

## Spiritual, Moral, Social and Cultural Overview

Guidelines	Evidence
<p>The <b>spiritual</b> development of pupils 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.</li> <li>• Use of imagination and creativity in their learning.</li> <li>• Willingness to reflect on their experiences.</li> </ul>	<p><b>Whole School:</b></p> <ul style="list-style-type: none"> <li>• Whole school and year group assemblies provide opportunities to explore and share beliefs and to consider the relevance of ideas and beliefs in their own lives and for quiet reflection.</li> <li>• Educational visits enrich children’s experiences and enable them to develop enjoyment and fascination in learning about the world around them.</li> <li>• Our Rights Respecting School ethos enable the children to respect the rights of others and themselves in a wider global context.</li> <li>• The RE curriculum introduces the children to key concepts, e.g. Celebrations, Symbol of new life, Remembering.</li> </ul> <p><b>Year N:</b></p> <ul style="list-style-type: none"> <li>• We provide stimulating experiences that capture children’s imaginations and make use of natural resources and enrichment. Creative and open-ended activities are available throughout the day in continuous provision. Children are encouraged to comment and reflect on their experiences.</li> </ul> <p><b>Year R:</b></p> <ul style="list-style-type: none"> <li>• When discussing beliefs, religious or otherwise, we always refer to the right to think and believe what we want to. Teaching links to pupil interests and pupil voice is evidenced in planning. Pupils’ “Learning Journey” include reflective comments.</li> </ul>

	<p><b>Year 1:</b></p> <ul style="list-style-type: none"> <li>• As part of the RE curriculum the children have the opportunity to reflect on Christianity and what it means to Christians.</li> <li>• The children are given opportunities to reflect on their learning and how to improve.</li> <li>• Children are showing imagination and creativity, e.g. in story writing and art activities.</li> </ul> <p><b>Year 2:</b></p> <ul style="list-style-type: none"> <li>• The spiritual development of children is shown by their ability to be reflective about their own beliefs and others' through understanding concepts of bread / candles as symbols in religion. The children are showing a sense of enjoyment and fascination in learning about themselves, others and the world around them. They use their imagination and creativity in topic work at school and homework, e.g. Remembrance, Seaside Memories.</li> <li>• As part of the RE curriculum children learn about Sikhism and visit the Sikh Gurdwara.</li> </ul>
<p>The <b>moral</b> development of pupils is shown by their:</p> <ul style="list-style-type: none"> <li>• Ability to recognise the difference between right and wrong, readily apply this this understanding in their own lives and, in doing so, respect the civil and criminal law of England.</li> <li>• Understanding of the consequences of their behaviour and actions.</li> </ul>	<p><b>Whole School:</b></p> <ul style="list-style-type: none"> <li>• Rights Respecting School ethos provide a clear framework for behaviour through respecting their own and other children's rights. Each class has a Class Charter which illustrate values and rights and children adhere to them.</li> <li>• Our Behaviour policy is effective and enable children to understand the consequences of their behaviour. All staff have high expectations of pupils' behaviour; good and caring behaviour and consistent demonstration of</li> </ul>

- Interest in investigating and offering reasoned views about moral and ethical issues, and being able to appreciate the viewpoints of others on these issues.

the school's values is recognised and rewarded.

- Individual behaviour management plan is implemented for the few pupils who need additional support to manage their behaviour positively and adhere to agreed rules.

**Year N:**

- We support children's understanding of right and wrong by explaining in simple terms the reasons why their behaviour is right or wrong and how this impacts on themselves and others.

**Year R:**

- 'Happy and Sad' side allows reflection on making a safe and sensible decision. This is also linked to the Rights Respecting School agenda. We encourage peer appraisal. Viewpoints are discussed during Circle Time.

**Year 1:**

- Children are aware of and adhere to their Class Charter and school rules. They know the consequences of not respecting their rights and those of others. RRSA ethos is interwoven throughout everyday interactions.

**Year 2:**

- Children are respecting their rights and those of others. They apply this not only at school but also within the community, e.g. raising money for charity and inviting their families into support these initiatives. Children are given the opportunity to talk about issues that are important to them and this develops their appreciation of the views of others.

