

Spiritual

The spiritual development of pupils is shown by their:

Reception	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; 	<ul style="list-style-type: none"> Role play areas reflect different cultural backgrounds. Time is planned for 'Understanding the World' circle times in which we discuss different faiths and give children the opportunity to discuss their own feelings and values in a safe environment.
<ul style="list-style-type: none"> sense of enjoyment and fascination in learning about themselves, others and the world around them; 	<ul style="list-style-type: none"> Our continuous provision is set up to allow children to interact with others and engage in child-initiated play in which they can learn about themselves. Our outdoor area provides lots of opportunities for children to learn about the world around them. We provide trips and visitors over the year including walks into our local environment (visit to the train station), visits from Zoolab and other animals, trip to the Sealife Centre.
<ul style="list-style-type: none"> use of imagination and creativity in their learning; 	<ul style="list-style-type: none"> The continuous provision encourages children to use their imagination in all areas of the indoor and outdoor classroom. Adults model and support this through play. Children are encouraged to think creatively through play. We are mindful of the 'Characteristics of Effective Learning' when planning, including <i>Creative and Thinking Critically</i>.
<ul style="list-style-type: none"> willingness to reflect on their experiences. 	<ul style="list-style-type: none"> We use the 'Characteristics of Effective Learning' to inform our planning. Part of this is to encourage children to reflect on their own experiences and vocalise this. We have celebration time each day, in which children can reflect on the learning they have engaged in.

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; 	<ul style="list-style-type: none"> We plan circle times in which we discuss the difference between right and wrong. We also have these discussions with children as and when situations arise. We use role-play and child appropriate language when having these discussions. Visit from the police in which they explain the job of the police force and where to go if we need help.

<ul style="list-style-type: none"> understanding of the consequences of their behaviour and actions; 	<ul style="list-style-type: none"> The behaviour expectations are clearly displayed in the classroom and are referred to when needed. Children are aware of the steps adults take if positive choices have not been made. We record any incidents in the class behaviour log, following a step-by-step system.
<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. 	<ul style="list-style-type: none"> During circle time, we give children the opportunity to offer their views in a safe environment. Children are encouraged to listen to and respect each other's viewpoint. Science Week – focus on recycling. Children walked around the school environment and identified litter. We came up with a plan together to develop recycling in school.

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; 	<ul style="list-style-type: none"> Children take part in a Winter Songs performance along with their classmates. Parents are invited into school every half-term for a morning of activities linked to the current topic. This gives opportunities for children to meet their peer's families and understand more about different cultures and backgrounds.
<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; 	<ul style="list-style-type: none"> Families are asked to contribute towards the Harvest Festival and the school food bank.
<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. 	

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 v 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; 	
<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; 	<ul style="list-style-type: none"> • All children take part in PE sessions weekly led by a PE teacher. • Children are offered the opportunity to take part in extra-curricular sports and dance clubs after school. • We study a different artist each half-term to give children the opportunity to develop a repertoire of known artists. • Children take part in whole-school art projects, such as decorating a giraffe model and contributing to a Remembrance Day display.
<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. 	