

Spiritual, Moral, Social and Cultural Development (SMSC) Policy - Whole School

Embleton View

For the purpose of this document, '*students*' refers to all children at Embleton View. However, we refer to primary age children as '*pupils*', and secondary age children as '*students*'.

Scope

All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours, including activities away from school. All new employees and volunteers are required to confirm that they have read, understood and will abide by this policy and its procedural documents.

Rationale: We actively promote SMSC in our school. SMSC permeates all subjects and activities and is evidenced through the schemes of work and programmes of study along with activities which extend beyond the classroom door including those of a residential nature. In our school we plan and provide effectively in order to develop students' spiritual, moral, social and cultural awareness. Our students are encouraged to strive for academic excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world. Whilst SMSC is integral to all aspects of our curriculum, Personal, Social, Health and Economic education (PSHE) makes a strong contribution. Students are led towards distinguishing right from wrong, to respect the law and towards acting consistently with their beliefs and with a view to the consequences of their own and others' actions. Embleton View builds resilience to radicalisation of its students by promoting fundamental British values. Any discriminatory or extremist opinions or behaviours are challenged as a matter of routine. For more details on how our school prevents extremism, please see our 'Preventing Extremism and Radicalisation' Policy.

For students to benefit fully from their time at Embleton View, we must ensure that they have the best teaching and pastoral care and they must ensure that they try to meet the expectations placed for them in work, conduct and attitude. This can best be achieved where the aims of the SMSC policy link and strengthen other policies so that the ideals of the school's ethos and mission statement become a reality for its students.

Embleton View supports students' SMSC development and suitably prepares students for adult life. The whole-school community works towards building a positive climate and ethos of the school and enables students to grow and flourish, become confident individuals, and appreciate their own worth and that of others. The definitions and practices that follow are intended to clarify the ways that Embleton View factors Spiritual, Moral, Social and Cultural Development into everyday school life. Embleton View is a non-denominational school where students of all faiths and belief systems are encouraged to strive for academic excellence with an open mind.

There is recognition of a broad set of common values and purposes which underpin the school curriculum and the work of the school. These include valuing us, our families and other relationships, the wider groups to which we belong, the diversity in our society and the environment in which we live. There is also a commitment to the virtues of respect for oneself and others, truth, justice and honesty. The curriculum promotes and sustains a thirst for knowledge and understanding and instils a love of learning. It covers a wide range of subjects and provides opportunities for academic, artistic and sporting excellence.

As part of our Behaviour Management Policy, Embleton View believes that all children and adults have the right to live in a supportive, caring environment in which students feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language. We plan our PSHE education and citizenship through tutorials and assemblies to help our students acquire values and skills to enable them to develop independence and choose their path in life. It is incumbent on us to focus our policy upon the values and principles which we inculcate in our students and young people through the application of our ethos and education throughout the school.

The Vision and Values of Embleton View

Embleton View is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential.

Embleton View fosters a passion for excellence along with mutual respect and understanding. Believing in the worth of each individual and the importance of enduring relationships, Embleton View seeks to embody and instil the values of personal responsibility, civility, compassion, justice and truth. Our full vision and values can be found on our website.

Aims

- Enable students to develop their self-knowledge, self-esteem and self-confidence
- Enable students to understand what is right and wrong in their school life and life outside school
- Encourage students to accept responsibility for their behaviour, show initiative and contribute to the school, local and wider communities
- Enable students to take part in a range of activities requiring social skills, develop leadership skills, take on and discharge efficiently roles and responsibilities, offer help and learn to be reliable
- Enable students to acquire knowledge and reflect on beliefs, values and more profound aspects of human experience, use their imagination and creativity, and develop curiosity in their learning
- Actively promote principles that encourage students to respect fundamental western civilisation and British values such as democracy and the rule of law
- Develop respect towards diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation, and disability
- Provide students with a broad general knowledge of public institutions and services
- Provide a range of artistic, sporting and other cultural opportunities
- Enable students to overcome barriers to their learning.

