

Spiritual

The spiritual development of pupils is shown by their:

Year 3	Evidence where this is taught in the Curriculum:
<ul style="list-style-type: none"> 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; 	<p>A rich and varied RE curriculum is taught. Through this children learn about and from all of the main religions and their beliefs. This fosters a culture of understanding and tolerance where children have respect for other people's faiths.</p> <p>Through circle time and PSHE discussions children learn how to reflect on their own feelings and values and appropriate ways to express these.</p>
<ul style="list-style-type: none"> sense of enjoyment and fascination in learning about themselves, others and the world around them; 	<p>Through Science and Geography lessons an interest in the world around them is fostered in the children. Through History lessons children are learning about Britain in the Stone Age and how humans evolved during this period of history.</p> <p>Recently children had the opportunity to learn about history in the local area when they visited an archaeologist site across the road and had a talk from an archaeologist.</p>
<ul style="list-style-type: none"> use of imagination and creativity in their learning; 	<p>Children are encouraged to use their imagination and creativity in all aspects of the curriculum. This is done particularly well in English where children produce a variety of fiction writing. Through Historical Enquiry in history children are taught how to use their imagination to learn about what life was like in the past. Curriculum areas such as Art and DT are particularly successful in nurturing children's creativity and imagination.</p>
<ul style="list-style-type: none"> willingness to reflect on their experiences. 	<p>Reflecting on learning is a skill which the children develop through every area of the curriculum. There is a culture of children taking responsibility for their own choices and learning experiences. Children are encouraged to reflect on their experiences when learning about different religious beliefs and celebrations.</p>

Moral

The moral development of pupils is shown by their:

	Evidence where this is taught in the Curriculum:
<ul style="list-style-type: none"> 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; 	<p>Throughout the school there is a culture of children recognising the difference between right and wrong and taking ownership of their own behaviour. This is fostered through the behaviour expectations.</p> <p>Conscious ally is a strategy used in several areas of the curriculum for example in English where children are faced with a moral</p>

	dilemma and must apply their own reasoning and understanding to come to a choice or opinion.
<ul style="list-style-type: none"> understanding of the consequences of their behaviour and actions; 	Children have a clear understanding of the consequences of their behaviour and actions through the school's behaviour philosophy of conscious discipline. Children offered choices and guided in making these. If children have not made the right choice, they are guided in reflecting on this and encouraged to suggest their own consequence which links to the behaviour expectation they have found difficult to follow.
<ul style="list-style-type: none"> 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. 	

Social

The social development of pupils is shown by their:

	Evidence where this is taught in the Curriculum:
<ul style="list-style-type: none"> 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; 	The school has a diverse mix of children from a range of different religious, ethnic, social, economic backgrounds. This is not only recognised but celebrated. Children have an understanding of these differences through discussions in curriculum areas such as RE, PSHE, Geography.
<ul style="list-style-type: none"> 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; 	Children are given opportunities to represent the school in several ways. This is done particularly well in English where each class has a reading ambassador and a mini-pobble champion. Children are also offered the opportunity to be sports leaders which encourages them to work alongside children from different year groups. The school follows the Co-operative learning theory which encourages children to learn with and from each other in all curriculum area.

<ul style="list-style-type: none"> 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. 	<p>Children have an understanding of democracy through class votes to elect leaders for various subject areas such as reading and writing.</p> <p>Every child has a class job which gives them an understanding of cooperation and responsibility within the class community. Mutual respect is fostered across all curriculum areas through cooperative learning.</p>
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Cultural

The cultural development of pupils is shown by their:

	Evidence where this is taught in the Curriculum:
<ul style="list-style-type: none"> 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; 	<p>Children are encouraged to explore other cultures and languages. In MFL Spanish is taught which gives the children an understanding of both the language and the culture. Many of the children have English as a second language and children are encouraged to share these.</p>
<ul style="list-style-type: none"> knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain; 	
<ul style="list-style-type: none"> willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities; 	<p>Children are exposed to a variety of artistic and musical experiences through curriculum areas such as art and music. Sporting opportunities are offered for all children through a wide variety of extra- curricular clubs and whole school events such as sports day.</p>
<ul style="list-style-type: none"> 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. 	<p>A rich and varied RE curriculum is taught. Through this children learn about and from all of the main religions and their beliefs. This fosters a culture of understanding and tolerance where children have respect for other people's faiths.</p> <p>Through circle time and PSHE discussions children learn how to reflect on their own feelings and values and appropriate ways to express these.</p>