

	<p>outdoors Looking for patterns in religious buildings and furniture</p>			
AJS KS2	<p>Looking at patterns in different religions.</p>	<p>Charity committee and how we help others. Collecting and counting monies Implementing the tutti frutti snacks and the resourcing of this.</p>	<p>Group work to solve problems by listening to each other and other people's ideas to come to a common goal. Listening to the methodology of other children and assessing its effectiveness in a sensitive manner. Explaining how to correct an error respectfully. Sharing out tasks to solve a larger problem when investigating.</p>	<p>Roman Numerals and how these are still used in life today.</p>
English and Literacy	<p>We promote <i>spiritual</i> development</p>	<p>We promote <i>moral</i> development</p>	<p>We promote <i>social</i> development</p>	<p>We promote <i>cultural</i> development</p>
	<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</p>	<p>By exploring stimulus for thinking about the consequences of right and wrong behavior; 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>By supporting conceptual and language development through an understanding of and debates about social issues By providing opportunities for talk in a range of settings</p>	<p>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</p>

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<p>AJS KS1</p>	<p>Through cross-curricular links with cultural stories, writing and poetry.</p> <p>Through an understanding of standard English and through an appreciation for English language through thematic opportunities.</p> <p>Through links to RE and Citizenship in the stories we read.</p> <p>KS1 Reading Club.</p> <p>Through children responding to questions in Guided Reading.</p> <p>Children are encouraged to use role-play corners to encourage language development around a topic.</p>	<p>Children look in depth at a range of characters and their experiences. They learn about why characters behave in a certain way in stories and relate this to our everyday experiences.</p> <p>We promote children's understanding of their own behavior and personality and look at the expectation of this in wider society. We write about how characters and people affect situations through their choices. We do this through a link with RE and PSHE in our theme writing.</p>	<p>By entering a poetry writing competition about the environment through E-on energy.</p> <p>Through Key Stage and Whole School assemblies and learning markets.</p> <p>By children making cross-curricular creative homework projects which are shared as speaking and listening opportunities in class.</p>	<p>By reading and responding to stories from other cultures through a selection of genres.</p> <p>Entering competitions for writing.</p> <p>Celebrating writing through our writing wall in the corridor and WAGOLL in our classrooms.</p> <p>Author and Story-teller visits; Straw bear festival week visits</p>
<p>AJS KS2</p>	<p>By promoting children's enquiry of what they would like to learn and how we use language skills to develop their questions.</p> <p>Through choosing a wider variety of books for guided reading experiences.</p> <p>Children use drama and speaking and listening experiences to</p>	<p>Children learn about the personality of characters in stories and how they develop a story.</p> <p>Children are expected to look at a wide variety of genres and experiences to gather information for their writing. Through World War and Religious themes children are responding to higher order</p>	<p>KS2 Debate Club</p> <p>Through the teaching of persuasive language/ arguments for writing.</p> <p>By responding to aspects of our surrounding culture through writing and reading experiences.</p> <p>By having First News in the</p>	<p>Through an exploration of other cultures cross-curricular and exploring these through writing experiences.</p> <p>Celebrating writing through our writing wall in the corridor and WAGOLL in our classrooms.</p> <p>Through the learning of myths and fables.</p>

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	develop characters and stories.	questions of morality and societal choices.	classrooms and library for children to read and discuss. Through class visits. The introduction of a school newspaper/ newsletter section written by Years 5/6.	
Science	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
	<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>By using tools such as Star Walk which allow pupils to plot the stars in relation to their location and open up questions about the size of the universe and how it might have been formed</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 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</p>
KS1	Throughout all year groups children are encouraged to ask questions at the beginning of a topic, as well as throughout practical activities.	Children study a variety of materials that are used in their everyday life and build an understanding of the usefulness of it for different things in their life.	Throughout all year groups children are encouraged to work with a partner, as well as in a group. All of which promotes children's social skills: promoting	