Our aims prevent the political indoctrination of students through the curriculum. Our aim is not to prevent students from being exposed to political views or from discussing political issues in school. Students in our school should not, however, be actively encouraged to support particular political viewpoints. Should a member of staff be concerned that an extremist viewpoint is being expressed, regardless of the involvement of that member of staff in the discussion, then it should be reported to the school's Designated Safeguarding Lead (DSL).

Promotion of British values

We actively promote fundamental British values by virtue of our approach. Evidence of this commitment to promoting British values can be seen across the school. We pay particular regard to the protected characteristics set out in the Equality Act 2010. We provide positive experiences through planned and coherent opportunities in the curriculum (such as learning how democracy and the law works in Britain), through co-curricular activities (often run directly by students). Our School Council ensures that all students within the school have a voice that is listened to and demonstrates how democracy works.

At Embleton View, we ensure that students are able to understand and respond to risk, for example risks associated with extremism and radicalisation, new technology, substance misuse, knives and gangs, personal relationships and personal safety. We pride ourselves on building a community cohesion by helping students understand different lifestyles and cultures through living their daily lives at Embleton View. Tolerance, respect and harmony between different cultural traditions and non-discrimination against protected characteristics are encouraged and students are enabled to acquire an appreciation of and respect for their own and other cultures.

We aim for our students to understand and appreciate the range of different cultures and faiths in modern Britain and to respect the civil and criminal law of England. Students are also encouraged to understand and have respect for the value of democracy and support for participation and decision making in the democratic processes, including respect for the basis on which the law is made and applied in England. Our school encourages an understanding of the separation of power between the executive and the judiciary, and that while some public bodies such as the police can be held to account through Parliament, others such as the courts maintain independence. Students understand that the freedom to hold other faiths and beliefs is protected in law and appreciate that living under the rule of the law protects individual citizens and is essential for their wellbeing and safety.

We do not 'promote' teachings, beliefs or opinions that conflict with our own, nor do we promote discrimination against people or groups on the basis of their belief, opinion or background.

Preparation for Life in British Society

Embleton View is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential.

In our school we develop all our students to ensure they have the values, skills and behaviours they need to get on in life. All students receive a rich provision of classroom and co-curricular activities that develop a range of character attributes, such as resilience, which underpin success in education and future employment.

Building Students' Resilience to Racialisation through the Promotion of British Values

Embleton View builds resilience to radicalisation of its students by promoting fundamental western civilisation values including those embedded in the British way of life. We provide a safe space in which our students can discuss and understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments or views. Any discriminatory or extremist opinions or behaviours are challenged as a matter of routine.

Spiritual Development

Spiritual development is associated with the search for meaning and purpose in life. It relates to a dimension of life which is not necessarily experienced through the physical senses but has much to do with feelings, emotions, attitudes and beliefs. Spiritual development is not the same as religious development. Students' spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material well-being. Spiritual Development is the non-physical aspect of a person concerned with profound thoughts, relating particularly to religious faiths including:

- that which moves people
- a set of values and beliefs, which may or may not be religious, which inform their perspective on life and their patterns of behaviour
- an understanding of feelings, experiences, emotions
- a sense of empathy with others, concern and compassion
- a sense of purpose and respect for themselves and others
- an increasing ability to reflect and learn from this reflection
- a sense of awe, wonder and mystery
- insights into a personal existence which are of enduring worth
- valuing a non-material dimension to life
- an ability to show courage and persistence in defence of their aims, values, principles and beliefs
- a readiness to challenge all that would constrain the human spirit e.g. indifference, force, fanaticism, aggression, greed, injustice, narrowness of vision, self-interest, sexism, racism and other forms of discrimination
- the relationship between belief and behaviour
- a sense of heightened perception or awareness.
- an appreciation of the intangible e.g. truth, love, goodness, order, being moved by feelings of awe and wonder at the beauty of the world we live in, or the power of artists, musicians and writers to manipulate space, sound and language – as well as for mystery, paradox and ambiguity
- a respect for insight as well as for knowledge and reason
- an expressive and/or creative impulse
- a sense of being part of a greater whole
- a search for meaning and purpose
- the attribution of meaning to experience.

