

# **St. Paul's C of E Primary School**

Documentation Information and Control

## **Spiritual, Moral, Social and Cultural Development**

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*Persons responsible for review:* The Governing Body in consultation with the Head Teacher

*Reference to other documents:* Code of Conduct  
Education Act 2002  
Personal, Social, and Health Education Policy  
*Promoting Fundamental British Values as part of SMSC in schools*, DfE, November 2014  
Religious Education (PE) Policy  
Worship Policy

## **St. Paul's C of E Primary School**

# **Spiritual, Moral, Social and Cultural Development Policy**

### **1. Rationale**

- 1.1 St Paul's School was established in 1862 to serve Almighty God and the community by providing, within a biblical Christian ethos, a broad, balanced, and engaging education and learning experience.
- 1.2 St Paul's School is an inclusive school in which, through the provision of a brand, balanced and engaging curriculum and within a caring and supportive environment, each pupil is motivated to develop and flourish as he or she acquires skills for life and a love of learning.
- 1.3 This policy sets out how the governors and staff of St Paul's School shall fulfil their duty to ensure that they comply with the requirement of section 78 of the Education Act 2002 to provide a balanced and broadly based curriculum which promotes the spiritual, moral, social and cultural (SMSC) development of its pupils.
- 1.4 The spiritual, moral, social and cultural development of pupils shall be promoted through every area of the curriculum and all aspects of school life.
- 1.5 The Christian ethos of the school intentionally encourages and affirms self worth and teaches that each and every individual is to be loved and respected notwithstanding that their culture, ethnicity or faith may differ from one's own.

### **2. Purpose**

- 2.1 The provision of SMSC development education within St Paul's School shall enable pupils to develop spiritually, morally, socially and culturally.

## 2.2 *Spiritual development*

We shall provide pupils with information about beliefs and behaviours which will enable them to reflect on their experience and those of other people in a way which develops their awareness that each person has a body and soul, and which will enable them to grow in self-knowledge, self-esteem, self-confidence, and to develop their capacity for critical and independent thought.

## 2.2 *Moral development*

We shall provide pupils with information that will enable them to distinguish right from wrong, to recognise and respect the need for civil and criminal laws, and to accept responsibility for their own behaviour.

## 2.3 *Social development*

We shall provide pupils with information about the history and institutions of England and the United Kingdom that will enable them to act responsibly, relate positively to others, and to participate constructively with others in the democratic processes.

## 2.4 *Cultural development*

We shall provide pupils with information that will enable them to appreciate and respect both their own cultural traditions and the diversity and richness of other cultures.

## 2.5 *British Values*

To enable pupils to be valued and rounded members of the United Kingdom who are respectful and tolerant towards others regardless of their background, we shall promote the value of democracy, the rule of law, individual liberty, and mutual respect and tolerance toward those who adopt different beliefs or follow another faith.

# 3. **Guidelines**

- 3.1 SMSC development shall be incorporated into planning in all curriculum areas.

3.2 Care shall be taken to ensure each aspect of SMSC, including British Values, education is developed.

3.3 SMSC development will be promoted by:-

- (a) providing time and opportunities for pupils to quietly reflect and be still;
- (b) providing opportunities for pupils to focus on the present moment;
- (c) providing opportunities for collective worship that include teaching, praise, and prayer;
- (d) developing a holistic approach which accepts that individuals have emotional, physical, and spiritual needs;
- (e) providing opportunities for pupils to express awe, joy, thankfulness, and wonder;
- (f) providing pupils with opportunities to explore what it is to show compassion, forgiveness, and love, and to live in peace with oneself and others;
- (g) encouraging pupils to openly discuss, listen to and respond to each other, and to discover how their beliefs affect their own attitudes and behaviours both within and outside the school;
- (h) encouraging pupils to develop rational and reasoned ideas about the key questions of life and death;
- (i) encouraging pupils to demonstrate respect for themselves and others;
- (j) developing the capacity of pupils to listen to and respond appropriately and sensitively to the ideas and opinions of other people;

