

OUR LADY OF LOURDES RCPS
SOCIAL, MORAL, SPIRITUAL AND CULTURAL CURRICULUM

RELIGIOUS EDUCATION

We promote spiritual development	We promote moral development	We promote social development	We promote cultural development
• Promote the 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. • Promote a sense of enjoyment and fascination in learning about themselves, others and the world around them • Promote a use of imagination and creativity in their learning • Encourage a willingness to reflect on their experiences and deepen their own spirituality.	• Exploring morality including rules, teachings and commands of other faiths, such as the teachings of the Torah and the 5 pillars of Islam and how these interlink particularly with the Catholic faith (The Torah – Year 4; 5 Pillars of Islam – Year 6). • Exploring religious perspectives and responses to evil and suffering in the world. • Asking questions about the purpose and meaning of reconciliation and salvation particularly in Year 3 as children take part in the Sacramental Programme	• Looking in depth and the qualities on which civilised society is built upon – honesty, respect for difference, thoughtfulness, independence and interdependence (Year groups look at how the Catholic Faith deals with these through Caritas CST and how other faiths deal with these and other qualities). • Asking questions about the social impact of religion. (Through explicit teaching of Catholic Social Teaching during Caritas sessions)	• Exploring and celebrating similarities and differences between faiths and cultures. • Engaging with scripture, artefacts and other sources from different cultures and religious backgrounds. • Visits to different places of worship and visitors of different faiths.
Enrichment: Inter-Faith Conference, Visit High School for Stations of the Cross, Hope for the Future Celebration Conference, Visit to Laudato Si Centre CAFOD assemblies, Imran Kotral visit, visits to Churches			

ENGLISH

We promote spiritual development	We promote moral development	We promote social development	We promote cultural development
• Engaging children with poetry, fiction and drama. Exploring feelings and values found in a wide range of genres. • Appreciate the beauty of language, e.g., poetic language within stories and poems.	• Encouraging children to look, discuss and evaluate a range of social and moral issues found in genres. E.g. Poverty – Trash by Andy Mulligan (Year 6) Diversity – Julian is a Mermaid (Year 2) • Exploring stimulus for thinking about the consequences of right and wrong behaviour; pupils can speculate and apply their learning to their own lives. • Developing their speaking, listening and higher order thinking skills through a text. E.g., The Tale of the Three Brothers (Year 6), James and the Giant Peach – a playscript (Year 4) by considering different perspectives and showing empathy.	• Understand how written and spoken language has changed over time and social attitudes to language. • Work collaboratively, e.g., as part of a dramatised response; to prepare a verbal response to an argument; to evaluate each other's work. E.g. Persuasion (Year 5) • Providing opportunities for learning to continue at home e.g., through the Spring Reading Challenge; Extreme Reading; homework grid; through spelling games (Spelling Shed and Purple Mash). • Providing opportunities for talk in a range of settings, to a range of audiences and for different purposes. E.g. assemblies, Prayer and Liturgy; Mass readings; End of Year 6 Performance	• Exposure to a wide range of written and spoken language from a range of cultures. • Through events such as 'Share a Story' pupils share stories from their own cultures and backgrounds creating the idea that 'everyone has a story to tell'. • Providing opportunities for pupils to engage with texts that represent our strong literary heritage e.g. Romeo and Juliet, The Iron Man, The Chronicles of Narnia • Providing opportunities for children to visit the theatre and experience theatrical productions. • Developing literary and critical awareness, e.g., children evaluate their work and the work of others.
Enrichment: Ian Bland – Poet, Danny – National Storytelling Week, World Book Day, National Poetry Day Birthday - Book Donation, library visits, Reading for Pleasure Newsletter and Extreme Reading Challenge, Fundraising Reading Challenge			