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	<p>Children thought about questions surrounding why things move on different surfaces and not others (yr2)</p> <p>Children looked at the northern lights considered whether they was a spirit from another world, as many people believed, or whether there is scientific reasoning behind it (yr2)</p>	<p>Thus demonstrating the how important some invention have been for us today. (yr2)</p> <p>Children have thought about how looking after habitats is important</p> <p>Children looked at recycling materials and how these are important in order to protect the environment. Therefore, this developed children's understanding morally making a decision to protect the environment. (yr2)</p>	<p>listening skills, empathy, leadership and communication skills</p> <p>Children have learnt about their bodies and have learnt the parts of their bodies. Within there has come an understanding about their bodies as well as, being aware of where not to touch other children's bodies and respecting other children's personal space.(yr1)</p> <p>By encouraging children to take charge of their school surrounding to help towards saving the planet. Children are encouraged to turn off lights as they leave the room</p>	
KS2	<p>Children explored beyond Earth into space (yr5)</p> <p>In all year groups children are encouraged to ask question which they would like to find out about the particular topic.</p> <p>Children explored how animals help the environment that they live in to flourish, birds dropping seeds as they fly (yr6)</p> <p>Children though about protecting the environment that all organisms</p>	<p>Children studied the source of light and developed their understanding of how this is an invention 'electricity' that has made a difference to peoples life. They compare this to the era of the cave man and released that life would have been different without have a constant light source that you can rely on. (yr3)</p> <p>Children have refuted the idea of evolution- animals evolving from apes- this allowed children to think about how natural selection and</p>	<p>Throughout all year groups children are encouraged to work with a partner, as well as in a group. All of which promotes children's social skills: promoting listening skills, empathy, leadership and communication skills</p>	<p>Throughout the topic adaption and classification, children made comparison with other environments global. Also they invented a new species of plant that would be able to survive in a different habitat. All of which widens children's understanding of the world and build their appreciation of the environment that people live in. (yr6)</p> <p>Children have studied the Egyptians and have thought about how the pyramids were made and</p>

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	<p>live in. They understood that without a structure within an food web (linked to different environments) this would upset the balance of life (yr6)</p>	<p>adaption occurs naturally in order for the survival and adaption of a species. (yr6)</p> <p>Whilst learning about the battle of Britain and gravitational forces children understood that the fighter planes designs were developed for maximum destruction of land and people. This allowed children to explore the concept that not all scientific knowledge is used for good reasons. (yr6)</p>		<p>how the certain materials and their properties made this possible (yr4) Also children have learnt how archaeologists discover tombs and how item that were buried within them lasted for thousands of years and why some item did not.</p> <p>Throughout SRE children study what commitment and marriage means in different religions. (yr6)</p> <p>Linked to the scientific topic 'rocks' children immersed themselves into their theme topic, 'Caveman' and to understand how rocks were used they learnt what is would be like to live in the caveman era. Therefore, children learnt about other cultures in order to understand how rocks were used as everyday material but in different ways today. (yr3)</p>
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MFL (Modern Languages)	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
	By exploring the beauty of languages from around the world By exploring the way language is constructed	By using the Charis materials produced by the Stapleford Centre to explore moral and ethical issues in different languages (www.stapleford-centre.org/bookshop) By helping pupils to have an accurate and truthful understanding of another culture	By learning the skill of communicating in different ways By exploring different social conventions e.g. forms of address	By appreciating the language and customs of others By exploring the literature and culture of other countries By taking part in exchange visits or cultural occasions
AJS KS2	Children will participate in a variety of singing and creative experiences celebrating Christmas around the world.	Children will discuss the reasons why we learn other languages and discuss how it feels to have English as a second language.	The children develop socially by using language in a real life situation such as asking for ice cream in Spanish and remembering to use the Spanish for please and thank you.	During passport days the children will experience a range of different countries and compare.
History	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
	By considering how things would be different if the course of events had been different; for example what difference would it have made if the Normans had not been successful in 1066?	By exploring the results of right and wrong behaviour in the past By considering some of the characteristics of people who have had a bad influence and caused suffering to others. What have	By giving the trigger for discussions about how groups and communities organized themselves in the past. By considering questions about social structure in the past. For	By exploring local history and under researched history and history around us By investigating how culture is shaped by history, exploring the 'cultural heritage' and in particular

