



ST PHILIP WESTBROOK C of E AIDED PRIMARY SCHOOL

Subject	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
English	<p>Our Christian values are embedded in all we do and are reinforced through English teaching. Stories and texts are used to promote these and to make links where appropriate.</p> <p>In responding to a poem, a story or a text; pupils can be asked “I wonder what you think happens next?”, “How would you feel if you were the person in the story?” “Where have you met these ideas before?”</p> <p>Through the appreciation of the beauty of language and the development of pupils’ vocabulary, spiritual development is promoted.</p> <p>Through use of our golden worship books, pupils are encouraged to reflect and to suggest responses to questions about spirituality and worship.</p>	<p>Through the use of stories and drama, opportunities are provided for thinking about the consequences of right and wrong behaviour.</p> <p>Children are encouraged to explore different perspectives through a range of stories and texts.</p> <p>Children are able to apply their reading, writing and speaking and listening skills across the curriculum to enhance their moral development.</p>	<p>By supporting conceptual and language development through an understanding of debates about social issues, including links with British Values.</p> <p>By saying what they like or dislike about a text and explaining why, knowing that they are safe and confident in expressing their ideas.</p> <p>Having the confidence to advise others about which books they have enjoyed.</p> <p>By sharing stories and information texts linked to social issues and encouraging debate, reflection and discussion about these.</p> <p>By providing opportunities for speaking and listening in a range of settings, in both formal and informal situations, e.g. through class debates, class assemblies, performances, drama and role play, to enable all pupils to develop socially.</p> <p>By applying understanding and learning about social development through writing</p>	<p>By providing opportunities for pupils to engage with texts from different cultures through sharing a range of stories and to use these a starting point for discussion, research and writing.</p> <p>By pupils telling stories from their own cultures and backgrounds creating the idea that “everyone has a story to tell” and by valuing the contributions from all pupils.</p> <p>By inviting visitors from a range of different cultures, so that children can ask questions, and research and write about their learning of other cultures.</p> <p>Through writing letters to children from other cultures in our partner schools in China and South Africa, in order to share personal experiences and compare cultural traditions.</p> <p>Applying their learning about other cultures through English by using these skills across the curriculum, e.g. researching what life is like in different parts of the world, writing about celebrations from other faiths.</p>

			<p>across the curriculum.</p> <p>Through our bespoke PSHE curriculum, pupils are given the opportunity to apply their social understanding to discussions in order to further develop their learning.</p>	
Difference and Diversity	Through a range of texts and discussions, the following areas will be covered as appropriate: dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies.			
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Maths	<p>By mixed ability pairing and facilitating all children to work on the same problem – each child's ideas are held in equal value and respect.</p> <p>By providing opportunities for empathy – listening to the ideas and viewpoints of others during anchor tasks and guided work.</p>	<p>By reflecting on data that has moral/ethical implications; for example pupils might consider the amounts of money required for fundraising for charities and what this equates to in our lives.</p> <p>By setting problem solving within moral context e.g. fundraising, equal sharing, data handling.</p>	<p>By sharing of equipment and resources within the classroom, the paired discussion in problem solving, the opportunity to disagree or agree with another giving clear explanations and reasons, exploring alternative methodologies and comparing ideas.</p> <p>Cross curricular opportunities to analyse social data e.g. on health care, poverty.</p>	<p>Problem solving linked to local culture and how this compares with contrasting localities/cultures e.g. weather data/population data/employment data.</p> <p>Cross curricular studies of cultural changes over time e.g. time lines.</p> <p>Exploring cultural traditions e.g. shape and pattern</p>
Difference and Diversity	<p>Characters within Singapore maths are different genders, ethnicities and cultures.</p> <p>Through the application of maths in other subject areas, for example Geography in the study of different countries and regions around the world, exploring shape and pattern, etc.</p> <p>Through number stories in a range of everyday contexts to reflect equal opportunities and diversity.</p>			
Subject	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
RE	By experiencing awe and wonder of the world, through different stories, celebrations and rituals within our world.	<p>By exploring morality through the teachings within Christianity, Judaism and Islam.</p> <p>By exploring injustice in the</p>	By exploring our Christian values, thinking carefully about why these are important within our society.	<p>By exploring similarities and differences between faiths and cultures.</p> <p>By looking at a variety of texts</p>