MATHEMATICS

We promote spiritual development	We promote moral development	We promote social development	We promote cultural development
• Use imagination and creativity to explore ideas while learning mathematics by identifying and applying patterns and rules to everyday problem-solving; writing own problems and challenges that use those patterns or rules.	• Understanding the consequences of actions: E.g. If you perform a particular action to one number, will the same outcome apply to other numbers? Is it always the case? 'Sometimes, always, never' statements.	• Developing personal qualities and using social skills: Working in pairs or groups to solve problems; Perseverance when struggling to answer questions; not being afraid to try – it is ok to be wrong, it's not ok not to try; taking turns when playing maths games.	• Use imagination and creativity to explore ideas while learning mathematics by identifying and applying patterns and rules to everyday problem-solving; writing own problems and challenges that use those patterns or rules.
Enrichment: Financial Workshops Sessions – KS2, The Fiver Challenge – Year 5 & 6 , Links with Forrest School, Links with School Allotment Easter Bingo Night			

SCIENCE

We promote spiritual development	We promote moral development	We promote social development	We promote cultural development
• Looking for meaning and purpose in natural and physical phenomena. (Y3 Rocks Y6 Evolution and Inheritance) • Wonder about what is special about life. (Y1 Animals Including Humans) • An awareness of the scale of living things from the small micro-organism to the largest (Y4 Solids, Liquids and Gases) • The interdependence of all living things and materials of the Earth. • Emotional drive to know more and to wonder about the world. • Wonder at the vastness of space and the beauty of natural objects. (Y5 Space)	• Pupils to become increasingly curious. • Development of open mindedness to the suggestions of others • Scientific developments may give rise to moral dilemmas. • Considering the environment	• Group practical work • Team working skills and to taking responsibility. • Taking responsibility for their own and other people's safety • Understanding that science has a major effect on the quality of our lives. • Consider the benefits of scientific developments and the social responsibility involved.	• Scientific discoveries as a part of our culture • Scientific discoveries of other cultures • Scientific discoveries by a wide range of men and women in many different cultures • Environmental issues are central to science.
Enrichment: Links to Secondary School, STEM Ambassador, Science Week Whole School trip to Chester Zoo – Animals Including Humans topic			

GEOGRAPHY

We promote spiritual development	We promote moral development	We promote social development	We promote cultural development
• Within Geography the children study where they live and their relationship with the environment. The children are encouraged to reflect upon 'big questions' and think about both their values and beliefs and those of others. •The children explore what it would be like to be a victim of an earthquake, volcanic eruption and tsunami. *The children develop their curiosity about contrasting environments including tundra, Brazil in South America, Rotterdam in Holland, Kenya, Africa.	•The children will be provided with opportunities for distinguishing a moral dimension; for example, how trade affects people and places around the world. *Linked to this, the children will think about the impact they can have upon the world and the lives of other and think about how and when they can help to make a difference.	•The children engage in fieldwork to enhance social development. The children engage in a greater degree of self-discipline and rely on collaborative skills to ensure the learning is successful. *With the support of the Forest School Lead, the children participate in the clearing litter in the local area, grow produce in the allotment and think about ways they can improve the local area •Teaching includes debates. The children study national and international trade links how this has an impact on people and places; and understand of the concept of sustainable development.	• We are committed to serving our community and surrounding areas. *Within Geography, the children develop their place knowledge and understanding the features and characteristics of the local area, children understand why it is like that, and can contrast where they live with more distant localities, in this country and further afield. •We promote an appreciation of our own cultural traditions and encourage the appreciation of other peoples' cultural traditions.
Enrichment: VR Headsets for Key Stage Two , Walk around the local area and to the local post box and park Nursery, Walk to the local park Reception Walk to the retail park Year One, Trip to St Anne's coast Year Two, Italy Themed Day Year 3, Burrs trip to the river Year 4, Trip to Bury Market Year 4, Trip to the interchange and Metrolink Year 6			

