English

Spiritual - English supports spiritual development by engaging children with poetry, fiction, and drama. Exploring feelings and values found in a wide range of genres. We have a long-term overview of chapter books being read, taken from a variety of authors from all around the world and from different cultures.

The 'Pathways to Read' scheme uses books for whole-class teaching of reading from different cultures (i.e. 50 Folk Tales from Around the World – Year 4). Drama, role play and speaking and listening opportunities are incorporated into every unit of work within the 'Read to Write' writing units of work.

Moral – English supports moral development by encouraging children to look, discuss and evaluate a range of social and moral issues found in genres. 'Pathways to Read' uses books that explore moral issues with the children such as 'Fantastically Great Women Who Saved Our Planet' by Kate Pankhurst. Debate and democracy are inter-woven between English and the PSHE curriculum.

Children are taught the difference in bias and a balanced argument, and they are also taught how to present this in a non-fiction genre of writing.

Social – English supports social development by helping children to understand how written and spoken language has changed over time and also social attitudes to language.

In 'Pathways to Spell', we look at the morphology of words with the children and we explore where they have derived from. When reading poetry and playscripts, we look at how various old language words are used by playwrites and poets such as William Shakespeare and Wordsworth.

Cultural – English supports the cultural development of a child by exposing them to a wide range of written and spoken language from a range of cultures. Authors from around the world have been carefully chosen for our chapter books, 'Read to Write' units, as well as 'Pathways to Spell', so children are exposed to a range of texts from different cultures. Examples of these are: 'African Tales' by Rachel Griffin, 'Ariki and the Island of Wonders' by Nicola Davies, '50 Folk Tales and Legends from Around the World' by Angela McAllister.

Maths

During mathematics lessons, children at Lower Peover are encouraged to explore deeply into their understanding of mathematics and how it relates to the world around them. Our maths teaching actively encourages risk-taking, which enables children to explore and try new ideas without the fear of failure. This is central to building pupils' self-esteem within mathematics.

Throughout history, the study of mathematics stems from intrigue and curiosity, with people's desire to pose and solve problems relating to the real world or purely within mathematics itself. At Lower Peover, we encourage our children to explore and question the way the world works and apply their reasoning skills by solving problems and puzzles relating to real-life situations.

Spiritual – At Lower Peover, maths allows children to develop deep thinking and questioning about the way the world works. This helps promote spiritual growth for our children. We aim to give all children an appreciation of the power of maths and how it has developed over time.

We encourage children to observe maths in nature and promote a sense of wonder through real-life problem solving.

Moral – In our school, we encourage respect and reward good behaviour. We value listening to others' opinions when solving problems. We promote discussion about our understanding and support each other during lessons.

We get involved in projects that promote our understanding of how mathematics links to the real world. For example, we celebrate 'My Money Week', helping children understand real-life economics and link our learning to understanding the Global Goal of 'Zero Poverty' by joining events such as 'The World's Largest Lesson'.

Social – We encourage collaborative learning in the classroom in the form of listening and learning from each other through classroom discussion and working partners. We encourage children to explain things to each other and have 'maths buddies' and 'maths ambassadors' across the school, helping and supporting learning.

We also participate in events such as the 'Primary Mathematics Challenge' and fund-raising events linked to mathematics to increase pupil involvement.

Cultural – We encourage the children to appreciate the wealth of mathematics in all cultures throughout history. We look at the history of maths and its development. Examples of this include how the different number and measuring systems have evolved.

Pupils look at the number systems used by other countries, such as Greek numbers and how Roman numerals are used, particularly on clocks. Pupils consider the development of shape pattern around the world, in particular tessellations and the symmetry of buildings.

Science

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. It helps us understand our relationship with the world around us (how the physical world behaves, the interdependence of all living things).

Making new discoveries increases our sense of awe and wonder at the complexities and elegance of the natural world.

Moral – Science supports moral development by showing children that different opinions need to be respected and valued. There are many moral and ethical issues that we cover in science including discussions about environmental and human issues.

As teachers, we encourage the children to be both open-minded (generating a hypothesis) and critical (demanding evidence) and to use their understanding of the world around them in a positive manner.

Social – Science supports social development by exposing children to the power of collaborative working in the science community which has led to some amazing and life changing breakthroughs in medicine. When undertaking experiments and research children work collaboratively.