	<p>By having the opportunity to ask and reflect upon meaningful questions.</p> <p>By discussing ideas/ questions about God and evaluating given responses.</p> <p>By exploring whole school and class worship times, thinking about the impact these have on our own lives and the lives of others.</p> <p>By having the opportunity to plan own worship sessions throughout the year and reflecting on the impact of these.</p> <p>By exploring prayer and discussing the impact it has on our lives and the lives of others.</p>	<p>world, both through religious perspectives and own reflections on this.</p> <p>By having the opportunity to contribute to our school's charity group (Year 6 children).</p> <p>By considering the needs of people who are less fortunate than ourselves, through fundraising for different charities.</p> <p>By asking questions about God's Big Story, including The Fall and discussing reasons for this happening.</p>	<p>By exploring our British values, again thinking about why these have a place within our society.</p> <p>By understanding demographic processes through the nominations of school council members (KS2 learners).</p>	<p>and artefacts from different cultures.</p>
Difference and Diversity	<p>All children are given the opportunity to plan their own class worship throughout the school year, through each class' worship teams.</p> <p>All classes are given the opportunity to reflect upon whole school/Key Stage worship times through our school's Golden Worship Book.</p> <p>Ideas for further worship sessions are developed further through our school's Ethos group.</p> <p>All children's ideas/reflections are valued and shared in the each class' RE log.</p>			
Subject	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
Science	<p>By demonstrating openness to the fact that some answers cannot be provided by Science.</p> <p>By creating opportunities for pupils to ask questions about how living things rely on and contribute to their environment.</p>	<p>By offering pupils the chance to consider the wonder of the natural world and the inventions which have made the world a better place.</p> <p>By considering that not all developments have been good because they have caused harm</p>	<p>By using opportunities during Science lessons to explain how to keep other people safe and how they might protect a younger or vulnerable younger person.</p> <p>By exploring the social dimension of scientific advances</p>	<p>By asking questions about the ways in which scientific discoveries from around the world have affected our lives. There is a rich heritage of scientific discoveries from Hindu, Egyptian and Muslim traditions.</p>

		to the environment and to people. By encouraging pupils to speculate about how science can be used for both good and evil.	e.g. environmental concerns, medical advances, energy processes.	
Difference and Diversity	As part of human and animal biology. Scientific discoveries and impact upon the world from a range of cultures. Tackling gender bias, for example we invite female scientist into school and as part of the curriculum and through the exploration of careers day in Reception.			
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Design and Technology	By enjoying and celebrating personal creativity. By reviewing and evaluating created things. By developing the creative, technical and practical expertise needed to perform everyday tasks confidently. Through this, children have many opportunities to celebrate their personal creativity. By critiquing, evaluating and testing their ideas and products and the work of others. Within this, they will learn to understand and appreciate other people's ideas. When critiquing, the children can value other children's opinions whether they agree or disagree.	By raising questions about the effect of technological change on human life and the world around them. By developing the skills to participate successfully in an increasingly technological world. Through this, they have the opportunity to raise questions and about the effect of technological change on human life and the world around them.	By exploring dilemmas that individuals may face and developing practical solutions to these problems. By using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens.	By considering cultural influences on design. By asking questions about functionality vs aesthetics. By evaluating past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world.
Difference and Diversity	By considering cultural influences on design. Pupils will be looking at influences from all over the world – Taking into account the children within schools different cultures and look at these influences on design. By raising questions about the effect of technological change on human life and the world around them. – Look at how changes differ around the world. Children should be aware that technological change is different around the world. Why do they think that there are			