- (k) encouraging pupils to work constructively and responsibly with others, including recognising the importance of identifying and combating all forms of unfair and unjust discrimination;
- (l) developing an understanding that the freedom to hold another faith or belief is protected in law;
- (m) developing the capacity of pupils to work collaboratively and in cooperation with others;
- (n) providing opportunities for pupils to discover what it means to act fairly, justly and with compassion;
- (o) developing an understanding of how individuals can influence decision making through the democratic process;
- (p) showing in class, assemblies and through displays that the work of each and every pupil is valued;
- (q) listening sensitively and responding pastorally to pupils, especially whenever an individual is experiencing personal problems;
- (r) allowing pupils to participate in role play to develop their empathy for and understanding of others;
- (s) using music, movement, art and drama;
- (t) providing opportunities for pupils to gain knowledge and insight into the diversity and richness of the cultural traditions of others;
- (u) providing learning opportunities that focus on an appreciation of their own cultural tradition;
- (v) establishing a sense of community; and by

- (w) providing opportunities for pupils to understand that the reason why civil and criminal laws exist is to ensure that each individual is kept safe and provided with opportunities to flourish.

#### **4. Review**

The governors shall review this policy every other year.

## SMSC and British Values through the curriculum by Year Groups

<b>Year Group 1</b>	<i>Democracy</i>	<i>Rule of Law</i>	<i>Individual Liberty</i>	<i>Mutual Respect</i>
<i>English</i>				The Little Red Hen. Dogger. Writing and sending Christmas cards to the elderly.
<i>Maths</i>		Class rules for using resources in mathematics lessons.	Sharing ideas to solve problems. Personal accounts Internet safety.	Working as a group to find a solution. Respecting each other's personal statistics (e.g. height, weight).
<i>Science</i>				Humans are equal but different
<i>Computer Science</i>		Rules for using laptops in the classroom.		Helping others in a lesson.
<i>Design Technology</i>			Creating the designs each child wants.	
<i>History</i>	Guy Fawkes and the Gunpowder Plot.			
<i>Geography</i>	Countries of the UK.		Who owns the North Pole?	Respect for those of other cultures and traditions.
<i>Art</i>			Evaluating their own and the work of others. Create mood in their paintings.	Art from other cultures and traditions.
<i>Music</i>			Creating music for weather patterns.	Listening to and appreciating music from Africa.
<i>Physical Education</i>		Rules of behaviour for PE and games.	Knowing how they are doing and what they need to do to improve.	Respect for the efforts of others. Sensitivity when changing. Personal and social factors affecting participation.
<i>Religious Education</i>			Taking care of God's creation. Commitment of baptism.	Helping those who do not have a good harvest. Harvest around the world. Jesus: God's gift for everyone.
<i>PSHE</i>		Making and keeping class rules.	Choosing what to spend savings on Choosing their own challenge at the end of work.	Jobs people do.

<b>Year Group 2</b>	<i>Democracy</i>	<i>Rule of Law</i>	<i>Individual Liberty</i>	<i>Mutual Respect</i>
<i>English</i>	Allocating roles as a group to write poems, stories or create a play/ drama.	Spelling rules.	Making personal choices when writing. Florence Nightingale. The Gruffalo.	Hands's Surprise. Follow the Swallow.
<i>Maths</i>	Allocating roles in practical tasks.	Rules of calculating.	Choosing resources.	Working as a group to find a solution. Respecting personal statistics (e.g. height and weight).
<i>Science</i>	Allocating roles own practical tasks.	Health and Safety rules.		Working as a group to find a solution. Respecting our own and each other's physical differences.
<i>Computer Science</i>		Rules for the use of computers and other technologies.	Internet safety.	
<i>Design Technology</i>	Group tasks for a common goal.	Health and Safety rules.	Designs expressing individuality.	
<i>History</i>	Remembrance Day - threats to democracy through war. Explaining democracy and its benefits.	Guy Fawkes and breaking the law.	Florence Nightingale and Mary Seacole and the choices they made.	Florence Nightingale. Mary Seacole.
<i>Geography</i>	Map of the UK - 4 countries, capital cities making up one kingdom. What Parliament is.	Laws in different countries.	In some countries there is no (or very limited) individual liberty. Pros and cons of such places. How people spoil or try to improve a locality.	Respect for people from different places.
<i>Art</i>	Freedom to choose starting points and themes in projects. Freedom to voice own opinion of artists and their work. Constructive criticism during peer assessment and evaluation.		Individual ideas expressed through creativity.	Encouraged to express and share own views. Peer assessment. Art from different cultures.
<i>Music</i>	National Anthems.	Rules about when to play an instrument.	Expressing ideas through music.	Music from other cultures e.g. Africa.



