

APPENDIX 1 - The Kingfisher Schools Federation - Spiritual, Moral, Social and Cultural Aspects of the Curriculum

	SPIRITUAL	MORAL	SOCIAL	CULTURAL
ALL LESSONS	Making responsible and reasoned judgements; Expression of views, listening to opinions; Appreciating beliefs and practices of others; Ethos which values imagination, inspiration, contemplation; Pupils ask questions about meaning and purpose; Pupils relationships with each other, with staff, with members of wider community;	Making responsible and reasoned judgements; Expression of views, listening to opinions; Appreciating beliefs and practices of others; Ethos which values imagination, inspiration, contemplation; Pupils ask questions about meaning and purpose; Pupils relationships with each other, with staff, with members of wider community;	Pupils develop social skills; Pupils relationships with each other, with staff, with members of wider community;	Pupils have awareness of community; Pupils relationships with each other, with staff, with members of wider community;
ENGLISH	Fundamental questions of life and death; Exploration of feelings and emotion; Exercising imagination in writing/discussion;	Moral/ethical issues in literature; Decision making and the exercise of responsibility for oneself and towards others;	Social 'class' and attitudes towards it; Major social issues - eg crime, housing, unemployment, gender; Historical change and its impact; comparisons;	Themes from different cultural contexts; Differing cultural values and experiences; The language of specific contexts and sub cultures;
DANCE AND DRAMA	Exploration of complexity of human relationships (conflict, tension, love, hate);	Moral and ethical issues portrayed in dance composition; Exploration of moral themes - use of myth, legend, good, evil;	Shared group compositions, country dance parties and festivals, costumes and dress of historical dance; Co-operation / pair work team contributors;	Understanding and appreciation of dances from the British Isles and different cultural backgrounds - Asian, African etc; Knowledge of dances from other cultures and their social influence / meaning;
	Appreciation of patterns and relationships ie, maths in	Analysis of statistical data in 'home' and world ie, third world	Mathematics as a means of communication eg, uses of number	Analysis of statistical data across the world;

MATHEMATICS	nature, environment, art; Beauty and elegance; “Mathematics is the language in which God wrote the universe” - Galileo;	debt, life expectancy and infant mortality; Acceptance of variety of answers; Westernisation of maths; Gender of maths;	in the environment; Group work; Mathematical / numerical ideas as a means of communication; Numeracy as a social survival skill;	Other number systems; Historical perspectives; Islamic and other art;
SCIENCE	Is science truth? (limitations of science in understanding purpose of life)	Moral issues raised by science (genetics, pollution, atomic power, nuclear fuels);	Gender issues - science as a whole subject etc;	Gender issues - science as a whole subject;
TECHNOLOGY	What? - no awe and wonder at man’s technological advances - eg. E-mail;		Group work in design / pattern solving; Technology as agent of social change (IT);	IT as international language (cross cultural);
HISTORY	Appreciation of achievements of past societies; Understanding the motivation of individuals who made sacrifices for a particular cause;	Recognition that actions have consequences; Exploration of how different interpretations of the past reflect different viewpoints and values;	Identification of how different societies were organised in the past; Consideration of different political structures;	Recognition of differences and similarities between cultures and within cultures over time; Constitutes culture and cultural developments;
GEOGRAPHY	Reflection on personal experiences; eg visit to an imposing natural landscape; Response to dramatic environments, both physical and human; eg photographs of the world from space;	Consideration of the impact of their own and others’ actions; eg dropping litter on the environment or investigation of environmental issues, such as global warming, in which people’s current needs have to be balanced against the needs of future generations;	Pupils working together to: - investigate how changes in transport in the local area affect different groups of people eg elderly, children; - investigate how differences in development in different countries can affect the quality of life of different groups of people;	Learning about the different traditions and activities of a family in a less economically developed country; Study of the way the school’s local environment reflects the cultures of its inhabitants;
	Recognition of pupils’ own creativity and the creativity of	Reflection on how technology affects the environment;	Recognition of the need to consider the view of others when	Exploration of the contribution of products to the quality of life

DESIGN AND TECHNOLOGY	others in finding solutions to problems, and through the recognition of the tension between material and non-material needs;	Discussion of moral dilemmas posed by the introduction of new technologies within different value systems and the advantages and disadvantages of new technology to local, national and global communities;	discussing design ideas;	within different cultures and through valuing and reflecting on the responses of people from other cultures to design solutions;
ART AND DESIGN	Exploration of ideas, feelings and meanings and making sense of them in a personal way in their own creative work; Making connections with the experience of others, as represented in works of art, craft and design;	Identification and discussion of how artists, craftspeople and designers represent moral issues in their work eg, Picasso's condemnation of warfare in his painting Guernica;	Learn to value different ideas and contributions and develop respect for the ideas and opinions of others; Collaborative project work, making the most of different strengths and interests within a team;	Develop appreciation of art within other cultures; Recognition of the value of different contributions and their own responsibility to support and enrich the work of others;
MUSIC	Development of pupils' awareness of the power of music to take the listener out of the commonplace; Use of music to express and reflect on pupils' own thoughts and feelings;	Exercise of responsibility in the choices and decisions they, and others, make as part of the creative process, valuing their own and others' work; Recognition of the effect of music eg, its use in advertising and propaganda and its misuse in sound pollution;	Opportunities for shared music making to develop a sense of social cohesion; Recognition of the value of different contributions and their own responsibility to support and enrich the work of others; Recognition of the need for different roles in group performance;	Recognition of how music influences and reflects the way people think and feel; Relation of music to the time and place in which it was created and performed; Analysis, evaluation and reflection on music from contrasting traditions; Identification of how and why some aspects change or stay the same;
		Awareness and responsibility of the safety of self and others;	Contact with local sports clubs; Teams;	Sensitive practice by all to health and safety issues relating to

PE		Experience and appreciation of success and failure; Rules, codes of conduct;		different cultural backgrounds and needs; Interpretation and practice of different sporting activities ie, hockey, rugby;
RE	Awe, wonder, reflection; Transcendent, divine being; Search for meaning and purpose; Suffering, life and death;	Beliefs and lifestyle; Good and evil; Developing personal values;	Individual in society;	Effect of religious traditions on culture;
COLLECTIVE WORSHIP	Prayers, reflection, meditation, silence; Worship (God/divine being);	Ideas, beliefs and their impact on daily living;	Developing sense of community; Consider needs of others;	Reflect range of beliefs from different cultures;
EXTRA CURRICULUM ACTIVITIES	Clubs, societies, musical groups, theatre, sport, cultural exchanges etc can contribute in many ways to all and areas;	Clubs, societies, musical groups, theatre, sport, cultural exchanges etc can contribute in many ways to all and areas;	Clubs, societies, musical groups, theatre, sport, cultural exchanges etc can contribute in many ways to all and areas;	Clubs, societies, musical groups, theatre, sport, cultural exchanges etc can contribute in many ways to all and areas;
SCHOOL POLICIES		Basis for code of conduct;	T and L styles	Links with community;