

Spiritual, Moral, Social and Cultural Development and Promotion of British Values for pupils ...			Impact and Evidence
	Definition	...is good because:	
Spiritual	<p>Reflect on their own beliefs, religious or otherwise.</p> <p>Take an interest in and show respect for different people's faiths, feelings and values.</p> <p>Enjoy learning about themselves, others and the world around them.</p> <p>Display imagination and creativity in their learning</p> <p>Reflect on their experiences.</p>	<p>RE – Torbay syllabus and Festivals matters curricula.</p> <p>Religious and morality-themed assemblies.</p> <p>Visits to places of worship.</p> <p>Enquiry based learning in SOLE, development of research skills, encouragement to think of big questions.</p> <p>Eco Warriors.</p> <p>Totnes cultural arts festival.</p> <p>Gardening.</p> <p>Alpaca trail.</p> <p>Forest Schools.</p> <p>Espresso news shared weekly with the children.</p> <p>Educational visits and visitors.</p> <p>Pupil voice in all aspects of school life.</p> <p>Daily reflection time with focus.</p> <p>40 Acts of Kindness (during the period of lent).</p>	<p><u>Impact:</u></p> <p>Pupils develop sensitivity for and empathy with the beliefs, experiences and perspectives of others whilst beginning to evolve their own set of beliefs and values.</p> <p>Pupils are confident and inquisitive in exploring all aspects of their world and their lives and thrive on new experiences.</p> <p>Pupils are able to articulate and reflect on their own experiences.</p> <p><u>Evidence:</u></p> <p>RE planning, scrap books and pupils' books.</p> <p>Assembly planning and observations of assemblies.</p> <p>SOLE planning, pupils' books and displays.</p> <p>Eco Schools Silver Award.</p> <p>Alpaca in the garden!</p> <p>Forest Schools planning.</p> <p>Minutes from School Council meetings.</p> <p>Trips and visits planning.</p>
Moral	<p>Recognise the difference between right and wrong.</p> <p>Apply this understanding in their own lives.</p> <p>Respect the civil and criminal law of England.</p> <p>Understanding the consequences of their behaviour and actions.</p> <p>Investigate and offer reasoned views about moral and ethical issues.</p> <p>Understand and appreciate the viewpoints of others on these issues.</p>	<p>PSHE curriculum.</p> <p>Check in/circle time.</p> <p>Democratic voting for school council.</p> <p>Class contracts.</p> <p>Clear consequences.</p> <p>Healthy fruit tuck shop run by pupils.</p> <p>Espresso news quiz and debates about topical issues.</p>	<p><u>Impact:</u></p> <p>Behaviour throughout the school is excellent; pupils respect each other and are supportive of each other academically and socially.</p> <p>Visitors comment on the independence, good behaviour and nature of our pupils.</p> <p>Pupils of all ages are interested in sharing opinions. Backed up by reason and evidence.</p> <p><u>Evidence:</u></p> <p>PSHE planning.</p> <p>Format for check in.</p> <p>Photos and press release of democratic voting system.</p> <p>Class contracts ion classrooms.</p>

Social	<p>Work and socialise with pupils from different religious, ethnic and socio-economic backgrounds.</p> <p>Participate in a variety of communities and social settings, including by volunteering, cooperating well with others and resolving conflicts effectively.</p> <p>Accept and engage with the fundamental British values.</p> <p>Demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</p>	<p>Link with Peru.</p> <p>Supportive behaviour inside and outside class.</p> <p>Problem Pals.</p> <p>Sport Leaders.</p> <p>Play Leaders.</p> <p>Buddy Bench.</p> <p>Healthy Tuck monitors.</p> <p>Year 6 Civic Award - charity work.</p> <p>Performances in the community.</p> <p>Community projects – homeless shelter and eco project.</p> <p>RE and PSHE curriculum.</p> <p>Work in SOLE – collaborative working in trios incorporating negotiation skills.</p> <p>Visit from MP and visit to Houses of Parliament by Year 6.</p> <p>Democratic election process using official voting booths to elect School Council members.</p>	<p><u>Impact:</u></p> <p>Feedback from school visits is always highly positive with regard to our pupils conduct and engagement; pupils are very welcoming to visitors.</p> <p>Very little conflict needing adult intervention to resolve. Older pupils model good strategies for younger ones.</p> <p>Pupils respect and can discuss differences and similarities between cultures; School Council elections are modelled on the real life process using actual voting booths borrowed from Torbay Council.</p> <p><u>Evidence:</u></p> <p>Staff meeting minutes of meeting with global development worker to set up Peru link.</p>
--------	---	---	--

Cultural	<p>Understand and appreciate the range of cultural influences that have shaped their own heritage and others’</p> <p>Understand and appreciate the range of different cultures within school and further afield</p> <p>Know Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</p> <p>Participate in and respond positively to artistic, sporting and cultural opportunities</p> <p>Understand, accept, respect and celebrate diversity</p>	<p>Curriculum – SOLE in Y3/4 to consider own heritage and traditions, cooking a regional, national dish.</p> <p>Local studies.</p> <p>Visits and visitors. (Dreadlock Alien poet visit and workshop).</p> <p>Cultural festival in Totnes and pre workshops in school.</p> <p>Whole school events – Alpaca design (Peru), arts week – linked to multicultural.</p> <p>Parents coming in to talk to pupils about their country of heritage.</p> <p>Visit from MP and visit to Houses of Parliament by Year 6.</p> <p>Resources in school library reflect a variety of cultures.</p> <p>Displays in all classrooms supporting everyone’s heritage.</p> <p>Topic at the beginning of every academic year celebrating all pupils’ heritages.</p> <p>All teachers sharing their heritage in an assembly and talking about their child hood and experiences.</p>	<p><u>Impact:</u></p> <p>Pupils increasingly understand their heritage, but more importantly how this can shape their future as we try to work with them to raise their aspirations and expectations of themselves.</p> <p>Pupils enjoy and appreciate learning about other cultures.</p> <p>Pupils show a growing understanding of their peers who come from minority ethnic groups.</p> <p>Pupils are developing an understanding of how the parliamentary system works and by Year 6 this is much improved thanks to the visit to Houses of Parliament. They can apply this process to our own School Council.</p> <p>Pupils have a sense of pride in our school (pride is one of our values). They enjoy celebrating each other’s’ successes.</p> <p>There is a high level of engagement in extra-curricular clubs and in pupils participating in the Torbay Civic Award in Year 6.</p> <p>Our predominantly white British pupils are actively encouraged to understand and value a range of cultures. They demonstrate increasing levels of maturity and respect as they progress through the school.</p> <p><u>Evidence:</u></p> <p>Displays.</p> <p>SOLE planning.</p> <p>Pupils’ feedback when questioned in SOLE sessions.</p>
----------	---	---	---