	<p>different countries that are more technically advanced- is this fair? (debate link) Look at the effect that different technological advances have all over the world.</p> <p>By enjoying and celebrating personal creativity- All children able to share and evaluate work every child's work should be celebrated and positively evaluated.</p> <p>Look at a range of different design work from people of different genders, countries, cultures and religions. Look at how one person's design is used all over the country and we need all of these people to come together to help us to make technological advances.</p>			
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History	<p>Through looking at local history, the children gain the opportunity to understand why we have local landmarks and realise how they came into existence. Also, through looking at the history of the local area, we explore how the school, houses and our community is shaped through the building of the church which is the roots of the school.</p>	<p>Exploring how different cultures perceived different acts, we look at how crime and punishment has changed over the course of history. This allows us to develop our own moral compass, seeing right from wrong.</p> <p>Through exploring the differences of other cultures and the history of conflicts throughout the world, we are able to explore how to react when people are different and know that our differences are ok. We explore how justice has been gained for various groups of people, such as the outcomes of WW2 and Black History.</p>	<p>We allow the children to understand how different communities of the past have been based upon the jobs that people did. This allows the children to see the differences in the Caste system and other social systems in ancient times and what we have now, knowing that it is ok to move between social groups, aspiring to aim for their best. Children are enabled to then question the rights of people in these systems and also in today's system. We also link to how social structures of the past were based on Christian church structures and the importance of priests and other people of religious significance in times gone by.</p>	<p>We teach a wide range of topics throughout British and world-wide history, encompassing the wide ranges of cultures which have influenced our cultures today from the local area to values across the nation. We also study cultures from other countries, allowing comparison to British history. These include Ancient Egypt and Maya Civilisation. This includes tasting food from Roman, Saxon and War-Time Britain, trying on clothes from different time periods, exploring what was classed as entertainment, and investigating what laws and crimes were considered more significant across a wide time range.</p> <p>Children are given the opportunity to visit a wide range of sites of historic significance (such as Chester Walls, Speke Hall, Quarry Bank Mill), allowing them to experience, appreciate and gain empathy with how life must have been for people living in the appropriate time.</p> <p>By investigating how culture is</p>

				shaped by history, learning about the religious and spiritual backgrounds of the cultures, both globally and locally, we explore the influence of religion, particularly Christian Values, and how our culture is shaped by these.
Difference and Diversity	We promote and challenge: <ul style="list-style-type: none"> gender stereotypes. E.g. studying a wide range of people regardless of gender across the curriculum. E.g. Kitty Wilkinson race, religion, social status and ethnicity. E.g. studying a wide range of people from all backgrounds and races, for example Black History, Mayan Culture, and knowing that people live and lived in different ways. All children get the opportunity to experience a broad curriculum, and all children are challenged, regardless of background, religion, race or gender.			
Subject	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
Geography	In our geography curriculum, our children are able to explore how people from different places have migrated to other parts of the world through map work linked to history. Local studies enable the children to see how our area looked before the new estates were built and how the landscape has changed over time.	Through learning about the physical and human features of different countries, we are able to discuss why we feel building should and shouldn't take place. This is also linked to class debates to use the British Values as a foundation for this learning. In the infants, the children are able to talk about why they would or wouldn't like to live in place and give reasons for this. Looking at the way that people live in different countries also allows the children to see how people from all economies live.	The social understanding of geography begins in the infants where they look at how places are spoilt and unspoilt. They are able to look at the different jobs that people can have and understand that this can be impacted upon by the weather. As the children move into the juniors, they are taught map skills. Debates about where to live focus on the physical and human features including the social aspects of towns and cities.	The children are able to explore different jobs that people have in locations other than ours. They look at how the weather is different around the world and how this impacts upon jobs and food availability. This is then enhanced in KS2 where the children start to study the differences between cities and villages around the world. The children are able to plan journeys between two places and start to debate why some people choose to live in one place rather than another. Explaining why people and cities are located near to rivers are explored and the cultural beliefs around this are also discussed.
Difference and	We promote and challenge: <ul style="list-style-type: none"> Culture – we look at the different cultures and traditions in the places that we study, with a particular focus upon art, music, daily life 			

