

Spiritual, Moral, Social and Cultural Development Summary

| Spiritual Development | | | |
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| <p>Pupils reflect on their own beliefs and show respect for others' faiths, feelings and values</p> | <p>Pupils show enjoyment and fascination in learning about themselves and others</p> | <p>Pupils use imagination and creativity in their learning</p> | <p>Pupils show a willingness to reflect on their experiences</p> |
| <p>Daily collective worship linked to a rolling 'Value of the Month' cycle where pupils have the opportunity both to reflect on British Values and academy values and to develop their understanding of how these values underpin their lives and the lives of others.</p> <p>RE scheme of work followed in all year groups provides opportunities to learn about faiths and encourages tolerance and respect. Displays of RE work reflect different faiths.</p> | <p>Pupils share and discuss themes in assemblies with enthusiasm.</p> <p>Pupils learn about and demonstrate Tolerance and understanding and interest in other cultures through the sharing of key events in assemblies and within classes.</p> | <p>Pupils use modelled rich Talk for writing and Power of Reading texts to create their own writing. These show imagination and creativity.</p> <p>Pupils' creative work is displayed and celebrated using displays and exhibitions.</p> | <p>Pupils are provided with time to reflect and share their experiences within the classroom and within collective worship to ensure that their religion or culture is valued.</p> <p>The language of choice is utilised with pupils to encourage reflection.</p> |

Moral Development

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| <p>Pupils are able to recognise right and wrong and apply this to their own lives, pupils show respect for civil and criminal law</p> | <p>Pupils understand the consequences of their behaviour and actions</p> | <p>Pupils are interested in investigating moral and ethical issues; they are able to offer reasoned views and appreciate the views of others</p> |
| <p>Within the Academy, the language of choice is utilised to encourage reflection on their behaviour and actions. This supports all pupils to voice their views of experiences.</p> <p>Talk time is a regular feature of learning as seen in observations.</p> <p>Behaviour for learning processes are embedded and pupils respond well to rewards. They demonstrate an understanding of why they should follow the rules and are involved in deciding upon appropriate sanctions and rewards.</p> <p>The pupils' understanding of civil and criminal law is developed through work with the Police Liaison Officer on a regular basis.</p> | <p>The embedded behaviour for learning policy is understood and followed consistently.</p> <p>When asked pupils explain systems and rewards and sanctions clearly.</p> <p>Regular time is allocated for reflection on behaviours and this is linked to emotional literacy.</p> <p>Our Academy Values are used as a constant source for reflecting upon behaviour and actions.</p> | <p>Planned assemblies and weekly world news items are regularly discussed to support pupils' understanding.</p> <p>Fund raising and charity work supports pupils' developing understanding of moral and ethical issues.</p> <p>Thoroughly planned PSHEe sessions offer pupils the opportunity to discuss and debate ethical and moral issues as they occur and in the past.</p> |

Social Development

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| <p>Pupils are encouraged to use social skills in different contexts and work with others from different backgrounds</p> | <p>Pupils are willing to participate in various communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts.</p> | <p>Acceptance and engagement with fundamental British values of democracy, law, respect and tolerance.</p> |
| <p>Many pupils are involved in taking responsibility for roles in the Academy through opportunities such as: Pupil Parliament and sports leaders Bike It Crew Reading Buddies Learning and Business Ambassadors Class Monitors Eco Warriors</p> | <p>Sporting events at other academies are offered and the list of roles and responsibilities all support social development.</p> <p>Comments from community members and the public highlight our pupils respect and good Manners.</p> <p>Learning and Business Ambassadors link with other</p> | <p>Throughout the Academy, there is a clear focus on demonstrating positive manners, politeness and respect alongside British Values through a rolling Value of the Month cycle.</p> <p>Tolerance and understanding are built through teaching of the SEAL and PSHEe curriculum and through assemblies.</p> |

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| <p>These opportunities lead to pupils using their social skills with adults, visitors etc. Peer mediators support pupils to be friends.</p> <p>The Inclusion team promote pupils' development of social skills and encourage pupils to actively promote these skills out of the classroom.</p> <p>Talk partners are randomly chosen and rotate on a weekly basis to promote inclusivity and ensure pupils are able and willing to work with a wide range of other pupils within their classroom setting.</p> | <p>local academies and academies.</p> <p>Links with local charities, such as Warming up the Homeless, promote pupils awareness of a wide range of social issues.</p> | <p>Current topics and events are discussed within assemblies to promote fundamental British values.</p> |
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| Cultural Development | | | |
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| <p>Pupils develop an understanding and appreciation of a wide range of cultural influences that shape their heritage and that of others</p> | <p>Pupils develop an understanding of a range of cultures in the Academy and modern Britain</p> | <p>Pupils develop a willingness to respond to and participate in artistic, sporting and cultural opportunities</p> | <p>Pupils explore, improve and show respect for diversity including cultures, faiths, ethnic groups and those from different socio-economic backgrounds</p> |
| <p>Opportunities are provided for pupils to learn about British Culture and history, for example WW2 study and Remembrance. Topics taught include local topics' and respect for the environment such as beach studies and woodland work, Victorian development of tourism, invasion and settlement. Events and traditions are included in a whole Academy celebration topic annually.</p> | <p>Other faiths and cultures are part of RE learning and global awareness. These are included in lessons on topics such as Fair Trade.</p> | <p>All pupils take part in sporting events where they compete with each other and with other academies.</p> <p>All pupils take part in drama and art performances and exhibitions.</p> <p>They participate in local competitions.</p> | <p>Tolerance and respect for diversity is evident in interactions between peers and the low incidence of racial disharmony.</p> <p>Disabilities are a feature of the community and pupils play and work with peers showing cooperation and understanding.</p> |