Embleton View promotes spiritual development through:

- providing and encouraging a positive ethos
- the values and attitudes the school identifies, upholds and fosters
- focusing on positive 'success' rather than negative 'failure'
- giving students the opportunity to understand human feelings and emotions, the way they affect people, and growing awareness of when it is important to control emotions and feelings
- encouraging students to explore and develop what animates and inspires themselves and others
- giving students the opportunity to reflect and to experience times of quiet
- encouraging students to listen to and consider the ideas and experiences of others
- encouraging students to express innermost thoughts and feelings through art, music, literature, crafts, Thrive sessions, ELSA sessions and time with the school counsellor

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- accommodating difference and respecting the integrity of individuals
- providing opportunities for students to learn about and respond to a variety of beliefs and values
- promoting teaching styles which value students' questions and give them space for their own thoughts, ideas and concerns
- enable students to make connections between aspects of their learning
- encourage students to relate their learning to a wider frame of reference
- encouraging students to think independently
- fostering a fascination and enjoyment in learning
- using imagination and creativity in learning.

Our school also encourages students to develop a personal spirituality through:

- reflecting on their own and other people's experiences
- acquiring self-knowledge
- thinking about their own beliefs, values and aspirations
- forming personal responses to questions about the purpose and meaning of life and using imagination.

Moral Development

Moral development is concerned with students' ability to make judgements about how they should behave and act, and the reasons for such behaviour. Students are encouraged to understand the need for a common code and to follow it from conviction rather than because of consequences. It refers to their knowledge, understanding, values and attitudes in relation to what is right or wrong. From the basis of understanding the difference between right and wrong, students will develop the ability to make moral judgements and to take responsibility for their own moral decisions. Students' moral development involves students acquiring an understanding of moral conflict, a concern for others and the will to do what is right. They are able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge, skills, understanding, qualities and attitudes they need in order to make responsible moral decisions and to act on them.

Embleton View promotes moral development through:

- making it clear what kinds of behaviour are expected
- enabling students to distinguish right from wrong through a clear moral code as well as respect for the civil and criminal law of England
- taking steps to ensure that where political issues are brought to the attention of students in the teaching of any subject in the school they are offered a balanced presentation of opposing views
- promoting measures to prevent discrimination
- highlighting examples of high standards of behaviour, truthfulness, integrity and honesty
- recognising expressions of moral insights and good behaviour
- making an issue of breaches of agreed moral codes where they arise
- modelling the principles which our school wishes to promote
- encouraging students to take responsibility for their actions
- adults explaining, wherever possible, why certain behaviour is acceptable or unacceptable
- giving students opportunities across the curriculum to explore and develop moral concepts and values
- developing an open safe learning environment in which students can express their views
- extending students' knowledge and understanding of a range of values in society;
- developing students' ability to make moral decisions
- having the confidence to act in accordance with their own moral principles and thinking through the consequences of their actions
- providing opportunities for students to explore moral issues in a contemporary context
- reinforcing our values through images, posters, classroom displays, screensavers, exhibitions
- monitoring the success of what is provided in our school.

Our school promotes moral development through:

- making it clear what kinds of behaviour are expected
- highlighting examples of high standards of behaviour, truthfulness, integrity and honesty

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- adults explaining, wherever possible, why certain behaviour is acceptable or unacceptable.

Social Development

Social development refers to the development of abilities and qualities that students need to acquire if they are to play a full and active part in society and the wider community. It also relates to the growth of knowledge and understanding of society in all its aspects. Students' social development involves students acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate. They develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities.

Embleton View promotes social development through:

- encouraging students to relate positively to others
- encouraging students to recognise and respect social differences and similarities
- helping students develop personal qualities which are valued in a civilised society
- encouraging adults to set high standards in their relationships with each other
- providing a model of purposeful and harmonious community
- providing opportunities for engaging in the democratic process and participating in community life
- providing a conceptual and linguistic framework within which to understand and debate social issues
- allowing students to experience the obligations and constraints, but also the satisfaction, that goes with being a member of a group
- encouraging the use of social skills and decision making in group work
- exploring the way in which communities and societies function at a variety of levels
- encouraging students to take responsibility and show initiative
- giving students an understanding of their role within the wider community.

