays a significant part in answering these questions. Where practicable, school trips out to experience the environment being studied first-hand (including geographical field work) is a priority.
Learning about the values by which we live	
Experiencing and valuing the environment	
Encouraging a sense of wonder and awe	There is no shortage of awe and wonder when considering the physical world (the habitats of lion and penguin, the water cycle, the mighty River Severn, tectonic plates and natural disasters) but human activity can be breath-taking too (the tulip fields of Holland, the Stroudwater canal and fields of solar panels). Staff will work to ensure that children develop a connection with the world that goes beyond the assimilation of facts and skills.



## History:

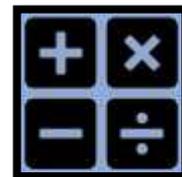
Personal reflection	Pupils explore their personal history in timelines. Reflection on how lives today differ from the past help children to understand their place in the world. Pupils are helped to appreciate the benefits of living today. Our own Armistice Day service helps children understand how previous generations gave up their lives to safeguard our future.
Expression of personal thoughts, feelings and beliefs, creativity and imagination	Activities such as 'diary writing' in character (Christopher Columbus, for example), and 'Hot-seating' help children give expression to their own imagination, thoughts and feelings. Art, drama and music in a history-led topic enable children to use their creativity and imagination well.
Listening to others and valuing the feelings and beliefs of others	In helping children to see characters from history as 'real individuals', teachers will ask children whether they would have chosen the same course of action, given the same circumstances. A range of viewpoints is always encouraged.
Establishing positive relationships including adult / pupil and pupil / pupil	Teachers give positive praise for work and effort. Collaboration within class (research, presentation, drama etc) is a staple activity in topic work.
Raising awareness of the hurt caused by unkind behaviour	Links to the school's values ('Justice' and 'Responsibility', for example) are deemed key when dealing with any human rights issues relating to the past (slavery, children at work, Guy Fawkes, Spartan children, Hitler)
Learning about the values by which we live	
Experiencing and valuing the environment	Where possible, visits to local sites of historical interest are carried out in support of the current topic. Cirencester and Carleon (Roman) are within reach and highly valued experiences. The local environment is historically rich (Tyndale, Scott, Jenner Pederson, Isambard Kingdom Brunel) and features heavily in our curriculum.
Encouraging a sense of wonder and awe	Whether dressing up as Egyptians or marvelling at the (incredulous) construction of Stonehenge, pupils are encouraged to imagine 'what it was like'. Visiting historical experts help us get into the zone. Timelines help us, a little, to understand the enormity of the ages.



## Languages (Key Stage 2):

Personal reflection	Learning a foreign language is an opportunity to reflect on differences and similarities with one-another's own pronunciation.
Expression of personal thoughts, feelings and beliefs, creativity and imagination	The phrases "I like / I would like to" etc when spoken or written in Spanish give children the opportunity to express their opinions on food/clothing etc. Children often work in pairs and the expectation that they will share their views (and be listened to) is central to lesson structures.
Listening to others and valuing the feelings and beliefs of others	Children appreciate first-hand the difficulties that come with speaking in another language. Teachers will plan in time for pupils to master words and phrases, and model how they should be patient with one-another, showing respect. When one child gives their opinion children discuss what it is to agree/disagree
Establishing positive relationships including adult / pupil and pupil / pupil	Staff play a major part in ensuring that pupils build confidence and that a respectful climate pervades the classroom, so that pupils are happy to attempt unfamiliar skills such as speaking and reading a foreign language.
Raising awareness of the hurt caused by unkind behaviour	Part of this depends on staff being quick to challenge any behaviour that is intolerant or impatient
Learning about the values by which we live	The learning of Spanish is linked, inevitably, to the culture of Spain. Many of the values expressed by speakers of Spanish will seem familiar, being rooted in the Christian / Roman Catholic tradition. 'Perseverance' (and practise) would be prerequisite qualities required for learning another language. 'Tolerance' is a British Value which is encouraged as we learn together.
Experiencing and valuing the environment	Living conditions and landscapes are compared and contrasted when the children study Spain as part of our geography curriculum. Language lessons support the development of intercultural understanding. This often leads to children expressing their appreciation for our own location, both natural and synthetic.
Encouraging a sense of wonder and awe	There is a sense of wonder in the multitude ways in which humans communicate. Children can feel a sense of pride/awe and wonder in themselves as they learn new words and skills, and are helped to understand that which previously was beyond them.

