



Spiritual Development	Moral Development
<ul style="list-style-type: none"> <li>Ability to be reflective about their own beliefs, religious or otherwise, and their perspective on life. <i>RE Planning, Cultural days, ChiL/Environment, PSED curriculum</i></li> <li>Knowledge of and respect for different people's feelings, faiths and values. <i>RE Planning, Cultural days, ChiL/Environment, PSED curriculum</i></li> <li>Sense of enjoyment and fascination in learning about themselves, others, and the world around them. <i>UW curriculum, Spontaneous activities, following interests, ChiL and environment</i></li> <li>Use of imagination and creativity in their learning. <i>ChiL, environment, love of stories, role play areas, art areas</i></li> <li>Willingness to reflect on their experiences. <i>Social group times, Diaries of activities, displays, photos from home</i></li> </ul>	<ul style="list-style-type: none"> <li>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. <i>Clear behaviour policy, including consistency in staff dealing with behaviours, staff code of conduct, ISP's, PSED curriculum, therapeutic thinking training.</i></li> <li>Understanding the consequences of their behaviours and actions. <i>PSED curriculum, conflict resolution, ISP, parental discussions and support, Behaviour policy and clear consistency in classrooms</i></li> <li>Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate viewpoints of others. <i>Charity days and fundraising events, support for community, visits and trips in local community, children's voice to make change to the school, PSED curriculum</i></li> </ul>
Social Development	Cultural Development
<ul style="list-style-type: none"> <li>Use of a range of social skills in different contexts, eg working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds. <i>PSED curriculum, intervention groups for social skills, mixture of 1:1, small group and whole class teaching and activities, Mixed classes in the playground, SEND provision – managed integration into mainstream classes, Relationship and Health Education</i></li> <li>Willingness to participate in a variety of communities and social settings, including by volunteering, co-operating well with others and being able to resolve conflicts effectively. <i>PSED curriculum, particularly linked to behaviour and safety curriculum, Charity work and fundraising, as well as visits into local area, Areas of the classroom and expectations through ChiL – sharing, conflict resolution, adult to help when need, independence encouraged.</i></li> <li>Acceptance of and engagement with the fundamental British Values, and skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. <i>Picture news and other PSED curriculum schemes, Relationship and Health Education, visits and trips in local community – linked to life skills.</i></li> </ul>	<ul style="list-style-type: none"> <li>Understanding and appreciation of a wide range of cultural influences that have shaped their own heritage and that of others. <i>Parent surveys and feedback – festivals they celebrate, food they eat, places of worship they visit etc, cohort review for RE teaching and learning, age appropriate expectations and skills linked to festivals and beliefs</i></li> <li>Understanding and appreciation of the range of different cultures in the school and further afield. <i>Cultural days, diversity opportunities in MTP, eg for cooking, role play, music, art, environment</i></li> <li>Ability to recognise and value the things we share in common across cultural, religious, ethnic and socio-economic communities. <i>Use of photographs (both object based and real life children's experiences), artefacts, you tube clips (dancing etc), musical instruments, tasting, cooking, visits to local community – temple, mosque, church etc</i></li> <li>Knowledge of Britain's democratic Parliamentary system. <i>Not fully age appropriate – however, voting takes place for stories etc, conflict resolution and PSED curriculum links in to right and wrong and simple debate and listening to everyone.</i></li> <li>Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities. <i>Cultural days, diversity opportunities in MTP, eg for cooking, role play, music, art, environment</i></li> <li>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. <i>Cultural days, diversity opportunities in MTP, eg for cooking, role play, music, art, environment, use of photographs (both object based and real life children's experiences), artefacts, you tube clips (dancing etc), musical instruments, tasting, cooking, visits to local community – temple, mosque, church etc</i></li> </ul>