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	<p>By looking at local history and investigating the reasons why there is a landmark, building or museum.</p> <p>By speculating about how we mark important events from history and the people who shaped them.</p>	<p>others done to stop injustice? Are there examples from their own local area?</p> <p>By going beyond the facts and asking pupils to make hypotheses and pose questions such as 'what if...?' 'What would have turned a tragedy into a triumph?'</p>	<p>example, What might pupils say about the rights of children in earlier times? Is it important that society looks after young children? Are there people who still don't get a fair deal?</p> <p>By encouraging pupils to talk to their parents and grandparents; for example, when learning about World War Two</p>	<p>the Christian influence on British culture.</p> <p>By taking pupils on visits to heritage sites</p> <p>Enable pupils to respect the civil and criminal law of England (Y5 crime and punishment)</p>
AJS KS1	<p>Y1: The role of the Church in life today: Compare and contrast with children in the past.</p> <p>Representatives from both key stages take part in Remembrance Parade and report back to school.</p>	<p>Y2 Edith Cavell and her legacy. Edward Jenner (Health Centre in town) Florence Nightingale</p>	<p>Y1: Social aspects of celebrations e.g. VE day, Grandparent's day celebrated as a whole school.</p>	<p>Explore reasons for celebration of the local straw bear Festival.</p>
AJS KS2	<p>Representatives from both key stages take part in Remembrance Parade and report back to school.</p> <p>Y6: How different would life be today if WW2 had ended differently?</p>	<p>Impact of monarchs (Esp. Henry VIII, Victoria and Elizabeth I)</p>	<p>Y3: Visits to flag fen a local archaeological dig. Crime and Punishment and its influence on everyday life. (Y5)</p>	<p>Straw bear festival with the whole school and Y4 Take part in Molly dancing display.</p> <p>The impact of many invaders on the structure of settlements, society and our language. Y4 Romans Y5 Greeks and Y6 Vikings</p>

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Geography	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
	<p>By using google maps and asking pupils to imagine what it might be like to live in different parts of the world.</p> <p>By making links with history when exploring the environment and speculating on why the landscape is as it is.</p> <p>By comparing their lives with pupils living in other countries or other part of the UK, possibly through a schools linking programmer www.schoolslinkingnetwork.org.uk or www.epals.com or through contacts with a different Diocese.</p>	<p>By considering how people treat the environment; posing questions such as, 'How are we changing our surroundings - are some things for the better and others for the worse?' Who benefits and who suffers? What should be our personal response to these? Who should look after our environment?</p> <p>By working towards an Eco RE award (check this is still going) or Eco School status</p>	<p>By providing positive and effective links with the wider community, both locally and through linking with other schools with different demographics both in the UK and globally</p> <p>By considering social responsibility e.g. care for the environment, impact of traffic on the local area, tourism</p>	<p>By making links with other countries through schools linking and cultural theme days.</p> <p>By exploring links through the British Council and European Union.</p> <p>By exploring cultures that have had, and still have an impact on the local area.</p> <p>Encourage respect for other people</p>
AJS KS1	<p>A comparison of life in India with that in the UK.</p> <p>Important land marks of UK and what they mean e.g. Houses of Parliament and Guy Fawkes</p>	<p>Weather and climate- consider global warming and its effects.</p>	<p>Passport days where we mix year groups.</p> <p>Consider the possible reasons of <i>global warming</i>.</p>	<p>Aerial photographs and map work relating to Whittlesey.</p> <p>Passport days</p> <p>Geography of our school and town and consider the human features.</p>
AJS KS2	<p>Comparisons of UK with NON EU locations (relating to our year group continents</p>	<p>Evolution of physical Geography: How have things changed? How have voyages changed the</p>	<p>Passport days where we mix year groups.</p> <p>Natural disasters and their impact</p>	<p>Links with the David school in Sierra Leone.</p> <p>Regular updates from school there</p>