## Mathematics:



Personal reflection	Reflection on their own progress on their maths passports – can see how they are doing against their targets. Reflection throughout lessons on their own work i.e. do they need support? Are they showing a good understanding? Pattern and sequence can also inspire.
Expression of personal thoughts, feelings and beliefs, creativity and imagination	Able to use their creativity and imagination to create ‘maths stories’ for questions around an operation e.g. what maths story/worded question could you think of for this picture? Able to pick from a range of strategies and methods to answer a question and explain why this method was their preference.
Listening to others and valuing the feelings and beliefs of others	Listening to other people’s strategies or methods to find a solution to a problem. Respecting that other people may find certain things in maths harder and acting compassionately to offer support.
Establishing positive relationships including adult / pupil and pupil / pupil	Positive praise for effort and progress from teachers as well as from other children. Many children enjoy working together on given problems in a supportive climate.
Raising awareness of the hurt caused by unkind behaviour	Encourage children to be positive about other people’s work and explain why we should try to give positive feedback and support.
Learning about the values by which we live	Many of the school’s values are demonstrated throughout maths lessons e.g. perseverance for when solving a problem or approaching a new strategy is difficult, friendship and compassion towards others in group work, respect for other people in the classroom and their ideas and input etc.
Experiencing and valuing the environment	Links in maths made to the real-world life contexts (especially in younger years). Appreciating that maths is all around us and it is down to us as teachers to point out those links explicitly.
Encouraging a sense of wonder and awe	Making connections between numbers and patterns etc. The thrill of finding patterns in numbers (Fibonacci) and the wonder of infinity! Exploring how we can get to a solution in many different ways and we may find some of these methods harder/easier than others.

Examples of how these opportunities for Spiritual Growth are developed in



## Music:

Personal reflection	Listening to music, especially in Collective Worship, including a wide variety of musical traditions and styles. Being still whilst listening (for example, to chants from Lourdes, Afro-American Spirituals, live worship from Spring Harvest.) Children recognising their own moods and the feelings expressed in song.
Expression of personal thoughts, feelings and beliefs, creativity and imagination	The joy of performance (for example iSingPop) and in interpreting a story, and changing it, by putting our own sound effects to it, challenges our creativity and develops our imaginations. Children can respond artistically through art, whilst listening, or create a drama with a musical background / soundscape.
Listening to others and valuing the feelings and beliefs of others	Working collaboratively on a performance. The knowledge that when composing and performing, we work with others to produce something 'beyond' what any one person can do. Being able to appraise the musical work of others, identifying differences and similarities.
Establishing positive relationships including adult / pupil and pupil / pupil	Teachers give positive praise for work and effort. They value creativity. We listen to and respect other's opinions on our music, our interpretation of what we have heard and performances by others. Our observations should mostly encourage others ('Three stars and a wish' approach).
Raising awareness of the hurt caused by unkind behaviour	Unconstructive criticism, of preferences, choices and work/learning is challenged and re-modelled so that children are aware of how they might improve.
Learning about the values by which we live	We sing songs and hymns which have strong moral themes and remind us of our oneness with the world and with one another. For example, John Newton's "Amazing Grace" as a testimony to God's forgiveness, "This is Our World" (iSingPop) "I'm going to paint a perfect picture" (BBC).
Experiencing and valuing the environment	
Encouraging a sense of wonder and awe	Sharing in performance and enjoying the feelings associated with music and harmony. We watch a full orchestra play We sing multi-part songs requiring concentration, 'show songs' like The Circle Of Life, and watch a full orchestra take on Carmina Burana (Carl Orff) which can make the hairs on the back of your neck stand on end!



