

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

Computer Science

- 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

English

- encourage awareness through careful choice of literature, e.g. *Street Child*
- discuss choices that characters make
- discuss issues within text through guided reading
- develop the language and skills to express oneself through art/imaginative writing... 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

- understand that France is a secular society
- discuss saints days and the fact that the main religion is Catholicism

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

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 Skills

- learn how to emulate significant individuals to find strength, resilience and perseverance

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