



Spiritual Moral Social Cultural

The **spiritual** development of pupils is shown by their:

- 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 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 and willingness to reflect on their experiences.

RE scheme of work. Half termly assemblies by local vicar. Christmas & Easter experience at church. Time Travelling at Southwell Minster. Visit to York Minster. RE resource centre Sikhism video. Rainbow Week. Picture News. Take Care ethos and values. KAPOW PSRHE scheme of work. Rainbow Flag award school. Debate club. Yearly religion focus. Big Questions.



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The **moral** development of pupils is shown by their:

- 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
- 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.

Take Care Ethos and Values. Core values drive our Curriculum. Positive Behaviour policy developed by staff and children. Thinking Time. Half termly charity linked to house points. Pupil Parliament. Take Care leaders. Pupil voice. Assembly themes throughout the year. British values assembly weekly (Picture News). KAPOW scheme followed for PSRHE. Rainbow Flag award. Rainbow Week (celebrating diversity). Take Care assemblies, peer nominations. Parliament Week. UN Rights of a Child. Debate club. UK Parliament Gold Teacher Ambassador School.



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The **social** development of pupils is shown by 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 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.

UK Parliament Gold Teacher Ambassador school. Visits to Parliament. Parliament Week. School rules. Weekly British Values/Picture News assemblies. House Teams. Sports day. Twice yearly school productions. End of term family assemblies. Performing at venues in Nottingham and across the country. Family lunch/picnic events. Celebrating out of school activities. Weekly Newsletter. Take Care assembly. Extra-curricular opportunities. Question/worry box. Cross-curricular activities. Music opportunities, including instrument tuition. Mental Health focus. Singing in the community. Debates. Day Trips and residential trips. Take Care leader roles and Pupil Parliament. Half termly charity focus. Rainbow Week. Shakespeare Hub school. Engagement with the local church. Visits to York Minster. Residential opportunities for every year group. Trips. Outside providers in school.



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The **cultural** development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- 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
- 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, as shown by their tolerance and attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities.

UK Parliament Gold Teacher Ambassador School. TTKidz school (Table Tennis England). Shakespeare Hub school. Teach different religions. Assembly themes. Rainbow Week. Para Sports week. Rainbow Flag Award school. Church services with parents at Christmas. RE resources Sikhism video leads. Taking part in the annual Village Get Together. Charity focus each half term linked with house points. Newsround/Picture News – culture around the world. Significant people in History. Holocaust – Kindertransport. Links with other schools. Theme days. Building on cultural heritage e.g mining. Celebrating Diversity assemblies. Learning from others. Children taking assembly. Young Voices choir, national event. Shakespeare Week performances, national event. Outside workshops and guest speakers. Weekly British Values/Picture News assembly. Working towards Anti Racism school.