Scientists are collaborators. Sharing ideas, data, and results (for further testing and development by others) is a key principle of the scientific method. We encourage the children to work together on scientific investigations and to share results (to improve reliability). Science has a major impact on the quality of our lives.

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. In Science lessons, we explore and celebrate research and developments that take place in many different cultures, both past and present.

RE

Spiritual – RE supports spiritual development by exploring a range of religions and explore ways that people worship, celebrate events and show that they are part of a community.

In school, we develop the children's understanding of different religions, when they come into school and share their faiths with them.

Throughout our new RE curriculum, different faiths (Islam, Hindu, Sikhism, Judaism, Buddhism) are interwoven through it to ensure children build an understanding of other faiths, not just Christianity.

Social – RE supports social development by providing children with the opportunity to learn about the world around them, by learning about the beliefs and practices of other religions and faiths.

Our RE curriculum allows children to develop an understanding of the world around them, through the eyes of a Christian, and other faiths, as mentioned above.

Moral – RE supports moral development by encouraging children to learn about what is right and wrong. Discussing the morality of different stories and why they are an important part of different religions and cultures.

Children reflect on different scenarios, stories, Bible passages and parables, and how they relate to today's world. They compare Christian stories with stories from other faiths, for example, comparing creation stories, and how and if people celebrate Christmas.

Cultural – RE supports the cultural development of a child by exposing them to a wide range of religions, cultures, and practices. Children learn about a range of celebrations and explore traditions from different cultures.

Children consider how other faiths, cultures, countries, etc. celebrate different celebrations and special days, for example, Christmas, Easter. And if they celebrate additional days, running up to national holidays. Inter-faith week allows the children to interact with different faiths and ask questions about it.

Art & Design

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.

Through the study of art and design, students are able to   explore ideas, feelings and meanings making personal sense of their own creative work. Research into the work of other artists enables students to place their own experience into the broader context, recognise and value the world of others and develop a sense of their own identity and worth.

Moral – Art supports moral development by encouraging mutual respect and the consideration for others' work. Children 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.

Through our world 'advocacy for change' projects, there is an opportunity to address recycling and use recycled materials to produce artwork. Children are taught to respect and value the materials and equipment they access to on a daily basis.

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.

Children are encouraged to consider the roles of artists within society and understand how social conditions can affect the nature of the work and influence their responses to it.

Cultural – Art supports cultural development work by enabling children to study art involving various cultures and civilisations 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 artwork between our own and other cultures leads to children incorporating designs, patterns and motifs in their own work developed by a deeper understanding of the culture.

Children explore the roles and achievements of artists, craftspeople, and designers in both the past and contemporary society. They are taught to recognise how images and artefacts influence the way people think and feel and understand the ideas, beliefs, and values behind their making, relating art, craft, and design to its cultural context.

DT
Spiritual – DT supports spiritual development by allowing children the opportunity to exercise imagination, inspiration, intuition and insight through creativity and risk taking in analysing, designing, and manufacturing a range of products. It instils a sense of awe, wonder and mystery when studying the natural world or human achievement.

Encouraging creativity allows children to express innermost thoughts and feelings and to reflect and learn from reflection, for example, asking 'why?', 'how?' and 'where?'.

Moral – DT supports moral development by raising awareness of the moral dilemmas by encouraging children to value the environment and its natural resources and to consider the environmental impact of everyday products. It educates children to become responsible consumers.

Social – DT Supports social development by providing opportunities to work as a team, recognising others' strengths and sharing equipment. Design Technology promotes equality of opportunity and provides an awareness of areas that have gender issues, e.g. encouraging girls to use equipment that has been traditionally male dominated.

Cultural – DT supports cultural development by encouraging children to reflect on ingenious products and inventions, the diversity of materials and ways in which design technology can improve the quality of life. It investigates how different cultures have contributed to technology and reflects on products and inventions, the diversity of materials and ways in which design can improve the quality of our lives.

Computing
Spiritual – ICT supports spiritual development by looking at how ICT can bring rapid benefits to discussions and tolerance to an individual's beliefs. However, children are exposed to the limitations and abuse of the internet where they question and justify aims, values and principles of their own and others' belief system.

Children are provided with a curriculum that develops their understanding of E-Safety and how they must behave online. They know how to report poor behaviour and feel confident enough to do so. They are able to use the internet safely to enhance their knowledge of others, and different subject matters.

Moral – ICT supports moral development by looking at how ICT developments have had an impact on the environment as technology has meant that old ways of working have been changed to help the environment. Children can talk about how technology has changed over time, and how different technologies help us in day-to-day life.

