



# Dore Primary School

Subject links with  
Spiritual, Moral, Social and Cultural  
aspects of learning  
AND our School Values of  
Resilience, Resourcefulness, Creativity and  
Kindness.

## Spiritual

Art supports spiritual development by introducing children to the work of great Artists and experiencing wonder and awe at the achievements of these great works of art. They also experience great admiration and respect for their peers' work when they see the level of achievement and progress.

## Creativity

Children's creativity is naturally fostered and enriched through Art. Art education should engage and inspire pupils to develop and refine their talent as artists by facilitating them to experience new skills across a range of different mediums. Pupils are able to express themselves and subject matters in creative ways.

## Moral

Art supports moral development by encouraging mutual respect and the consideration for others' work. Pupils are encouraged to show compassion when assessing the work of others through, understanding how their comments can build up or destroy another's self-belief.

## Resilience

Art supports children's resilience by allowing them to learn how to develop skills, to improve their artwork and persevere through difficulties while maintaining a positive, reflective and creative attitude.

# Art

## Social

Art and Design supports social development because children frequently required to work in pairs, groups or teams collaboratively. Children often work collaboratively requiring cooperation and communication linking to the values of trust and compassion.

## Resourcefulness

When creating art, children can show resourcefulness in their approach to learning. Art supports children in selecting and using different mediums and resources effectively to create a final piece. Considering different resources for how best to convey their artistic ideas and achieving the desired outcome. Children can also show their resourcefulness by creating artworks using non-traditional mediums.

## Cultural

Art supports cultural development work by enabling children to study art involving various cultures and civilizations from around the world. They lead to a greater understanding of different ways of life and a respect for cultures that are very different from our own; how they can enrich our own lives. The fusion of art work between our own and other cultures leads to pupils incorporating designs, patterns and motifs in their own work developed by a deeper understanding of the culture.

## Kindness

Art supports children's understanding of kindness through respect for cultural differences. When reflecting on their artwork, children are also taught kindness and sensitively when giving feedback to peers. When showing their work, children respect the artist, suggesting positive aspects of the artwork as well as suggesting possible improvements.

## Outdoor Learning

Art supports outdoor learning through plentiful opportunities for discovering materials, gaining inspiration from the natural world and foraging for natural resources.

## Spiritual

Computing supports spiritual development by looking at how technology can bring rapid benefits to discussions about and tolerance of an individual's beliefs. Being aware of the risks of sharing beliefs in a public forum and knowing how to report abuse is an essential

## Creativity

Computing supports creativity by providing the opportunity to move beyond being consumers of technology and begin to make computational artifacts of their own. This requires design and problem solving to move projects forward.

## Moral

Computing supports moral development by looking at how technology has changed the world and considering whether all technological changes have been for the better. Children understand how we are all digital citizens and that our own choices have big impacts on how

## Resilience

Resilience is supported by Computing in that children need to be able to persevere when hardware, software or code does not perform the way that is expected. Children are expected to consider problems themselves, before consulting with peers and finally adults.

# Computing

## Social

Computing supports social development by working together collaboratively, assigning key group roles. Children are required to be aware of social media and the advantages these sites have brought as well as the issues and responsibilities they bring and

## Resourcefulness

Computing supports resourcefulness as children become more independent in their choices of which technology or piece of software to use for different purposes. Children can responsibly take advantage of support and ideas through online communi-

## Cultural

Using technology means children have access to the wider world and can better understand the viewpoints and experiences of people and communities thousands of miles away. This can all be done in an engaging and interactive way.

## Kindness

Computing supports kindness as children learn how to be good digital and global citizens. Supporting each other in a productive and collaborative computing environment helps children work in a way that prepares them for their roles as adults.

## Outdoor Learning

Computing supports outdoor learning as children learn new concepts. Outdoor learning allows for collaborative and visual representations of computational concepts that underpin understanding.

## Spiritual

Design and Technology supports spiritual development by engaging children to explore their creativity through product design. Children are encouraged to use their imagination to work individually and as part of a team. By evaluating their designs, children are supported to reflect thoughtfully when considering their strengths and weaknesses.