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	Natural disasters through History.	world? Recycling and water processing.	on the world.	and how we are helping.
RE	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
	<p>By experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religion and worldviews</p> <p>By asking and responding to questions of meaning and purpose</p> <p>By considering questions about God and evaluating truth claims</p> <p>By exploring spiritual practices such as worship and prayer, and considering the impact of these on believers and any relevance to their own life</p>	<p>By exploring morality including rules, teachings and commands such as The Golden Rule, the ten commandments, the sayings (hadith) of Muhammad,</p> <p>By investigating the importance of service to others in Sikhism, Hinduism and Buddhism</p> <p>By exploring religious perspectives and responses to evil and suffering in the world</p> <p>By asking questions about the purpose and meaning of reconciliation and salvation e.g. exploring Yom Kippur, Christian salvation story</p> <p>By using the Eco RE enquiries provided by Norwich Diocese</p>	<p>By exploring the qualities which are valued by a civilised society - thoughtfulness, honesty, respect for difference, independence and interdependence</p> <p>By asking questions about the social impact of religion</p>	<p>By exploring similarities and differences between faiths and cultures</p> <p>By considering in particular different cultural expressions of Christianity; for example, using the Ngara crosses resource (St Edmundsbury and Ipswich Diocese),</p> <p>By learning about UK saints and those to which their school might be named after</p> <p>By engaging with text, artifacts and other sources from different cultures and religious backgrounds</p>

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AJS KS1	Stories and Symbols (Sikhs) Yr. 1 : Key figures in Christianity Visits to our local church	Y1 Weddings and family life and values. Christian Values	Y1: Family and Christianity and welcoming babies. Y2: festivals and how we celebrate a variety	The place of church individuals: saints, the pope etc. Y2: Sikhs in the community. Looking for and comparing similarities between all faiths across the school Christingle service
AJS KS2	Beliefs and actions in the world (Y 5) The importance of the Bible and the stories it contains (Y 4)	Is religion what you say or do? Y6 : lessons that are taught through the stories that Jesus told	Y4:Commitment and belonging Y5 :The Christian Calendar Y3: Muslims and the rituals of prayer Y5: Hinduism.	Looking for and comparing similarities between all faiths and cultures across the school Y5: Christianity in other parts of the world. Carol service
PSHE/Circle Time	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
	By developing awareness of and responding to others' needs and wants By exploring meaning and purpose for individuals and society By developing resilience and inner strength	By exploring what is right and wrong and to work out what we need to do in this particular community to make sure everyone thrives. By making explicit links to the school's distinctive ethos as a church school.	By helping pupils to engage in a democratic process for agreeing the rules for community life. By creating opportunities for pupils to exercise leadership and responsibility; pupils might be asked 'Why do we think this important?' 'What could we do about it?' 'Who would like to take it further?'	By exploring how different cultures can offer great insights into how we lead our lives Enable pupils to develop their self-knowledge, self-esteem and self-confidence Enable pupils to distinguish between right and wrong

