



SPIRITUAL, MORAL, SOCIAL, CULTURAL DEVELOPMENT & PROMOTION OF BRITISH VALUES



	DEFINITION	EXAMPLES OF WHAT WE DO	IMPACT
SPIRITUAL	Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values.	RE curriculum; development of generic learning skills; religious and morality- themed assemblies; visits to places of worship; discussions about world events. Celebrations of traditions, festivals and customs.	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.
	Sense of enjoyment and fascination in learning about themselves, others and the world around them.	Route to Resilience 'character learning'. Eco Team; gardening club; outdoor learning; visits and visitors. PSHE Cambridgeshire Curriculum. Community visits to local residential home.	Pupils are confident and inquisitive in exploring all aspects of the world and their lives and thrive on new experiences.
	Use of imagination and creativity in their learning.	Educational visits; creative and cross- curriculum; valuing the arts; specialist teaching in music and sports. Theme days and visitors.	Pupils take responsibility for their own learning styles with confident expression.
	Willingness to reflect on their experiences.	Pupil voice in all areas of school life.	Pupils are able to articulate and reflect on their experiences.
MORAL	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.	PSHE curriculum; R2R and discussions; school and class council; awareness of the school's high expectations (class and school rules). Police, fire, nurse visits.	Behaviour throughout the school is excellent; pupils respect others and are supportive of each other academically and socially. Behaviour commented on on school trips / residential.
	Understanding the consequences of their behaviour and actions.	Class and school rules with clear consequences. Pupil involvement in health & safety through school council. Pupils run a healthy tuck shop.	Visitors comment on the independence and responsible nature of our pupils.
	Interest in investigating, and offering reasoned views about, moral and ethical issues and be able to understand and appreciate the viewpoints of others on these issues.	RE, PSHE curriculum and class discussions, plus KS2 debates linked to topic work.	Pupils of all ages are interested in sharing opinions, backed up by reason and evidence.
SOCIAL	Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio- economic backgrounds.	Residential trips and visits. Inter-school activities e.g. sports/arts/science. Applying skills within group work across the Creative Curriculum. Visits to high school for greater depth dance, music, maths competitions.	Feedback from school visits is always highly positive with regard to our pupils' conduct and engagement; pupils are very welcoming to visitors.
	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.	Supportive behaviour inside and outside classes; peer reading buddies; sports leaders; mental health ambassadors; Student Council; Charity Day; House Captains; groups and teams e.g. sports; encouraging skills of cooperation and generosity.	Very little conflict needing adult intervention to resolve. Older pupils model good strategies for younger ones.

	Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs; pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.	RE and PSHE curriculum; topic work; sports leaders; House Captains; mental health ambassadors, Eco team members. School rules (R2R character work throughout the curriculum and school behaviour policy).	Pupils respect and can discuss differences and similarities between cultures. School elections modeled on real-life process.
CULTURAL	Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.	Awareness of the historical and cultural significance of Glen Parva, through a local studies topic, visits / visitors.	Pupils increasingly understand their heritage but, more importantly, how this can shape their future as their aspirations and expectations of themselves are raised.
	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.	Whole school events and theme days; displays around school; visits to places of worship.	Pupils enjoy and appreciate learning about other cultures; pupils show a growing understanding of their peers who come from minority ethnic groups.
	Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.	Assemblies; visitors; School Council; House Captain elections; Eco Team; mental health ambassadors; sports leaders.	Pupils understand how the parliamentary system works and are able to apply it to our own School Council process.
	Willingness to participate in, and respond to, for example, artistic, sporting and cultural opportunities.	Many of our pupils are involved in 'additional' activities e.g. sporting competitions, clubs, national competitions related to science, maths, writing etc.	Pupils' sense of pride in themselves and their school as a centre of excellence, celebration and appreciation of effort as well as competitive success; high level of engagement with a wide range of extra-curricular activities.
	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 socio-economic groups in the local, national and global communities.	RE leader is proactive in encouraging opportunities to raise cultural awareness e.g. through multicultural theme days, dance, art, celebrating traditions and customs e.g. Harvest Festival, Saints' days, religious festivals (Diwali, Hanukkah, Easter and Christmas). Local community events e.g. carol singing, quiz nights. Value national focuses such as MacMillan coffee mornings, Pink day for cancer, odd sock day for anti-bullying etc. Visitors, including local churches. Curriculum resources reflect a cultural range.	Pupils are actively encouraged to understand and value a range of cultures. Pupils demonstrate increasing levels of maturity, tolerance and respect as they progress through the school.