## Creativity

Design and Technology is a natural area through which to foster children's creativity. From product design, to thinking of a target audience through to creating the final product, Design and Technology challenges children to think innovatively to develop original ideas. It encourages children to use their imagination when selecting mate-

## Moral

Design and Technology supports moral development by enabling children to look, discuss and evaluate a range of social and moral issues particularly at the product design stage and material selection. Environmental issues such as recycling and waste are important concerns and allow our children to think and work cooperatively and

## Resilience

Design and Technology supports children's resilience by allowing them to learn how to develop drafting and editing skills to improve their designs while maintaining a positive, reflective and creative attitude. Children develop resilience through persevering with tasks and experimenting with different ways to improve their designs.

**D&T**

## Social

Design and Technology supports social development by helping children to develop a sense of community. It encourages a sense of independence and self-respect, and it celebrates success through displays and exhibitions of completed products.

## Resourcefulness

Design and Technology supports children in selecting and using limited resources effectively to create a product. Considering the benefits and drawbacks of a particular material, for example plastic, will encourage children to think of alternatives or justify the end product for the greater good.

## Cultural

Design and Technology supports cultural development by encouraging children to appreciate how culture influences design. We can expose children to a range of materials and equipment used by different cultures and gain inspiration through exhibitions and tasting different foods. It also fosters a respect for diversity of cultural values and beliefs.

## Kindness

Design and Technology supports children's understanding of kindness through respect for cultural differences. When reflecting on their products, children are also taught kindness and sensitively when giving feedback to peers. When showing their work, children respect the designer, suggesting positive aspects of the design as well as sug-

## Outdoor Learning

Design and Technology supports outdoor learning through plentiful opportunities for discovering materials, gaining inspiration from the natural world and foraging for natural, sustainable resources.

## Spiritual

English supports spiritual development by engaging children with poetry, fiction and drama. Through English children can explore and engage with the feelings and values found in a wide range of genre.

## Creativity

English supports creativity by challenging children to use their imagination. Children generate original ideas independently within poetry, fiction, and drama. Children are given opportunities to present ideas in their own creative format. Through the teaching sequence, children are immersed in experiences so to fully

## Moral

English supports moral development by enabling children to look, discuss and evaluate a range of social and moral issues found in a wide range of genre including newspapers, fiction, television and other media.

## Resilience

English supports children in resilience by learning how to develop drafting and editing skills to improve their work while maintaining a positive, reflective and creative attitude.

# English

## Social

English supports social development by helping children to understand how written and spoken language has changed over time. It also covers social attitudes to the use of language.

## Resourcefulness

English supports children in using resources to quickly and effectively think of ways to overcome difficulties in order to improve their writing. Resources such as phonics mats, learning walls and writing frames can be used to scaffold learners to overcome a barrier.

## Cultural

English supports cultural development by exposing children to a wide range of written and spoken language from a range of cultures. In addition it supports children to become confident and competent in their own language which is vital to their individual identity.

## Kindness

English supports children's understanding of kindness through morals and messages shared through story telling. When reflecting on their written work, children are also taught kindness and sensitively when giving feedback to peers. During performances children re-

## Outdoor Learning

English supports outdoor learning through plentiful opportunities for speaking and listening, teamwork and problem solving. Children will eloquently communicate their own thoughts and ideas.

## Spiritual

Geography supports spiritual development by promoting a sense of wonder and fascination with the physical and human world. It also encourages understanding that all life is linked together and this creates the processes that make Earth the only known inhabited planet.

## Creativity

Geography supports creativity by stimulating children to develop a sense of awe and wonder about the human and natural world. This may be achieved by looking at different sources of geographical data such as maps, photos or written documents. Children generate ideas independently within discussions, role-play, music and drama. Children are given opportunities to present ideas in their own creative format.