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<p>AJS KS1</p>	<p>Going for goals - whole school unit</p> <p>Cambs PSHE Units</p> <ul style="list-style-type: none"> - Citizenship (Diversity and communities) - Beginning and belonging - My emotions 	<p>Children develop and revisit class rules that they establish at the start of the year.</p> <p>Children will be given the opportunity to investigate their school and local community to find out how to keep our community thriving.</p> <p>Through the Cambs PSHE units the children will discuss what is right and wrong, and how we can deal with different feelings and emotions.</p>	<p>Circle time - gain skills in listening and sharing ideas.</p> <p>Cambs PSHE Units</p> <ul style="list-style-type: none"> - Economic wellbeing - Anti Bullying - Working together 	<p>During the PSHE scheme of work the children will need to investigate different cultures when covering the different units. There will be cross curricular links to RE.</p> <p>Cambs PSHE Units</p> <ul style="list-style-type: none"> - Diversity and communities - Families and friends - Working together
<p>AJS KS2</p>	<p>Going for goals - whole school unit</p> <p>Cambs PSHE Units</p> <ul style="list-style-type: none"> - Citizenship (Diversity and communities) - Beginning and belonging - My emotions 	<p>Children will develop and revisit class rules that they establish at the start of the year.</p> <p>Children are given the opportunity to find out more about the school and wider community during our work week.</p> <p>Through the Cambs PSHE units the children will discuss what is right and wrong, and how we can deal with different feelings and emotions.</p>	<p>Children will take a larger role in the school council - skills from the PSHE curriculum will be developed here as well as cross curricular links (e.g.: English - holding class debates)</p> <p>Cambs PSHE Units:</p> <ul style="list-style-type: none"> - Financial capability - Economic wellbeing - Anti Bullying - Rights, Roles and Responsibilities 	<p>During the PSHE scheme of work the children will need to investigate different cultures when covering the different units. There will be cross curricular links to RE.</p> <p>Cambs PSHE Units</p> <ul style="list-style-type: none"> - Diversity and communities - Families and friends - Working together

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Art and Design	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
	<p>By providing plenty of rich opportunities for pupils both to explore the spiritual dimension and natural phenomena e.g. Northern Lights.</p> <p>By exploring different artists' interpretations of a key figure or event and asking what the artist was trying to convey.</p> <p>By allowing pupils to show what they know through their own expression of big ideas about life e.g. morality, ethical issues. In year 6 "Who is in Charge?"</p> <p>By promoting the process of 'reviewing and evaluating': for example, see the work of David Hockney.</p>	<p>By exploring how emotions and inner feelings are expressed through painting, sculpture and architecture.</p> <p>By responses to and use of visual images to evoke a range of emotions</p>	<p>By sharing of resources.</p> <p>By exploring social conflict and resolution.</p> <p>By exploring art as a powerful social tool e.g. in advertising, in representing particular groups</p>	<p>By experiencing a wide range of creative media from around the world.</p> <p>By working towards the 'Arts Mark' award.</p> <p>By developing aesthetic and critical awareness</p>
AJS KS1	<p>Year 1 celebrations</p> <p>Study a 21st Century Artist in school</p> <p>Compete in local competitions</p> <p>Passports day across school</p>	<p>Bodies</p> <p>Me topic Portraits in EY</p> <p>Impressionist Paintings</p>		<p>Year 1 celebrations</p> <p>Bodies</p> <p>Me topic</p>

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AJS KS2	Study a 21 st Century Artist in school. Compete in local competitions Passports day across school	Portraits in both Y3 and Y6 Comic strips	Battle of Britain Graffiti Different Portraits and how portraits compare of different monarchs. Year 5 look at inventions and consider what history has done for us.	Humans (Portraits) Competitions Culture street website
Music	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
	By allowing pupils to show their delight and curiosity in creating their own sounds. By making links between their learning in literacy (or other curriculum area) with music being played as background By considering how music makes one feel and can 'move us' deeply	By exploring how music can convey human emotions such as sadness, joy, anger... By appreciating the self- discipline required to learn a musical instrument	By exploring how s an orchestra works together By discussing What would happen if musicians in a band/group didn't co-operate By appreciating how music is used in different ways in different settings e.g. for pleasure, for worship, to help people relax	By giving all pupils an opportunity to learn a musical instrument and to take part regularly in singing. By encouraging pupils to listen and respond to traditions from around the world. By appreciating musical expression from different times and places
AJS KS1 and KS2	Children enjoy exploring their creativity through the activities of singing, experimenting, composing and performing. Children have opportunities to use a wide range of tuned and untuned percussion	Children listen to a wide range of musical genres and respond in a variety of ways, links to writing, speaking, creativity and dance. Children enjoy the experience of singing and performing in their	Children listen to a variety of different orchestral works over the year with discussions around identifying and describing particular instrument and their roles within the music. Orchestral	Children take part in a weekly Key stage or whole school singing practice led by the Music leader and/or an experienced musician. Songs are taught to a high standard and children enjoy the

