

Chalfont St Peter C of E Academy

Spiritual, Moral, Social and Cultural Development

Year 6



	We promote spiritual development by...	We promote moral development by...	We promote social development by...	We promote cultural development by...
English	<p>Children are encouraged to respond thoughtfully to literature.</p> <p>Through a varied reading curriculum, children recognise how others' beliefs and experiences have shaped the course of literature.</p> <p>Teaching writing and SPAG through reading develops an appreciation of an author's choice of language.</p> <p>Empathising with characters to develop writing (Kensuke's Kingdom, Goodnight Mr Tom, Candle in the Dark, Carrie's War).</p>	<p>Infer and explain moral choices highlighted in various texts.</p> <p>Reading provides a stimulus for thinking about the consequences of right and wrong behaviour.</p> <p>Children can apply their learning from their reading to their own lives.</p> <p>They consider different perspectives. For example, when reading Kensuke's Kingdom, we explore balanced arguments about 'what if' scenarios.</p> <p>Children develop their speaking, listening and higher order thinking skills. They learn to consider different perspectives.</p>	<p>The English curriculum supports conceptual and language development through an understanding of and debates about social issues.</p> <p>Children identify connections with their reading and other subject topics (for example World War 2, Victorian Britain, Globalisation).</p> <p>Children experience opportunities for talk and discussion (commentaries, presentations, persuasion) and story-telling (for example, The Hobbit).</p> <p>Children explore their own mindset, goals, dreams and futures (You are awesome, You are a champion).</p> <p>Year 6 reading buddies with Year 3.</p> <p>Year 6 recommended reads for their peers.</p> <p>If I were president - house captain speeches.</p>	<p>Understanding and exploring different cultures through a range of literacy works. Reading provides opportunities for learning about other countries/cultures (different places around the world) as well as different times in history.</p> <p>Children are provided with opportunities for talk and discussion in a range of settings to understand different cultures.</p> <p>Children write and promote persuasive campaigns about important cultural and social issues.</p>
Maths	<p>Children make connections between their numeracy skills and real life (for</p>	<p>Children consider the wonder of the natural world and the inventions which have made</p>	<p>Children share resources within the classroom. They work together on group</p>	<p>Historical mathematicians from around the world and their theories eg. Pythagoras from</p>

	<p>example with data handling topics, investigations). Children consider and learn that patterns, order, sequence, symmetry and scale exist in the natural world as well as being human-made. Through teaching and learning approaches, children build resilience and learn from mistakes made when exploring new learning.</p>	<p>the world a better place. Children learn about the impact (positive and negative) of mathematicians through history by their own research. Children reflect on data that has moral and ethical implications (for example those involving money or charity). Responding sympathetically to the learning of others (paired work)</p>	<p>problem solving (for example during investigations, Number Day and Pi Day, maths monthly challenges. Children analyse their own generated data.</p>	<p>Greece Exploring Islamic geometric art and creating an Islamic prayer mat. Children consider how mathematical discoveries made in the past are still used in Maths today.</p>
Science	<p>Demonstrating openness to the fact that some answers cannot be provided by Science. Creating opportunities for students to ask questions about how living things have evolved eg. Darwin's theories and how his ideas have influenced others and how some people disagree with his theories.</p>	<p>By offering students the chance to consider the wonder of the natural world and the inventions which have made the world a better place. Considering that not all developments have been good because they have caused harm to the environment and to people. Encouraging students to speculate about how science can be used for both positive and negative purposes eg. cross breeding to try to produce offspring with superior traits Ethical issues in science eg. making sure that you report data honestly</p>	<p>Exploring the social dimension of scientific advances e.g. environmental concerns, medical advances, energy processes Working together in groups on investigations - predicting outcomes and drawing conclusions based on results. Scientific debates.</p>	<p>Asking questions about the ways in which scientific discoveries from around the world and from different cultures have affected our lives eg. American inventor of the lightbulb Thomas Edison, Swedish botanist Carl Linnaeus and his system of classification.</p>
RE	<p>Children experience awe, wonder and joy through learning about and from stories, celebrations, rituals and experiences. Beliefs about creation</p>	<p>Children explore morality including rules, teachings and commands in different religions. Exploring religious perspectives to life after death.</p>	<p>Children identify with the qualities and values which are valued by a civilised society. Half termly values are explored and children relate to them in their everyday lives.</p>	<p>Children can explore similarities and differences between faiths and cultures. Exploring religious artefacts from different cultures - Islamic Prayer Mats.</p>

