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| **SPIRITUAL DEVELOPMENT** | | |
| **The SPIRITUAL development of pupils is shown by their:** | **Curriculum Provision** |
| * knowledge of, and respect for, different people’s faiths, feelings and values | Children learn about the different faiths and beliefs of different civilizations through history and how these developed and changed societies. |
| * sense of enjoyment and fascination in learning about themselves, others and the world around them | Children are given the opportunity to record their learning in different ways including creating art work, writing in role and publishing work online. |
| * use of imagination and creativity in their learning | Children are given the opportunity to use their imagination and creativity in different ways through creating art work, posters, collages, videos etc. |
| * willingness to reflect on their experiences. | In EYFS and KS1, children are encourage to thing about their own experiences to build an understanding of chronology through their life. |

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| **MORAL DEVELOPMENT** | | |
| **The MORAL development of pupils is shown by their:** | **Curriculum Provision** |
| * ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England | In KS2, children are taught units on democracy and law, giving them the opportunity to link this to their own understanding of law and parliament in our country. |
| * 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. | Children learn about different events through history, what caused these events and are given the chance to discuss and debate ethical issues that initiated certain events through history. |

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| **SOCIAL DEVELOPMENT** | | |
| **The SOCIAL development of pupils is**  **shown by their:** | **Curriculum Provision** |
| * use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds | In History, children get the chance to work collaboratively with different pupils in their class. |
| * acceptance of 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 will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. | In many of our History units, children are taught a range of values, laws and faiths of different civilizations and the consequences and affects of not having tolerance towards others. They are able to link past events to their own beliefs and develop an understanding of how positive attitudes can have a positive outcome. |

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| **CULTURAL DEVELOPMENT** | |
| **The CULTURAL development of pupils is shown by their:** | **Curriculum Provision** | |
| * understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others | Children learn about the history of our country and the different influences that have established the society we live in today. | |
| * knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain | In KS2, children are taught units on democracy and law, giving them the opportunity to link this to their own understanding of law and parliament in our country. | |

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| **British Values** | | |
| **Understanding and knowledge expected of pupils as a result of schools promoting fundamental British values.** | **Curriculum Provision** |
| * an understanding of how citizens can influence decision-making through the democratic process; | In KS2, children are taught units on democracy and law, giving them the opportunity to link this to their own understanding of law and parliament in our country. |
| * an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety; | In KS2, children are taught units on democracy and law, giving them the opportunity to link this to their own understanding of law and parliament in our country. |
| * an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence; | In KS2, children are taught units on democracy and law, giving them the opportunity to link this to their own understanding of law and parliament in our country. |

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| * an understanding that the freedom to choose and hold other faiths and beliefs is protected in law; | In KS2, children are taught units on democracy and law, giving them the opportunity to link this to their own understanding of law and parliament in our country. |
| * an understanding of the importance of identifying and combatting discrimination. | In many of our History units, children are taught a range of values, laws and faiths of different civilizations and the consequences and affects of not having tolerance towards others. They are able to link past events to their own beliefs and develop an understanding of how positive attitudes can have a positive outcome. |

**In addition, the ‘Promoting Fundamental British Values as Part of SMSC’ advice for schools suggests:**

Through their provision of SMSC, schools should:

* enable students to develop their self-knowledge, self-esteem and self-confidence;
* enable students to distinguish right from wrong and to respect the civil and criminal law of England;
* encourage students to accept responsibility for their behaviour, show initiative, and to understand how they c an contribute positively to the lives of those living and working in the locality of the school and to society more widely;
* enable students to a acquire a broad general knowledge of and respect for public institutions and services in England;
* further tolerance and harmony between different cultural traditions by enabling students to a c quire an appreciation of and respect for their own and other cultures;
* encourage respect for other people; and
* encourage respect for demo cra cy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.