HISTORY

We promote spiritual development	We promote moral development	We promote social development	We promote cultural development
-Pupils see and celebrate the beliefs and values of their family and cultural heritage. -Children develop respect for others' beliefs. -Children develop and understanding of the cause and consequences of why events happened in the past. -Helping children to realise the incredible significance that some individuals have had in the past. -Children use primary and secondary sources to discover how people lived in the past compared to the present.	-Children are encouraged to respect the rights, properties, opinions and customs of others and see the consequences from past events when people have not shown tolerance. -Children are taught how to solve difference of opinions in non-violent ways and compare this to how differences have been resolved in less restorative ways. -The actions and decisions from people of the past can be considered and debated.	-Children consider past societies and how they have contributed to life today. -Children consider how different civilisations have worked together and shown cooperation to invade or succeed. -Social issues of past civilisations is a common theme in History topics and how we learnt from the past. -Children take responsibility	-Children develop an understanding of a variety of civilizations and how they lived in the past. Our multicultural society is celebrated through learning about the history of Bury, Britain, Europe and the world. -Children can empathise with people from different cultural backgrounds because of the understanding of the past and events that happened. -Children will recognise the diversity of 'British' culture because of the opportunities that were taken to invade or travel.
Enrichment: - Black History Month – significant people focused on in Class - Black History Month – KS1 Workshop for Rosa Parks and Nelson Mandela - Queen Elizabeth II Jubilee whole school picnic - Queen Elizabeth II funeral and prayer book - King Charles III reign marked with a time capsule buried at school - Egyptians Workshop - Trip to Manchester Airport - Trip to Bolton Museum (Egyptian Collection) , Trip to local area			

ART AND DESIGN

We promote spiritual development	We promote moral development	We promote social development	We promote cultural development
• Providing plenty of rich opportunities for pupils both to explore the spiritual dimension and natural phenomena e.g., sculpture in nature and expressive art through artists such as Jackson Pollock and Mark Rothko. • Exploring different artists' interpretations of a key figure or event and asking what the artist was trying to convey, e.g., LS Lowry in his interpretation of changing architecture during post war Britain. • Promoting the process of 'reviewing and evaluating'; for example, evaluating the work of the ancients, famous artists, crafts people and architects.	• Exploring how emotions and inner feelings are expressed though painting, sculpture and architecture, e.g., Andy Goldsworthy sculpture; Gaudi's Sagrada Familia; Mark Rothko expressive emotions. • Exploring the environment and how art can be sensitive to its surroundings. E.g., creating temporary sculptures within a range of environments. Responding to and use of visual images, music, and stories to evoke a range of emotions and creative responses.	• Sharing of resources and working collaboratively. • Exploring art as a powerful social tool e.g., in telling a story, showing power, expressing an emotion. • Looking at different movements in art and considering how the world around them influenced artists. E.g., Abstract Expressionism and its links to immigration as result of persecution within Europe.	• Experience a wide range of creative media from around the world and from different periods of time. • Using a range of cultural stimuli for art, e.g., JS Lowry & Alfred Waterhouse local architecture, local artists work at school allotment exhibitions at local art museum. • Working with local artists, displaying artwork within an art gallery at school and by visiting local art galleries. • Developing aesthetic and critical awareness, e.g., children evaluate their work and the work of others. • Exploring the history of art, crafts, and design, for example, the history of ceramics.

			Exploring different movements in art and considering how the world around them influenced artists. E.g., post–World War II art; religion in art.
Enrichment: Local artist visits & workshops, Local art gallery visits & workshops, Class trips to local architecture Workshops from artistic experts, Engagement in competitions eg MP Christmas card competition			

DESIGN AND TECHNOLOGY			
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- Develop the process of creative thinking and problem solving which lies at the centre of the subject. - Develop the ability to think creatively and show innovation and how this can be inspirational to others but also increase self-confidence and belief in their own abilities.	Encourage pupils to consider the moral and ethical dilemmas raised during the planning and making process. For example, the impact on the environment through the choices of materials or the opportunity to consider sustainable or environmentally acceptable materials.	- Understand that there is a collective responsibility to ensure they contribute to a safe working environment where the use of tools and equipment are involved. - Opportunities to work collaboratively with a partner or take turns in a small group which requires effective social interaction and, at times, compromise. - Opportunities for peer evaluation and to act as a	Develop a wider cultural awareness by exploring past heritage as well as investigate and use as our stimulus foods, textiles, pottery and sculptures from different cultures and periods of time. For example, Viking long boats or shields, Greek pottery, divas, food from different countries and cultures.