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	<p>within their music lessons.</p> <p>Children listen and appreciate music during quiet time, entrance to assembly, during theme afternoons, golden time, celebration occasions e.g. Christmas lunch</p> <p>Singing and performing songs as a class, year group, key stage and as a whole school. Children feel the sense of togetherness when singing together e.g. 'As one'. Children discuss how song and music can make them feel including the melody, word content to imagine, inspire and empathise.</p>	<p>Nativity/Class assembly/Learning market, Year group performances and communicating a variety of emotions through their music.</p> <p>Children experience demonstrations of musical instruments available to learn in school. Presentations made by visiting music teachers explaining the importance of practice. Children understand the importance of practice in preparation for performance and concerts. Children watch other members of the school perform and improve over time.</p>	<p>poster on display. Links also made when the children are working in small groups making music - each member has an important role in order to create the combined effect. Children see musical groups e.g. community Straw bear musician group perform and experience how each instrument combine together to create the music. Children thoroughly enjoy watching and appreciate the staff choir perform on special occasions.</p> <p>Children work together in small groups to create and perform music/rhythmic patterns - awareness of the need to stay together/in time. Children sing 2 part songs and sing many songs to a backing track where it is imperative to work together to create the finished effect.</p> <p>Children learn a range of songs intended for different purposes and events. Music is used to enhance different experiences including celebrations, formal and informal occasions, quiet reflective times, fun times and relaxed situations. Links made with dance</p>	<p>wide range of songs they sing. Children have opportunities from Y1 to learn an instrument including recorder, piano, keyboard, clarinet, flute and brass. Group recorder lesson are available as from Y3 and weekly KS2 choir practice takes place.</p> <p>Children have opportunities to listen to a range of music from different cultures and parts of the world often linked to their theme learning e.g. Chinese New Year. World Percussion instruments are available for children to explore and enjoy. Children take part in 3 passport days over the year linking to different countries and continents. Music from around the World posters on display.</p> <p>Listen to a range of music from over different musical periods of history, different countries of the world. Children enjoy listening and watching visiting musicians perform.</p>
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			lessons too.	
Design and Technology	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
	By enjoying and celebrating personal creativity By reviewing and evaluating created things	By raising questions about the effect of technological change on human life and the world around them	By exploring dilemmas that individuals may face and developing practical solutions to these problems	By considering cultural influences on design By asking questions about functionality v aesthetics
AJS KS1 & KS2	Children enjoy the process of creative thinking and innovation inspires children to bring out undiscovered talents, which in turn develops self-confidence and belief.	We teach the children to understand the wider impacts on the environment when designing and making new products. Careful consideration is used when choosing materials to use.	Children are taught about the Health and Safety when using materials and tools. Children then have responsibility for their behavior and the safety of others. Children give each other reminders when standards fall short of the collective expectation. This establishes and maintains a safe, secure learning environment. We develop the skills of working in small groups and not always independently. We encourage effective conversations about the work we do through self and peer evaluations and give and accept constructive criticism as a vehicle to improve learning outcomes.	We develop wider cultural awareness in design and technology through projects that have a connection with our past heritage and how our industrial routes have shaped our nation.