## Moral

Geography supports moral development by looking at a range of moral issues such as how the development of cities have put pressure on wildlife. We cover moral issues of an ever increasing population and the different approaches taken by countries to tackle the problem. We explore issues of poverty and the moral dilem-

## Resilience

Geography supports children in developing resilience by asking children to reflect upon the resilience of individuals in different societies who face and overcome challenging circumstances, such as natural disasters. Children will be encouraged to relate to such inspiring actions and events as a way of examining and comparing

# Geography

## Social

Geography supports children's social development by increasing understanding of social issues which are common themes in geography, such as how different societies relate to each other and to the natural world. Children discuss issues such as global warming with an emphasis on how they can make a difference by making small changes

## Resourcefulness

Children are resourceful in geography by continuously developing the accuracy of their mapping skills and using their own knowledge, a range of geographical sources, and data to accurately answer a question or appreciate a perspective. Children are supported to find and use complex sources of data

## Cultural

Geography supports cultural development by helping children to understand different cultures. Through geography children look at how different cultures and beliefs can impact on the environment and human issues. Children look at different places around the world and are introduced to their customs and traditions allowing pupils to devel-

## Kindness

Geography supports children's understanding of kindness through morals and messages from different societies and cultures around the world. This may promote a sense of themselves as a global citizen. They will reflect and empathise on acts of kindness and examine how such acts effect local, national and international events.

## Outdoor Learning

Geography supports outdoor learning through many opportunities for developing and putting into practise key geographical skills such as map reading, orienteering, recording data (temperature) which encourage speaking and listening, teamwork and problem solving. Children's geographical learning is further developed through exploring other locations away from the school site.

## Spiritual

Health & Wellbeing supports spiritual development by exploring values and beliefs; the children learn about empathy and what makes us experience a wide range of emotions. We also explore strategies to cope with those different emotions and difficult circumstances. Through circle time, philosophy circles and discussion time the children are encouraged to ask questions about life and reflect on their own experi-

## Creativity

Health & Wellbeing supports creativity by giving children time and space to think of creative solutions to problems. It encourages children to think creatively and manage risk for themselves. Learning outputs display a range of creative responses from children, encour-

## Moral

Health & Wellbeing supports moral development through explicit teaching of morals and values, as well as giving time for children to examine different scenarios and discuss their understanding of more complex issues. There is time to reflect on actions and consequences, as well as finding resolutions and making well informed choices. Children are taught about respect and their

## Resilience

Health & Wellbeing supports children in being resilient by exploring a range of relevant and challenging situations, encouraging children to examine themselves, their behaviour, their emotions and their choices. It encourages children to be kind and forgiving, even when things are diffi-

# Health & Wellbeing

## Social

Health & Wellbeing supports social development by exploring a range of emotions and behaviours that can stem from those emotions. Children are taught to reflect on their own behavior, and consider strategies to help them to cope with negative emotions and resolve conflicts. Emphasis is placed on respect, resilience, kindness and cooperation, and children are given the language and vocabulary to sensitively and respectfully disagree with others during discussion.

## Resourcefulness

Health & Wellbeing teaches children to be resourceful when managing problems. Health & Wellbeing explores different strategies through philosophy for children, circle time and discussions to enable children to manage

## Cultural

Health & Wellbeing supports cultural development by allowing children time to explore their own beliefs and listen to the beliefs of others. They are taught to respect the beliefs of others, and examine situations and scenarios close to their own experiences, where people may have been discriminated against. Children are taught to recognize and

## Kindness

Kindness is one of the key values embedded throughout every Health & Wellbeing lesson. It encourages children to think about how their actions affect others and how to resolve conflict in a positive and sensitive way.

## Outdoor Learning

Health & Wellbeing supports outdoor learning through plentiful opportunities for speaking and listening, collaboration skills and problem solving. Children will communicate their own thoughts and ideas sensitively and respectfully.



## Spiritual

History supports spiritual development by helping children develop a sense of curiosity and the mystery of how and why events in the past happened. It helps children raise questions as to what could have happened if events had had different results. Pupils are encouraged to explore the role played by important individuals, the shaping of the present world we live in.

## Creativity

History supports creativity by stimulating children to use their imagination to explore past events. This comes from looking at different sources of historical evidence such as artefacts or written documents. Children generate ideas independently within discussions, role-play, and diaries. Children are given opportunities to present ideas in their own creative format.



## Moral

History supports moral development by asking children to consider moral questions and dilemmas. Pupils will be encouraged to show compassion for people facing dilemmas and to empathise with decisions which people in the past made and the reasoning behind these decisions. Notions of right and wrong are explored in connection with events

## Resilience

History supports children in developing resilience by asking children to reflect upon the resilience of individuals in the past who have helped shape the world we live in. Children are encouraged to relate such inspiring actions and events as a way of examining and comparing to their own person-

# History

## Social

History supports social development by exploring the similarities and contrasts between past and present societies. They will examine how other cultures have had a major impact on the development of 'British' culture. Pupils will also be encouraged to build up their own social development through collaborative and team working activities.