Additionally, our curriculum strives to promote students' social development by:

- encouraging the use of social skills and decision making in group work
- exploring the way in which communities and societies function at a variety of levels.

Cultural Development

Cultural development refers to the development of knowledge and understanding and the appreciation of differing cultural beliefs, customs and traditions. Students acquire a respect for their own culture and that of others, an interest in others' way of doing things and curiosity about differences. A central theme concerns the development of a sense of personal identity whilst, at the same time, acquiring awareness, understanding and tolerance regarding the cultural traditions of others. Our school promotes cultural development by giving students opportunities to engage in a wide range of cultural activities.

Embleton View promotes cultural development through:

- encouraging knowledge of students' own cultural traditions and practices, along with those of other cultural groups within society
- adopting the view that diversity makes the world a richer place
- encouraging respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England
- promoting key values on which our school community life is based
- furthering tolerance and harmony between different cultural traditions
- encouraging an understanding of how students can contribute positively to the lives of those living and working in the locality and to society more widely
- presenting authentic accounts of the attitudes, values and traditions of diverse cultures
- addressing discrimination on the grounds of race, religion, gender, sexual orientation, age and other criteria and promoting racial and other forms of equality
- extending students' knowledge and use of cultural imagery and language
- recognising and nurturing particular gifts and talents
- providing opportunities for students to participate in literature, drama, music, art, crafts and other cultural events and encouraging students to reflect on their significance

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- developing partnerships with outside agencies and individuals to extend students' cultural awareness, e.g. theatre, museum, concert and gallery visits, resident artists, foreign exchanges
- reinforcing our school's cultural values through displays, posters and exhibitions
- auditing the quality and nature of opportunities for students to extend their cultural development across the curriculum
- encouraging students to engage with a variety of cultures
- understanding and responding to cultural diversity
- monitoring the success of what is provided in our school.

Equal opportunities

Please refer to our Single Equalities Policy.

Putting ideas into practice

To ensure that students' SMSC development is effective, there are three aspects of the school which need to be considered: our school ethos; the pastoral support for students and the curriculum. We believe in engendering in young people a love of lifelong learning. Embleton View ensures that the curriculum gives all students experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education.

Social, Moral, Spiritual and Cultural promotion within the curriculum

The curriculum is the framework on which a school is built and so it is through the curriculum that schools can have a major influence. Our curriculum prepares students for the opportunities, responsibilities and experiences of adult life as well as promoting community cohesion. The staff team must be aware of these responsibilities; know how respective curriculum areas might be used and plan accordingly; and be alert to the many every day, unplanned and incidental opportunities that can provide important starting points for discussions and learning.

Assemblies

Within assemblies, we discuss appreciating and valuing other faiths and beliefs of both groups and individuals; learning about being a member of a pluralist society and respecting and tolerating others and their beliefs and needs. We educate students on the celebration of historical, social and religious aspects and holidays of their own culture and that of others; celebrating each other's achievements and interests and learning about presenting in front of a group of peers.

Linguistics

This area is concerned with developing students' communication skills and increasing their command of language through listening, speaking, reading and writing. The studying of different texts – classical, contemporary, serious, funny can provide challenging starting points and give an appreciation of the beauty of great language, literature, drama and stories which create opportunities for moral judgements. Shared activities including shared reading, group drama and corporate writing lead to an understanding of an appreciation of the importance of the group and other people's point of view; knowledge of our language and its influence on our culture and the importance and value of other languages and cultures, and awareness of traditional tales and their cultural background.

Mathematics

This area helps students to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics is developed in a variety of ways, including: practical activity, exploration, group work on a shared topic or investigation promoting an appreciation of the input of all members of the group; an appreciation of the inherent pattern and beauty of mathematics; the promotion of positive attitudes towards mathematics through appropriate groupings; and an understanding that mathematics has an historical and cultural base – Greek, Arabic, Egyptian - and understanding of the role and importance of these cultures.

