

Durston House

Spiritual, Moral, Social and Cultural Development of Pupils (SMSC)

Curricular Opportunities for Spiritual Development

Art

- investigation of religious images and iconography
- contemplation of the Divine through aesthetics and beauty
- exploration of system or design through Islamic patterns or Hindu/Buddhist mandalas
- use of imagination and creativity to explore and express inner self
- examination of human ageing and mortality through portraiture

English

- encourage awareness through careful choice of literature, e.g. *I am David*
- discuss choices that characters make
- discuss issues within text through guided reading
- develop the language and skills to express oneself through art/imaginative literature..... self-confidence, developing their own sense of spirituality
- appreciate beauty and horror in the world
- develop a personal sense of right/wrong through shared experiences
- work both independently and within teams to create (poetry) etc.
- peer and self-assess to reflect on achievement

French

- understanding that France is a secular society

Geography

- discuss and compare the belief systems of different countries and cultures
- seize opportunities for creativity
- the ISEB Syllabus Aims include the stimulation of curiosity about the world, environmental awareness and the benefit of sustainable development
- in Human Geography, discuss and reflect upon attitudes to wealth distribution (e.g. sweatshops), access/entitlement to Justice (e.g. wages), economic opportunity (developing countries), the use of resources, the impact of resource exploitation (Amazonia); what constitutes scenic attraction, the management of wilderness (National Parks), the desirability for an urban world of quality, where areas for 'recreation', culture and amenity are included (Settlement).
- in Physical Geography, evoke the experience of wonder at the processes at work to shape our terrestrial and atmospheric environments

History

- investigate religious ideals and beliefs through the study of the conflict within the Christian Church in Medieval and Tudor times and how individuals' beliefs impacted on others and the greater community
- contemplate the morality of the church throughout history
- explore ourselves – our past experiences and histories
- empathize with others through role-play and examination of Historical Sources to imagine how people felt when their way of worship was changed against their will
- reflect on the lives of noted individuals, e.g. Thomas Becket, Martin Luther and groups in society e.g. martyrs, heretics

ICT

- explore creativity and imagination in the design and construction of digital products
- promote self-esteem through presentation of work to others
- explore how ideas in computing have inspired others
- create digital products that incorporate personal beliefs

Latin

- learn about the values/culture of others
- explore beliefs of ancient cultures
- learn about ancient gods
- learn how to form opinions based on evidence
- learn about heroic individuals

Learning Support

- respond to questionnaires regarding pupil's feeling throughout the school
- appreciate differences between individuals
- be inclusive
- self-evaluate
- develop respect and understanding of differing beliefs
- boys show tolerance and understanding of others

Mathematics

- approach problems with an open and inquisitive mind and to use imagination and creativity
- explore different ways of achieving results when solving mathematical problems, often by sharing ideas with others
- look for beauty and truth in mathematical concepts in order to appreciate the aesthetic and spiritual value of Mathematics
- value the role of mathematics throughout the ages for being a vehicle for our understanding of the world we live in, often applied in the spiritual context but more importantly in a scientific context
- understand the importance of producing work to a high standard and the need to reflect and continually strive to do better

Music

- touch on the religious aspects of music in the Renaissance, Baroque and other periods in Musical history
- prepare and take part in an annual Carol Service
- look at the importance of religion in music
- reflect on the nativity story in the Pre-Prep Christmas Production
- perform and listen to folk songs, which often contain a spiritual or religious theme

PE and Games

- create and develop attacking and defensive set plays and tactics
- reflect and critique own work and the performance of others
- use discovery style to allow pupils to have their own thoughts, ideas and concerns
- teachers question pupils throughout the lessons – Why? What? How?

PSHME and RS

- acquire knowledge and develop understanding of various beliefs, values and traditions
- consider the influence that individual beliefs, values and traditions have on people
- consider their responses to spiritual issues and listen to the views of others
- develop good relationships and respect different peoples beliefs
- develop a healthy and safe lifestyle

Reception

- free play in music, art and dance
- parent feedback sheet following discussion
- festival topic – including personal experiences
- discussion about likes and dislikes
- promoting being proud of achievements, including Star of the Week and Assembly certificates
- chicks, ducklings, caterpillar hatcheries – developing awe and wonder

Science

- create an awareness of controversy and conflict with regards to creationism and evolution
- discuss where life and the universe have come from – The Big Bang Theory etc
- working with others in practical experiments
- developing an awareness of self
- developing an awareness of the importance of knowledge and understanding to human society