<i>Physical Education</i>		Rules of behaviour in PE. The rules of a game.	Monitoring own progress. Achieving personal best.	Respect the effort and contribution of others. Sensitivity when changing. Personal and social factors influencing participation. Inclusive curriculum. Sport for all.
<i>Religious Education</i>	Practice of Fair Trade.	The Ten Commandments. The Shema.	Caring for God's creation. Commitment of baptism. Fair-trade. Individual choice about celebrating a festival.	Multicultural Christianity. Harvest around the world. Respect for other people who have different beliefs and places for worship.
<i>PSHE</i>	Voting for class helpers. Healthy Choice Champions and Eco-warriors.	Class rules and promises at the beginning of the school year.	Freedom to speak and voice personal thoughts and opinions.	Zippy's friends.

<b>Year Group 3</b>	<i>Democracy</i>	<i>Rule of Law</i>	<i>Individual Liberty</i>	<i>Mutual Respect</i>
<i>English</i>	Rosa Parks. Nelson Mandela. Part the Greeks played in the development of democracy.	Rosa Parks. Nelson Mandela. Greek law.	Rosa Parks. Nelson Mandela. Reasons for actions. Acquire knowledge, communicate ideas and choose books to read.	Sting and the Dump. Read about others and learn to respect their different cultures and traditions.
<i>Maths</i>		Mathematical rules for calculation.		Working as a group to find solutions. Respecting each other (e.g. height, weight)
<i>Science</i>	Allocating roles for group tasks.	Healthy and Safety rules.		Group work in practical sessions.
<i>Computer Science</i>	Freedom of information. Internet searching. Social networks. Communication.	Rules for the use of technological equipment.	e-Safety (need for passwords). Appropriate content. Keeping personal information safe. Develop digital literacy for information, development of ideas and communication.	Respect the work of others. Respect the privacy of others - their passwords, files, and personal data.
<i>Design Technology</i>		Health and Safety rules.	Freedom to choose designs.	Topic work of Greece. Tasting Greek food.
<i>History</i>	Rosa Parks. Nelson Mandela. Greeks and the development of democracy.	Rosa Parks. Nelson Mandela. Greek last and rules. Crime and punishment. Court room simulation - e.g. Was Titus Salt guilty?	Rosa Parks. Nelson Mandela.	Rosa Parks. Nelson Mandela. Wars happen and often involve invasion, conquest or religious differences.
<i>Geography</i>	Democracy in modern Greece.	Rule of law in modern Greece.		Volcanoes - Pompeii.
<i>Art</i>	Freedom to choose starting points and themes in projects. Freedom to voice personal opinions. Constructive criticism. Peer assessment and evaluation.	Copyright laws when researching and acquiring images and / or information.	Freedom to choose designs and to comment on the art work of other pupils and artists.	Peer assessment. Constructive criticism.
<i>Music</i>				Music from different cultures. Respect for the contribution of others.

<i>Physical Education</i>		Rules of behaviour for PE. The rules of a game.		Respect the effort and contribution of others. Sensitivity when changing. Personal and social factors affecting participation.
<i>French</i>				
<i>Religious Education</i>				
<i>PSHE</i>	Help construct and follow class rules. Discover how rules help groups and individuals.	Create a class charter based on positive rules.		SEAL relationships. Victorian Newcastle. Regional and national ethnic and religious diversities. Discover what is fair and unfair, kind and unkind.

