

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 you wonder?' '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 Real 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. E.g., The Iron Man, The Selfish Giant, Wild, A Christmas Carol. 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, prejudice, conformity, homelessness. Work collaboratively, e.g., as part of a dramatized response; to prepare a verbal response to an argument; to evaluate each other's work. By providing opportunities for learning to continue at home e.g., through the Reading Challenge; homework activities; through spelling games (EdShed). 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, e.g., The Bridge to Terabithia, Zeraffa Giraffa, The Proudest Blue, Coming to England and Sky Chasers 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'. By providing opportunities for pupils to engage with texts that represent our strong literary heritage, e.g., A Christmas Carol, Carrie's War, the Tempest, The Iron Man, The Listeners, The Lady of Shalott, The Lion, The Witch and the Wardrobe... By providing opportunities for children to visit the theatre and experience theatrical productions. By developing literary and critical awareness, e.g., children evaluate their work and the work of others.
Drama	We promote <i>spiritual</i> development By allowing for insight, self-expression and the chance to walk in someone else's shoes.	We promote <i>moral</i> development By expressing what it feels like to be wronged and what remedies might make things better for the injured. E.g., year 5 use drama to explore the story of the Selfish Giant.	We promote <i>social</i> development By exploring similarities and differences and how respect for others can be expressed. By building self- esteem and encouraging self-worth.	We promote <i>cultural</i> development By taking different roles from other backgrounds, ensuring that we question stereotypes and value diversity. By using different dramatic conventions to encourage empathy. By using drama within reading sessions as a vehicle to access literature from our literary heritage. By providing opportunities for children to fully engage with a Shakespeare play or visiting theatres to watch performances.