

<p style="text-align: center;"><b><u>Spiritual</u></b></p> <p>Examples: sense of self, unique potential, understanding strengths and weaknesses, curiosity about themselves and their place in the world increases, fundamental questions. They develop the knowledge, skills, foster their own inner lives and non-material wellbeing.</p>	<p style="text-align: center;"><b><u>Moral</u></b></p> <p>Examples: right and wrong, moral conflict, a concern for others, will to do what is right, reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge, skills, responsible moral decisions.</p>	<p style="text-align: center;"><b><u>Social</u></b></p> <p>Examples: the responsibilities, rights of being members of families and communities (local, national and global), ability to relate to others and to work with others for the common good, belonging and participate, active contribution to the democratic process, communities.</p>	<p style="text-align: center;"><b><u>Cultural</u></b></p> <p>Examples: cultural traditions, respect for their own culture and that of others, an interest in differences., understand, appreciate and contribute to culture.</p>
<p>Children look at a number of different faiths and explore famous people and artefacts. Judaism, Christianity, Sikhism, Hinduism Buddhism and Islam are the faiths the children learn about.</p> <p>Cool Fuel</p> <p>SEAL lady</p> <p>Work on developing a growth mindset.</p> <p>Children to create self-portraits in the style of Nick Sharratt to include pictorial representations of their hobbies and things that they enjoy.</p> <p>Children to consider their ambitions and hopes for the future in World of Work week.</p>	<p>Children to create a class set of rights and responsibilities for the classroom.</p> <p>Writing battle cries– The children are asked to consider the moral implications and constraints of living in Sparta and to write a battle cry to persuade people to travel to freedom.</p> <p>Writing discussion texts: The children are encouraged to pick a contentious issue and debate the morality of it in a piece writing e.g. animal testing.</p> <p>Moral discussions through class reader e.g. Holes– was it right for Stanley to run away from the camp?</p> <p>Cross-curricular reading sessions, looking at song lyrics and music videos, usually with a moral focus e.g. judging people by the way that they look.</p>	<p>Children often work in partners and peer assess so they are giving each other positive and constructive feedback.</p> <p>Children to attend the Flying Start event run by Manchester Airport, focused on developing key skills and talking about how to benefit the community.</p> <p>Children to democratically vote for school councillors.</p> <p>Children to democratically vote on Democracy Day.</p> <p>Children to participate in first aid training by St John’s Ambulance Staff.</p> <p>Firemen visiting school to give talks on fire safety.</p> <p>Democracy– Ancient Greece</p> <p>Literacy: Biographies—Looking at how various people contributed to society through something they did or something they created.</p> <p>Children exposed to and encouraged to read First News newspapers.</p> <p>Children to complete Headway comprehensions, often based on current news stories and understanding of the community.</p>	<p>Writing poems about gender stereotypes.</p> <p>Celebrating universal children’s day and celebrating differences with other cultures.</p> <p>Ancient Greek cultures and beliefs.</p> <p>Our interconnected world</p> <p>Remembrance Day poetry. Children write their own poem about Remembrance Day.</p> <p>Anti-racism week– Children are shown to recognise discriminatory behaviour and attitudes, and how to take appropriate steps to counteract it.</p> <p>Children to consider the cultures and beliefs of different faiths. Faiths covered are Judaism, Christianity, Sikhism, Hinduism Buddhism and Islam.</p>

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	<p>Children to write a newspaper article based on a “break-in” in the classroom.</p>	<p>Children to write a letter to the Prime Minister</p> <p>SMSC– Freedom unit, looking at prominent figures such as the Suffragettes</p>	