		critical friend to give supportive comments to improve pupils learning outcomes. • Awareness of where food comes from by understanding the difference between grown, caught, reared and produced. • Opportunities through the curriculum to explore the use of promoting using seasonal food.	
Enrichment: • Class trips to restaurants relating to their curriculum (Italian restaurant for Year 5) • Bridging project with local high school.			

MUSIC			
We promote spiritual development	We promote moral development	We promote social development	We promote cultural development
• Allowing pupils to show their enjoyment and curiosity in creating their own sounds. E.g., each year group has a dedicated topic to improvising and composing. • Making links between their learning in other curriculum	• Exploring how music can convey human emotions such as sadness, joy, anger • Appreciating the self-discipline required to learn a musical instrument e.g. learning to play glockenspiel	• Exploring how groups such as orchestras and bands work together e.g. performing together and following instructions that combine the musical elements, singing as part of a large group.	• Opportunity to learn a musical instrument and to take part regularly in singing, e.g., whole school singing, glockenspiels, recorder, ukuleles and external musical tuition and choir.

areas with music being played as background e.g., painting/drawing to a piece of music, using music to create drama pieces or creative writing. • Music and song bring us together as a school to worship God. This can be in whole schools assemblies or Prayer and Liturgy time in classes. • Considering how music makes us feel and can ‘move us’ deeply and responding in dance, art, and writing. • Understanding how music can be a great comfort and support to those in need. • Knowing that music can help us to show compassion towards others and helps us to express our own spirituality through music and song.	in KS1, the recorder in LKS2 and the Ukulele in UKS2. • Appreciate listening to other children’s performances and critiquing them with respect and sensitivity. • Understanding that criticism should be constructive and respectful in order to encourage, not discourage. • Encouraging children to develop their own personal tastes in music whilst being respectful towards the opinions of others in terms of musical preference.	• Discussing what would happen if musicians in a band/group didn’t co-operate • Appreciating how music is used in different ways in different settings e.g., for pleasure, for worship, to help people relax. Singing and performing together as a class or whole school	• Encouraging pupils to listen and respond to traditions from around the world. E.g., listen with concentration and understanding to a range of high-quality live and recorded music e.g., Roman music, Baroque and Heavy Metal music. • Appreciating musical expression from different times and place. • Making links across the curriculum, particularly in geography, history and RE looking at the geographical foundations, historical narratives behind the music or the faith in which it derives. Listening and responding to music which forms our musical heritage, e.g., Vivaldi’s Four Seasons, Prokofiev’s Troika, Saint-Saëns’ Carnival of the Animal.
Enrichment: Whole school Eurovision performance; Choir – singing at Tesco, Jersey Girls, Bury Market; Bury Music Service extra-curricular music lessons; Bury Music Service ensemble assembly End of year performance, Music/Drama workshops and performances at The Met			