<b>Year Group 4</b>	<i>Democracy</i>	<i>Rule of Law</i>	<i>Individual Liberty</i>	<i>Mutual Respect</i>
<i>English</i>		Roman invasion of Britain (class novel). Norman invasion of Britain (class novel).	Class novels. Choose own books to read.	Learn about other cultures and traditions through reading fiction, non-fiction and poetry.
<i>Maths</i>		Rules for calculation etc.		Group work to find a solution. Respect each other (e.g weight and height). Mathematics as a universal language irrespective of belief.
<i>Science</i>	Allocating roles in group tasks.	Health and Safety rules.	Environmental changes can pose dangers to living things.	Group work in practical sessions.
<i>Computer Science</i>	Freedom of information. Internet searching. Social networking. Communications.	Rules for use of technological equipment.	Ensure content is appropriate. respect another person's privacy. Keep personal information safe on the internet. Develop digital literacy.	Respect the work of others. Group work. Respect the privacy of others when online - their passwords, personal details and files.
<i>Design Technology</i>		Roman weapons. Health and Safety rules.	Roman weapons. Fighting for one's country.	Roman weapons - using them safely.
<i>History</i>	Roman democratic system and its impact on Britain. All citizens of Rome attributed same rights.	Roman laws, rules and punishments for crime.	Life under Roman rule. Personal wealth and its impact on health and education. What a child would do after school 100 years ago.	Use of weapons (e.g. by Romans) to help capture a city. How tolerant were people in the past with people of different beliefs, behaviours and cultures?
<i>Geography</i>			River Tyne and Newcastle - change over time. Different approaches to managing the environment. How a locality can be changed and improved.	Multicultural Newcastle and its impact locally and regionally.
<i>Art</i>	Freedom to choose responses to, start point and themes in projects. Freedom to express views about another person's art.	Copyright laws when accessing images and information.	Individual creativity.	Individuals expressing their opinions to others and receiving constructive criticism.
<i>Music</i>		Rules for when to play a violin or other musical instrument.	Peter and the Wolf.	Peter and the Wolf. Music from different cultures.

<i>Physical Education</i>		Rules for behaviour in PE. The rules of a game.	Joining in and making choices. Respect for the opinions, beliefs and attitudes of others.	Respect for the efforts and contributions of others. Personal and social factors affecting joining in physical activities. Inclusive curriculum. Sport for all.
<i>French</i>				Respect for people of different cultures.
<i>Religious Education</i>		God's Law. David and the Psalms.	Martin Luther King. Nelson Mandela. God's Law.	Martin Luther King. Nelson Mandela. Mutual respect for other people's place for worship.
<i>PSHE</i>	Democratic choice of class rules. Voting for school council representatives.	Choosing class rules.	Class rules. School Council elections.	School Council elections.