I.T.

Technological skills can include the use of information and communication technology, developing, planning and communicating ideas, working with tools, equipment, materials and components to produce good quality products and evaluating processes and products. Working together to create a graphic design or study; researching religious artefacts on the internet.

Science

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This area is concerned with increasing students' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings. The development of an understanding of our place in the great scheme of things by studying space or life processes; an appreciation of moral questions as scientific knowledge increases, e.g. the use of animals for research; an awareness of the cultural background of science and the study of cause and effect.

Spiritual, Moral, Social, Cultural Development

Consideration of moral, environmental and citizenship issues when considering our role in caring for the environment, e.g. supporting students to make good choices in all areas, especially their behaviour and understanding the impact of this on others.

Human and Social

This area is concerned with people and their environment, and how human action now and in the past, has influenced events and conditions.

Design Technology

- The aesthetic aspect of good design is an important area, as is the question 'How will this affect the environment?'
- Appreciating design in nature
- The study of technologies from different cultures – historical and geographical – and how these have evolved provides important lessons in cultural awareness
- Group working – sharing of equipment and designing together
- Promoting equality of opportunity and providing an awareness of areas that have gender issues e.g. activities that are historically female such as textile studies, encouraging girls to use equipment that has been traditionally male dominated.

History

The study of artefacts, buildings, churches, etc. gives students a sense of their place in the historical scheme of things. It also helps to develop an awareness of beauty and aesthetics; moral issues can be considered, for example, was it right that war was fought or that children were forced to work in factories and mines in Victorian Britain; and studying the cultures of other times – Egyptians, Romans, etc., builds an awareness of the value and importance of other societies and cultures and the relative value and importance of our own. It also stresses the interdependence of cultures.

Geography

The study of different localities helps our students to understand the background, way of life and values, etc. of different people and cultures. For example, the Inuits and their way of life and values are to a large degree the result of habitat – as is our own; tolerance of other people's differences, overcoming stereotyping, racism and prejudice can all be highlighted through the study of different peoples and their way of life; local studies will encourage an awareness of students' place, family, home, dependency upon other individuals, people and cultures and needs in the great scheme of things; and environmental issues and concerns can be discussed, e.g. recycling.

Aesthetic and creative

This area is concerned with the process of making, composing, and inventing. There are aesthetic and creative aspects of all subjects, but some make a strong contribution, including art, music, dance, drama and the study of literature.

Art

Studying great works of art can give an insight into the culture of other people and provide a strong link with the past; art can provide a valuable tool to study the past and make social or moral comment on it; multicultural art, the art of different religions and the art of ancient societies all reinforce the value of societies other than our own and help us to appreciate their value and the value of our own; and the appreciation of great works of art and the appreciation of our own attempts helps to build up an awareness of aesthetics and gives an uplifting experience.

Music

Listening to music, performing and joining in with it gives pleasure, lifts spirits and has an emotional dimension that students need to experience. Music experienced in our plays and assemblies helps the students in their spirituality; listening to and appreciating the great music of our culture and its folk music builds an important awareness of our culture and that of other *Embleton View is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential.*

lands. Music of other cultures is important for the same reasons; music of the fields, sea shanties, slave songs, etc. can be used to build an awareness of the importance of music and its place in social history and the accompanying moral and social questions that arise out of it; and group music making is an important social activity – working together and experiencing the same feelings together.

Physical Education

This area aims to develop students' physical control and coordination as well as their tactical skills and imaginative responses and to help them to evaluate and improve their performance. Students will also acquire knowledge and understanding of the basic principles of fitness and health. Caring for our bodies and respecting the health of others; following the rules of the game, being a 'good sport', learning to be a good winner and a good loser, learning to take part and doing one's best is important; appreciating the aesthetic beauty of the movements of gymnastics or dance; building team spirit, being a good team member, valuing the contributions of others to the team; and learning that sport is an important element of many cultures – Ancient Greeks, Romans, the history of great sporting events such as the Olympics.

