



Pupils' spiritual development is shown by their:

- **Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.**
- **Sense of enjoyment and fascination in learning about themselves, others and the world around them.**
- **Use of imagination and creativity in their learning willingness to reflect on their experiences.**

In Art, this looks like:

The development of a sense of self and the awareness of others through engagement in the very act and process of creation of an artwork, artefact or outcome in Art, Photography, D&T and Food Technology.

The manifestation of independent thinking skills and the expression and communication of ideas and intentions in a range of verbal, written, visual and tactile 2 dimensional and 3 dimensional formats.

Exploration and appreciation of the work and approaches of other cultures/religions through research and practical application.

Design/cook for other cultures and religious groups – meeting their dietary requirements. Aware that different colours and symbols in religions and cultures have different meanings and can cause offense when designing products.

Using the formal elements and principles of Art, Photography and Design, ingredients and students' own imagination to develop outcomes that reflect our own cultures and those of others.

Self and peer assessment/feedback on their ideas and work.

Evaluation and analysis of their work.

Harnessing attributes of resilience, perseverance, self-discipline, commitment and the motivation to manage feelings, balancing the sense or fear of failure with achievement in the production of visible outcomes that can be viewed as an extension of themselves.

Can be found in the following units:



Creation of visual artwork, artefact or outcome in each Year 7-13 Art & Photography SOL
Self and peer feedback throughout all projects in Art, Photography D&T and Food
Technology.

Year 7 D&T Cultural Lamp project & Food evaluation lesson

Year 8 D&T Cyber Pet project

Year 9 D&T MP3 Speaker project

Year 10 D&T Product for the Home Project

Year 11 GCSE D&T exam preparation and NEA (if relevant to their context)

Year 10 & 11 Food Practise NEA and actual NEA.

In BVC this looks like:

- Creativity in product development and marketing: Found in Business – Component 2
- Reflecting a real-world examples Found in Business component 1, 2 and 3
- Reflection on work experience and the experiences gained is a large element of CPLD and H/S content. Found in Health and Social Care component 2
- All subjects pupils are encouraged to share ideas over all topic areas, this is across all lessons and within all subjects
- Dialogue and conversation, open learning environment.- This is across all lessons and within all subjects

In English this looks like:

- We explore a range of texts that tackle different beliefs: religious and otherwise. Students are encouraged to consider and respect different points of view.
- Through the themes, characters and issues in texts, students learn more about themselves and the words around them.
- Students are encouraged to write and speak creatively in role, which enables reflection and empathy.

Can be found in the following units:

Year 7

Oliver Twist: Victorian attitudes to children / the poor (workhouses)

- Good vs. evil
- Victorian London
- Childhood
- Plight of working classes
- Victorian crime
- Power & its abuse
- Morality



A Midsummer Night's Dream:

- Free will
- Love
- Family conflict
- Women & marriage
- Power & its abuse

Poetry:

- The natural world
- Animal appreciation vs. animal cruelty

Year 8

Sherlock Holmes:

- Victorian attitudes to science and religion
- History of the media (periodicals) – world around them – construction of media

The Tempest:

- Nature vs. nurture
- Colonialism
- Free will

Animal Farm:

- Russian Revolution – the rights vs. wills of the working classes
- History of Agriculture

Year 9

Jane Eyre:

- Victorian attitudes to childhood and how the bible was used to teach children and correct their behaviour.
- Rural Isolation
- Plight of the working class
- Orphans / family conflict

Romeo and Juliet:

- Free will
- Love
- Family conflict
- Women & marriage
- Patriarchal societal conventions

Poetry:

- Free will
- Natural world
- Religion
- Love



- Family conflict

In History and Geography this looks like:

Geography:

The development gap between LIC, NEEs and HICs.

This is taught in year 7 and the GCSE unit 'changing economic world'

All geography lessons, both human and physical aim to create a fascination for students to learn about the world around them.

History:

Medical discoveries being different for rich and poor throughout time.

Role of poor during the industrial revolution.

Can be found in the following units:

History – Medicine through time year 9

In maths this looks like:

We discuss the origins of mathematics at times and why it is applied. An example being Pythagoras' theorem who was an ancient Greek mathematician or when introducing sequences we can discuss the Fibonacci sequence which is naturally occurring and can be applied to the real world.

In performing arts this looks like:

Drama encouraging empathy.

Dance/Music exploration of spiritual themes.

Can be found in the following units:

Exploration Key Stage 3

Storytelling

Constant creativity and reflection throughout the courses

In Religious Studies this looks like:

Discussions around religious beliefs –

Can be found in the following units:

Year 7 term 1 Why study religions? Features of world religions. Year 8 term 1 scripture and its learning - rules/ commands for living.

Written work - explanations of what it means to be a theist/ atheist/ agnostic – year 7 written tasks. Year 7 term 5&6 study of Buddhism and Islam, foundations teaching and practices.



Year 8 why do people follow moral codes.
Philosophy unit arguments for the existence of God.

GCSE -Year 9 beliefs and practices within Christianity – How does belief affect practice?

In Science this looks like:

Learning about theories concerning the creation of the universe and evolution of life with consideration of religious beliefs. Creation theory vs the Big Bang.

Can be found in the following units:

KS3 unit – Yr7 Space

KS4 unit – Physics P16 Space

KS4 unit – Biology B14 Variation and Evolution

KS4 unit – Biology B15 Genetics and Evolution

In MFL this looks like:

- Learning about different customs related to Spanish and French speaking countries - customs and traditions, language, gastronomy, sports.
- Opportunities to visit Spain and France

Can be found in the following units:

Y7 – sports, music

Y8 – food

Y9/10/11 – traditions, sports, school

Y12/13 - French history and culture

All year groups – cultural festivals such as Dia de los muertos, Las Fallas, Le Toussaint

In Physical Education this looks like?

Pupils reflecting on their own and others performance – giving and receiving feedback from peers. In both practical and theory lessons.

Pupils using their creativity to create parts of dance and gymnastics pieces.

Can be found in the following units:

Yr 7/8 Gymnastics

Yr 7 – 9 Fitness Scheme of work

GCSE/BTEC - Practical units all involve pupils reviewing their performance and planning to improve.

Coursework tasks involve reviewing own health and fitness