



Spiritual, Moral, Social and Cultural Development and the promotion of British Culture at St Margaret's CE Primary School,  
Withern – Maths, English and Science



Subject	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development Including British culture
<b>Maths</b>	<p>By making connections between pupils' numeracy skills and real life.</p> <p>By using the outdoor environment to promote numeracy in our 'maths garden'.</p> <p>By exploring how numbers exist in the natural world and the connection with the spiritual.</p> <p>By considering pattern, order, symmetry and scale both man made and in the natural world.</p> <p>Deriving data from the world around us and using this in our work e.g. daily weather data collection</p> <p>Exploring number patterns in the natural world through outdoor learning e.g. in sunflowers or insects.</p> <p>Class 1 annually harvest apples and produce apple juice they then use measure to work out how much they have produce and thus the connection of maths to awe and wonder in the world.</p> <p>Using quotations in our maths garden about how the natural world links to mathematical principles.</p>	<p>By engaging pupils playfully; for example, in unequal shares of resources, why might someone be upset if they received less than other people?</p> <p>By reflecting on data that has moral and ethical implications; for example pupils might consider the difference in amounts of money spent on non-essentials compared with food aid/water aid</p> <p>By giving pupils budgets e.g. to build the 'little library' and opportunities to deal with wholesalers/sellers</p> <p>Through our 'playground produce' enterprise scheme and other schemes pupils deal with customers, budgets, profit and loss. They relate effort and work with gain.</p> <p>Through raising money against sales and then considering its best usage e.g. donating to our link school in India</p>	<p>By the sharing of resources within the classroom, the negotiating of responses and group problem solving by analysing social data e.g. on health care, weights, heights etc.</p> <p>Through collaborative learning groups to problem solve</p> <p>Through wow days with our partner schools promoting cross-school/cultural social events</p>	<p>By asking questions about the history of maths: for example, 'What did the Egyptians, Greeks and Indians discover that we still use in maths today?'</p> <p><b>British Culture:</b> Problem solving with number sequences and prime numbers – relate this to wartime code breaking</p> <p>Through the International Primary Curriculum (IPC) and how this also relates to <b>British Culture:</b> the IPC has lots of cross cultural experiences which relate to maths – for example we weighed out cocoa and made chocolate and sold this – we looked at fair trade and the industry in Britain</p>



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	Children use maths to monitor the environment and energy consumption thus connection life with the world around them			
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<b>English and Literacy</b>	<p>In responding to a poem, story or text; pupils can be asked 'I wonder what you think happens next?' 'How would you feel if you were the person in the story?' 'Where have you met these ideas before?' By appreciating the beauty of language in poems.</p> <p>Through poetry we have complex ideas around life cycles and change and spiritual foundations. For example in the poetic work in the film 'Growing': <a href="http://www.st-margarets-pri.lincs.sch.uk/files/pages/film.php">http://www.st-margarets-pri.lincs.sch.uk/files/pages/film.php</a></p> <p>Class 1 annually harvest apples and produce apple juice they then write about the experience</p> <p><b>Cultural literacy forms the heart of our curriculum – from Tennyson to Bomber Command; from the grey seals of Donna Nook to how climate change effects the coast. Our curriculum explores and articulates the culture and landscape of Lincolnshire, the UK and the world.</b></p>	<p>By exploring stimulus for thinking about the consequences of right and wrong behaviour; pupils can speculate and apply their learning to their own lives. When they do this they are developing their speaking, listening and higher order thinking skills. By considering different perspectives</p> <p>. Through the study of war poetry discussions lead to greater understanding of complex moral issues</p>	<p>By supporting conceptual and language development through an understanding of and debates about social issues</p> <p>By providing opportunities for talk in a range of settings</p> <p>All pupils before the leave the school get the chance to work on a film making project which requires social cohesion to produce a number of exercises linked to the international project 'La Cinematheque' : <a href="http://markreid1895.wordpress.com/tag/long-take/">http://markreid1895.wordpress.com/tag/long-take/</a></p> <p>The children have worked on literacy based film making projects with children from around Europe and shared ideas In Paris and London with children from a range of social and economic backgrounds.</p>	<p><b>Cultural Literacy is the heart of our curriculum:</b> By pupils telling stories from their own cultures and backgrounds creating the idea that 'everyone has a 'story to tell' By providing opportunities for pupils to engage with texts from different cultures. Through looking at the first world war poets before our remembrance day visit to the Withern war memorial we will explore part of <b>British cultural</b> identity.</p> <p><b>British Culture:</b> We have made films about Lincolnshire in World War 2 and produced leaflets and reports. <b>British Culture:</b> Example - We use local poet Alfred Lord Tennyson to explore the poetry and language of the county's countryside. We also visited the 'Tennyson Collection' in Lincoln. Films here:<a href="http://www.st-margarets-pri.lincs.sch.uk/files/pages/film.php">http://www.st-margarets-pri.lincs.sch.uk/files/pages/film.php</a></p> <p><b>British and International Cultural:</b> we explore the links between the USA and England and the former's roots in Lincolnshire through the Pilgrim Fathers. See the film here<a href="http://www.st-margarets-pri.lincs.sch.uk/files/pages/film.php">http://www.st-margarets-pri.lincs.sch.uk/files/pages/film.php</a>To improve cultural links we have blogged with schools from</p>



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				around the UK and abroad including Canada and Arizona. UK schools have included inner-city schools with very diverse communities.
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<b>Science</b>	<p>By demonstrating openness to the fact that some answers cannot be provided by Science.</p> <p>By creating opportunities for pupils to ask questions about how living things rely on and contribute to their environment.</p> <p>The integration each week of science with outdoor learning promotes a sense of awe and wonder of nature and the world around us.</p>	<p>By offering pupils the chance to consider the wonder of the natural world and the inventions which have made the world a better place.</p> <p>By considering that not all developments have been good because they have caused harm to the environment and to people.</p> <p>By encouraging pupils to speculate about how science can be used both for good and evil.</p> <p>By recording data of energy savings – through switching off lights and turning down radiators (through the Score project) and from solar panels – we relate our actions to improving energy efficiency which helps the planet</p>	<p>By using opportunities during Science lessons to explain how to keep other people safe and how they might protect a younger or vulnerable young person.</p> <p>By exploring the social dimension of scientific advances e.g. environmental concerns, medical advances, energy processes.</p>	<p>By asking questions about the ways in which scientific discoveries from around the World have affected our lives. There is a rich heritage of scientific discoveries from Hindu, Egyptian and Muslim Traditions and an incredibly rich history of British scientific discovery that we explore.</p>



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