They can discuss how they must have a healthy relationship with technology and can suggest the impact it can have people if they do not. They can provide examples of technology and what it does for us and the environment.

Social – ICT supports social development by completing of group work within lessons as well as practical tasks. Children are required to understand about social media and the advantages these sites have brought as well as the numerous problems such as cyber-bullying.

Children work in groups, to develop their skills, work to a brief, and present their findings. They evaluate social media, online messaging, gaming etc. and talk about the advantages and disadvantages they bring. They can articulate what cyber-bullying might look like, and how they could deal with it.

Cultural – The development in technology has impacted different cultures and backgrounds in different ways. More developed countries are able to keep pace with the developments in technology whilst less developed ones cannot. Children consider technology around the world, and how we are in a very fortunate position to have access to many different technologies, when compared to other cultures and countries.

History
Spiritual – The study of history involves a sense of curiosity and the mystery of how and why events in the past happened and raises questions as to what could have happened if events had had different results. Resources are used to give children a sense of the past and aid children in understanding the people who produced and used these objects.

Children are encouraged to explore the role played by important individuals, for good or ill, in the shaping of the world we live in. Children also reflect upon different interpretations of the past and how these interpretations have been arrived at.

Moral – Children are asked to consider and comment on moral questions and dilemmas. Events and beliefs in the past will often be at odds with what we would consider unacceptable today (and were to some people in the past also). Children are 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 from the past.

Social – Children are given opportunities to explore the similarities and contrasts between past and present societies and be made aware of how, in the main, we are very fortunate to live in 'the modern world'. They will examine how other cultures have had a major impact on the development of 'British' culture. Children will also be encouraged to build up their own social development through collaborative and team working activities.

Cultural – Children study and are encouraged to gain an understanding of and empathise with people from different cultural backgrounds. They are afforded the opportunity to examine how other cultures have had a major impact on the development of 'British' culture, thus they develop a better understanding of our multi-cultural society through studying links between local, British, European and world history.

Geography
Spiritual – Geography supports spiritual development by promoting a sense of wonder and fascination with the physical and human world. An understanding of scale is an important aspect of Geography and how small changes in climate can have far reaching consequences. Understanding that all life is linked together and create the processes that make Earth the only known inhabited planet. We use a range of teaching resources and strategies to capture children's interest.

We plan and teach engaging lessons to inspire them in geography and develop their sense of wonder and fascination of their local area and wider world. We have a whole-school topic at the end of each summer term, which relates to current world issues, e.g. last year's was based on climate change. This enables to the children to realise their actions can have an impact on their world.

Moral – Geography supports moral development by looking at a range of moral issues, such as how the development of cites 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 dilemma of importing food and the consequences of it on global warming – this is particularly prevalent in the Year 6's 'Across the Atlantic' unit of work.

Social – Geography supports social development because social issues are common themes within geography. Children discuss issues such as global warming, with an emphasis on how they can make a difference by making small changes to their lifestyles. End-of-year whole-school projects focus on worldwide issues such as deforestation and the production of palm oil, plastic pollution, and climate change. This enables the children to realise their actions can have an impact on their world.

We work collaboratively and invite parents and people of our community into school to view exhibitions of the children's work linked to these themes to develop their environmental understanding of such issues.

Cultural – Geography supports cultural development by helping children to understanding 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 such as and are introduced to their customs and traditions allowing children to develop their humility and an understanding of the world as a global community. In EYFS, the children focus on different traditions and cultures throughout the year such as Chinese New Year. From Year 2, each year group focuses on a different area of a different country and compare and contrast with somewhere in their local area or country.

The children will learn about the human and physical features of the area as well as delving further into their topic focus, too. Throughout school, they will look at each continent and learn about different cultures and traditions. Year 2 – Asia; Year 3 and 5 – Europe; Year 4 – Africa; Year 6 – North and South America.

French
Spiritual – French supports social development by encouraging a collaborative approach to learning. Children regularly converse in the target language.

Moral – French supports moral development by encouraging children to look, discuss and evaluate a range of social and moral issues found in other cultures.

Social – French supports spiritual development by exploring new language and vocabulary. Children are encouraged to express themselves in the target language.

Cultural – French supports the cultural development of a child by exposing them to a foreign language and culture. It helps promote internationalism and their role within the world.