COMPUTING

We promote spiritual development	We promote moral development	We promote social development	We promote cultural development
- Developing our children's curiosity, imagination, creativity in all areas of the Computing Curriculum. - Promoting self-esteem through opportunities to present their work to others. - Providing opportunities for children to explore their creativity and imagination: a) through the use of technology to demonstrate skills and knowledge across the curriculum. b) When developing digital products. - Exploring how ideas in computing have inspired individuals and the impact these developments have had.	- Providing opportunities for online safety sessions: learning about charities and organisations who promote online safety. - Exploring the moral issues surrounding the use of data, trust, copyright and plagiarism. - Creating an awareness of other people's views and opinions when exploring a digital environment. - Equip all pupils with the confidence and capability to use ICT and Computing throughout their later life. - Encouraging respect for and developing tolerance of other people's views and opinions - Discussing the moral implications of cyber	- Providing a digital environment where children can take responsibility for themselves and others in school and the wider society. - Links through digital media platforms and through collaborations and competitions with other schools and communities. - Pupils effectively participate in digital collaborate learning in all areas of the curriculum. - Highlighting and promoting ways to stay safe when using online services and social media.	- Children develop the understanding and skills to become safe and responsible users of technology. - When communicating in an advancing digital environment, pupils continually develop an awareness of their audience. - Children develop a sense of awe and wonder at human ingenuity. - Pupils are empowered to apply their computing skills and knowledge to all areas of our own grown curriculum. Alternative methods of recording, in all areas of the curriculum, create an inclusive culture where all individual talents continuously shine.

	bullying and the consequences of different courses of actions in response to online scenarios. Considering the positive and negative associations of the internet and social platforms	Promoting good etiquette habits when using digital technologies and social media.	
Enrichment: Safer Internet Day, E-Cadets, Micro:Bit, Bee Bots, Spheros from Technola , Ed Shed, Purple Mash, Seesaw.			

PE			
We promote spiritual development	We promote moral development	We promote social development	We promote cultural development
- Reflection - comparing and critiquing their own and others performances with previous ones and demonstrate improvement to achieve their personal best. - AfPE Model – heart, head, hands teaching model. - Awareness of our body through movement, balance, coordination	- We embody the School Games values; Determination, Honesty, Self-belief, Passion, Teamwork, Respect and Eco Friendly. - Healthy participation with clear feedback on how to improve-(fair play and respecting the umpire/referee).	- We begin in Nursery - Physical Development Framework - Managing Self / turn taking. - Young Leaders / Sports Captains– lead warmups/cool down and drills. - Leadership roles within lessons- umpiring, capture progress in lessons via media clips.	- We link to local and national heroes in each specific sport. EG Marcus Rashford – Football – FSM - Awareness of National and Global sporting events/ initiatives including traditions such as national anthems. eg; Paralympics, Olympics, World Cup, Commonwealth Games, Wimbledon

control, creativity and agility- gymnastics, dance, sport and swimming. • Understanding our own personal strengths, possibilities and limits. • Prioritise health and fitness; provide opportunities to become physically competent and confident, able to think and make decisions and go on to lead healthy and active lifestyles.	• Discussion of tactics and strategies for improving and refining. • We are members of the AfPE and incorporate their values in our provision-Developing the Whole Child through Quality PESSPA.	• Developing a sense of community by representing the school via inter school events. • Celebrating sporting achievements and team results in assembly, newsletters, website, social media. • Pupils perform dances using simple movement pattern and take part in outdoor and adventurous activity challenges, both individually and within a team. • We incorporate the STEP inclusion model – access for all. • Understanding rules of games.	• Historical and Geographical links in dance topics links eg Scottish country dance, May Pole, Bhangra, Tudor style - Line and Square Dance, Morris etc,
Enrichment: • Extra-Curricular offer for all pupils eg Yoga, Multisports • Competition offer for all pupils, all ability levels in line with School Games Values eg Panathlon • Sensory Circuits for supporting pupils with regulation needs. • Bikeability • Road Safety • Swimming / Outdoor Water Safety Workshop – linked to National Drowning Prevention Awareness Week in June • Links with local area eg Holcombe Brook Tennis, Woodbank Cricket Club			

- National Campaigns – Daily Mile, Big Lent Walk, Walk / Bike to School Week, Let Girls Play, National Schools Sports Week
- Healthy School Status
- Eco Mark with Distinction
- School Games – Gold (platinum pending)
- AfPE with Distinction – roll of honour with DFE
- Trips EG Bury FC
- PGL
- Angling workshop
- Sports Reports – published on website
- Signposting to local providers to enrich further
- Parent / Pupil Voice
- Forest School – timetabled for all pupils