<p>The <b>social</b> development of pupils is shown by their:</p> <ul style="list-style-type: none"> <li>• Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.</li> <li>• Willingness to participate in a variety of communities and social settings, including by 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; the pupils 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>Whole School:</b></p> <ul style="list-style-type: none"> <li>• Children have many opportunities to work as part of a team and group, e.g. team games, extra-curricular clubs.</li> <li>• Children share resources within the classroom and in the playground.</li> <li>• School Council members are elected by peers in a democratic manner.</li> <li>• Through our SEAL/PHSE curriculum, pupils are taught about personal responsibility, choices, ambition and aspiration, e.g. topics “Going For Goals” and “Good To Be Me!”</li> <li>• Children are beginning to understand what bullying is and that bullying is hurtful and wrong; Anti-Bullying assemblies identify strategies to prevent and tackle bullying.</li> <li>• Organising events to raise money for charities, e.g. “Send a Cow”</li> <li>• The school is a member of Stonewall Education. We encourage all children to respect and tolerate other people’s differences.</li> </ul> <p><b>Year N:</b></p> <ul style="list-style-type: none"> <li>• Children have many opportunities to play alongside and with everyone through free-flowing provision and engage 1:1 and in fluid groups, as well as formal group time sessions for ‘Hello Time’.</li> </ul> <p><b>Year R:</b></p> <ul style="list-style-type: none"> <li>• ‘World of Friends’ display celebrates pupils from other countries. Discovery time allows free flow for children to</li> </ul>
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	<p>mix with others. We encourage children to reflect on their own experiences and beliefs in a safe environment.</p> <p><b>Year 1:</b></p> <ul style="list-style-type: none"> <li>Children are able to use ICT skills to email older pupils in school to find out what Year 2 is like for transitional purposes. Children use their rights to vote and have their say, e.g. Rights Respecting leaders, volunteering.</li> </ul> <p><b>Year 2:</b> Children use their right to vote, e.g. School Council. They are able to have their say and express their views, e.g. Class Council. Children willingly participate in a range of activities with older pupils as part of their transition programme with the Junior School. This develops skills and attitudes such as acceptance, co-operation and respect.</p>
<p>The <b>cultural</b> development of pupils 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 that of others.</li> <li>Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.</li> <li>Willingness to participate in and respond positively to artistic, sporting and cultural opportunities.</li> <li>Interest in exploring, developing understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect</li> </ul>	<p><b>Whole School:</b></p> <ul style="list-style-type: none"> <li>Pupils socialise with pupils from different religions, ethnic and social backgrounds</li> <li>A range of different resources are used to help pupils understand and welcome diversity: e.g. signs around the school in different languages, artefacts from different religions</li> <li>Opportunity to visit different religious buildings, e.g. the local church, the Sikh Gurdwara</li> <li>Participation in extra-curricular clubs, e.g. Choir, dance, football</li> <li>Visiting authors and artists/musicians promote opportunities to engage in and appreciate a range of different cultural experiences, e.g. steel bands, Indian musical instruments.</li> </ul>

and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

- History curriculum, e.g. Remembrance. The children visit the Titanic Museum.
- The RRS ethos is strongly embedded in the school's ethos and celebrates diversity.

**Year N:**

- We enjoy a range of cultural /religious celebrations and festivals, e.g. Divali, Chinese New Year, Christmas, Birthdays. We celebrate achievements from home through 'Wow Stars'.

**Year R:**

- 'Around the World' topic and 'Art Around the World'. Curriculum units, e.g. Divali, Chinese New Year, watching videos about children from other cultures. Story times linked to religions and beliefs from other cultures.

**Year 1:**

- Educational visitors broaden children's experiences of other cultures, visual art, music, dance etc. The children show respect towards others' faith and beliefs.

**Year 2:** Pupils greet each other in different languages at registration times; they are also given the opportunity to count and play games in different languages. They celebrate their achievements in class and assemblies. There are many opportunities across the curriculum to explore different cultures and traditions, e.g, rangoli patterns, hip-hop dance.

**SEAL (Social and Emotional Aspects of Learning) Themes:**

1. New Beginnings: Values: Friendship, Thoughtfulness, Caring
2. Getting On and Falling Out: Values: Co-operation, Patience, Understanding
3. Going for Goals: Values: Responsibility, Rights, Trust
4. Good to be Me: Values: Honesty, Trust, Humility
5. Relationships: Values: Respects, Tolerance, Understanding
6. Changes: Values: Courage, Hope