## Resourcefulness

Children are resourceful in history by using their knowledge, a range of historical sources, evidence and artefacts accurately to answer a question or appreciate a perspective. We support children to find, analyse and decide upon the most reliable sources of historical evidence.



## Cultural

History supports cultural development by encouraging children to gain an understanding of and empathise with, people from different cultural backgrounds. Pupils develop a better understanding of our multicultural society through studying links between local, British, European and world history.

## Kindness

History supports children's understanding of kindness through morals and messages shared through stories and events from the past. They reflect and empathise on historical acts of kindness and examine how such acts have effected future events and ways of thinking.

## Outdoor Learning

History supports outdoor learning through plentiful opportunities for re-enacting events and exploring archaeological methods which encourage speaking and listening, teamwork and problem solving. Children communicate thoughts and ideas from past events and attitudes. Children's historical learning is further developed through exploring other locations away from the school site.

## Spiritual

Maths supports pupils' spiritual development by helping them to develop deep thinking and question the way in which the world works. Through maths, children gain an appreciation of the richness and power of mathematics in our everyday lives.

## Creativity

Across all year groups, teachers present maths problems and challenges in such a way that the children need to use their knowledge of number, algorithms, space, shape and measure to devise a strategy which will allow them to find the solution. Children

## Moral

Maths supports pupils' moral development through discussion about mathematical understanding and challenging assumptions, supporting children to question information and data that they are presented with. Maths helps children to understand and use rigorous and logical argument and discourages jumping to conclusions when

## Resilience

Children do not shy away from the idea that sometimes the concepts we are addressing are complicated and require determination and time to master. They know that this effort is worth it, and is taught in such a way that children can work from what they know towards what they don't, using familiar equipment and maths resources to help them to visualise their maths. 'Getting things wrong' is a key part of the learning process, so knowing why an answer is incorrect or not the best

# Maths

## Social

Maths supports pupils' social development by promoting self-esteem and building self-confidence. Maths encourages collaborative learning in the classroom in the form of listening and learning from each other and paired discussion and working with partners. We help pupils develop their mathematical voice and powers of logic, reasoning and explanation by offer-

## Resourcefulness

Across all year groups, children are resourceful when problem solving, using their knowledge, maths equipment and reasoning in new ways to answer a question or resolve a problem. Children are supported to discover the most reliable and efficient strategy to find their answer or to validate their reasoning.

## Cultural

Maths supports pupils' cultural understanding by developing an appreciation that mathematics, its language and symbols have developed from many different cultures around the world: e.g. Egyptian, Indian, Islamic, Greek and Russian roots. Through maths we investi-

## Kindness

Children demonstrate kindness through collaborative learning by explaining reasoning, problem solving and debating. Children recognise that they should be kind to themselves and others when they face new problems which can feel tough, demanding and complicated

## Outdoor Learning

Across all year groups, teachers will make explicit links between what is learnt in maths lessons and the world outside the classroom. To demonstrate and to allow the children to work out for themselves that Maths is a key part of everyday life - e.g. measurement, direction, being able to use knowledge of space, shape and measure.

## Spiritual

MFL supports spiritual development by giving children the opportunity to participate in a range of activities and express their beliefs and feelings. Learning about children in other countries encourages understanding of similarities and that all life is linked together. Role play in the target language encourages use of imagination and creativity.

## Creativity

MFL supports creativity by encouraging children to write their opinions and create role plays in the target language. Children are given opportunities to use their imagination and to present ideas in their own creative format.



## Moral

MFL supports moral development by encouraging mutual respect to listen to others when they are talking in the target language. It gives children the opportunity to share their work and take it in turns. Learning about another country enables children to think about moral issues connected with that country and how

## Resilience

MFL supports resilience by encouraging children to have a go at speaking and writing in another language and to not be worried about making mistakes.