Diversity	<p>– to appreciate similarities and differences.</p> <ul style="list-style-type: none"> Population – the children are encouraged to look at why people want to live in a particular place and how we all have different opinions of the best place to live. 			
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Art and Design	<p>By providing plenty of rich opportunities for pupils to explore the spiritual dimension, e.g. Showing creative thinking to represent different things in different ways, appreciating the awe and wonder of life. By relishing and enjoying a challenge.</p> <p>By exploring different artists' interpretations of a key figure or event and asking what the artist was trying to convey e.g. Different artist's interpretations of events in the Bible.</p> <p>By allowing pupils to show what they know through their own expression of big ideas about life e.g. morality, ethical issues, and religious beliefs. For example cross curricular art in Religious Education and History.</p> <p>By promoting the process of "reviewing and evaluating," for example through the use of sketchbooks – reviewing and evaluating their own work, and the work of others.</p>	<p>By exploring how emotions and inner feelings are expressed through painting, sculpture and architecture, e.g. communicating something about themselves through painting or creating moods through colour and texture.</p> <p>By responses to and use of visual images to evoke a range of emotions.</p>	<p>By sharing of resources.</p> <p>By exploring social conflict and resolution through the exploration of different artists and movements e.g. artist study or Henry Phillip Folland (WW2 designer).</p> <p>By exploring art as a powerful social tool e.g. in advertising, in representing particular groups, with children explaining what/who their work is influenced by.</p> <p>By sharing ideas, and evaluating their own and each other's work.</p>	<p>By experiencing a wide range of creative media from around the world.</p> <p>Our participation in Warrington PAN arts and the musical/artistic development of our children – concerts, presentations, class worships etc.</p> <p>By developing aesthetic and critical awareness, allowing children with the opportunity to learn about art from other cultures.</p>
Difference and Diversity	<p>Art in other cultures and countries, by craftsmen and craftswomen, disabled artists etc.</p> <p>Using arts across the curriculum as a stimulus.</p>			

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Music	<p>By allowing pupils to show their delight and curiosity in creating their own sounds.</p> <p>By making links between their learning in other curriculum areas with music being played in the background. For instance, playing a different classical composer each week during handwriting.</p> <p>By considering how music makes one feel and can “move us” deeply when listening and appraising at the start of each music lesson.</p>	<p>By exploring how music can convey human emotions such as sadness, joy, anger... and making sounds to reflect this, both improvised and part of a composition.</p> <p>By appreciating and promoting the self-discipline required to learn a musical instrument.</p>	<p>By exploring how an orchestra works together.</p> <p>By discussing what would happen if musicians in a band/group didn't co-operate.</p> <p>By appreciating how music is used in different ways in different settings e.g. for pleasure, for worship, to help people relax.</p>	<p>By giving all pupils an opportunity to learn a musical instrument and to take part in regular singing.</p> <p>By encouraging pupils to listen and respond to traditions from around the world. This includes on-entry collective worship music and listening and appraising music at the start of each music lesson. For example, Year 1 have a module called 'In the Groove' where they learn to sing a song in different styles, such as Latin, Bhangra and Folk.</p> <p>By appreciating musical expression from different times and places. For instance in Year 5 and 6 there are Jazz modules, chances to listen to modern music and more traditional music.</p>
Difference and Diversity	<p>Choir and recorder club.</p> <p>Listening to a range of composers, male and female and from different backgrounds/ethnicities.</p>			
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PE	<p>By delighting in movement, particularly when pupils are able to show spontaneity.</p> <p>By taking part in activities such as dance, games and gymnastics which help pupils to</p>	<p>By discussing fair play and the value of team work.</p> <p>By developing qualities of self-discipline, commitment and perseverance.</p>	<p>By developing a sense of belonging and self-esteem through team work.</p> <p>By developing a sense of community identity through taking part in inter school events.</p>	<p>By learning about the history of sport, and where they originate from.</p> <p>By making links with national and global sporting events such as the World Cup and the</p>