	(science v religion) Experiencing wonder and joy through learning about creation and writing their own creation poems. Asking and responding to questions about the meaning of creation.	Exploring religious perspectives about the meaning of salvation in Christianity.	Children accept and engage with British values of democracy, the rule of law, individual liberty, mutual respect and tolerance. Discuss and debate theories of creation.	Appreciating the customs and beliefs of others - Islamic Prayer & Islamic life after death.
Computing	Children learn about the advantages and limitations of the digital world. Using the internet as a source to big life issues. They know how to be safe online and when using digital devices.	Exploring the moral issues surrounding the use of personal data. Ensuring an understanding of the potential dangers of the internet. Understanding cyber bullying and how to deal with it (PSHE, anti-bullying week).	Using technology to design applications to promote social communications (use of email, online social communication platforms).. Utilising technology to share safe information with classmates and the wider school community.	Exploring and celebrating human creativity through 3D design that inspires those worldwide. Identifying human achievement and development in IT and further developing awe and wonder at human ingenuity.
Art	Children learn through art to explore both spiritual dimension and natural phenomena. Through looking at the work of different artists, children learn about an artist's ability to convey thoughts, feelings and meaning through their work. Through different themes, children learn to express their thoughts about big ideas and issues in a way alternative to words and language. For example children learn about the true meaning of a personal Christmas (cards) Producing artwork to reflect inner and outer self (to include emotions and feelings)	Children explore how emotions and inner feelings are expressed through art. They learn to share their own opinions and emotions, responding to different visual images from a range of artists.	Children work in social groups to create scenery for our Christmas production. Working in social groups to create games for Spring Fayre Games. They share resources and understand limitations of what's available. They learn about social conflict and resolution. They learn how art can be expressive on sharing certain views and representations.	Children learn about art and artists across the world including: Japanese artist - Hokusai.

Design and technology	We celebrate personal creativity. Children learn skills in the review, evaluation and creation process.	Children are encouraged to ask questions and explore solutions based on their learning so far and the skills they have acquired.	Children build resilience when designs may not go as planned and require adaptations.	Children explore cultural influences on design and technology. They ask questions about functionality v aesthetics.
MFL	Children compare beliefs and the way they are celebrated at Christmas and Easter in French speaking countries. They marvel at the beauty of a different language and delight in the differences they can see in the wider world.	MFL encourages respect for others' cultures and languages, and it promotes trust and fairness.	Children are encouraged to work co-operatively in pairs and groups. Pupils are encouraged to experiment with language and learn from their mistakes. They are given the opportunity to share their opinions, and listen to others'.	Children discuss the French way of life (eg, cafe life and celebrations) . They explore key events and figures from French history (eg Napoleon, Bastille Day) Children discover what life as a French primary pupil is like through links with our partner school.
Geography	Children use maps, photographs and digital media. Pupils imagine what it might be like to live in other parts of the world and compare their lives with people living in other countries or other parts of the UK. This is further explored in their location study of Wales and linked with the residential trip to Treharris. Children make links with history when they learn about Chalfont St Peter in the Victorian era.	Children explore environmental issues. They consider how surroundings change - is it for the better or worse? Who might benefit? Who might suffer? Children know about their personal responsibility to look after the environment and our planet.	Children understand their social responsibility. This is further explored in their globalisation project.	Children explore our multicultural community and locality. Children understand the positive impact of being surrounded by diverse cultures.
History	Children study the impact of WW2 and consider what if the course of events had been different. They appreciate two sides to a conflict and the impact of war on everyone and	Children explore the impact of moral decisions which were made in the past. Children further explore the 'what if...' questions when thinking about how the events of the past affect the	Children take part in discussions about the past. They consider questions about social structure - for example how pupils' rights have changed over time. Have children's rights always been	Children learn about Chalfont St Peter and explore local history. They explore cultural heritage and celebrate and commemorate national events such as Remembrance Day.