# MFL

## Social

MFL supports social development by enabling children to learn about different societies, how they relate to one another and to make comparisons between them. By learning the target language, children find out how society has changed and why certain nuances exist. In listening and reading exercises, they can have access to materi-

## Resourcefulness

MFL supports resourcefulness by giving children the opportunity to look up unknown words in a dictionary and to apply their knowledge to new contexts. It also encourages children to find out for themselves about other countries and their customs and traditions. Resources such as films, newspapers, stories, images and songs can also be used ef-



## Cultural

MFL supports cultural development by encouraging children to have an intercultural understanding, for example learning about the different customs and traditions. It encourages children to participate in singing songs and reading stories in the target language. It enables children to think about their own upbringing and culture and to make com-

## Kindness

MFL supports kindness by giving children the opportunity to learn about life in different countries and to show empathy and kindness towards people who live there. By encouraging children to have a go at speaking in the target language, it encourages children to be kind to one another and to show respect.

## Outdoor Learning

MFL supports outdoor learning by giving children opportunities for speaking, listening, role play, singing songs, teamwork and problem solving. Children can communicate their own thoughts.

## Spiritual

Music supports spiritual development by giving children the opportunity to compose, perform and respond to music emotionally. We encourage our pupils to express their feelings verbally and in written form to improve their levels of articulacy. We provide opportunities for children to learn instruments and join ensembles to enrich their spiritual life. Making music through voice or with instruments is good for the soul!

## Creativity

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education engages and inspires pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

## Moral

Music supports moral development by encouraging pupils to engage in constructive discussions of musical performances. Where pupils present their own work we ensure they receive praise and constructive feedback from their peers. We celebrate music from other countries and cultures to promote respect, understanding and appreciation. Regular musical practice provides routine and discipline that can be applied to all aspects of life.

## Resilience

Learning a musical instrument is one of the most challenging activities a child can take on. Children learn resilience through persevering with daily practice and seeing the tangible rewards as they become more competent musicians. Performing in front of an audience takes courage, and children can build their confidence and resilience by performing in front of others.

# Music

## Social

Music supports social development with children collaborating routinely in group tasks where they take responsibility for their own learning outcomes and progress. We encourage the skills of independence, resilience and time management. Where they engage in group tasks we build a sense of unity which leads to them addressing their individual abilities and strengths and learning to build upon these collaboratively.

## Resourcefulness

When composing music, children can show resourcefulness in their approach to learning. Almost anything can be turned into a musical instrument with a little original thought. Body percussion and voice are instruments too. As part of a musical ensemble, children learn to work as part of a team and create new and original musical arrangements.

## Cultural

Music supports cultural development by encouraging a respect and deep appreciation for cultures around the world that have contributed to the development of our current popular musical styles. This philosophy also underpins our selection of music for performance events whether they are informal or formal occasions. We encourage children to create their own music and to incorporate different musical influences in their own composition. We use a wide variety of instruments from around the world to

## Kindness

Children can show kindness in lots of ways through their music lessons; writing a piece of music for someone is an act of kindness in itself. Children can show patience and tolerance when working as part of a group. Respect and appreciation are key values when listening to a performance and giving constructive feedback to peers.

## Outdoor Learning

## Spiritual

Outdoor learning supports spiritual development by providing children with the opportunity to develop a sense of self-worth, identity and confidence to discover and learn in secure and safe - yet stimulating - spaces. The outdoor environment offers emotional support; it allows children to express themselves, giving them independence, self-organisation, participation, empowerment and a feeling of tranquillity. Children also benefit from the fresh air and develop a healthy body alongside a healthy mind, they are able to move around vigorously and be energetic.

## Creativity

The outdoor learning environment encourages children to think creatively. Children use natural resources around them to create something without the boundaries of a regular classroom. There is a flexibility to the learning, allowing activities to be guided by the interests of the children, the seasons and the weather.