## Physical Education:

Personal reflection	We always encourage children to reflect on and evaluate their own performances (and that of others). This enables personal growth and allows for the celebration of their own achievements. The children collect and file their reflections so that progress over time can be appreciated.
Expression of personal thoughts, feelings and beliefs, creativity and imagination	Children are always given the opportunity to ask and answer questions, including those in response to personal reflection. Sometimes these are written down. Older children show and develop their imagination and creativity in the warm-up activities they devise and in the Play Leader games they lead.
Listening to others and valuing the feelings and beliefs of others	Children regularly watch and listen to others during physical activity and show creativity in adapting or making up rules for their mini-games. Players have to listen carefully as leaders explaining the choices they have made. Any sporting disagreements are listened to and resolved with reference to our values, such as friendship and respect.
Establishing positive relationships including adult / pupil and pupil / pupil	Children often work in groups of differing sizes, abilities and age. They work co-operatively and are encouraged to respect everyone. Visiting teachers / coaches etc are always treated with respect and listened to carefully.
Raising awareness of the hurt caused by unkind behaviour	During team games it is natural that differences of opinion arise. These are discussed and resolved as soon as they are raised. How we respect and treat each other ('Sportsmanship') is a key aspect of the Physical Education curriculum. Children are taught to be respectful of the equipment and to value the effort that they invest in their activities. Perseverance is required to master skills.
Learning about the values by which we live	
Experiencing and valuing the environment	P.E. takes place in a variety of locations on the school site, indoors, outdoors and in sites across the local community. Children are always made aware of how we must respect and value our environment.
Encouraging a sense of wonder and awe	At North Nibley the views are inspiring and it is hard not to marvel at the turning of the seasons, as reflected in the hills around us. As children improve their P.E. skills we can also marvel at our own capabilities. Celebrating the performance of others is to the fore in our community assemblies. Children often exceed their own expectations and this is always shared and celebrated by all.



## Religious Education:

Personal reflection	Pupils have a near-continuous opportunity to reflect on their own beliefs as they explore life's 'Big Questions' and encounter the beliefs of different faith groups
Expression of personal thoughts, feelings and beliefs, creativity and imagination	Pupils give expression to their thoughts in discussion, drama, writing and art.
Listening to others and valuing the feelings and beliefs of others	The school values highly times of discussion and allows for (plans for) un-rushed discussion between pupils (and between staff and pupils) to support this. Conscience Alley and Hot-seating strategies also support the approach. Visitors from different faiths and no faith help children to put a 'human face' to unfamiliar religions. The opportunity to ask questions is of paramount importance.
Establishing positive relationships including adult / pupil and pupil / pupil	Pupils often work collaboratively in R.E. – shared writing, drama and group 'presentations' following research. Respect, understanding and tolerance for differences are key themes.
Raising awareness of the hurt caused by unkind behaviour	Unconstructive criticism is challenged and re-modelled so that children are aware of how they might improve. Moreover, children are taught to empathise with individuals who are treated less than kindly due to their faith or the stereotypical views held by others.
Learning about the values by which we live	The values adopted by the school in 2013 continue to be explored weekly. In R.E. regular opportunities arise to reinforce 'Respect', 'Compassion', 'Friendship' amongst other values. Commonalities and differences across and between religions (and those with no beliefs) is emphasised, especially in older classes.
Experiencing and valuing the environment	Outdoor play is an often-stated favourite activity for the pupils! Staff endeavour to include off-site walks in their curriculum plans. Through the school's R.E. work on different accounts of creation, we learn how precious is the world. Through our charitable work on 'Plastic Oceans' pupils connect with present-day concerns for nature.
Encouraging a sense of wonder and awe	Staff model 'delight' and share the excitement of learning wherever possible. Enthusiasm in the 'every day' as well as key moments from topic work (or the news) help to keep children enthralled.



