

Spiritual

The spiritual development of pupils is shown by their:

	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>Daily circle time discussing a range of topics taken from SEAL - New beginnings, Getting on and falling out (Anti-bullying week), Going for goals, Relationships, Good to be me, Changes.</p> <p>We celebrate every child's birthday and recognise key events in their lives. We discuss celebrations they observe at home and compare these with our friends.</p> <p>We openly discuss dietary requirements linked to faith and support our friends in their choices.</p>
<ul style="list-style-type: none"> sense of enjoyment and fascination in learning about themselves, others and the world around them; 	<p>Home visit to meet and get to know ch. Parents complete welcome pack with their ch full of information about them (likes, dislikes etc.)</p> <p>Aut 1 topic - All About Me! We talk about what the word family means, and learn that the people that live in our houses are our family and that we are a school family and a class family.</p> <p>We invite parents to contribute items to our roleplay area that are specific to their home life, culture, religion. We learn about these items and use them in our play.</p> <p>Regularly celebrate work together as a class and display it in a range of ways around the Nursery.</p> <p>We celebrate the fact that we are all unique through a range of team building activities.</p>
<ul style="list-style-type: none"> use of imagination and creativity in their learning; 	<p>Focused roleplay. Deconstructed roleplay. Roleplay linked to first-hand experiences (trips and visits, homelife).</p> <p>Small world activates linked to topic / book.</p> <p>Thematic planning, linking in all areas of learning to an exciting topic.</p> <p>Children are encouraged to think creatively, planning is changed in response to children's questions.</p>
<ul style="list-style-type: none"> willingness to reflect on their experiences. 	<p>During circle time children are asked to share with the class their own experiences.</p> <p>Parents share pictures on Dojo to share key events and significant times during their home life.</p> <p>Class bears are sent home and children fill in their diary. The diary is shared with the class and the children can talk about their experiences with their friends.</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>Clear expectations with a consistent approach from all staff.</p> <p>Children are taught to respect the learning environment and are expected to participate in tidy up time every day.</p> <p>Circle time to target key issues within Nursery.</p>
<ul style="list-style-type: none"> understanding of the consequences of their behaviour and actions; 	<p>Consistent approach is used to provide children with an opportunity to reflect on their behaviour, both negative and positive.</p> <p>A clear structure of speech is used to explain praise e.g. 'Thank you for ____ that was helpful because ____'</p> <p>Similarly, when correcting negative behaviour positive choices are given and the adult will then speak to the child and thank them for making positive choices or explain how their negative choice has impacted on others e.g. 'I'm sad that you chose to do ____ it meant that _____'.</p>
<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. 	<p>An open and tolerant atmosphere is upheld at all times. Children are encouraged to ask questions about the things that they observe.</p> <p>We will discuss ways to be a good friend, ways to help one another, should we help each other etc.</p>

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; 	<p>We use a range of Kegan cooperative learning structures within our taught sessions. This enables children to develop positive social skills.</p> <p>Through conscious discipline children are encouraged to engage with their peers, recognising the benefits of friendly bonds - unite, team building.</p> <p>Children are regularly encouraged to work with a range of children ensuring they develop the necessary skills to interact positively with all of their peers.</p>
<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; 	<p>We teach all children a range of strategies for handling conflict in an effective way. Teaching children to share, to take turns and teaching quieter children when it is appropriate to say 'no I'm playing with that, you can have it in a minute'.</p> <p>During tidy up time, we have designated jobs for children to monitor areas but those children are not expected to tidy that area. All children</p>

	are expected to tidy the whole nursery because we are a team and we always help one another.
<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. 	Throughout the year we learn about a range of religious festivals from a range of cultures. When discussing aspects of faiths and beliefs that can be interpreted in different ways we ensure that the language that we use is sensitive to this fact e.g. "Some Christians believe ..." we explain to the children that not everyone believes the same thing and that this is ok. We are all similar in some ways and are all unique in others.

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; 	<p>During All About Me! Topic we discuss children's home lives and home languages. We invite families in at various points of the year to attend a 'Family Breakfast'. Children are encouraged to bring in food and drink which they would traditionally enjoy at home. We invite families to donate items that are representative of their home lives for the children to use in the home corner role play e.g. cooking utensils.</p> <p>During Understanding the World we look at our immediate environment, the school, and work outwardly into the wider community. This feeds into events such as Manchester Week where we look at landmarks from around the city and key events from local history.</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; 	<p>During events such as the royal wedding we learn about the queen and the royal family and their role within parliament 'leading the country'.</p> <p>We have had visits from local councillors and this feeds into learning about local government, the Manchester bee and the meaning behind the bee (industrial revolution, working hard)</p>
<ul style="list-style-type: none"> willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities; 	<p>Visits from sporting stars and sports personalities that attended Abbey Hey.</p> <p>During EAD we regularly link to an artist such as Jackson Pollock. Exploring their work and learning about our likes and dislikes. Learning to appreciate others art and discussing why we like or dislike certain styles.</p> <p>We play a range of music in the nursery and regularly check in with the children asking 'how does it make you feel?' 'does it make you want to move fast or slowly?' etc. We identify</p>

	<p>composers and link those into our PE and Music curriculum.</p> <p>We learn a range of familiar songs as well as making simple songs and silly songs up, providing children with the opportunity to develop a love of music.</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>As a whole school we support a range of charities through events such as bake sales and sponsored walks. This is linked to our school values and houses. Parental engagement events, welcoming a wide range of parents. During these events there is an opportunity for parents get to know one another. This helps to develop a community both within the school and in the wider area.</p>