	<p>everything. Together we mark important events in history and the people who shaped them.</p>	<p>present and potentially the future.</p>	<p>the same? Do children still get a fair deal? Children talk to relatives about their experiences of the past particularly during the WW2 project.</p>	
<p>Music</p>	<p>Children are encouraged to express their delight and curiosity in creating their own sounds. There are regular opportunities where music is used to relax or stimulate so children can think about how music might make them feel.</p> <p>Children are taught key musical skills to enhance their understanding of music and engagement in music making.</p>	<p>Children explore how music can convey human emotions. They learn about the self-discipline required to learn a musical instrument.</p> <p>Pupils will understand the vocal difference between different genres and be able to sing using different vocal techniques.</p>	<p>Children learn to understand how an orchestra works together; the required cooperation and appreciation. Children are given the opportunity to engage with others through music.</p> <p>Children will learn and develop intermediate and advanced musical skills that can be applied to other instruments and musical activities.</p> <p>Children learn to play Boomwhackers in a fun, creative and inventive way. Children will get the opportunity to play in different parts of the Boomwhacker orchestra to see where they prefer to be.</p>	<p>Children are given the opportunity to learn a musical instrument. Activities provide children with opportunities to listen to music from around the world, appreciating musical expression from different times and places. Children also look at the future of music with music technology.</p> <p>Year 6 pupils will take a look at the music industry and what happens when a song has been written. Pupils will be given a brief at the beginning of the course to write a single for their new EP. Pupils will be taught what an EP/Album/Single is. Pupils will learn about what a producer does in the recording studio and how artwork and image is important. The pupils will be asked to choose a name for their band, pick a theme for their song, write lyrics and design artwork for their EP. Alongside creating their brand, pupils will learn about key points of the music industry.</p> <p>Our Samba drumming course is designed to introduce young people to the music of an exciting and different culture. The sessions teach participants</p>

				<p>a little bit of the history of Brazilian culture, Samba music and what instruments are used and how to play the basic hits and rhythms</p> <p>The pupils will also touch on the history of music to provide context for their musical understanding. Pupils will have performance opportunities through the course to prepare them for KS3.</p>
PE	<p>Being aware of their own strengths and limitations. Being able to be creative when taking part and leading activities (such as sports leaders leading lunch time challenges).</p>	<p>Developing and rewarding positive sporting behaviour, such as:</p> <ul style="list-style-type: none"> - Self-Respect - Perseverance - Honesty - Teamwork - Passion 	<p>Developing a sense of belonging through team work and team based events. Opportunities to be involved in school teams and inter-school competitions.</p>	<p>Exploring rituals surrounding sporting activities, such as the haka. Making links with national and global sporting events such as the World Cup and the Olympics.</p>
PSHE	<p>One world - global citizenship - making the world a better place - specifically protecting our world from global warming.</p> <p>Sense of enjoyment and fascination in learning about themselves, others and the world around them and how they can be responsible global citizens. Willingness to reflect on their experiences.</p>	<p>Exploring what is right and wrong.</p> <p>Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives.</p> <p>Understanding of the consequences of their behaviour and actions and taking responsibility for themselves and also as global citizens. Investigate reasoned views about choices and consequences.</p>	<p>Democratic voting for House Captains.</p> <p>Opportunities for leadership through Sports Leaders and Peer Mentors.</p> <p>Use of a range of social skills in different contexts, socialising with other pupils and sharing views.</p> <p>Knowing and understanding how to resolve conflicts effectively.</p>	<p>To identify safe and unsafe situations.</p> <p>To consider the possible consequences of decisions or actions.</p> <p>To understand what being responsible means.</p>