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|  | **Provision** | **Impact** | **Areas for Development** |
| **Spiritual Development**  **British Values: Respect and Tolerance** | * staff listen to and respond to pupils concerns * staff are positive role models and are consistent and fair * our classrooms are places which encourage children to flourish * many assemblies have a spiritual dimension with stories and information about other religions * annual nativity play and carol concerts which involve the whole school community * curriculum opportunities, especially in RE, to study and consider the beliefs and values from different religions (Christianity, Islam, Judaism and Hinduism) particularly the similarities and core beliefs * cross curricular links are made when appropriate through, literature, art, technology and other areas * we discuss issues of moral significance and encourage our children to question injustice and discrimination * through assemblies and RE lessons we celebrate different faiths and cultures * class story time is used to read stories with morals and to discuss moral questions presented in books * we aim through our class management for the children to form and maintain worthwhile and satisfying relationships * RE lessons reinforce messages of tolerance and respect for others | At Highfield Hall our children are motivated and interested in the world around them.  They are willing to discuss aspects of their own or others religious and spiritual experiences.  Our children are encouraged to reflect upon their own beliefs and those within their family and they show a genuine understanding and respect for the views of others.  They take pleasure in lessons and in doing well and they celebrate the success of others when receiving medals and rewards in assemblies. | Review assemblies and consider an assembly plan to cover a broad spread of social, moral, spiritual and cultural themes.  Review the RE curriculum in light of the newest Agreed Syllabus.  Look into the possibility of greater liaison with local places of worship from different religions. |

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|  | **Provision** | **Impact** | **Areas for Development** |
| **Moral Development**  **British Values: individual liberty and the rule of law** | * clear set of rules and expectations for the class, the playground and across the whole school, some of which are made explicit and some of which are implicit in what we do * praise for achievement as well as attainment * a positive ethos and a climate of respect * links between older and younger children- most recently involving Y3 children working in the nursery acting as role models for behaviour and learning * sporting and other talents are celebrated in assemblies and on newsletters * children are taught to listen and respond appropriately to the views of others in all lessons * children are encouraged to express their thoughts and feelings * opportunities for children to contribute in lessons * we aim for children to gain the confidence to cope with setbacks and to learn from their mistakes * we expect children to have a go secure in the knowledge that they can learn from ‘failure’ * when pupils misbehave they are given the opportunity to apologise and try again * we encourage children to use their initiative and act responsibly with consideration for others * there are clear expectations in terms of behaviour and attitudes * we use stories in class and in assemblies with moral messages that can be discussed * bullying, bad behaviour and the use of unacceptable language and name calling are discussed and dealt with | At Highfield Hall the children are aware of what is and is not acceptable behaviour and they behave extremely well.  We have high expectations and most children meet those expectations most of the time. We are very conscious of the fact that they are children and that they should be allowed to make mistakes. | Review the rewards system to consider new areas or focussed areas to reward i.e. targeting good manners.  Review assemblies and consider an assembly plan to cover a broad spread of social, moral, spiritual and cultural themes. |
|  | **Provision** | **Impact** | **Areas for Development** |
| **Social Development**  **British Values: Democracy** | * we encourage children to develop an understanding of their individual and group identity through the House system and through the way we work: as individuals, in pairs, groups or as a class * House assemblies, events and competitions * whole school assemblies to develop a school identity * key stage productions * we organise residential trips each year * we encourage children to consider the world in which they live and what they can do for the environment though recycling schemes for paper and fruit composting * there is a climate of praise: targets, stickers, certificates etc in class and assemblies * quality displays of children’s work around the school show that we value the contributions of all * class pairings across key stages for story sharing * House enterprise project which involves children in budgeting and finance and leads to them choosing a charity donation for the profits * we have at least one charity collection each year * the children all get to vote for their pupil of the month and annually for the House Captains and for the school council * there is an annual pupil questionnaire and the views are collated and acted upon * we have a policy for e-safety and the basic principles are taught across the school * there are numerous opportunities for children to develop leadership skills and take responsibility- school council, Y6 monitors, House Captains, ECO committee * we look for opportunities for the children to work together on small projects offering them varies opportunities, previously a group worked on a radio show which was broadcast on the internet, a group of talented writers visited Peak FM for the day and worked on a radio project, we have a school newspaper run by the children * children are taught how democracy works- parliament and elections * the school council works with the Town Council on a regular basis | At Highfield Hall our older children are positive role models for the younger ones. In this way all children learn to cooperate and develop good interpersonal skills.  Our children learn how democracy works and are involved in making choices.  They learn to be independent and also work and interact with a wide group of people, not just their friends.  We encourage team work and children taking on different roles within a team. Children have the opportunity to take part in performances and produce work for different audiences.  There is an appreciation and respect of each other’s contribution regardless of ability.  We seek ways to develop financial skills and an understanding of the world of work. | Consider linked work across different age groups.  Review healthy living week and look for opportunities for social development within that framework.  Look at ways to develop children’s understanding of democracy. |

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|  | **Provision** | **Impact** | **Areas for Development** |
| **Cultural Development**  **British Values: Respect and Tolerance** | * we teach children to recognise the value and richness of cultural diversity in Britain * children develop an understanding of and celebrate their own culture and appreciate similarities between cultures- not just differences * we help children to understand religious traditions i.e. Christmas, Easter, Chinese New Year, Divali etc * we help children to understand cultural traditions i.e. mothers’ day, pancake day, the jubilee, royal weddings, Olympics etc * we seek to develop an understanding of how different cultures live and work in different times and places * we seek to develop an atmosphere of understanding, acceptance and respect * we organise visits from local people- firemen, police, hairdresser, pets at home etc * we enrich the curriculum with visits from musicians, artists, theatre groups, authors etc * we seek to develop an awareness of icons from different cultures- especially from different ethnic communities within the UK | Our children are aware of different cultural heritages and can talk about the similarities and differences as part of the work that we do.  They are aware of their community and the different jobs that people do to support it.  The children feel involved in the school community and develop a sense of belonging and responsibility.  We encourage cooperation and a healthy sense of competition, | Work more with the local community and local schools  Seek ways to involve more older people in the school- grandparent’s day?  Consider linked work across different age groups  Consider themes days/weeks |