

Science

Moral

- Working with others
- Thinking about the environment
- Self confidence
- Creativity
- Turn taking

Spiritual

- Sensory experiences
- Creative and aesthetic
- Wonder of how our bodies work

Cultural

- Gaining an awareness of trees, plants, vegetables, flowers and herbs from other countries through tasting
- Materials and their uses
- Symbols in clothes (country and origin)
- Health
- Awareness of personal hygiene
- Sex education

Social

- Making choices & decisions
- Problem solving
- Communication
- Taking responsibility
- Awareness of others
- Health & safety
- Listening skills
- Information gathering
- Discussions
- Internet
- Books
- CD rom
- Illness
- Alcohol
- Smoking
- Drugs
- Healthy lifestyles
- Healthy eating
- Hygiene
- Puberty
- Sex
- Turn taking

PSHCE

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graph TD; PSHCE((PSHCE)) --> Moral((Moral)); PSHCE --> Spiritual((Spiritual)); PSHCE --> Social((Social)); PSHCE --> Cultural((Cultural));
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Moral

- Developing clear values and attitudes
- Making choices within a moral context
- Equal opportunities
- Self discipline
- Taking responsibility for self and others
- Co-operation with others
- Relationships
- Self confidence
- Respect for self and others
- Bullying issues

Spiritual

- Identification of emotions & feelings
- Recognition of personal strengths
- Music and relaxation
- Role play
- Sensory experiences i.e. relaxation techniques
- Sharing and caring
- Recognition of personal rights & rights of others
- Recognition of right & wrong

Cultural

- Sex Education
- Religious customs and beliefs
- Awareness of other cultures, race equality
- Living healthier lifestyles
- Awareness of World Citizenship
- Awareness of the Third World
- Drugs Education

Social

- Self esteem
- Expressing opinions more confidently
- Developing skills & using information to make informed life & health choices
- Community activities
- Rights & responsibilities in society
- Decision making
- Turn taking
- Raising issues via student meetings, surveys
- Role play
- Creative & aesthetic development
- Inviting outside agencies/speakers

Drama

Moral

- Understanding right from wrong through role play
- Using 'good' words to enable and enhance in Drama
- Looking at issues such as: bullying, sadness, joy, anger through Drama
- Being assertive to protect oneself
- Learning to be self confident through Drama

Spiritual

- Awe and wonder
- Thinking laterally
- Associating with peers through Drama in a 'universal' way. Acting spiritual themes
- Showing how to unite with others through role play

Cultural

- Acting with reference to other countries and rituals
- Learning how different countries communicate and social events through Drama
- Understanding cultural History and Historic leaders in many areas of life
- Visiting other Historic places
- Performing themes with cultural reference

Social

- Performance to peers
- Performance using lighting, backdrops, music and specific events
- Being part of Dance & Music & Drama in community setting like Cranleigh Arts Centre
- Acting in settings like 'The Globe Theatre' and The National Youth Theatre
- Visiting famous performances
- Dancing and Acting at Cranleigh Dance Studio

Music

Moral

- Learning to share musical ideas
- Self discipline with all musical elements - percussion, keyboard
- Working alongside others
- Gaining confidence
- Self control
- Learning about pitch, sound, texture, dynamics

Spiritual

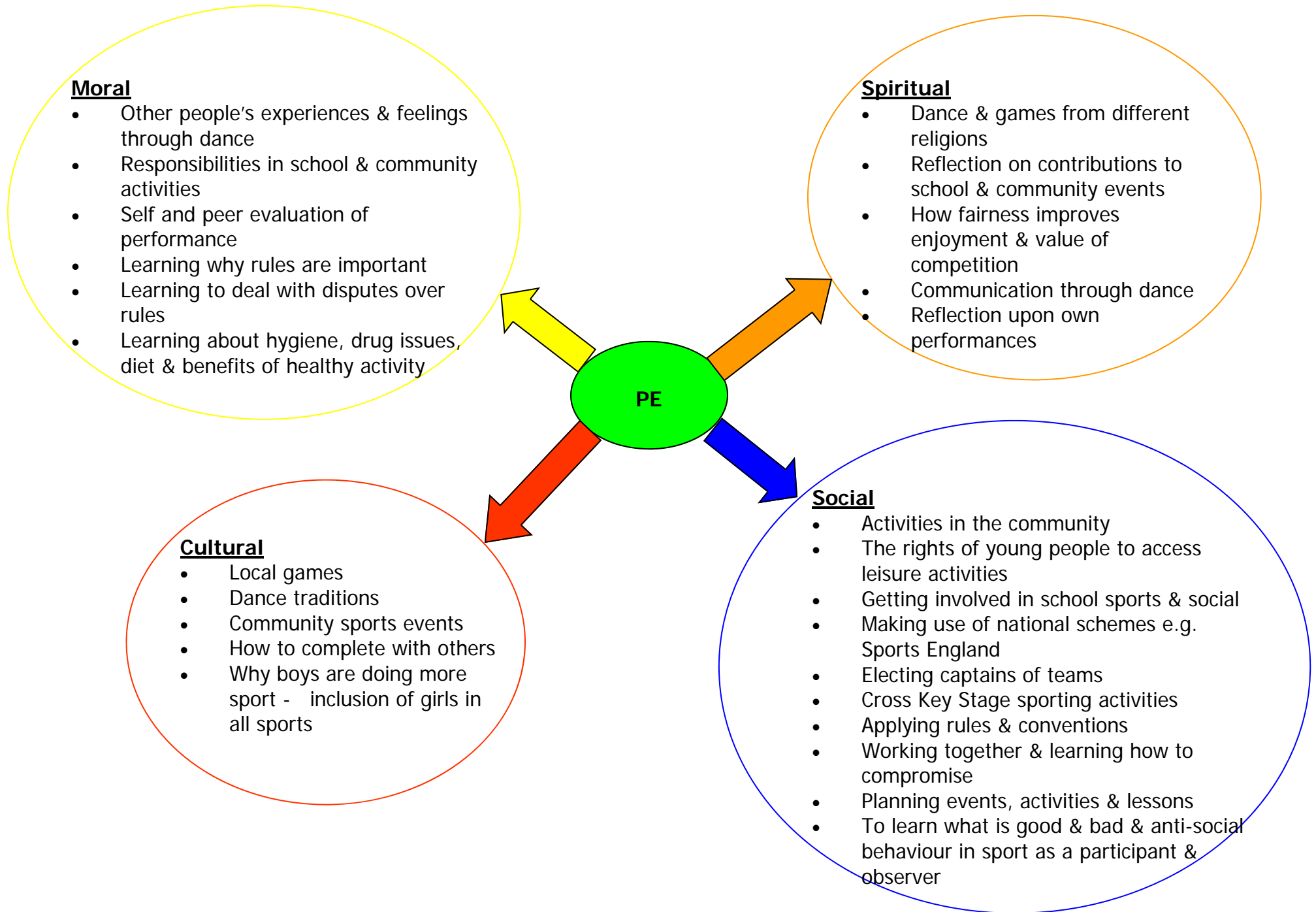
- Awe and wonder
- Using voice work as a way of accessing the spiritual
- Understanding & implementing 'feelings' through sound
- Sharing all kinds of R.E. music
- Singing for Mass
- Creating music for spiritual stories