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ICT	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
	<p>By wondering at the power of the digital age e.g. use of the internet</p> <p>By understanding the advantages and limitations of ICT</p> <p>By using the internet as a gateway to big life issues</p>	<p>By exploring the moral issues surrounding the use of data</p> <p>By considering the benefits and potential dangers of the internet - e.g. campaigns for charities and injustice as a force for good. Cyber bullying as a danger.</p> <p>By considering the vision of those involved in developing the web</p>	<p>By links through digital media services with other schools and communities</p> <p>By highlighting ways to stay safe when using on line services and social media</p> <p>By being prepared to work with technology to forge new relationships</p> <p>By discussing the impact of ICT on the ways people communicate</p>	<p>By exploring human achievements and creativity in relation to worldwide communications</p> <p>By developing a sense of awe and wonder at human ingenuity</p>
AJS KS1	In KS1 by exploring kid safe search engines to use a range of web based materials	Learning the importance of privacy and security when using ICT. Exploring issues linked to e-safety through half termly e-safety sessions.	Observe the use of ICT to communicate through the use of a class starz page and teachers using online communication such as email.	Talk about the universal access to resources through ICT, encouraging children to access material used in school for extra home learning
AJS KS2	Choosing an appropriate search engine to find and select information to serve a specific purpose.	Further developing e-safety through the accredited ACE scheme, with all children reaching Gold standard by the end of Y6 by 2017.	Use own starz accounts to access forums, projects and email. Be asked to contribute to these.	Find out more about how technology works, including the use of satellites.

Adapted for AJS from 'Spiritual Moral Social and Cultural Development
A Christian Perspective: Norwich Diocese'

PE	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
	<p>By delighting in movement, particularly when pupils are able to show spontaneity</p> <p>By taking part in activities such as dance, games and gymnastics which help pupils to become more focused, connected and creative.</p> <p>By being aware of one's own strengths and limitations</p>	<p>By discussing fair play and the value of team work.</p> <p>By developing qualities of self-discipline, commitment and perseverance</p> <p>By developing positive sporting behaviour</p>	<p>By developing a sense of belonging and self-esteem through team work</p> <p>By developing a sense of community identity through taking part in inter school events</p>	<p>By learning about the history of sport, and where they originate from</p> <p>By making links with national and global sporting events such as the World Cup and the Olympics</p> <p>By exploring rituals surrounding sporting activities</p>
AJS KS1	<p>Children are encouraged to express themselves in movement in drama and dance lessons.</p> <p>Children work in groups to create routines and movement phrases.</p> <p>Children are made aware that they have different roles to play and that they have strengths and weakness e.g. some children are good at communicating, some work best in team sports etc.</p>	<p>Children in all lessons are encouraged to work as a team and communicate with each other.</p> <p>Children are made aware of the rules of the games and the reasons why they should be followed.</p> <p>Children who attend lunch time and after school clubs are told that they must commit to the club and not give up after only trying it out for a week or two.</p>	<p>The children develop a sense of community by taking part in the following festivals and competitions;</p> <p>Year 1 circus skills Year 1 Multi-Skills Year 2 Mini Olympics</p> <p>Team work is encourage in all lessons that require it</p>	

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		Children are constantly encouraged to try their best and never give up.		
AJS KS2	<p>Children are encouraged to express themselves in movement in drama and dance lessons.</p> <p>Children work in groups to create routines and movement phrases.</p> <p>Children are made aware that they have different roles to play and that they have strengths and weakness e.g. some children are good at communicating, some work best in team sports etc.</p>	<p>Children in all lessons are encouraged to work as a team and communicate with each other.</p> <p>Children are made aware of the rules of the games and the reasons why they should be followed.</p> <p>Children who attend lunch time and after school clubs are told that they must commit to the club and not give up after only trying it out for a week or two.</p> <p>Children are constantly encouraged to try their best and never give up.</p>	<p>The children develop a sense of community by taking part in the following festivals and competitions;</p> <p>Speed Stacking (Year 5/6)</p> <p>Cross Country (Year 5/6)</p> <p>Year 3 Tri-Golf</p> <p>Fenland Youth Games:</p> <p>Quadkids Athletics</p> <p>Qwick Sticks Hockey</p> <p>Tennis</p> <p>Fenland Netball Year 5/6</p> <p>Year 4 Athletics</p> <p>PE kit has been purchased so that the children can wear it and feel part of the AJS team.</p>	<p>Rock and Roll in year 4</p> <p>Fenland Youth Games - given a county to represent. We will find out about that country, what is there main sport, design the country flag to wave at the event.</p>

Staff share/ curr 14/SMSC Curriculum AJS

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