Personal, Social, Health and Economic/Citizenship

Listening to others; holding discussions leading to written work; drama and role play linked to choices; drawing pictures of feelings and emotions.

Religious Education

The exploration of moral and spiritual questions through discussion; appreciating and valuing other faiths and beliefs of both groups and individuals; learning about being a member of a pluralist society and respecting and tolerating others and their beliefs and needs; knowing about the historical, social and religious aspects of our own culture and that of others; and learning about religious law including the differences between secular and religious law.

Links with the Wider Community

Visitors are welcomed into our school to speak to the students. Visits to places of cultural venues such as theatres, museums and libraries are an integral part of our school and are actively encouraged. Students are taught to appreciate and take responsibility for the environment. We liaise with local community and support groups.

Differentiation

The above is differentiated according to the needs of each individual student. All staff members should be aware of the importance of SMSC development and the enhancement it brings to the life of the school. They should feel free to voice related concerns and interests within the normal pattern of school meetings.

Legal Status:

- Complies with Part 2, paragraph 5 of The Education (Independent School Standards) (England) Regulations currently in force.
- The Prevent Duty: Departmental Advice for Schools and Childcare Providers (DfE: June 2015)
- Prevent Duty Guidance: for England and Wales (HM Government: 2015)

Applies to:

- The whole school and all other activities provided by the school, inclusive of those outside of the normal school hours.
- All staff (teaching, support and admin staff), students on placement, the proprietors, agency staff and volunteers working in the school.
- Visitors and contractors accessing the site.

Availability

- This policy is made available to parents, staff and students as a hardcopy upon request from the school office.

Monitoring and Review




This policy will be subject to continuous monitoring, refinement and audit by the Headteacher.

The Headteacher and/or the Proprietors and/or a suitably appointed delegate will undertake a formal review of the policy, by no later than two years from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

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Related documents

- Single Equalities Policy
- PSHE Policy
- British Values Policy
- Cultural Capital Policy
- Curriculum Policy
- Safeguarding and Child Protection Policy
- Behaviour Management Policy
- SEND Policy
- PREVENT Policy

		
Graeme Turner (Proprietor)	Anna Turner (Proprietor)	Craig Bell (Proprietor)
Date: March 2024	Date: March 2024	Date: March 2024

APPENDIX 1

Spiritual Development

Students demonstrate this when they:	Whole school opportunities/ activities/experiences	Curriculum Opportunities	Visual representation School display boards Classroom display
<ul style="list-style-type: none"> ✓ Have beliefs, which inform their perspective on life and their interest in, and respect for different people's feelings and values ✓ Enjoy and are fascinated by learning about themselves, others and the world around them, including the intangible ✓ Use their imagination and creativity in their learning ✓ Willingly reflect on their experiences 	<ul style="list-style-type: none"> ✓ school ethos and values ✓ school expectations, class expectations, class – systems in place throughout the school that all hold underlying ethos and values ✓ school awards ✓ Celebrations Assemblies, for instance Harvest Festival ✓ Special Awards ✓ SMSC/PSHE Whole school Scheme of Work ✓ Student of the Week awards ✓ Thrive sessions ✓ ELSA sessions ✓ Counsellor sessions 	<ul style="list-style-type: none"> ✓ PSHE sessions ✓ RE sessions ✓ Subject sessions ✓ Activities around Celebrations days ✓ Marking and LDC feedback in place to guide students to reflect and build on their prior attempts 	<ul style="list-style-type: none"> ✓ PSHE classroom display ✓ Pictures from Celebration days ✓ school Website

Moral Development

Students demonstrate this when they:	Whole school opportunities/ activities/experiences	Curriculum Opportunities	Visual representation school display boards Classroom display

