

Spiritual Moral Social and Cultural development/fundamental British Values

Year group: 4

Term	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development	We promote <i>fundamental British values</i>
Autumn	<ul style="list-style-type: none"> • Pupils explore the beliefs and values of Judaism in RE. • Enquiry-based learning is used to explore the question ‘Why are the Jews a Chosen People?’ • During their October visit to Norwich Cathedral, pupils explore the question ‘Who is Jesus’?’ • Pupils participate in a daily act of worship in either class or whole-school assemblies. • A Class Prayer is produced, allowing the pupils a chance to reflect on the concept of personal and corporate prayer. • Pupils encouraged to think outside of their own experience in subjects such as English, Humanities (Topic) and Science. 	<ul style="list-style-type: none"> • Pupils are given clear boundaries for acceptable and unacceptable behaviour, according to the school behaviour policy and class rules. • Zero-tolerance to bullying, racism or gender-discrimination is promoted. • Gold Certificates and Prize Points (resulting in a weekly raffle) model the rewards for positive behaviour and good choices. • Pupils are taught about Internet safety and responsibility in Computing. 	<ul style="list-style-type: none"> • PSHE lessons are used to teach pupils about good friendship skills, listening skills and conflict-resolution skills. • Anti-Bullying Week takes place in November. • Dogs Trust come into class to teach children about appropriate behaviour with animals. • Y4 pupils are given a Y2 Reading Buddy, who they are encouraged to mentor. • Calculations involving money are studied in Maths – a chance for pupils to learn the building blocks for economic wellbeing in the future. • Digital leaders • Film club 	<ul style="list-style-type: none"> • Humanities (Topic) work teaches pupils about the cultural roots of Britain (Vikings and Anglo Saxons). • Pupils explore the culture of Judaism in RE. • Pupils are taken to Norwich Cathedral, and taught about local Christian history and culture. • Fables are studied in English (part of our cultural heritage). • 	<ul style="list-style-type: none"> • Pupils learn the basic concept of democracy by voting for class rules and class reps/ monitors. • Pupils learn about systems of sanctions and rewards at school and beyond (in PSHE). • Pupils learn about tolerance and justice through PSHE lessons on anti-bullying and anti-racism. • Mutual respect and tolerance of those with different faiths and beliefs promoted in RE lessons. • Individual liberty and free-thought promoted by repeatedly asking the pupils own opinions in English, Humanities (Topic) and RE lessons.

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Spring	<ul style="list-style-type: none"> • Pupils explore the beliefs and values of Christianity in RE. • Enquiry-based learning is used to explore the question ‘What is Salvation?’ • Pupils take part in a whole school RE day entitled the ‘Easter Experience’ (run by a local Christian schools worker). • Pupils participate in a daily act of worship in either class or whole-school assemblies. • Pupils encouraged to think outside of their own experience in subjects such as English, Humanities (Topic) and Science. 	<ul style="list-style-type: none"> • Gold Certificates and Prize Points (resulting in a weekly raffle) model the rewards for positive behaviour and good choices. • Living Things/ Animals/ Habitats studied in Science – an opportunity for pupils to reflect on their attitude and responsibilities towards the environment. • Pupils are taught about Internet safety and responsibility in Computing. 	<ul style="list-style-type: none"> • Y4 pupils continue to work with their Y2 Reading Buddy, who they are encouraged to mentor. • Pupils develop collaboration and team-work skills in Dance, Gymnastics and Games in PE lessons. • Calculations involving money are studied in Maths – a chance for pupils to learn the building blocks for economic wellbeing in the future. • Digital leaders • Film club 	<ul style="list-style-type: none"> • Humanities (Topic) work teaches pupils about the culture of North America. Humanities (Topic) work teaches pupils about Egyptian culture. • Pupils are taken to Norwich Castle to learn about Egypt. • Pupils explore the culture of Christianity in RE. • Myths and Legends are studied in English (part of our cultural heritage). • Pupils are taught about North American Artists in Art lessons. 	<ul style="list-style-type: none"> • Pupils learn to give a reasonable and rational viewpoint through use of Persuasive Writing in English. • Pupils learn about tolerance and justice through PSHE lessons on anti-bullying and anti-racism. • Value of democracy and rule of law taught at a basic level in PSHE lessons. • Mutual respect and tolerance of those with different faiths and beliefs promoted in RE lessons. • Individual liberty and free-thought promoted by repeatedly asking the pupils own opinions in English, Humanities (Topic) and RE lessons.

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Summer	<ul style="list-style-type: none"> • Pupils explore, compare and contrast the beliefs and values of Islam and Christianity in RE. • Enquiry-based learning is used to explore the question ‘Why are Prayer and Fasting Important?’ (in both Islam and Christianity). • Pupils take part in a whole school RE day entitled the ‘Christianity Experience’ (run by a local Christian schools worker). • Pupils encouraged to think outside of their own experience in subjects such as English, Humanities (Topic) and Science. 	<ul style="list-style-type: none"> • Gold Certificates and Prize Points (resulting in a weekly raffle) model the rewards for positive behaviour and good choices. • Humanities (Topic) work teaches pupils about the responsibilities humans have towards the environment (Coasts). • The Water Cycle studied in Science – another opportunity for pupils to reflect on their attitude and responsibilities towards the environment. • Pupils are taught about Internet safety and responsibility in Computing. 	<ul style="list-style-type: none"> • Class visit to Eaton Vale where team-work, collaboration and social skills are focused on for the day. • Y4 pupils continue to work with their Y2 Reading Buddy, who they are encouraged to mentor. • Pupils develop collaboration, team-work skills and a sense of fair play in Athletics, Tennis and Outdoor Adventurous Activities in PE lessons. • Pupils work together to plan events such as the end of year class party, and stalls for the Summer Fair. • Digital leaders • Film club 	<ul style="list-style-type: none"> • Humanities (Topic) work teaches pupils about Egyptian culture. • Pupils explore the culture of Islam in RE. • Stories from other Cultures are studied in English (a chance to compare our culture to other cultures). • Pupils are taught about Egyptians Artists in Art lessons. • Pupils are taught about food from different countries and cultures in Design Technology. 	<ul style="list-style-type: none"> • Stories about British History are studied in English. • Value of democracy and rule of law taught at a basic level in PSHE lessons. • Mutual respect and tolerance of those with different faiths and beliefs promoted in RE lessons. • Individual liberty and free-thought promoted by repeatedly asking the pupils own opinions in English, Humanities (Topic) and RE lessons.