



Stanton Community Primary School

Nurture, Enjoy, Aspire, Achieve

Subject	We promote spiritual development	We promote moral development	We promote social development	We promote cultural development
English	<p>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 through a discussion about the book/text that is being focused on.</p> <p>By appreciating the beauty of language, e.g., poetic language within stories and poems.</p>	<p>By exploring stimulus for thinking about the consequences of right and wrong behaviour in high quality texts; pupils can speculate and apply their learning to their own lives.</p> <p>When they do this they are developing their speaking, listening and higher order thinking skills through a variety of texts.</p> <p>By considering different perspectives and showing empathy.</p>	<p>By supporting conceptual and language development through an understanding of and debates about social issues, e.g., refugees, bullying, stereotyping, conformity slavery, happiness.</p> <p>Work collaboratively, e.g. as part of a dramatized response; to prepare a verbal response to an argument; to evaluate each other's' work.</p> <p>By providing opportunities for learning to continue at home e.g., through knowledge organisers, reading and sharing books and poetry recitals.</p> <p>By providing opportunities for talk in a range of settings, to a range of audiences and for different purposes. E.g., assemblies, performances, recitals and structured discussion.</p>	<p>By providing opportunities for pupils to engage with texts from or representing different cultures,</p> <p>By providing opportunities for pupils to engage with texts and topics that represent our strong literary heritage,</p> <p>By providing opportunities for children experience school based theatrical productions and visit places of heritage such as castles art galleries and museums.</p>
Drama	<p>By allowing for insight, self-expression and the chance to walk in someone else's shoes.</p>	<p>By expressing what it feels like to be wronged and what remedies might make things better for the injured. e.g. debates on which solution is best, which character is in the right and if the character has made the correct choice.</p>	<p>By exploring similarities and differences and how respect for others can be expressed.</p> <p>By building self- esteem and encouraging self-worth e.g. Thrive approach in school.</p>	<p>By taking different roles from other backgrounds.</p> <p>By using a variety of texts to encourage empathy.</p> <p>By using CUSP activities within reading sessions as a vehicle to access literature from our literary heritage.</p> <p>By providing opportunities for children to fully engage with a Shakespeare or classic novels play e.g., year 6 end of year Shakespeare production.</p>



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