Music
Spiritual – Music helps to promote spiritualism in that music can be a major part of many spiritual celebrations including in that of major religions as well as in meditative and well-being practises. Music also promotes a sense of wonder of the world.

Moral – Music supports moral development by showing children that different opinions need to be respected and valued. This may be personal likes and dislikes but also to do with the history or ways of production of music.

Social – Music supports social development by exposing children to the power of collaborative working in the musical arts. When undertaking musical performance children work collaboratively.

Cultural – Music supports cultural development by looking at how musicians and performers from a range of cultures have had a significant impact globally. It also helps children to understand how important music is to the economy and culture of the UK. Music is an inherently cultural and social experience as people enjoy going to musical performances.

PE

Spiritual – PE supports spiritual development by increasing their knowledge and understanding of the body's performance when exercising; this leaves children amazed at the body's ability. Through Dance and sports such as Gymnastics children are being creative, expressing feelings and emotions in their performances. Allowing children' reflection time to evaluate their experiences allows them to build a positive mindset and promotes progression.

Children will also see a sense of awe and wonder when observing elite performance from professional athletes and their peers. The bio-mechanical and physiological changes that occur during exercise are explained to the children during PE lessons. They are always encouraged to have that self-motivation to better their last performance in a quest for improvement and personal development. At the end of lessons, children are always given reflection time to assess their own performance, as well as that of others.

Forest School, residential trips, with outdoor adventurous activities, all add to the spiritual development of the children by immersing them in the outdoors and often pushing them outside their comfort zone.

Moral – PE supports moral development by encouraging them to live a healthy lifestyle and promoting healthy living is apparent in each PE lesson. Children develop the ability to tell between right and wrong through fair play in sporting events and participating in competitive situations, giving children a sense of justice, and how to respond appropriately when they feel there is an injustice. Frequent opportunities are given to children to support the importance of abiding by rules.

Children are encouraged to take part in all activities, and we have an inclusive nature in the way we try and ensure every child has the opportunity to represent the school in inter-school competitions, which take place at Holmes Chapel High School. When competing for the school and in inter-school competitions, they are always praised for their sportsmanship and teamwork.

Social – PE supports social development by developing the necessary skills to work in teams or pairs, as the majority of activities are based around team games or creating sequences in groups, co-operation with others is paramount to success. Giving the children roles such as leaders, coaches, or umpires, and offers children the opportunity to develop their communication skills, leadership skills and the ability to settle any discrepancies which may occur. Children are encouraged to reflect upon feelings of enjoyment and determination.

Lunchtime team games, provided by Premier Education, are offered for all children. Regular after- school sports clubs highlight the social element of sports and how this has a wider effect on personal development. These include cricket, rounders, hockey, athletics, and multi-sports.

Cultural – PE supports cultural development by giving children the opportunity to explore dances and learn games from different traditions and cultures including their own. Children also recognise and discuss the differences between male and female roles within sport, at both elite and amateur levels. Compassion and respect for other culture and traditions is also displayed by all when exploring unfamiliar games or dances.

Children will discuss how culture affects what sports different nations excel at and how cultural traditions can affect which sportsmen and women participate in. Large sports events around the world are always celebrated, such as the Women's World Cup and we talk with the children about how sport and gender/culture has changed over the years, but still has some unbalance and injustice. When the children listen to music and watch dances from other cultures in Charanga lessons, they are always encouraged to reflect on how they feel about this, whether they enjoy it and can relate this to any other experiences.

A culture of inclusivity is the driving force being PE at Lower Peover, as is giving children the opportunity to explore different activities. Signposting happens regularly for children to take up any sport or activity they like outside school, such as swimming, dance, athletics clubs, that are run locally. We have strong links with Holmes Chapel High School, which also helps to encourage this uptake of sports and activities outside school.

PSHE

Spiritual – PSHE supports spiritual development by engaging children with a range of mindfulness activities. Children explore feelings and values found in a wide range of scenarios and situations through role play, storytelling, and discussions.

Moral – PSHE supports moral development by encouraging children to look, discuss and evaluate a range of social and moral issues based on different case studies and scenarios in which children discuss what is right and wrong and connecting this to British Values and rule of law.

Social – PSHE supports social development by providing children with the opportunity to discuss their views knowing they are in a safe environment as well as encouraging them to listen and allowing others to have their own opinions.

Cultural – PSHE supports the cultural development of a child by exposing them to a wide range of experiences, situations and exploring them from other people's points of view.