

Spiritual	Moral
<p>Children's spiritual development is shown by their:</p> <ul style="list-style-type: none"> <li>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 faith, feelings and values</li> <li>sense of enjoyment and fascination in learning about themselves, others and the world around them, use of imagination and creativity in their learning, willingness to reflect on their experiences.</li> </ul> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>The RE scheme of work contains units on celebrations, festivals and worship from Christianity, Islam, Hinduism, Buddhism and Judaism.</li> <li>Children are encouraged to take part in periods of reflection at different times throughout the school week.</li> <li>Through PSHE and circle time activities, children are helped to gain an understanding of their feelings and emotions and their likely impact on themselves and others.</li> <li>Children are encouraged to appreciate the awe and wonder of the world around them whenever appropriate occasions arise e.g. looking at beautiful objects in an assembly, looking for signs of Spring on a Geography trip, having visitors from the European Space Agency for Science work on the Earth and beyond.</li> </ul>	<p>Children's moral development is shown by their:</p> <ul style="list-style-type: none"> <li>ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England</li> <li>understanding of the consequences of their behaviour and actions, interest in investigations and offering reasoned views about moral and ethical issues and ability to understand and appreciate viewpoints of others on these issues</li> </ul> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>There is an agreed Dojo reward system in place so that all children can Always time for good behaviour as well as academic achievement. Merit awards are handed out at weekly special assemblies so that everyone shares in the success.</li> <li>Regular meetings are held to discuss difficult behaviour to ensure that all staff are supported and that ideas are shared.</li> <li>Behaviour plans are agreed and implemented with the help of the behaviour team.</li> <li>The PSHE scheme of work has units dealing with issues to do with rules, negotiating difficult situations, emotions, caring for one another, making and keeping friends, living in a community.</li> </ul>
Social	Cultural
<p>Children's social development is shown by their:</p> <ul style="list-style-type: none"> <li>use of a range of social skills in different contexts, for example working and socialising with other children, including those from different religious, ethnic and socio-economic backgrounds</li> <li>willingness to participate in a variety of communities and social settings, including volunteering, cooperating well with others and being able to resolve conflicts effectively</li> <li>acceptance and engagement with the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</li> </ul> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>There is a high level of staffing at mealtimes and on the playground to promote appropriate social interaction. Children play together in group games and imaginative play on their own and with adults.</li> <li>Circle times feature in all classes promoting turn taking and social interaction.</li> <li>The PSHE Go Givers scheme of work contains units on Health and Wellbeing, Relationships and Living in the Wider World.</li> <li>Children learn to be effective communicators including the use of symbols, photos, and technology.</li> <li>Educational visits within the community, including swimming, Forest School, local churches and Judy Woods.</li> </ul>	<p>Children's cultural development is shown by their:</p> <ul style="list-style-type: none"> <li>understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others</li> <li>understanding and appreciation of the range of difference cultures within school and further afield as an essential element of their preparation for life in modern Britain</li> <li>knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</li> <li>willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities</li> <li>interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity</li> <li>to understand, accept, respect and celebrate diversity as shown by their tolerance and attitudes towards different religious, ethnic and social economic groups in the local, national and global communities.</li> </ul> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>There are regular celebrations of religious festivals over the year including harvest, Diwali, Christmas, Easter, Eid, Chinese New Year.</li> <li>Geography and RE have units on other cultures and religions.</li> <li>English includes units on stories from other cultures.</li> <li>All children are accepted equally and play an active part in the school community regardless of their colour, religion or gender.</li> <li>Children participate in a range of artistic, sporting and other cultural opportunities provided by the school.</li> <li>Visit from local MPs and trips to the houses of parliament.</li> </ul>