

The spiritual development of pupils includes developing their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for, different people’s faiths, feelings and values
- 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

The moral development of pupils includes developing their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues

The social development of pupils includes developing their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- 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
- acceptance of 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 will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

The cultural development of pupils includes developing their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- knowledge of Britain’s democratic Parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

	A Spiritual child will demonstrate	A Moral child will demonstrate	A Social child will demonstrate	A Cultural child will demonstrate
Reception	<ul style="list-style-type: none"> - Is a curious child who embraces and celebrates diversity. - They will show sensitivity to their own and others’ needs. 	<ul style="list-style-type: none"> - A developing self-awareness and an ability to show sensitivity towards the wishes and needs of others. - An understanding of how their behaviour affects others both positively and negatively. 	<ul style="list-style-type: none"> - Increasing ability to communicate confidently and clearly. - They will work and play co-operatively with others and form positive bonds with adults and children. 	<ul style="list-style-type: none"> - Will be open and interested in engaging in cultural opportunities. - They will develop their own ideas, take risks, use initiative, solve problems, seek out challenges and persist when challenges occur. - Have knowledge of the cultural heritage that has shaped where they live.
Year 1 and 2	<ul style="list-style-type: none"> - A set of values, principles and beliefs which may or may not be religious - A respect for themselves and for others - An increasing ability to reflect - An expressive and/or creative impulse 	<ul style="list-style-type: none"> - Knows right from wrong. - Respect for other’s needs, interest and feelings as well as their own - An ability to think through the consequences of their own and others actions - Confidence to act consistently in accordance with their own principles 	<ul style="list-style-type: none"> - Works successfully as a member of a group or team - Takes advice offered by those in authority or counselling roles - Shows respect for people, living things, property and the environment 	<ul style="list-style-type: none"> - An appreciation of the diversity of cultures - Explores a range of cultures and beliefs through authentic experiences - A sense of awe and wonder through a range of cultural experiences
Elements taught	<ul style="list-style-type: none"> ✓ Exploring different religions and cultures through RE and PSHE lessons (e.g. ‘Difference and Diversity’ & ‘Being me’). ✓ Children learn about protected characteristics. ✓ Books and stories in EYFS ✓ Planned mindfulness sessions, deep breathing. ✓ Yoga and finger-nomics ✓ Daily collective worship 	<ul style="list-style-type: none"> ✓ Rewards for positive behaviour, i.e. Dojos. ✓ School rules and expectations (these are reviewed half termly during Collective Worship) ✓ In PSHE children will learn about right and wrong and being good (e.g. ‘Being responsible’ & ‘Bullying matters’). ✓ In RE lessons children will learn about principles and beliefs. 	<ul style="list-style-type: none"> ✓ EYFS access continuous provision on a daily basis. ✓ Children have the opportunity to work in different groupings, e.g. pairs, groups, mixed age groups, whole school groups, across the federation. ✓ Across the curriculum, children participate in drama and role play activities. ✓ In PSHE lessons children create rules for game and learn about ‘Relationships’. ✓ In science lessons children learn about living things and how to care for them. ✓ Our school rules include the importance of respect. This is reinforced through discussion of the British Values. 	<ul style="list-style-type: none"> ✓ During daily collective children refer learning back to the Fundamental British Values. ✓ Children visit the local church. ✓ Exploring different religions and cultures through RE and PSHE lessons (‘Difference and diversity’). ✓ In art lessons children learn about sculptures (is this from different cultures?)

