

EYFS

- Beliefs (religious or otherwise) informing perspectives on life.
- Sense of enjoyment, fascination for learning about themselves, others and world around them.
- Use of imagination and creativity and reflective experiences.

Spiritual

- Recognise the difference between right and wrong.
- Understanding the consequences of actions.
- Interest in investigating and giving reasoned views on moral and ethical issues.

Moral

- Willingness to participate in a variety of social settings, utilising a range of social skills.
- Cooperating with others and resolving conflicts effectively.
- Interest in and understanding of the way communities and societies function.

Social

Understanding the appreciation of cultural influences and links with heritage.

- Willingness to participate in Arts, Sport, Mathematical, technological scientific and cultural opportunities.

Cultural

- Respect for cultural diversity



- Recognition of particular date/events e.g. Christmas, Remembrance, Anti Bullying Week, multicultural days/lunchtime events
- Representing the school at the cenotaph on Remembrance Sunday
- Point of reflection in every assembly. Discussion common issues and problems
- Circle Times
- Having visitors into school to discuss their religions/cultures
- Parents regularly feedback to teachers that their child enjoys school and is engaged with the learning opportunities we provide.

- Children are encouraged to come up with their own ideas to plan new topics, role play areas and classroom activities alongside the teacher
- Children take part in first hand experiences regularly in topics
- Children perform and share their learning to their parents or other students
- Learning Hero Puppets used to teach good learning skills (characteristics of learning)

- Children take part in class performances based around spiritual themes
- Children attend trips on visits to churches and community areas.
- Topics planned around the children's interests to ensure they have full engagement in topics and learning. Teachers mind map ideas with the children and display these.
- Children come up with questions that formulate the basis of our planning and teaching across each half term.



Spiritual

Cultural

- A range of musical events throughout the year including theatre visits in school, storytelling and music workshops, sharing assemblies and Christmas show.
- Celebration of key yearly events that link to children's cultures and wider cultures e.g. Chinese New Year, Diwali, Christmas, Hanukah, National Poetry week

- Teachers plan to include learning activities based around children in cohorts cultures and religions to share these with others.
- Parents invited into school to talk with children about their religion and culture bringing in artefacts etc.
- Children encouraged to bring in learning materials from home that support our learning topics.
- Magic Moments sessions – children can bring in anything they feel is important to them that they would like to share with the class and they have the opportunity to discuss it freely with the class and answer questions.
- Children take part in whole school workshops and celebrations – African drumming/storytelling, Science Week, World Book Day Celebrations, Red Nose Day

- The school runs a number of trips in faculties to facilitate widening cultural experiences
- A comprehensive extra – curricular provision including Arts, Music, Dance, school play, Sports
- Whole school charity events promotes cultural diversity
- The children are asked to share their cultures during Time to Talk sessions and Magic Moments sessions.

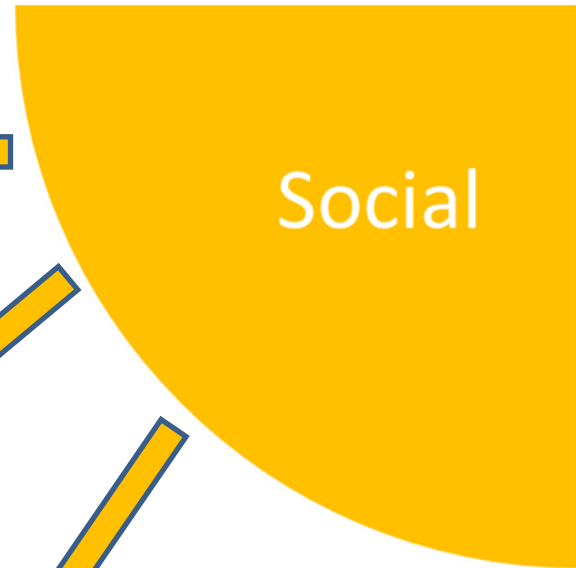
- Students understand the idea of a positive climate for learning that encompasses a stepped approach to behaviour management and a culture that constantly celebrates and rewards success and achievement
- Children follow the Samuel Ryder Way and this is routinely taught and revisited throughout the year
- Children are rewarded for good behaviour and consequences are followed through should inappropriate behaviour arise.
- Circle Time's take place weekly to discuss whole school themes and values and also when needed to discuss incidents that may have occurred at lunchtimes to discuss how to solve them.

- Students feel safe in school
- Consequences are always followed through and any serious or repeated incidents are logged centrally and Inclusion team advised.
- Personal reward chart and strategies in place for children that need it.
- Regular parental involvement in school
- Feedback from parents consistently high about how happy their child is at school
- Children are always encouraged to right any wrongs through actions, whether that is sorry card/letter, community help at school.

- Targeted groups for intervention to support academic progress, attendance and self-esteem
- Children come together as a year group to discuss issues that arise to ensure collectively all children have a chance to have their say.
- Class Ambassadors are implemented in reception and they are responsible for being a leading voice and representative for the class.
- Children have a clear understanding of consequences for their behaviour and that some consequences are more serious than others.
- Parents are always informed of consequences given
- Regular Parents evening and Annual Reports highlight Characteristics of Learning and specifically report on behaviour and PSED as a prime area of learning.



Moral



Social

- Celebration Assemblies ensure children feel proud of their achievements and are recognised for their successes
- Children are invited to share their successes and experiences from home that are important to them
- Parents are encouraged to share learning from home and teachers upload photos onto Look@Me profiles.
- Parents are encouraged to comment on children's online learning journals and on their learning folders at parents evening.

- Children are discreetly taught Learning skills through the use of Learning Hero Puppets.
- Children are taught resilience, problem solving skills and encouraged to persevere through use of these tools.
- Children are often asked to reflect on their learning during Magic Eye time and talk about what they enjoyed and what they would like to do next.
- Stay and Play sessions ran once a half term to encourage children to share their learning and classroom with their parents.

- Children take part in after school clubs
- Children are taught social skills and have access to intervention programmes to support them in the development of social skills in Nurture Group and Talk Partners sessions with the inclusion team.
- Pupil Progress meetings held with parents to discuss intervention plans in place for children that require additional support