## Moral

Outdoor learning supports moral development by encouraging mutual respect and the consideration for others' work. Sharing natural resources, taking turns and listening to others. The large space of the outdoor classroom requires children to make correct choices to ensure their own safety. Children develop respect for the natural world, and can become engaged

## Resilience

Outdoor learning encourages resilience by allowing children to take risks and try out new activities and learn new skills, such as knot work and using tools. Research demonstrates that controlled risk in play increases children's physical and gross motor skills for their intellectual development, and those children who are permitted to take risks are likely to become more resilient and therefore more able to cope with difficulties which

## Social

Outdoor learning supports social development because children have the freedom to explore and be physically active and exuberant. Children are able to move around in a bigger space, they have permission to be energetic, and to feel uninhibited about action, noise, dirt and spillage, They can talk to others

## Resourcefulness

Outdoor learning encourages children to be more resourceful, creating products and art from limited resources. Children gain an additional sense of space outdoors when compared to the space indoors; it can be explored upwards, downwards and sideways. Children benefit from exploring and playing with natural materials outdoors such as sand and soil, wood,

## Cultural

Through learning outdoors, children develop their understanding of their local environment and their place in it. They learn traditional skills and use locally found resources to create crafts. Children explore folklore and traditional tales of the outdoors, allowing them to understand their heritage, as well as how human understanding and knowledge

## Kindness

The outdoor classroom allows children to talk to other children in a relaxed atmosphere. The freedom of the outdoors encourages them to feel calm and more able to take turns, problem solve and be kind to others around them. Many outdoor learning activities require group work, cooperation and the ability to share and support peers. Kindness is also developed through encouraging a love of the outdoors and a desire



# Outdoor Learning



## Outdoor Learning

## Spiritual

PE increases children's knowledge and understanding of the body's performance when exercising;. Through Dance and sports such as Gymnastics pupils express feelings and emotions in their performances. Allowing pupils' reflection time to evaluate their experiences allows them to build a positive mindset and promotes progression. Pupils also see a sense of awe and wonder when observing performance from professional athletes and their peers.

## Creativity

Through Dance and Gymnastics, children work creatively to develop routines and performances. In team games, children are encouraged to think creatively to develop tactics in order to perform well as a team. Pupils are inspired to participate in sport through

## Moral

PE supports moral development by encouraging children to live a healthy lifestyle. Pupils develop the ability to tell between right and wrong through fair play in sporting events and participating in competitive situations, giving pupils a sense of justice, and how to respond appropriately when they

## Resilience

Through experiencing competitive games, children develop resilience through learning to lose. Children build hardiness by persevering with routines and skills practice to hone their talents. Resilience is also developed through coping with changes in weather during outdoor PE sessions.

## Social

PE supports social development by developing the necessary skills to work in teams or pairs. By giving pupils roles such as leaders, coaches, or umpires, children can develop their communication skills, leadership skills and the ability to settle any discrepancies which may occur. Pupils are encouraged to reflect upon feelings of enjoyment and

## Resourcefulness

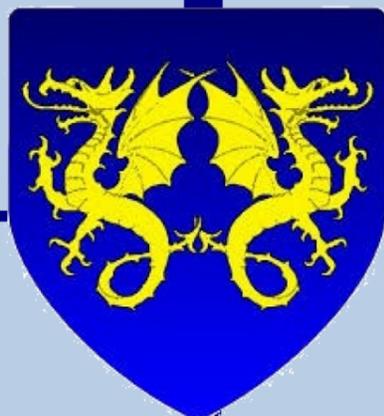
Resourcefulness is promoted in PE through encouraging children to work in teams, where to be successful they need to make an appropriate contribution and play an active part. Children use their ingenuity to develop tactics and create dances and gymnastic

## Cultural

Children are given the opportunity to explore dances and learn games from different traditions and cultures, including their own. Compassion and respect for other cultures and traditions are also displayed when exploring unfamiliar games or dances. Pupils discuss how culture affects which sports different nations excel at and how cultural traditions

## Kindness

Through watching others perform dance, gymnastic routines and play games, children have opportunities to praise and critique. By playing competitive games, children understand how to win and lose in an appropriate way, showing sporting behaviour towards



PE



## Outdoor Learning

The majority of PE lessons aim to take place in the outdoor environment, whether they be team sports, athletics or adventurous activities such as climbing and hiking.

## Spiritual

RE supports spiritual development by exploring different beliefs that are held in wider society and individuals in our community. The children learn about empathy for those who hold spiritual beliefs that guide and shape their lives. Through the teaching and learning of RE, including philosophy circles, being creative and engaging in discussions the children are encouraged to ask questions about each

## Creativity

RE supports creativity by giving children opportunities to be creative and reflect on their RE learning. It encourages children to express their feelings creatively and opportunities to discuss how they feel. Learning outputs display a range of creative responses from children, encouraging them to express themselves through different mediums.



