

## Spiritual

*The spiritual development of pupils is shown by their:*

	Evidence where this is taught in the Curriculum:
<ul style="list-style-type: none"> <li>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;</li> </ul>	<ul style="list-style-type: none"> <li>During the 'Muslims in Manchester' Topic (RE) we explored another Religions faith. We have discussed how Muslims worship in a busy city environment (Manchester)</li> <li>We have compared the 'Journey of life' (RE) of several Religions – Hindus, Muslims and Christians. We explored the significant points in their life's.</li> </ul>
<ul style="list-style-type: none"> <li>sense of enjoyment and fascination in learning about themselves, others and the world around them;</li> </ul>	<ul style="list-style-type: none"> <li>In geography, we have compared river use across the world. Children to explore what rivers are used for in different countries e.g. Manchester rivers and River Nile.</li> <li>The children went on a memorable experience (open top bus tour of Manchester). This made them more aware of the city that they live in.</li> <li>The children have conducted fieldwork at a local river (River Tame), where they have explored meanders.</li> </ul>
<ul style="list-style-type: none"> <li>use of imagination and creativity in their learning;</li> </ul>	<ul style="list-style-type: none"> <li>The children put their own spin on an Egyptian death mask when they designed their own using real examples to influence them</li> <li>Writing Egyptian adventure stories: creating their own plots, characters and settings.</li> <li>The children recreated a horse puppet from the War Horse book that we read (DT lessons)</li> </ul>
<ul style="list-style-type: none"> <li>willingness to reflect on their experiences.</li> </ul>	<ul style="list-style-type: none"> <li>The children evaluated and analysed the results from their River Tame fieldwork.</li> <li>We used L S Lowry pictures to influence our own self-portraits using a mirror to get appropriate detail</li> </ul>

## Moral

*The moral development of pupils is shown by their:*

	Evidence where this is taught in the Curriculum:
<ul style="list-style-type: none"> <li>ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England;</li> </ul>	<ul style="list-style-type: none"> <li>E-safety in ICT and assemblies. The children have been educated on what are age appropriate sites and discussed appropriate behaviour online</li> <li>We have had discussions about gender identity in PSHE, countering stereotypes.</li> <li>We have researched laws about women in the Victorian era – time of Emmeline Pankhurst and the Suffragettes.</li> </ul>
<ul style="list-style-type: none"> <li>understanding of the consequences of their behaviour and actions;</li> </ul>	<ul style="list-style-type: none"> <li>The children have explored the consequences of Christian actions when learning about Heaven and Hell/afterlife.</li> <li>We have discussed the opening of</li> </ul>

	Tutankhamun's tomb – was there a negative consequence to opening the tomb?
<ul style="list-style-type: none"> <li>interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.</li> </ul>	<ul style="list-style-type: none"> <li>We had a moral discussion when writing a balanced argument in History – ‘Would you go over the top?’</li> <li>We have written an informative letter in English (from Emmeline Pankhurst to the Suffragettes) considering their feelings in regards to the Emmeline's incarceration</li> </ul>

## Social

*The social development of pupils is shown by their:*

	Evidence where this is taught in the Curriculum:
<ul style="list-style-type: none"> <li>use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds;</li> </ul>	<ul style="list-style-type: none"> <li>every half term our Kagan seating groups switch so that the children work with a mix of children from a range of different backgrounds.</li> <li>In PE, we mix and change the teams so that children work with/play against a range of different children each game/lesson.</li> </ul>
<ul style="list-style-type: none"> <li>willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively;</li> </ul>	<ul style="list-style-type: none"> <li>we do a daily brain break/team builder where every member of the class is engaged and involved in an activity</li> <li>the Cadets extra-curricular club offers the children an opportunity to volunteer their time to new social settings and work in the community</li> </ul>
<ul style="list-style-type: none"> <li>acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</li> </ul>	<ul style="list-style-type: none"> <li>We have explored how laws involving women have changed over time (from Victorian era to 2018) when exploring Emmeline Pankhurst and the suffragettes.</li> <li>We have developed our tolerance and respect towards gender identity in our PSHE lessons.</li> </ul>

## Cultural

*The cultural development of pupils is shown by their:*

	Evidence where this is taught in the Curriculum:

<ul style="list-style-type: none"> <li>• understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others v understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain;</li> </ul>	<ul style="list-style-type: none"> <li>• We have discussed how World War 1 influenced modern day Europe in our Remembrance Topic.</li> <li>• We have made ourselves aware of how diverse Manchester is as a city when we were discussing 'Muslims in Manchester' in our RE lessons.</li> </ul>
<ul style="list-style-type: none"> <li>• knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain;</li> </ul>	<ul style="list-style-type: none"> <li>• We compared how the judicial process has changed over time. We focussed on men making up the jury in Victorian times, to it now being more diverse decision makers</li> </ul>
<ul style="list-style-type: none"> <li>• willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities;</li> </ul>	<ul style="list-style-type: none"> <li>• the children have the opportunity to attend various after school clubs: basketball, football, dance, cross country, guitar, ukulele, cadets</li> </ul>
<ul style="list-style-type: none"> <li>• interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities.</li> </ul>	<ul style="list-style-type: none"> <li>• We have compared similarities and differences of several religions: Islam, Hinduism, Christianity. Children have been taught to embrace diversity and celebrate any cultures that they bring to the school community</li> </ul>