

Spiritual, Moral, Social and Cultural Development Summary

Spiritual Development			
Pupils reflect on their own beliefs and show respect for others' faiths, feelings and values	Pupils show enjoyment and fascination in learning about themselves and others	Pupils use imagination and creativity in their learning	Pupils show a willingness to reflect on their experiences
<p>Daily collective worship with reflection time.</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>Themed assemblies to build respect of values and feelings.</p>	<p>Pupils share and discuss themes in assemblies with enthusiasm.</p> <p>Pupils learn about and demonstrate tolerance 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>Children's 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

Pupils are able to recognise right and wrong and show respect for civil and criminal law	Pupils understand the consequences of their behaviour and actions	Pupils are developing interest in moral and ethical issues and the views of others
<p>Within the Academy, the language of choice is utilised to encourage reflection on their behaviour and actions. This supports all children 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>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>Thorough 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

Pupils are encouraged to use social skills in different contexts and work with others from different backgrounds	Pupils are willing to participate in various communities and settings	Acceptance and engagement with fundamental British values of democracy, law, respect and tolerance.
<p>Many children 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</p> <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>Sporting events at other schools 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 local schools and academies.</p>	<p>Throughout the Academy, there is a clear focus on demonstrating positive manners, politeness and respect.</p> <p>Tolerance and understanding are built through teaching of the SEAL and PSHEe curriculum and through assemblies.</p> <p>Current topics and events are discussed within assemblies to promote fundamental British values.</p>

Cultural Development

Pupils develop an understanding and appreciation of a wide range of cultural influences that shape their heritage and that of others	Pupils develop an understanding of a range of cultures in the Academy and modern Britain	Pupils develop a willingness to respond to and participate in artistic, sporting and cultural opportunities	Pupils explore, improve and show respect for diversity including cultures, faiths, ethnic groups and those from different socio-economic backgrounds
<p>Opportunities are provided for children 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.</p> <p>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 children take part in sporting events where they compete with each other and with other schools. All children take part in drama and art performances and exhibitions. 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 children play and work with peers showing cooperation and understanding.</p>