

Walsden St Peter's Primary developing RIC=H values in our curriculum – some examples

Subject	We promote resilience	We promote inquisitiveness	We promote caring	We promote our spiritual development as Christians
English	<p>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.</p> <p>By building self- esteem and encouraging self-worth e.g. use of editing to ensure children produce their best work</p> <p>By considering different perspectives e.g. debating difficult issues, writing balanced arguments, considering character's motivations and perspectives.</p>	<p>By providing opportunities for talk in a range of settings e.g. guided reading, performances Christmas, Y6, group activities</p> <p>By providing opportunities for pupils to engage with texts from different cultures e.g. book week – fairy tales from different cultures</p> <p>By asking why a writer has used techniques and what effect this has e.g. text analysis during boxing up</p>	<p>By pupils telling stories from their own cultures and backgrounds creating the idea that 'everyone has a story to tell'</p> <p>By allowing for insight, self-expression and the chance to walk in someone else's shoes e.g. writing diary entries, use of quality texts to promote empathy e.g. The Arrival, My name is not refugee</p> <p>By using different dramatic conventions to encourage empathy, different perspectives and life experiences different to their own.</p>	<p>By expressing what it feels like to be wronged and what remedies might make things better for the injured e.g. using quality texts to explore issues about friendship, environmental issues e.g. The Flower, Boy in the Back of the Class</p> <p>From sharing stories, curating library books and reading schemes to ensure children learn about lives and experiences about different from their own.</p>
Maths	<p>By using problem solving; reasoning and trial and error questions.</p> <p>By engaging pupils playfully; for example, in unequal shares of resources, why might someone be upset if they received less than other people?</p>	<p>By using open ended problems</p> <p>By using the sometimes, always never questions and posing hypothesis to be tested.</p> <p>By investigating patterns in numbers, calculations and shapes</p>	<p>By the sharing of resources within the classroom, the negotiating of responses and group problem solving</p> <p>By using peers to seek solutions</p>	<p>By making connections between pupils' numeracy skills and real life; for example, pie charts could compare how a child in Africa spends her day with how children in the UK spend their time.</p> <p>By considering pattern, order, symmetry and scale both man made and in the natural world</p>
Science	<p>By teaching children to propose hypothesis, design investigations, set up fair tests and consider the results.</p>	<p>By offering pupils the chance to consider the wonder of the natural world and the inventions</p>	<p>By using opportunities during science lessons to explain how to keep other people safe and how</p>	<p>By demonstrating openness to the fact that some answers cannot be provided by science.</p>

	<p>By studying Charles Darwin and his theory of evolution.</p> <p>By considering that not all developments have been good because they have caused harm to the environment and to people.</p>	<p>which have made the world a better place.</p> <p>By asking questions about the ways in which scientific discoveries from around the world have affected our lives. There is a rich heritage of scientific discoveries from Hindu, Egyptian and Muslim traditions</p>	<p>they might protect a younger or vulnerable young person.</p> <p>By looking in detail at the impact of humans on the natural world e.g. plants, animals and their habitats</p>	<p>By creating opportunities for pupils to ask questions about how living things rely on and contribute to their environment.</p> <p>By considering our responsibilities as guardians of God's world.</p>
Computing	<p>By highlighting ways to stay safe when using on line services and social media.</p> <p>By solving problems when using coding software to create games e.g. Purple Mash Coding</p>	<p>By discussing the advantages and limitations of ICT</p> <p>By exploring the moral issues surrounding the use of data</p> <p>By teaching children how to question the reliability of information they find.</p>	<p>By considering the benefits and potential dangers of the internet – e.g. campaigns for charities and injustice as a force for good. Cyber bullying as a danger.</p>	<p>By using the internet as a gateway to big life issues</p>
Geography	<p>By considering how people treat the environment; posing questions such as, 'How are we changing our surroundings – are some things for the better and others for the worse?' Who benefits and who suffers? What should be our personal response to these? Who should look after our environment?</p> <p>By studying the Anglo Saxons and linking it to modern day refugees</p>	<p>By using Google maps and asking pupils to imagine what it might be like to live in different parts of the world e.g. South America, Baghdad,</p> <p>By making links with history when exploring the environment and speculating on why the landscape is as it is.</p>	<p>By exploring cultures that have had, and still have an impact on the local area.</p>	<p>By comparing their lives with pupils living in other countries and other part of the UK e.g. Nexa-Chalco-Itza Mexico and Naro Moru Kenya possibly through a schools linking programme.</p> <p>By considering our responsibilities as guardians of God's world.</p>
History	<p>By considering how things would be different if the course of events had been different; for example what difference would it have made if the Normans had not been successful in 1066?</p>	<p>By asking and answering questions about the past.</p> <p>By investigating primary and secondary sources to find out about people who lived long ago.</p>	<p>By considering the impact of historical events on communities in the past e.g. Victorian child labour, Roman invasions.</p>	<p>By developing an understanding of being part of a Christian tradition that stretches back 2,000 years.</p>

