

Subject	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
English	In responding to a poem, story or text; pupils can be asked ‘I wonder what...?’ ‘How would you feel if you were the person in the story?’ ‘Where have you met these ideas before?’ e.g., when responding to text through drama or reading thinking stems. By appreciating the beauty of language, e.g., poetic language within stories and poems.	By exploring stimulus for thinking about the consequences of right and wrong behaviour; pupils can speculate and apply their learning to their own lives. When they do this they are developing their speaking, listening and higher order thinking skills. By considering different perspectives and showing empathy.	By supporting conceptual and language development through an understanding of and debates about social issues, e.g., refugees, bullying, stereotyping, conformity, homelessness. By providing opportunities for learning to continue at home e.g., through homework projects; through Reading Together events; through spelling games. By providing opportunities for talk in a range of settings, to a range of audiences and for different purposes. E.g., assemblies, performances and structured discussion.	By providing opportunities for pupils to engage with texts from or representing different cultures. Through class discussions, pupils share 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 that represent our strong literary heritage, e.g., A Christmas Carol, Carrie’s War, Macbeth, The Iron Man, The Lion, The Witch and the Wardrobe... By providing opportunities for children to visit the theatre and experience theatrical productions.

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