

# Pound Hill Infant Academy Spiritual, Moral, Social and Cultural Development Summary



Sept 2022

| <u>Spiritual Development</u>  |  |  |   |
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| <u>Pupils reflect on their own beliefs and show respect for others' faiths, feelings and values</u>   | <u>Pupils show enjoyment and fascination in learning about themselves and others</u>   | <u>Pupils use imagination and creativity in their learning</u>                         | <u>Pupils show a willingness to reflect on their own experiences</u>  |
| <p>The academy hold daily collective worship through assemblies where the children have the opportunity to discuss and reflect on British Values and the values of the academy and unpick how these underpin their lives and the lives of others.</p> <p>Our RE curriculum in all year groups across the academy provides opportunities to learn about faiths and encourages tolerance and respect. Our academy is extremely diverse and multicultural which lends itself well to the sharing of the children's own beliefs and faiths.</p> | <p>The children are especially keen to discuss the themes during Collective Worship and RE sessions, through the sharing of their own experiences and listening to those of others.</p> <p>Our multicultural academy enables the children to develop an understanding of tolerance, sharing their interest in other cultures through the sharing of key events in Collective Worship and within classes.</p> | <p>The children's creative work is celebrated through the academy's use of display</p> | <p>During lesson time and Collective Worship, the children are provided with time to reflect and to share their experiences</p> |

| <u><b>Moral Development</b></u>   |   |  |
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| <b>Pupils are able to recognise right and wrong and apply this to their own lives, pupils show respect for civil and criminal law</b>   | <b>Pupils understand the consequences for their behaviour and actions</b>   | <b>Pupils are interested in investigating moral and ethical issues; they are able to offer reasoned views and appreciate the views of others</b>   |
| <p>Across the academy, the children are encouraged to reflect on their choices and links are explicitly made with what this would mean if these choices were to be made by adults.</p> <p>The children are taught about the differences between right and wrong and apply this to their everyday lives.</p> <p>The children respond extremely well to positive reinforcement and enjoy acknowledging their success.</p> <p>The children understand that rules are in place to ensure their safety. They demonstrate an understanding of why they should follow these rules and are involved in deciding upon sanctions and rewards where appropriate.</p> | <p>The academy actively teaches the children about the values and the importance of ensuring their behaviour is pro-social and pro-learning.</p> <p>Regular time is allocated for reflection on behaviour, both within the classroom and during Collective Worship.</p> <p>Our Academy Values are used as a constant source for reflecting upon behaviour and actions</p> | <p>There is weekly Collective Worship focussed on discussing world news items to support the children's understanding of the world around them.</p> <p>The academy carries out a variety of fund raising activities to support the children in understanding a range of moral and ethical issues. PSHCE sessions offer our children the opportunity to discuss and debate ethical and moral issues as they occur</p> |

| <u>Social Development</u>   |   |   |
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| <b>Pupils are encouraged to use social skills in different contexts and work with others from different backgrounds</b>   | <b>Pupils are willing to participate in various communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts.</b>   | <b>Acceptance and engagement with fundamental British values of democracy, law, respect and tolerance.</b>  |
| <p>Our Year Two children benefit from the opportunity of applying to have a leadership role within the academy. These are our children who are role models for the other children within the academy and take on specific areas of responsibility.</p> <p>For example: Playleaders to support the children on the playground who support the younger children at lunchtime.</p> <p>These opportunities support the children in using their social skills with other children, adults, visitors etc.</p> <p>The explicit teaching of social skills takes place in intervention groups to support children who may have difficulties in this area.</p> <p>There are many opportunities for the children to work collaboratively with others within the class through teaching strategies such as Talk Partners, buddies and working in groups. Through this work, the children work with a wide variety of different children, enabling them to develop in adapting their social skills and interactions to a variety of different situations</p> | <p>The children have the opportunity to join other locality schools for sporting events. This gives the children the opportunity to work with other children from the local area in both collaborative and competitive situations.</p> <p>When on trips and visits, the academy often receives positive feedback from members of staff at the venues or members of the public regarding our children's conduct and behaviour.</p> | <p>The academy values of Care, Respect, Independence, Success and Perseverance ensure that there is a clear focus on behaviour, alongside British Values</p> <p>Tolerance and understanding are clearly seen through Collective Worship and the teaching of PSHE, delivered through 'Jigsaw'.</p> <p>Jigsaw provides a structured programme of personal development to nurture the 'whole child' and increase learning capacity, underpinned by mindfulness philosophy and practice. Every Jigsaw lesson from Early Years to Year 2 offers opportunities for children's spiritual, moral, social and cultural (SMSC) development, and this is clearly mapped and balanced across each year group. PHIA plan for the use of Jigsaw to provide structured opportunities in every lesson to practise and enhance the five skills associated with the emotional literacy (self-awareness, social skills, empathy, motivation and managing feelings). Current topics and events are discussed within Collective Worship to promote fundamental British Values.</p> |

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| <u><b>Cultural Development</b></u>   |  |  |  |
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| <b>Pupils develop an understanding and appreciation of a wide range of cultural influences that shape their heritage and that of others</b>  | <b>Pupils develop an understanding of a range of cultures in the academy and modern Britain</b>  | <b>Pupils develop a willingness to respond to and participate in artistic, sporting and cultural opportunities</b>   | <b>Pupils explore, improve and show respect for diversity including cultures, faiths, ethnic groups and those from different socio-economic backgrounds</b>  |
| <p>Through the curriculum, the children are given a range of opportunities to learn about British Culture and history.</p> <p>The curriculum includes local, national and international topics of interest that are relevant to the children at Pound Hill. For example, this includes a wider curriculum focus on India which reflects the communities and cultures experienced by the children within our academy.</p> | <p>Due to the multicultural nature of our academy, the children develop a good understanding of a range of different faiths and cultures. The RE curriculum enhances and extends this understanding.</p> | <p>There are opportunities for the children to participate in locality sporting events, both in terms of healthy competition and in terms of collaboration and working together.</p> | <p>The academy celebrates diversity and explicitly teaches the children how to respect one another through our values and Collective Worship. As a result, the number of racist incidents is extremely low.</p> <p>Our academy is proud to be an inclusive school and as such relishes the opportunity for all our children to work together and learn from one another.</p> |