<b>Year Group 5</b>	<i>Democracy</i>	<i>Rule of Law</i>	<i>Individual Liberty</i>	<i>Mutual Respect</i>
<i>English</i>	Debate and persuasive writing. Diary of Anne Frank. Rose Blanche.	Diary of Anne Frank. Rose Blanche.	Environmental poetry. Diary of Anne Frank. Rose Blanche. Write news reports. Communicate ideas and give reasons. Choose books to read.	Journey to the River and Sea. The Iron Man. The Boy with Pale. Diary of Anne Frank. Rose Blanche. Learn about cultures through reading.
<i>Maths</i>	Decision making, data collection. Statistics - discussion of ideas and facts on which decisions can be made and conclusions reached.	Mathematical rules.		Working together. Mathematics as a universal language irrespective of beliefs.
<i>Science</i>	Theories of scientists. Allocating roles for group tasks.	Theories of scientists. Health and Safety rules.	Theories of scientists. Science and the law.	Growing up and growing old. Group work in practical sessions.
<i>Computer Science</i>	Freedom of information. Internet search. Social networking.	Rules of behaviour when using the internet. e-Safety. Age requirements for social networks. Rules for use of equipment.	e-Safety. How images can be distorted. Keeping personal data safe. Develop digital literacy. Freedom of information.	Respect the work of others. Group work. Respect the privacy of others when online - their passwords, personal details and files.
<i>Design Technology</i>		Health and Safety rules.	How technology has an impact on the liberty of individuals - e.g. the creation of dams and flooding, house clearance for railways.	Respect for the work of others. Working together.
<i>History</i>	Democracy in Anglo-Saxon times. World War 2 and the preservation of democracy.	How the punishment of crime has changed over the years. Rules and laws in Anglo-Saxon Britain.	Liberty in Anglo-Saxon times. War World 2 as a war to protect liberty. The Holocaust.	The Holocaust. How in the past were different beliefs and cultures respected and tolerated?
<i>Geography</i>	Life in Favelas.	Life in the Favelas	Responsibility for the environment. Human impact on the environment. Sustainable resources and trade.	Valuing others from different cultures. Fair trade.
<i>Art</i>	Freedom to choose the response to and starting point and themes in projects. Freedom to express personal opinions of art.	Freedom to create art. Copyright issues when researching images and information.	Individual creativity. How European artists captured the horrors of war.	Express and share views. Peer assessment and constructive criticism.

<i>Music</i>	Environmental songs. Write lyrics and compose music. Protest songs.		Freedom to listen to music of one's own choice.	Music from other cultures, e.g. Brazil. War World 2 songs to promote solidarity etc.
<i>Physical Education</i>		Rules of behaviour for PE. The rules of a game. Fair play. Use of performance enhancing drugs.	Joining in and making choices.	Respect for the effort and contribution of others. Inclusive curriculum. Sport for all.
<i>French</i>	French and UK law.			Respect for other cultures.
<i>Religious Education</i>			Women in the Old Testament. The role of Britain in making known the teaching of the Bible across the world.	Respect for those who have special texts that differ to one's own. Christian festivals across the world.
<i>PSHE</i>	Choosing class rules. School Council elections.	Keeping class and school rules.	Responsible behaviour and recognising the right of others to choose.	Responsible behaviour and recognising the right of others to choose.

<b>Year Group 6</b>	<i>Democracy</i>	<i>Rule of Law</i>	<i>Individual Liberty</i>	<i>Mutual Respect</i>
<i>English</i>	Debate (Y6 competition) and discussion work. Persuasive writing. Journalism.	Mystery narrative. Journalism. Recount.	Debate and discussion. Autobiography and biography. Journalism. Communicate ideas and give reasons. Choose books to read.	Bent and discussion. Autobiography and biography. Journalism. Louis Saachar, <i>Holes</i> . Learn about cultures through reading.
<i>Maths</i>	Decision making, data collection. Concept of proportion - majority / minority.	Mathematical rules.		Working together. Mathematics as a universal language irrespective of beliefs.
<i>Science</i>	Allocating roles for group tasks.	Staying alive. Electricity. Health and Safety rules.	Staying Alive. We are Changing. Impact of diet, exercise, drugs and lifestyle. Genetics and genetic engineering.	Staying Alive. We are changing. Group work in practical sessions.
<i>Computer Science</i>	Freedom of information. Internet search. Social networking.	Rules of behaviour when using the internet. e-Safety. Age requirements for social networks. Illegal downloads. Rules for use of equipment.	e-Safety. How images can be distorted. Keeping personal data safe. Develop digital literacy. Freedom of information.	Respect the work of others. Group work. Respect the privacy of others when online - their passwords, personal details and files.
<i>Design Technology</i>		Health and Safety rules.	How technology has an impact on the liberty of individuals - e.g. the creation of dams and flooding, house clearance for railways.	Respect for the work of others. Working together.
<i>History</i>	Early civilisations. Mayan society. The Vikings.	Rule of Law among Mayans, Egyptians. The Vikings: rules, last and punishments.	Individual liberty in past societies.	The main events of Britain's journey from mono to being multi-cultural. Tolerance in past cultures: Mayans, Vikings.
<i>Geography</i>	Democracy and Parliament. European Parliament. Global goals.	Democracy and UK Parliament. European Parliament. Global goals.	The basic right to water. Drought and flooding. Global warming.	Globalisation. Recognition that not everyone has clean water to drink.
<i>Art</i>	Freedom to choose the response to and starting point and themes in projects. Freedom to express personal opinions of art.	Freedom to create art. Copyright issues when researching images and information.	Individual creativity.	Express and share views. Peer assessment and constructive criticism. Art from other cultures: Mayan and Egyptian.
<i>Music</i>		Rules of how and when to play an instrument.	Freedom to listen to music of one's own choice.	Music from other cultures. Rules of how and when to play.



