

## Spiritual, Moral, Social and Cultural Development Summary

At The Baird Primary Academy, we value the diversity and backgrounds of all pupils, families and the wider community. Throughout our curriculum, we place an emphasis on pupils' spiritual, moral, social and cultural development and ensure that pupils develop as caring, respectful and tolerant adults to make a positive contribution to society and to the world. We encourage our pupils to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our Academy, our local community and the wider world.

We focus on pupils' development in these areas, using the following approaches:

Spiritual Development			
<b>Pupils reflect on their own beliefs and show respect for others' faiths, feelings and values</b>	<b>Pupils show enjoyment and fascination in learning about themselves and others</b>	<b>Pupils use imagination and creativity in their learning</b>	<b>Pupils show a willingness to reflect on their experiences</b>
<p>Collective worship with reflection time.</p> <p>RE scheme of work followed in all year groups provides opportunities to learn about faiths and encourages tolerance and respect.</p> <p>Theme assemblies and theme days to build respect of values and feelings.</p> <p>Visits and assemblies by various spiritual leaders / organisations promote pupils' respect and tolerance of others.</p>	<p>Pupils share and discuss themes in assemblies and PSHE lessons with enthusiasm.</p> <p>Pupils learn about and demonstrate tolerance and interest in other cultures through the sharing of key events in assemblies and within classes.</p> <p>Pupils show moments of awe and wonder in response to stimuli across the broader curriculum.</p> <p>Visitors and assemblies promote engagement with varying lifestyles.</p>	<p>Pupils use rich texts to create their own writing which shows imagination and creativity.</p> <p>Teachers plan creative 'hooks' to engage the children with their learning and encourage imaginative experiences and opportunities.</p> <p>Children's creative work is displayed and celebrated using displays throughout the academy.</p>	<p>Pupils are provided with time to reflect and share their experiences within the classroom and within collective worship to ensure that their religion or culture is valued.</p> <p>The language of choice is utilised with pupils to encourage reflection.</p>

Moral Development		
<b>Pupils are able to recognise right and wrong and show respect for civil and criminal law</b>	<b>Pupils understand the consequences of their behaviour and actions</b>	<b>Pupils are developing interest in moral and ethical issues and the views of others</b>
<p>Within the Academy, the language of choice is utilised to encourage reflection on their behaviour and actions. This supports all children to voice their views of experiences.</p>	<p>The embedded behaviour for learning policy is understood and followed consistently. Staff discuss with pupils the natural consequences of their actions and the impact that their actions have on others.</p>	<p>Planned assemblies and weekly world news items are regularly discussed to support pupils' understanding.</p> <p>Fund raising and charity work supports pupils' developing understanding of moral and ethical issues.</p>

<p>Pupils also participate in coaching sessions which encourages them to reflect on their behaviour, whilst having their voice heard, and understand the natural consequences of their actions.</p> <p>Class Charters (or our rules) are formulated together and pupils have ownership of what is included – to ensure that learning environments are good for everyone.</p> <p>Behaviour for learning is embedded and pupils respond well. They demonstrate an understanding of why they should follow the rules and participate in coaching to decide upon appropriate mechanisms to ensure their behaviour is pro-social and pro-learning.</p> <p>The pupils’ understanding of civil and criminal law is developed through work with the Police Youth Prevention Officer on a regular basis.</p>	<p>When asked, pupils explain how they can get their needs met in a positive way.</p> <p>Regular time is allocated for reflection on behaviours and this is linked to emotional literacy, through a coaching approach.</p> <p>Interventions such as Thrive and Nurture promote pupils’ ability to reflect on their behaviour and the impact that their choices have on others.</p> <p>Explicit teaching of the Empowerment Approach enables pupils to develop empathy and an understanding of their own actions on others.</p>	<p>Thorough planned PSHE sessions offer pupils the opportunity to discuss and debate current / historical ethical and moral issues.</p>
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### Social Development

<p><b>Pupils are encouraged to use social skills in different contexts and work with others from different backgrounds</b></p>	<p><b>Pupils are willing to participate in various communities and settings</b></p>	<p><b>Acceptance and engagement with fundamental British values of democracy, law, respect and tolerance.</b></p>
<p>Many children are involved in taking responsibility for roles in the Academy through opportunities such as: Academy Council Sports Leaders Phoenix Pupil Champions Learning and Business Ambassadors Class Monitors / Year 6 Monitors / Class Ambassadors / Breakfast Monitors</p> <p>These opportunities lead to pupils using their social skills with adults, visitors etc. Phoenix Pupil Champions support pupils to be friends and resolve difficulties.</p> <p>The Inclusion Team promote pupils’ development of social skills and encourage pupils to actively promote these skills out of the classroom.</p>	<p>Sporting events at other schools are offered and the list of roles and responsibilities all support social development.</p> <p>Participation in wider community events is encouraged and actively promoted.</p> <p>Learning Ambassadors link with other local schools and academies.</p> <p>Business Ambassadors links with the local community, whilst finding out about the world of work and opportunities in the local area.</p>	<p>Throughout the Academy, there is a clear focus on demonstrating our core values including politeness and respect. This is further evidenced through our use of Makaton throughout the academy to ensure the inclusion of all pupils.</p> <p>Tolerance and understanding are built through teaching of the PSHE curriculum and through assemblies and theme days.</p> <p>Current topics and events are discussed within assemblies to promote fundamental British values.</p>

### Cultural Development

<p><b>Pupils develop an understanding and appreciation of a wide range of cultural influences that shape their heritage and that of others</b></p>	<p><b>Pupils develop an understanding of a range of cultures in the Academy and modern Britain</b></p>	<p><b>Pupils develop a willingness to respond to and participate in artistic, sporting and cultural opportunities</b></p>	<p><b>Pupils explore, improve and show respect for diversity including cultures, faiths, ethnic groups and those from different socio-economic backgrounds</b></p>
<p>Opportunities are provided for children to learn about British Culture and history, for example WW2 study, Guy Fawkes and Remembrance. Topics taught include local topics' and respect for the environment such as beach studies and woodland work, Victorian development of tourism, invasion and settlement.</p> <p>Events and traditions are included in whole Academy theme days throughout the year.</p>	<p>Other faiths and cultures are part of the learning in RE, geography and PSHE curriculums.</p> <p>Theme days throughout the year enhance pupils understanding of other cultures.</p>	<p>All children take part in sporting events where they compete with each other and with other schools.</p> <p>All children take part in drama and music performances.</p>	<p>Tolerance and respect for diversity is evident in interactions between peers and the low incidence of racial disharmony.</p> <p>Disabilities are a feature of the community and children play and work with peers showing cooperation and understanding.</p>