

# Personal development and social, moral, spiritual and cultural development

## Moral development

Our school has a clear moral code which is promoted consistently through our **school rules** which promote good behaviour. (put poster here)

Designed to promote positive attitudes to learning our **CROWN learning values** are at the heart of our rewards and celebrations. We have a special song about CROWN learning.

C = Curiosity

R = Resilience

O = Open-minded

W = Wow improvement

N = No limits

There are many opportunities to celebrate good learning and positive attitudes. Our CROWN learning awards are awarded weekly in a special assembly and a trophy is awarded at the end of the year for each value.

Recognition is also through the award of housepoints as part of our **house system**. The school logo is a crown and our houses are the jewels on the crown – **Ruby**, **Topaz**, **Amber** and **Emerald**. Children earn team housepoints towards a termly trophy but can also gain individual housepoints towards rewards including a bronze certificate, a silver band and a golden crown badge. There is an annual Platinum Tea Party for the two highest housepoint winners in each class. There are regular house competitions including Inter-house cross country, an annual talent competition and .

Pupil **responsibilities** such as Eco-Warriors, Gardening Club and Librarians encourage children to take actions and to develop respect for the environment.

The school is an **open and safe environment** where children are encouraged to express their views and practice moral decision-making through learning about E-Safety, Anti-Bullying, Healthy choices and Bikeability.

Children learn about and explore moral concepts and values in the **curriculum in RE and PSHE**.

## Social development

Our school has a strong sense of community. This is fostered through regular school assemblies and whole school activities.

Roles such as Head Boy, Head Girl, House Captains and School Council representatives enable pupils to exercise **leadership** and there are a range of **pupil roles and responsibilities** including school council, peer mediators, play activity leaders (PALS), librarians and assembly monitors.

**Residential visits** take place in Year Six, when children travel to the Isle of Wight to experience an range of outdoor and adventurous activities and in Year Three or Four children have the opportunity to spend a night at the Novium museum, linked to their learning about the Romans.

Annual participation in special weeks such as **Mental Health Week** and **Anti-Bullying week** is carefully linked to learning in PSHE.

We take part in **national Charity events** such as Children in Need and Red Nose Day.

Children take part in **events with children from other local schools** such as sporting competitions, enrichment opportunities and performances.

There are a range of **clubs** that enrich, enhance and extend learning for children to enjoy. These include Eco- Warriors, Gardening, Art, Netball, Running, Football, Tag Rugby, Cricket, Singing Squad, Cooking and Homework Club.

### **Spiritual Development**

There are regular opportunities for children to reflect on their experiences in assemblies and **reflection** on learning is built into teaching sequences.

Children are able to use their **imaginations** and be **creative**, particularly in subjects such as writing, art and music.

Visits to **special places** include trips to visit places of worship. Across the curriculum there are opportunities for children to be excited, engaged and to experience **awe and wonder**.

The Learning Challenge approach values pupils **questions and ideas**.

Assemblies and learning in RE and PSHE particularly provides opportunities for spiritual development as children explore **values and beliefs** and how these impact on others and learn about human **feelings and emotions**.

### **Cultural development**

Children's **cultural knowledge** is developed across the curriculum in English, History, Art, Music and RE. Theatre visits, musical concerts and visits to important and significant sites enrich and enhance this learning.

There are regular opportunities to **participate** in literacy, drama, art, music and cultural events within and beyond the school. Pupils have the opportunity to take part in **performances** within and beyond the school. Each year Years Five and Six take part in a production linked to their learning. The school choir, the Singing Squad, perform and children take part in performances with children from other schools.

We mark important **national events** such as Remembrance and **festivals** such as Christmas. At Christmas the children in Reception and Key Stage One perform

Nativity plays and Key Stage Two take part in a traditional service in the local church.

When learning a modern foreign language children also learn about culture and Spanish lessons in Key Stage Two include learning about **Spanish culture**. This is further enhanced by a visit from teachers from Spain.

Children's **individual gifts and talents** are recognised and nurtured through Able Writers days, Future Flyers in PE, Art Club, competitions and the Inter-House Talent Show.

### **Cultural Capital**

Through implementing the National Curriculum and the aims set out for each subject in the National Curriculum our curriculum is carefully planned to ensure that children develop the knowledge and cultural capital they need to succeed in life. This is the essential knowledge that pupils need to be educated citizens and introduces them to the best that has been thought and said and helps to engender an appreciation of human creativity and achievement.