<i>Physical Education</i>	Team captains elected by the team.	Rules of behaviour for PE. The rules of a game. Fair play. Use of performance enhancing drugs.	Joining in and making choices.	Respect for the effort and contribution of others. Inclusive curriculum. Sport for all.
<i>French</i>			Ordering food in a restaurant in French.	Respect for the French lifestyle and culture.
<i>Religious Education</i>		Ascension and Pentecost.	Life as a journey.	The Bible in many languages. Famous Christians.
<i>PSHE</i>	Democracy in Britain. Rules, rights and responsibilities.	Rules, rights and responsibilities. How rules and laws are made to protect.	Responsible behaviour and recognising the right of others to choose.	Democracy and Parliament. Rules, rights and responsibilities.

### SMSC through the curriculum

	<b><i>Spiritual</i></b>	<b><i>Moral</i></b>	<b><i>Social</i></b>	<b><i>Cultural</i></b>
<b><i>English</i></b>	Beauty of language. Expression of feelings. Poetry. Exploring different texts – serious, humorous.	Stories and poems which introduce moral issues and dilemmas; role play; drama – conscience alley.	Shared reading; drama; discussion and debate. Collaborative work.	Stories and poems from a variety of cultures; folk tales and legends. Letters to Zahnin.
<b><i>Maths</i></b>	Making sense and order; helping those who find maths difficult; meaning of 'oneness', 'five-ness'. Pattern in nature e.g. honeycomb, shells, leaves.	Rules of games. Distribution of wealth.	Fair play; open ended investigations; working in pairs / groups.	Number patterns; shapes; maths patterns e.g. Arabic / Islamic. Roman numerals. World currencies.
<b><i>Science</i></b>	Creation of all living things; the universe; awe and wonder; mystery; beauty of natural objects; growing things. The way in which everything 'fits' together in its purpose. Appreciation of the enormity of space. Uniqueness of humans.	Moral issues e.g. G.M. foods, cloning. Environmental and global issues; enquiring; questioning; approach; fair tests. Making judgements on evidence –not on preconceived ideas. Use of natural resources and the consequences of this.	Health related issues; drug use / misuse; environmental issues. Human growth and change e.g. puberty. Planning and carrying out investigations in groups / teams. Responsibility for their own and others' safety in practical work. Sharing equipment.	Diversity/equality of people; investigation of hair / eye colour etc. Study of scientists and scientific discoveries from other cultures. Humans, animals and plants in different habitats across the world.
<b><i>Computing</i></b>	The effects of IT – enabling global communication.	Acceptable & unlawful behaviour using the internet, social networking, e-safety, online scams & security. Legal age requirements for social networking). Illegal downloads. Following a moral code.	Gender issues related to use of I.T. Cooperation; collaboration. Mutual respect for one another. Protection from adverse social media.	Sharing data/ information on a global scale. Understanding people from other cultures. Restrictions of the use of IT in some countries e.g. North Korea, China.
<b><i>Design Technology</i></b>	Human achievements and creations: great Wall of China; Eiffel Tower; bridges around the world etc. Reasons behind some product designs.	Use of technology for weapons.	Team / group projects; cooperative and collaborative work; support one another in tasks; equal access for girls.	Understand how key events and individuals in design and technology have helped shape the world. Designs from other cultures. Food, nutrition and cooking from different cultures. WWII shelters.