Cultural

- Learning music from other countries
- Learning about the way other countries play music and what it means to them
- Learning about old historical instruments
- Learning foreign music, songs, instrumental pieces

Social

- Using music as a way of sharing talent in the community
- Using music as a way of creativity and participation
- Using music as a language of communication
- Using music for Dance or movement
- Learning the discipline of social interaction while performing and learning
- Making musical instruments with each other
- Exploring beat and sound in historical and scientific context and producing work that explores movement technically



Mapping Spiritual Development Across the Curriculum

Subject area **Maths**

Feeling and Emotions	Creativity	Meaning and Purpose	Self Awareness	Awe, Wonder and Mystery	Beliefs
<ul style="list-style-type: none"> • Ages / birthdays. • Countdown to blast off. • Passage of time. • Success on getting the sum right. • Keeping going. • Ordinal numbers. 	<ul style="list-style-type: none"> • Pattern. • Shape. • Tactile numbers and shapes. • Creating sets. • Pictograms. • Graphs. • Charts. 	<ul style="list-style-type: none"> • Application to life. • Problem solving. • Estimation. • Daily timetables. • Passage of time. • Understanding a 'fair test'. 	<ul style="list-style-type: none"> • Age. • Working with others . • Problem solving. • Weights. • Heights. • Growth charts. • Time plans. • Turn taking. • Waiting time. • Sequencing events. 	<ul style="list-style-type: none"> • Big numbers. • Language of comparison. • Fractions. • Infinity. • Adding one more... 	<ul style="list-style-type: none"> • Hindu / Sikh patterns. • Significant numbers - Gurus, layers of wisdom. • Lucky numbers. • Superstitions. • Creation.

Mapping Spiritual Development Across the Curriculum

Subject area **English**

Feeling and Emotions	Creativity	Meaning and Purpose	Self Awareness	Awe, Wonder and Mystery	Beliefs
<ul style="list-style-type: none"> • As expressed through stories, poems and videos. • Drama. • Different readers - visiting librarian, story tellers. • Opening up new vocabulary. • Expressing personal feelings through performances including special assemblies. 	<ul style="list-style-type: none"> • Morning 'news' sessions. • Re-telling stories in drama and using pictures. • Story sacks. • Sensory stories. • Making own books. • Tactile stories. 	<ul style="list-style-type: none"> • Biographies. • Different books for different audiences. • Choosing the intended audience. 	<ul style="list-style-type: none"> • Self expression in drama. • Awareness of others through reading and responses. • Picture books about self. 	<ul style="list-style-type: none"> • Wide range of authors and ways of communicating. • Anticipation, expectations, building to a climax. • Alliteration. • Onomatopoeia. • Rhythm of words. • Imagination. 	<ul style="list-style-type: none"> • Stories from / about different cultures. • Legends. • Myths.

Mapping Spiritual Development Across the Curriculum

Subject area **Science**

Feeling and Emotions	Creativity	Meaning and Purpose	Self Awareness	Awe, Wonder and Mystery	Beliefs
<ul style="list-style-type: none"> • Recognising a fair / unfair test. • Moral issues in the advancement of science. • 'Wow' factor from inventions and practical experiments. • Disappointment when doing things to work as planned. • Achievement when an experiment / test does work. 	<ul style="list-style-type: none"> • Experiments and practical trials. • Looking at great achievement and advances in the history of science. 	<ul style="list-style-type: none"> • Life cycles of plants and animals. • Food chains. • Healthy eating. 	<ul style="list-style-type: none"> • Our bodies. • Reproduction. • Healthy eating. • Exercise and the effects on the body. 	<ul style="list-style-type: none"> • Reproduction. • Space. • Planes that fly, boats that float. • Forces. • Chemical reactions. • Growth in plants and animals. • Nature. 	<ul style="list-style-type: none"> • Challenging and challenging beliefs. • Cultural differences that affect the way people view and accept science.