## Moral

RE supports moral development through explicit teaching of different faiths. The morals from the perspective of different faiths and values held by those with faith are explored. There is also time given for children to examine different scenarios and discuss their understanding of more complex issues that arise in RE. Children are taught about respect of anyone with a faith and without and their right to have their own opinion and express it kindly and respectfully in open discussions with others. RE gives opportunity to discuss and understand op-

## Resilience

RE supports children in being resilient by exploring a range of relevant and challenging situations where faith may, or may not, play a part. Encouraging children to examine their own thoughts and their behaviour when expressing their views associated with their faith choices. It encourages children to be kind and forgiving in their discussions with others, even when things are difficult to articulate, share or understand. P4C encourages children to develop what they think and challenge themselves to explore their faith identity through talk

RE

## Social

RE supports social development by exploring a range of actions that result in people holding a faith. Children are taught about situations in the world where people's actions, in a social context, are influenced by their holding of a particular faith. Traditions and celebrations within the five main faith groups are explored. Emphasis is placed on respect, resilience and kindness as children are given the language and vocabulary to sensitively and respectfully agree or disagree with others during discussion. Information and

## Resourcefulness

RE brings up the subject of being resourceful within the teaching content. Resourcefulness is an important value that we encourage all children to develop at Dore Primary. RE recognises that for some managing problems through their faith, or no faith, matters. It explores the possibility that a different viewpoints exists. RE explores different perspectives through P4C, circle time and discussions to enable children to manage their own thoughts, beliefs and emotions successfully.



## Cultural

RE supports cultural development by the explicit teaching of different traditions and celebrations from the main religions from all around the world. Children have the time to investigate the beliefs of others. They are taught to understand and respect the beliefs of others plus world cultures. Through discussion and learning it is our aim to prevent discrimination and misunderstanding in a Sheffield, UK and world context. Children are taught to recognize and challenge stereotypes and through understand-

## Kindness

Kindness is one of the key values embedded throughout every RE lesson. It encourages children to think about how their actions affect others, who may be different from themselves, and how to resolve conflict of thought, perception and beliefs in a positive and sensi-

## Outdoor Learning

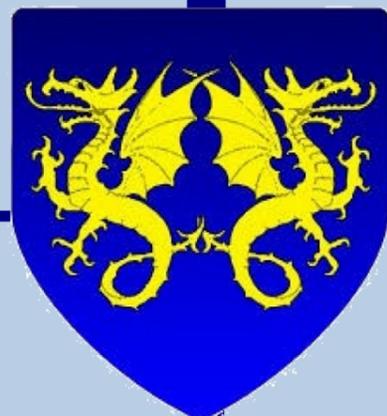
RE supports outdoor learning through opportunities for creative expression and using natural materials to create pieces of art that show learning, understanding and empathy.

## Spiritual

Science supports spiritual development by providing many opportunities for children to think and spend time reflecting on the amazing wonders which occur in our natural world.

## Creativity

Science encourages an enquiring mindset within children; it challenges them to explore and understand the world around them.



## Moral

Science, as a process, is never finished. It is constantly evolving and adapting to new evidence. This teaches children to have an open mind and to not see issues as binary or fixed.

## Resilience

Science celebrates the process of discovery as much as the finding of an answer. Children learn to see every experiment, whether successful or unsuccessful, and every set of results, whether expected or unexpected, as an important step that furthers their understanding.

# Science

## Social

Science supports social development by exposing children to the power of collaborative working in the science community. When undertaking experiments, children work collaboratively.

## Resourcefulness

Science encourages children to devise ways of testing their ideas using different scientific methodologies and a range of scientific equipment. They must also consider how best to record and interpret the results of an experiment.



## Cultural

Science supports cultural development by looking at how scientists from a range of cultures have had a significant impact globally. It also helps children to understand how important Science is to the economy and culture of the UK.

## Kindness

Science gives children the chance to work collaboratively to carry out experiments. Experiments will contain different roles which must be carried out effectively as a team. Science also provides children with a forum to respect the ideas of others and politely suggest improvements.

## Outdoor Learning

Science exists everywhere we look. As such, the natural spaces around are school will provide some of the strongest opportunities for children to engage with and relate to Science as a discipline,.