



Exploring the Spiritual, Moral, Social and Cultural education at Trent CE Primary School

Specific Christian comments included from Christ Church with Bible references

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Spiritual Development

Pupils develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material wellbeing

sense of self	Who Am I?...Six word autobiography...My Story so far...Being Human...What do I bring to the “plate”? <i>Someone created by and loved by God, made with a purpose</i>
unique potential	What is special about me?...The past is history, the future is a mystery, now is a gift which is why it is called the present...What is my response?... What is the sum of my parts? <i>All given gifts, use them to serve God. The future is not a mystery to God – he knows everything!</i>
understanding of your strengths and weaknesses	Positivity v Negativity...How do I turn a negative into a positive?...What do I need to learn?...What do I want to learn?...How am I “smart”?...What is the value?... <i>Ask God to help you with (through prayer)</i>
will to achieve	Standing still v moving forward...There is no time like the present...What is Emotional Intelligence? ...Self Manager...
curiosity about yourself	Where do my thoughts/ideas/opinions come from?...Who do I think I am?
your place in the world	Jigsaw puzzle...which piece am I? How many different identities do I have? ...How am I similar?...How am I different?...Independent Thinker...
life's fundamental questions	Why am I me?...Why am I here?...What is the right answer?...What is the right question?...How do I develop a mind of my own?...What do I like?...Why do I like it?...What don't I like? Why don't I like it?...What defines Right/Wrong?...What defines Wrong/Incorrect? <i>Authoritative answers come from the Bible – the Bible tells us the truth about ourselves</i>

Spiritual Development as Christians

Pupils develop the knowledge, skills, understanding, qualities and attitudes they need to know Christ and his Word.

Verses from Christ Church

Our Christian values – living by them	<p>God is: loving, just, generous, truthful and forgiving, so we act in:</p> <p>Love - <i>seeking what is best for others even at the cost of oneself</i></p> <p>Justice - <i>protecting, upholding dignity and worth, being inclusive always</i></p> <p>Forgiveness - <i>restoring relationships, growing in maturity and goodness</i></p> <p>Generosity and Gratitude - <i>giving, sharing time and skills, openness, saying ‘thanks’</i></p> <p>Truth - <i>sincerity, honesty, and integrity</i></p> <p><i>Because God is good we have:</i></p> <p>Hope - <i>The habit of positive expectation to transform lives.</i></p>
Learning to love others as Christians	Following the example of Christ serving us (Mark 10:45)
Justice and forgiveness	Example of Christ forgiving us. Should seek justice for all – loving our neighbour (Mark 12:31)
Generosity and gratitude	The Bible teaches that we have been given much by God – we are therefore to be thankful (see 1 Thessalonians 5:15-18). This also helps to take the focus off ourselves and care for others.
Truth and Integrity	This follows from the above, if you love others, show forgiveness, seek justice, and are generous, you will not lie, and will show integrity in your life – consistency between your life and your words.
Hope	Christian hope rooted in friendship with God – eternal life with God (John 3:16). Nothing is impossible for God (Matthew 19: 26) , Jesus “rose and conquered the grave”.

Moral Development

Pupils develop the knowledge, skills and understanding, qualities and attitudes to make responsible moral decisions and act on them.

understanding of the difference between right and wrong	Classroom rules...Expectations...Do's and Don'ts...Must Should Could's...Different circumstances, different me... <i>God gives us the standards for right and wrong (eg 10 commandments)</i>
moral conflict	Right or Wrong?... Absolutism...Pros and/or Cons...For and/or Against...Decisions Decisions Decisions...
concern for others	Paired experiences, shared opportunities...Positive language...The Bigger Picture...What do YOU think?...
will to do what is right	First seek to understand...How I make a positive difference?...Positive Behaviour for Learning...See first to Understand...Effective Participator... <i>Sin comes to us all (e.g. don't have to teach how to hit/bite/argue etc) Learn to be GOOD; know right from wrong</i>
reflect on the consequences of your actions	What is wisdom?... Proactive v Reactive...Choices...What makes a "good" student?...Reflective Learner... Being the best that we can be!
learn how to forgive yourself	Loving the "lessons" of life...The longest journey starts with a single step...Positive self-talk...Collecting opinions... <i>as Christ forgives us</i>
learn how to forgive others	Reading between the lines...Focussing on the issue, not the person...Why do differ?...I am right, you are not wrong...Time to move on...Compromise...Agree to disagree...