<b>History</b>	Awareness of personal and British place in history; awareness of responsibility. Visits to church, cathedral, war memorial. Anglo-Saxon spread of Christianity to Britain.	Positive and negative actions through history; use of propaganda in WWII in Britain and Germany. Rules, laws, crimes and punishment: Romans, Greeks, Anglo-Saxons, Viking, Normans, Victorians; ancient Mayan and Indus Valley civilisations. Civil rights.	Group work; drama and role play; lives of people in the past. How the past has shaped society today. Comparing the quality of life in the past and today.	Cultures of previous generations which have influenced our culture and law system today e.g. Romans, Greeks, Anglo-Saxons, and Vikings.
<b>Geography</b>	Wonders of nature; respect for the natural world; environment; global perspectives; communication.	Challenge attitudes to sexism, racism; tolerance of others from different cultures, traditions, faiths or beliefs; inequality and social justice; distribution of wealth; environmental issues e.g. deforestation in the Amazon; exploitation of resources; trade.	Study of local environment e.g. school grounds, local park. How humans can damage or improve the environment. What we can do to help. Conservation and protection. Comparing human habitats e.g. the favelas of Brazil.	Appreciation of cultural diversity; study of settlement and economic activity. How places, people and cultures differ due to geographical features – biomes.
<b>Art</b>	Study of art in 2-D and 3-D form; opportunities to express feelings and emotions. Religious art; Christian art; Lindisfarne Gospels.	Images e.g. of poor / rich people; images of war; propaganda art; wealth of art. Likenesses in portrait are interpretations. Controversial works of art.	Works of Lowry depicting poor undernourished people; Victorian London art pieces showing poor and rich; work of Picasso. Collaborative art pieces.	Study of art, styles and techniques, from different peoples and cultures. Local artists and paintings, sculptures of local landmarks e.g. the Angel of the North.
<b>Music</b>	Contrasting moods; involvement as performers, composers and listeners. NB: trumpet, violin, recorder and ocarina teaching. Music in worship. Appreciation of music.	Songs with a moral element. Protest songs. Environmental songs.	Singing together in a group, class and whole school. Composing & creating music collaboratively. Playing instruments together: trumpets, violins, recorders and ocarinas. A sense of well-being achieved from listening to music.	Music and songs from different countries and cultures around the world. Songs of Tyneside and the North East.

<b>Physical Education</b>	Body awareness; pleasure in performing; mastering skills.	Rules of games; cheating; dealing with winning / losing. Fair play. Illegal use of performance enhancing drugs in sport.	Team spirit; group identity; positive social values and behaviour. Working towards a common goal. Evaluating the performance of others' with sensitivity.	Games/sports from different periods and countries. International sporting events e.g. the World Cup (football and rugby), Olympic games, Tour de France.
<b>French</b>	Expression of feelings in another language.		Conversing in pairs, groups and as a class in French.	Learning about French culture alongside the language.
<b>Religious Education</b>	Awe, wonder; explore own thoughts, feelings, responses.	Motives for actions; moral codes. The Ten Commandments; The Beatitudes. The special texts of other faiths as a moral code for its believers to follow.	Tolerance, fairness, respect, self-understanding and enquiry. Collective worship; praying together.	Christian festivals and those of other faiths studied. Other faiths studied. Christmas / Easter around the world. Harvest.
<b>PSHE</b>	Providing pupils with the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.	Understanding of moral and lawful codes of behaviour and consequences of nonconforming. That people are accorded rights and have responsibilities. Understanding that actions have consequences.	Positive and negative influences on physical, emotional and mental health. Making informed choices & recognising that they can have positive, neutral or negative consequences.	Know that differences and similarities between people arise from a number of factors, including genetic, family, culture, ethnicity, religious diversity, age, gender and disability.