	A Spiritual child will demonstrate	A Moral child will demonstrate	A Social child will demonstrate	A Cultural child will demonstrate
Year 3 and 4	<ul style="list-style-type: none"> - A set of values, principles and beliefs which may or may not be religious - A respect for themselves and for others - An understanding of feelings and emotions and their likely impact - Shows resilience, persistence and courage - A respect for insight as well as for knowledge and reason - A sense of empathy with others - An awareness and understanding of their own and other's beliefs 	<ul style="list-style-type: none"> - Knows right from wrong - Respect for other's needs, interest and feelings as well as their own - An ability to think through the consequences of their own and others actions - A desire to explore their own and others views - A commitment to personal values in areas which are considered right by some and wrong by others 	<ul style="list-style-type: none"> - Works successfully as a member of a group or team - Takes advice offered by those in authority or counselling roles - Shows respect for people, living things, property and the environment - Shares views and opinions with others and works towards consensus - Participates in activities relevant to the community - Reflects on their own contribution to society - Exercises responsibility - Adjusts to a range of social contexts by appropriate and sensitive behaviour 	<ul style="list-style-type: none"> - An appreciation of the diversity of cultures - Openness to new ideas and beliefs - A sense of personal enrichment through encounter with cultural media and traditions from a range of cultures - Use language and understand images/icons for example in music, art literature, which have significance and meaning in a culture - Regard for the heights of human achievements in all cultures and societies
Year 5 and 6	<ul style="list-style-type: none"> - A set of values, principles and beliefs which may or may not be religious - A respect for themselves and for others - Shows resilience, persistence and courage - An understanding of feelings and emotions and their likely impact - Creative thinkers Appreciates the mysterious - A readiness to challenge all that would constrain the human spirit, for example, poverty of aspiration, lack of self-confidence and belief, indifference, force, fanaticism, aggression, greed, injustice, self- interest, sexism and racism 	<ul style="list-style-type: none"> - Knows right from wrong - Respect for other's needs, interest and feelings as well as their own - An ability to think through the consequences of their own and others actions - An ability to make responsible and reasoned judgements on moral dilemmas - Respects others - An understanding of the need to review and reassess their values, codes and principles in the light of experience 	<ul style="list-style-type: none"> - Works successfully as a member of a group or team - Takes advice offered by those in authority or counselling roles - Shows respect for people, living things, property and the environment - Relates well to other peoples social skills and personal qualities - Appreciates the rights and responsibilities of individuals within the wider social setting - Challenges, when necessary and in appropriate ways, the values of a group or wider community - Resolves conflict Understands how societies function and are organised in structures such as the family, the school and local and wider communities 	<ul style="list-style-type: none"> - An appreciation of the diversity of cultures - An ability to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, thereby challenging racism and valuing race equality - An ability to recognise and understand their own cultural assumptions and values - An understanding of the influences which have shaped their own cultural heritage - An understanding of the dynamic evolutionary nature of cultures
Elements taught	<ul style="list-style-type: none"> ✓ In RE lessons, children learn about different faiths – Islam, Hinduism, Judaism and also people with no religion. ✓ In PSHE lessons, children learn about resilience, respect and understanding others. ✓ Daily collective worship provides opportunities for reflection. 	<ul style="list-style-type: none"> ✓ Rewards for positive behaviour, i.e. Dojos. ✓ School rules and expectations (these are reviewed half termly during Collective Worship). ✓ Discussions regarding behaviour and the choices children make. ✓ In RE lessons, children study units that consider – 'What can we learn about right and wrong?' & 'What would Jesus do?' ✓ In PSHE, children learn about respecting others, consequences and codes for living. 	<ul style="list-style-type: none"> ✓ In geography lessons, children learn about the environment. ✓ In PSHE lessons children learn about relationships and caring for the environment. ✓ In RE lessons children learn about the creation story and the environment. ✓ A visit from the High Sheriff enabled discussion about aspirations. ✓ Children have the opportunity to work in different groupings, e.g. pairs, groups, mixed age groups, whole school groups, across the federation. 	<ul style="list-style-type: none"> ✓ Knowledge of British Values through daily discussion during collective worship. ✓ A diverse range of English texts is used as a stimulus for writing. ✓ Collective worship throughout the year looks at traditions at Christmas, Easter and harvest time. ✓ In RE lessons, children learn about different customs and practices of faith. ✓ In history lessons, children learn about cultures in the past