## Relationships Education:

Personal reflection	Through a myriad of subjects (taught lessons) and experiences (inside and beyond school) children are encouraged to explore how they feel. This includes online relationships (and their growing ability to assess risk) as well as their ability to identify their own influence on other people.
Expression of personal thoughts, feelings and beliefs, creativity and imagination	This subject, new to the National Curriculum, is rich in potential for exploring personal thoughts, feelings and beliefs. Children are helped to come to their own conclusions about what is (e.g.) important in a friendship, or what responsible citizenship looks like. Staff will present a range of scenarios and children will use their creativity and imagination to consider how they would respond.
Listening to others and valuing the feelings and beliefs of others	A significant proportion of the work is undertaken through talk, in pairs, small groups or at class level. Staff will model the respect that is expected of everyone, acknowledging that there are as many ways of 'living' as there are individuals. Staff will help children to value everyone's contribution. In doing so, staff will take an active role in developing the relationships essential for successful learning.
Establishing positive relationships including adult / pupil and pupil / pupil	
Raising awareness of the hurt caused by unkind behaviour	Some lessons specifically relate to bullying, intolerance, and the 'ups and downs' of friendship. Staff are quick to challenge any behaviour, originating in lessons or elsewhere, that is unkind or lacking 'Respect'. Behaviours identifying closely with the school's values, such as 'Friendships', 'Service' or 'Hope' should be labelled as such to help us all learn about better relationships.
Learning about the values by which we live	
Experiencing and valuing the environment	Children will be helped to understand that their 'relationship' with the environment matters, and that their action (or inaction) with nature has implications for others. The school's courageous advocacy for recycling plays a significant part in helping children understand the difference they can make as they play their part as 'responsible citizens'.
Encouraging a sense of wonder and awe	Can we find awe and wonder in our relationships, and those we see between others? Is there anything more valuable than love, more precious than a family? The Relationships curriculum specifically honours marriage as a formal and legal commitment, whilst teaching that families OF ALL TYPES are important for children growing up because they can give love, security and stability.



## Science:

Personal reflection	Evaluation of investigation and questioning the world around us
Expression of personal thoughts, feelings and beliefs, creativity and imagination	Answering the questions – What might happen if...? What do you think happens when ...? Listen to the hypotheses and evaluation of others
Listening to others and valuing the feelings and beliefs of others	Working together in investigations and valuing other's ideas.
Establishing positive relationships including adult / pupil and pupil / pupil	Teachers giving positive praise for work and effort.
Raising awareness of the hurt caused by unkind behaviour	Valuing the feelings of others and handling live creatures with care and consideration.
Learning about the values by which we live	Following instructions and considering safety issues.
Experiencing and valuing the environment	Awareness of protected species and other creature's needs.
Encouraging a sense of wonder and awe	Looking at nature and the world around us.



## Wellbeing: Relationships, P.S.H.E, Physical and Mental Health

Personal reflection	Integral to the 'new' subject is helping children to recognise and talk about their emotions, and supporting the development of varied vocabulary of words to use when talking about their own and others' feelings. Lesson content relating to (e.g.) diet, sleep and levels of fitness will provide children with ample opportunity to reflect upon their own lifestyle against the good practice exemplified within this curriculum.
Expression of personal thoughts, feelings and beliefs, creativity and imagination	Through written work and discussion, in response to lesson content, children will be able to explore their understanding of what constitutes 'good health'.
Listening to others and valuing the feelings and beliefs of others	As children respond to sometimes challenging content, they will be helped to differentiate fact from opinion. Listening to others, and (sometimes) disagreeing respectfully is part of this learning process and staff will value the role discussion plays in helping children form their opinions and beliefs.
Establishing positive relationships including adult / pupil and pupil / pupil	
Raising awareness of the hurt caused by unkind behaviour	Children will be helped to understand that unkind behaviour, including that which causes isolation and loneliness, goes against our school values. They will know that the impact of this on others can result in poor mental health. They will consider too the effect of their online actions on others. As part of this, school staff will emphasise the importance of our adopted school values, including 'Respect', 'Compassion' and 'Forgiveness', as well as the 'British Value' of tolerance.
Learning about the values by which we live	
Experiencing and valuing the environment	The 'Daily Mile' is cited within the curriculum as a healthy activity for children and whilst possible on a running machine, the outdoors has so much more to offer! Sunlight and encounters with nature do much to improve mood and mental health. Staff should factor the 'outdoor classroom' into their plans to support a healthy lifestyle.
Encouraging a sense of wonder and awe	Every child is 'fearfully and wonderfully made' (Psalm 139). As they learn about their unique and amazing 'selves' (physical and mental) staff should be encouraging children to a sense of awe and wonder in one another and promoting every measure known to keep children healthy and well.