Social Development

Pupils develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities.

responsibilities and rights of being members of families and communities (local)	Giving and receiving a positive analysis (praise)...Giving and receiving a negative analysis (criticism)..Establishing the rules for creating a Positive Learning Environment...good partnership links to community schools (teachers and pupils)
responsibilities and rights of being members of families and communities (national)	Opinions – what forms my views?...Respect... How has my Environment shaped me?...How have I shaped my Environment? Continuing links with pupils who have left to live other parts of the UK. School visits to other parts of the UK and Europe.
responsibilities and rights of being members of families and communities (global)	How am I a global Citizen?...How can I contribute?...How can I make a difference? Emersion in another European culture linked to our additional language learning. Visitors from France. <i>Compassion for others- sponsoring a child is a good example of this, sponsorship for those needing aid. Charity fund raising.</i>
ability to relate to others	Similarities and Differences – what are these worth?...
work with others for the common good	Rating SUCCESS...Adjectives...Learning lessons from the past...Leading Learners...Students as Teachers...
sense of belonging	Minorities and Majorities...What do the terms mean? Am I part of either/both groups?...Advantages and Disadvantages... <i>God cares for all – minorities and majorities</i>
willingness to participate	Giving good value...Skills for Employment...Team Worker... <i>Willingness to serve others</i>

Cultural Development

Pupils develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture.

cultural traditions	What I do/don't do as a result of my heritage...What is Diversity?...Is it a good or bad thing?...Assimilation: Pros and Cons... <i>God is a creative artist – diversity part of his design!</i>
appreciate a variety of aesthetic experiences	Awe and Wonder in the classroom...How do I connect? Compare and Contrast?...Iconography...Symbolism including- music from many cultures, artists from around the world, dance (festival, maypole and country dancing)
respond to a variety of aesthetic experiences	Learning through theme...Learning through style...Learning through resources...Development of Knowledge and Know-how...Creative Thinker...
respect for your own culture	Where do I belong?...Britishness...Local, National and Global Pride...How much do I know about myself?...Heroes and Heroines...Who do I think I am? celebrating cultures ancient and modern across the globe. <i>Many British values based on Christian values</i>
and that of others	Global citizen...Who do you think you are? World faith week- visitors from other faiths. Celebrating other faiths in our school. Celebrating world festivals.
interest in others' ways of doing things	Sharing cultural differences...Same Question, Same Answers?...
curiosity about differences	Basic Needs...Basic Wants...Commonality...What shapes us as individuals and/or groups? Significant Events...

Fundamental British values are OUR values!

Provision (from DFE)	Understanding and knowledge (DFE)	What we do at Trent
distinguish right from wrong	The law protects individual citizens and is essential for their wellbeing and safety;	Behaviour policy is highly effective Values based assemblies (eg fairness and forgiveness) RE lessons: learning from religion Commonality of morals between religions
accept responsibility for their behaviour; contribute positively to the lives of those living and working in the locality		Extra curricular activities include: Choir singing for charity; many charity events for global disasters Red Nose Day and Children in Need annually Ecowarriors look after our environment working with volunteers 'Free the Children' charity raised awareness of supporting disadvantaged people in the community through Healthy Tuck Shop (Sept 2015) Christian calendar: Harvest time: foodbank collections; Remembrance Sunday (poppies) Cooking for a cake sale Bikeability and sustainable travel (School Travel Plan) Working in partnership with local volunteers. and local historian; link with Trent park. On going economic responsibility of ownership of pencil case. Local trips- Asda, trent Park, swimming, East Barnet school Close partnership with our local church and Oak Hill College.
knowledge of and respect for public institutions and services in England	Eg Police, Parliament	Mayor (and wife) awarded our Sustainable school awards Services (including space scientist, Vet nurse, London Underground, Fire Brigade, Waste collection) Frequent travel on the tube. Library service. Support the Barnet educational music trust.
tolerance and harmony between different cultural traditions	Combatting discrimination	Teaching resources from a wide variety of sources Sponsoring 7 children in Uganda through Compassion charity Visits from people of other faiths: Jewish, Muslim, Greek Orthodox, Hindu Visits to Jain temple, Hindu temple, mosque and our church Children sharing their faith; learning about other faiths.
respect for other people		Daily assembly and Value of the week.
democracy	influence decision-making through the democratic process; understand how democracy works	Ancient Greece democracy compared to today; school council decisions and votes (eg our reading dog, Fin) General election project (year 6). Democracy Vs dictatorship. What rules can we improve – speech writing, polices and manifestoes, Understanding freedom to vote and freedom of speech. School council is voted for. Junior citizens.