		By teaching children to question the origin and reliability of historical sources.	By empathising with people in the past and considering the reasons for their actions e.g. economic migration of the Anglo- Saxons.	By learning about the importance of faith to people and communities throughout history e.g. burial practices of the Egyptians; the significance of Islam in mediaeval Baghdad; the importance of Lindisfarne in Christian history; the importance of non-conformism in the social history of nineteenth century Todmorden.
Music	By appreciating the self- discipline required to learn a musical instrument- learning to play ukuleles, glockenspiels	By exploring how music can convey human emotions such as sadness, joy, anger... By encouraging pupils to listen and respond to traditions from around the world. By allowing pupils to show their delight and curiosity in creating their own sounds.	By discussing What would happen if musicians in a band/group didn't cooperate.	By considering how music makes one feel and can 'move us' deeply By appreciating how music is used in different ways in different settings e.g. for pleasure, for worship, to help people relax
Art	By promoting the process of 'reviewing and evaluating' By providing opportunities for children to refine and practise the skills they have been taught. By experimenting with new skills and techniques, persisting until the desired effect has been achieved.	By responses to and use of visual images to evoke a range of emotions By exploring the meaning behind the work of artists they study e.g. Mark Jenkins sculptures that ask questions about beauty within spaces often considered ugly; Patrick Caulfield's desire to play with our ideas of what is real and what is not.	By exploring how emotions and inner feelings are expressed through painting, sculpture and architecture. By sharing of resources. By understanding the motivation of artist and the messages being conveyed in their work.	By providing plenty of rich opportunities for pupils both to explore the spiritual dimension and natural phenomena e.g. Northern Lights. By exploring different artists' interpretations of a key figure or event and asking what the artist was trying to convey. Seeing the wonder of God's creation through artist' work.
DT	By exploring dilemmas that individuals may face and developing practical solutions to	By raising question about the suitability of the design and its purpose.	By raising questions about the effect of technological change on human life and the world around them e.g. The Plastic Challenging,	By enjoying and celebrating personal creativity e.g. pinatas,

	<p>these problems e.g. designing and making shadufs</p> <p>By reviewing and evaluating created things e.g bread making</p> <p>By developing our ideas through trial and error e.g The Flight Challenge</p>	<p>By raising questions about the function of products and their impact e.g. hand sewn toys</p> <p>By asking questions like: - what is its function, did it work well, what could be improved?</p>	<p>recycling plastics to make a new project.</p> <p>By working as a team, celebrating and developing each other's strengths.</p>	<p>By reviewing and evaluating created things e.g cooking crepes, healthy sandwiches, Mexican food</p>
PHSCE	<p>By raising questions about sensitive subjects and discussing them openly and with an understanding of differing views</p> <p>By using scenarios to explore possible outcomes</p> <p>By understanding health and unhealthy friendships e.g. Relationships Theme</p> <p>By understanding that with mistakes comes learning</p> <p>By accepting the other people have views and experiences different to our own</p>	<p>By creating opportunities for pupils to question and debate; pupils might be asked 'Why do we think this important?' 'What could we do about it?' 'Who would like to take it further?'</p> <p>By exploring what it means to be healthy e.g. Health and well-being theme</p> <p>By learning about and from people with views and experiences different from our own e.g. Living in the Wider World Theme</p>	<p>By exploring what is right and wrong and to work out what we need to do in this particular community to make sure everyone thrives e.g. Living in the Wider World</p> <p>By exploring different families and communities</p> <p>By understanding , and respecting, similarities and differences</p>	<p>By developing awareness of and responding to others' needs and wants e.g. Relationships Theme</p> <p>By exploring meaning and purpose for individuals, society and the church</p>
RE	<p>By exploring religious perspectives and responses to evil and suffering in the world.</p> <p>By exploring morality including rules, teachings and commands such as The Golden Rule, the ten commandments, the sayings (hadith) of Muhammad</p> <p>By asking questions about the purpose and meaning of</p>	<p>By considering questions about God</p> <p>By exploring spiritual practices such as worship and prayer, and considering the impact of these on believers and any relevance to their own life</p> <p>By asking and responding to questions of meaning and purpose</p>	<p>By exploring the qualities which are valued by a civilised society – thoughtfulness, honesty, respect for difference, independence and interdependence.</p> <p>Observe and recount different ways of expressing belief, responding sensitively for themselves.</p>	<p>By making explicit links to the school's distinctive ethos as a church school.</p> <p>By experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religion and world views</p>

	reconciliation and salvation e.g exploring Yom Kippur, Christian salvation story	Exploring ways that people express beliefs and belonging through prayer, worship, symbols and actions, appreciating some similarities between communities		By engaging with text, artefacts and other sources from different cultures and religious backgrounds
PE	<p>By being aware of one's own strengths and limitations</p> <p>By discussing fair play and the value of team work.</p> <p>By developing qualities of self-discipline, commitment and perseverance</p> <p>By developing positive sporting behaviour</p>	<p>By delighting in movement, particularly when pupils are able to show spontaneity</p> <p>By taking part in activities such as dance, games and gymnastics which help pupils to become more focused, connected and creative.</p>	<p>By developing a sense of belonging and self-esteem through team work</p> <p>By developing a sense of community identity through taking part in inter school events</p>	By understanding of how sport and fitness can enhance our lives given to us by God.
MFL	By providing opportunities for children to refine and practise the skills they have been taught.	<p>By exploring traditions, festivals and customs of cultures different to our own.</p> <p>By learning the skill of communicating in different ways</p> <p>By exploring the way language is constructed</p>	<p>By helping pupils to have an accurate and truthful understanding of another culture</p> <p>By appreciating the language and customs of others.</p>	<p>By appreciating the language and customs of others</p> <p>By exploring the literature and culture of other countries</p>