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<ul style="list-style-type: none"> ✓ Can recognise the difference between right and wrong and readily apply this to their own lives ✓ Understand the consequences of their actions ✓ Are interested in investigating, and offering reasoned views about, moral and ethical issues 	<ul style="list-style-type: none"> ✓ school ethos and values ✓ school expectations, class expectations – systems in place throughout the school that all hold underlying ethos and values ✓ Students are given guidance as well as freedom to learn and make real choices ✓ Students given appropriate authority to experience how to be in charge and direct others whilst behaving in a positive and moral manner – school mentors ✓ Topic based assemblies ✓ SMSC/PSHE Whole school Scheme of Work ✓ whole school fundraising activities ✓ Student Council 	<ul style="list-style-type: none"> ✓ PSHE – right and wrong, choices and consequences. Sessions allow for a safe place to discuss right and wrong and develop a moral conscience ✓ RE sessions ✓ History sessions ✓ Subject sessions 	<ul style="list-style-type: none"> ✓ Fundraising displays
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Social Development

Students demonstrate this when they:	Whole school opportunities/ activities/experiences	Curriculum Opportunities	Visual representation school display boards Classroom display
<ul style="list-style-type: none"> ✓ Use a range of skills in different contexts including working and socialising with students from different religious, ethnic and socio-economic backgrounds, ✓ Are willing to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively ✓ Show an interest in, and understanding of, the way communities and societies function at a variety of levels. 	<ul style="list-style-type: none"> ✓ school ethos and values ✓ school assemblies ✓ students work and play in a wide range of situations; in class, mealtimes, playground, sports sessions, dance sessions and performances ✓ PTA activities and initiatives such as International Food Day ✓ School Council ✓ Classroom helpers ✓ Lunchtime helpers ✓ Playground buddies ✓ SMSC/PSHE Whole school Scheme of Work 	<ul style="list-style-type: none"> ✓ PSHE sessions ✓ Subject sessions ✓ Activities around Celebrations days 	<ul style="list-style-type: none"> ✓ Classroom boards ✓ Newsletter ✓ Website

Cultural Development

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Students demonstrate this when they:	Whole school opportunities/ activities/experiences	Curriculum Opportunities	Visual representation school display boards Classroom display
<ul style="list-style-type: none"> ✓ Understand and appreciate the wide range of cultural influences that have shaped their own heritage ✓ Are willing to participate in, and respond to artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities ✓ Are interested in exploring the understanding of and respect for cultural diversity 	<ul style="list-style-type: none"> ✓ School ethos and values ✓ cultural diversity of the world embedded in the school ✓ School assemblies ✓ Celebrations such as Chinese New Year, St George's Day, World Book Day. ✓ Visitors from the community ✓ External visitors ✓ Library ✓ Subject weeks, like Science Week, French Week ✓ SMSC/PSHE ✓ Whole school Scheme of Work 	<ul style="list-style-type: none"> ✓ Broad curriculum: Art, Sport, Music, RE PSHE, Science, Topic projects, Maths, English, Phonics, Swimming, Guided Reading, Computing Art Music, Science ICT, Sport, ✓ PSHE sessions to develop knowledge of the outside world and promote acceptance and celebration of diversity ✓ school trips to place of interest, museums, temples, landmarks, exhibitions 	<ul style="list-style-type: none"> ✓ Classroom boards ✓ Library ✓ Newsletter

Democracy

Students demonstrate this when they:	Whole school opportunities/ activities/experiences	Curriculum Opportunities	Visual representation school display boards Classroom display

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<ul style="list-style-type: none"> ✓ Respect democracy ✓ Participate in democratic processes ✓ Respect how the law is made and applied in England ✓ Understand how citizens can influence decision making through the democratic process 	<ul style="list-style-type: none"> ✓ school council elections ✓ school council meetings, follow ups and reports ✓ Using opportunities of local or general elections to hold mock elections ✓ Visits to parliament, local council, law courts, important buildings ✓ Parents/carers, students' questionnaires ✓ Child led activities ✓ Headteacher Awards ✓ SMSC/PSHE Whole school Scheme of Work 	<ul style="list-style-type: none"> ✓ Taking turns ✓ Class Votes ✓ Student voice at the start and end of each topic ✓ History curriculum - Ancient Greece/Romans ✓ PSHE - citizenship ✓ Classroom helpers 	<ul style="list-style-type: none"> ✓ School Council ✓ Newsletters
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