Spiritual, Moral, Social and Cultural Development within History at Bretherton

At Bretherton Endowed CE Primary school we believe that History provides significant opportunities for children to develop Spiritually, Morally, Socially and culturally:

**Spirituality links**

Spiritual education in History involves the mystery of how and why events in the past happened and their many causes, and helping pupils to a realisation that events did not have to happen that way, they could have taken other directions.

It also involves realising the incredible significance that some individuals have had in the past, the distortions that can take place through time and the multitude of different interpretations that can be made about one single event.

History allows pupils to see the similarities between people now and in the past and sometimes through sources and artefacts we feel that we can almost reach and touch them. Artefacts, for example, can bring us closer to people through touching what they felt, feeling their shoes, clothes etc.

Appreciating and valuing their own identity – their links with the past and the impact of past events on their own present existence.

Experiencing a sense of wonder by contact with the past (visits, artefacts).

**Moral links**

Moral education in History involves pupils being encouraged to comment on moral questions and dilemmas.

History is a story of right and wrong and pupils develop the ability to empathise with the decisions which ordinary people made at the time, based on their historical situation.

Developing empathy through learning to see things from other perspectives e.g. life as a child during WW2, Looking at what we mean by truth in history – studying primary sources-examining census data & ordnance survey maps in KS2, comparing information from a number of sources, studying first hand reports.

**Social links**

Social education in History encourages pupils to think about what past societies have contributed to our culture today. Pupils own social development is encouraged through working together and problem solving.

History also has a role to play in helping people to express themselves clearly and to communicate better.

Learning about social issues in past societies.

Children will explore the similarities and contrasts between past and present societies and be made aware of how, in the main, we are very fortunate to live in ‘the modern world’ which links with our Christian value ‘thankfulness’.

They will examine how other cultures have had a major impact on the development of ’British’ culture.

Children will also be encouraged to build up their own social development through collaborative and team working activities. The study of social issues is a common theme in History lessons.

Learning how past societies were organised and functioned.

Discussing and evaluating the qualities, skills and attitudes of famous people from the past.

**Cultural Development**

Looking at how cultures change.

Valuing past human achievement and spirituality.

Children will study, and be encouraged to gain an understanding of and empathise with, people from different cultural backgrounds. They will examine how other cultures have had a major impact on the development of ’British’ culture.

Children develop a better understanding of our multicultural society through studying links between local, British, European and world History

Becoming aware of the concept of time-past, present, future and our part in it-use of timelines, family trees, identifying hopes for the future, setting personal goals.

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| Key stage | Spiritual Development | Moral Development | Social Development | Cultural Development |
| KS1 | Speculating about how/why we mark important events from history and the people who shaped them. E.g., Why do we remember November 5th?  Developing a sense of curiosity about events from the past and raising questions as to what might have happened if events had had different results.  Using resources to give pupils a sense of the past and help to develop an understanding of the people who produced and used the objects.  Pupils are encouraged to consider the impact that significant individuals have had, for good or ill, in the shaping of the world we live in today. E.g. Neil Armstrong, Mae Jemison, Roald Amundson,  Matthew Henson, Adolf Hitler and Women in WW2. Pupils also reflect upon different interpretations of the past and how these interpretations have been arrived at.  Looking at our local history and investigating how the Romans and Victorians  Links to Bretherton local history and Lancashire | Investigating beyond the facts and asking pupils to generate hypotheses and pose questions such as ‘what if?’, ‘were they right to?’ and ‘how could things have turned out differently?’ Considering and commenting on moral dilemmas from the past. Was the behaviour in the past right or wrong  in comparison to what we believe today, e.g. the Blitz, the lives of workers in the Victorian era, the tomb of Tutankhamen. Looking at the past from different perspectives and showing empathy. E.g.  What was it really like to be a child during the Blitz? Would you have wanted to be a woman during the Victorian era?  Questioning how historical events give us the opportunity to learn from mistakes and think about how we wouldn’t want to behave to one another. | Encouraging discussions about how groups and communities were organised in the past. E.g. Saxon communities and Egyptian class systems in Year 4.  Considering social class structures from the past and how they compare today. E.g. The rights of children in the past. Is it right that society looks after children? Does everyone get a fair deal in current times do you think?  Examining how other cultures have had a major impact on the development of ‘British’ culture. E.g. The influence of the Greeks on the western world, and the influence of the Windrush generation.  Developing their own social skills through collaborative and team building activities. | Exploring our local history and understanding some of the influences that helped shape Preston and Bretherton to be the city it is today. E.g. In Year 1, ‘What was Preston/ Bretherton like when my grandparents were children?’  In Year 6, ‘How did the Victorians influence what Preston is like today?’ Studying history from different cultural backgrounds and gaining understanding and empathy for how they may be different interpretations of history. Examining how other cultures have had a major impact on the development of ‘British’ culture  Links with Preston Docks and the history to look at the trade and country link to Preston. |
| KS2 | The study of History involves a sense of curiosity and the mystery of how and why events in the past happened. It also raises questions as to what could have happened if events resulted in different outcomes. Artefacts are used to give children a sense of the past and aid children in understanding the people who produced and used these objects.  Children are encouraged to explore the role played by important individuals, for good or ill, in the shaping of the world we live in. Children also reflect upon different interpretations of the past and how these interpretations have been arrived at. | Children are asked to consider and comment on moral questions and dilemmas.  Events and beliefs in the past will often be at odds with what we would consider unacceptable today. Children will be encouraged to show compassion for people facing dilemmas and to empathise with decisions which people in the past made and the reasoning behind these decisions. Notions of right and wrong are explored in connection with events from the past, linking with the value of justice. | Children will explore the similarities and contrasts between past and present societies and be made aware of how, in the main, we are very fortunate to live in ‘the modern world’ which links with our Christian value ‘thankfulness’. They will examine how other cultures have had a major impact on the development of ’British’ culture. Children will also be encouraged to build up their own social development through collaborative and team working activities. The study of social issues is a common theme in History lessons | Children will study, and be encouraged to gain an understanding of and empathise with, people from different cultural backgrounds. They will examine how other cultures have had a major impact on the development of ’British’ culture. Children develop a better understanding of our multicultural society through studying links between local, British, European and world History |
| **British values in History**  At Bretherton Endowed , we aim to promote British values through History. British values, including those of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are embedded in the History curriculum.  Students explore issues such as democracy in their historical context and relate them to the modern day through studying periods such as Ancient Greece. This enables the students to understand how, overtime, changes happened and to evaluate their impact.  By looking at the achievements of famous British people (KS1), students develop an awareness of how they have influenced and shaped the country in which we live. This includes an appreciation of their work.  Teaching students to respect and value diversity is encouraged in the day to day teaching and learning through showing respect for different viewpoints and ideas as well as in the ability to work effectively together both individually and in groups. Diversity and cultural comparisons are contained within our history curriculum. | | | | |