



Spiritual, moral, social and cultural development

“Social intelligence is developed in community, which means that a Christian school needs to be a community of a particular character, one rooted in the narrative of Jesus of Nazareth. “Generally, we remember our social interactions much longer than our conceptual learning; so how we live together, value diversity, handle conflict, laugh at ourselves, and encourage each other will shape our later lives much more than we suspect. “This, I suggest, is what our church schools are about: shaping lives with this rich, rounded intelligence. A tree is recognised by its fruits, and a school by its emerging pupils.” Rt Rev John Pritchard, Bishop of Oxford.

OFSTED OVERALL EFFECTIVENESS

Outstanding - The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables pupils to thrive.

GOOD - Deliberate and effective action is taken to promote pupils' spiritual, moral, social and cultural development and their physical well-being.

Defining Spiritual, moral, social and cultural development

143. The spiritual development of pupils is shown by their:

- 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
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

THROUGH THE CURRICULUM:

PSHE, R.E. Group work, free flow activities in Early Years. Discussions about right and wrong, Worship at school and in Church e.g. Christingle Service. Visits to places of worship. Reading partners. Writing letters to other schools including our global, Christian community. Work on difference and diversity. Considering the Islamic faith with other Islamic children

THROUGH EXTRA-CURRICULAR / ENRICHMENT ACTIVITIES:

Christian Club, Sporting clubs, sport competitions and tournaments. Choir at Hill Street. Local old peoples home. Other places of worship. May Day, Well dressing, maypole dancing. Harvest festival / Easter service. FOOTBALL LEAGUE RESPECT PROGRAMME Outdoor residential visits, visits such as Derby faith trail, Lichfield Cathedral and the arboretum.

OTHER:

Mothers' / Fathers' day lunches. Family lunches. Worship, School productions Discussions and monitoring with the clergy / foundation governors.

144. The moral development of pupils is shown by their:

- 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
- understanding of the consequences of their behaviour and actions
- 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.

THROUGH THE CURRICULUM:

PSHE, R.E. Worship. School Nurse visits. Drug awareness talk. Social stories a range of stories and role play. Through debate in English, persuasive writing and reports on oral and ethical issues. School Rules, Class Rules, awards and celebration worship. School Council / Learning council, worship team, ambassadors, parish leaders. Developed accountable talk in responding effectively to other people's ideas (the language of appropriate response such as 'I appreciate / respect what you are saying but I think.....' etc.

THROUGH EXTRA-CURRICULAR / ENRICHMENT ACTIVITIES:

Fair play in tournaments/competitions. Celebration of achievements out of school in Awards worship, Fire Brigade visit, Air Ambulance Raising money for charity e.g. Air ambulance, children in need, jeans for genes day to name a few. Drama Group, Stranger Danger, escape and E-safety on the Internet. Visits by the police and out of school to historical jails, the town hall and law courts.

OTHER:

Schools reward and sanction system which is clear on actions having consequences. Children seeing a consistent approach in school and the application of this to the real world.

145. The social development of pupils is shown by their:

- 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
- 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
- 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

THROUGH THE CURRICULUM:

School play, Playtime leaders, Reading buddies, working in groups within the classroom and across the classes, pairing younger with older children on visits, Class 3 responsibilities and monitors for a variety of roles. Social stories, role play. Mediation of issues and conflict resolution. Writing letters to other schools. Star foundation. Work on difference and diversity. Federation work with Islamic faith with other Islamic children, Transition visits to John Taylor, Visits from John Taylor Staff, Change-over / move up day, Nursery visits for picnic, Class 1 teacher visits to nursery, Showing work to other teachers/ classes, Sharing work at Friday worship, royal wedding, mock elections and debates, work with the parish council.

THROUGH EXTRA-CURRICULAR / ENRICHMENT ACTIVITIES:

Sporting activities, team games, choir, Christian Club, singing in village, old persons residential home, local venues. Visits to town hall and to school from people like the mayor, bishop etc. Local visitors such as war veterans/ Organising and running stalls for fund raising. Whole School visits e.g. to the arboretum, town hall.

146. The cultural development of pupils is shown by their:

- 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
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- 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.

THROUGH THE CURRICULUM:

Difference and diversity work, PHSE, RE, Circle time Reading Partners – stories from a range of different cultures Music/French lessons SRE with older children Discussion of different home cultures.

THROUGH EXTRA-CURRICULAR / ENRICHMENT ACTIVITIES:

Multi-cultural enrichment week, African drummer, drumming workshop, Banghra dancing, Visit from poet, author Visits, School Play, Maypole dancing, Music lessons, Choir, RESPECT Football Workshop. Visit to other places of worship Theatre Visit, Peripatetic band visit, music share and Yamaha group.

Impact
<ol style="list-style-type: none">1. Children are clear about which values are important to them. This leads to confident children who have good morals and are ready to challenge themselves in their learning2. Children think in depth about Christian values and morals and how they affect wider communities as making links and reflecting upon what they learnt in Collective Worship. These higher-level thinking skills improve pupil attainment and progress and personal development. Children have ownership and a highly in depth comprehension and engagement with the values3. Reflection time ensures children are following Christian values and presents them with big questions to discuss and also allows them to be creative with how they present their finding.4. Our curriculum and worship encourage children to ask questions, challenge assumptions, imagine, discuss, debate, argue, listen, agree, disagree, apply their skills and make links with other learning and experiences, Work collaboratively or independently, Take risks, have a go, get it wrong and learn from this, Learn from a range of sources including, where possible, first-hand experience, Work with a genuine purpose understanding the value of their work, evaluating.5. Planning ensures all important areas of RE and PSHE are covered in balance throughout the school, providing a range of topics, values and beliefs to be discussed, debated and reflected upon. This allows children to form highly developed interpretations which are evident in lessons work and themselves around the school and in the wider community.6. Children take the lead in their learning and decide upon which path they would like to take with their learning. This develops hardworking, independent learners. These higher level thinking skills improve pupil attainment and progress and pupil development.

7. Children feel safe to express their thoughts, ideas and experiences including spiritual expression (values and characteristics that are important to them)
8. RE, PSHE, PE and other lessons allow children time to express their view in depth and reflect upon theirs and others spirituality e.g. lessons based on big questions.
9. Children are well-rounded human beings who understand the importance of having 'good values'. It is vital children have good values before we even start to focus on the academic development to allow outstanding progress, attainment and attendance to occur.
10. It is obvious to anyone who visits our school that we have a passionate and confident community. This allows children to feel safe and express their thoughts and opinions clearly and confidently.
11. All stakeholders recognise the difference that our Christian values and character make to the children's wellbeing and academic success.
12. Children have exceptionally strong values, passion and confidence. This leads them to have a strong independent drive to success academically and contribute to the wider community e.g. children are relentless in their desire to support charities. They have the confidence and determination to set up, plan and implement fundraising opportunities.
13. Emotional support, coaching, resilience, mental health, RE, reflection time and PSHE has increased our skills and understanding to support children and families. This allows children to be ready and open to learning