	<p>become more focused, connected and creative.</p> <p>By being aware of one's own strengths and limitations.</p> <p>By showing empathy towards others and understanding others' behaviours.</p> <p>By using words carefully to praise others.</p> <p>By showing resilience to try new techniques and activities.</p>	<p>By developing positive sporting behaviour.</p> <p>By learning right from wrong and how this applies to sports.</p> <p>By reflecting on consequences in games and understanding the need for rules. E.g. a yellow/ red card in football.</p> <p>By respecting others' views and learning to accept decisions. E.g. a referee's decision.</p>	<p>By developing a shared sense of community through working with clubs in the community and parents to support sporting opportunities.</p> <p>By working in a team effectively and using appropriate behaviour.</p> <p>By developing personal skills and learning to handle conflict.</p>	<p>Olympics.</p> <p>By exploring rituals surrounding sporting activities.</p> <p>By adapting a zero tolerance policy to discrimination in all games.</p> <p>By showing cultural awareness and learning cultural dances. E.g. Diwali and Chinese New Year workshops.</p> <p>By learning from other cultures and how they approach sports. e.g. learning sports from other cultures such as Danish Long Ball.</p>
Difference and Diversity	<p>We promote difference and diversity:</p> <ul style="list-style-type: none"> - By promoting and challenging gender stereotypes. E.g. England footballer, Sue Smith, visited school to talk about her life journey to being a successful footballer. - By providing all children with the opportunity to develop an awareness of sports that are played by those with a disability. We were visited by a Paralympian to discuss his life and about the sports played. - By promoting the inclusion of all children when playing sports and not discriminating. 			
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Computing	<p>exploring the developments of the internet/technology and how it has impacted life today.</p> <p>By understanding the advantages, disadvantages and limitations of ICT.</p> <p>By using the internet as a gateway to big life issues.</p> <p>Use the internet to ask questions</p>	<p>By exploring the moral issues surrounding the use of data and privacy.</p> <p>By considering the benefits and potential dangers of the internet – e.g. campaigns for charities and injustice as a force for good.</p> <p>To understand the benefits and dangers of social media - Cyber</p>	<p>By highlighting ways to stay safe when using online services and social media by following our e-safety policy and curriculum.</p> <p>By encouraging critical thinking when faced with information from potentially biased sources.</p> <p>By being prepared to work with technology to forge new relationships.</p>	<p>Research different backgrounds and cultural heritages in order to show respect and understanding of other cultures</p> <p>Discovering how the internet and the digital age have influenced various cultures (the arts?)</p> <p>Using the internet to research different cultures to explore similarities and differences</p>

	about life	<p>bullying as a danger.</p> <p>By considering the vision of those involved in developing the web – responsibility of people who share content on the internet (varying media)</p> <p>Research different backgrounds in order to show respect and empathy towards others.</p>	<p>By discussing the impact of ICT on ways people communicate - How behaviour, relationships and attitudes change due to the presence of technology.</p> <p>Use internet to research topics for debate.</p>	<p>(PSHE, English, RE)</p> <p>Use video from the internet to experience other cultures.</p>
Difference and Diversity	<p>Using websites to research differences/diversity and understand them.</p> <p>Express their uniqueness through ICT – vlogging, art, writing, blogging, etc.</p> <p>Avoid gender stereotypes – include images of females using technology (to challenge stereotypes)</p>			
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Spanish	<p>By learning and appreciating languages from other cultures.</p> <p>By learning to appreciate and respect themselves and people from other cultures.</p> <p>By showing empathy towards other cultures.</p>	<p>By helping pupils to have an accurate and truthful understanding of other cultures.</p> <p>By helping children to understand and appreciate how people from other cultures live.</p> <p>By respecting different cultures and languages.</p>	<p>By learning the skill of communicating in different ways.</p> <p>By exploring the different social conventions e.g. forms of address.</p> <p>By learning different greetings for different occasions e.g. Feliz Navidad</p>	<p>By appreciating the language and customs of other people from other countries.</p> <p>By learning about the ways in which other cultures celebrate Christmas and other occasions.</p> <p>Discuss and respect the differences between everyday life in other cultures.</p> <p>By exploring the music, literature and culture of Spain or Spanish speaking countries.</p>
Difference and Diversity	<p>Customs and cultures</p> <p>Differences in language and how to build a relationship understanding language differences.</p>			

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PSHE	Develop resilience Show respect for others needs Reflect on ways they behave towards others Ask advice about health and wellbeing Care about others feelings Talk about what they are good at Explore different ways of achieving Seek advice on how to resolve conflict Set goals	To explore what is right and wrong To explore Christian values such as wisdom (making the right choices) Respects feelings of others and themselves Visitors such as NSPCC/ PANTS How to look after their environment eco Promote acceptance of all Anti- bullying week SRE E safety Laws and rules and how they are made	Find ways to deal with and resolve conflict Learn how to help others and others in the community To express themselves in a sensitive way To be aware of peer pressure and how to deal with this Explore the effects of anti- social behavior Explore effects of social media	Explore different festivals such as Diwali Talk about community and groups they belong to Debate and explore how to value differences Rights and responsibilities Debate human rights across the world Resolving and respecting differences Explore Identity- ethnic, religious etc.
Difference and Diversity	Acceptance and respect of everyone, LGBT, Variety of relationships What does a family look like? Human rights Exploring Identity			