

SMSC at Beaumont Lodge

What is Spiritual Development and how is it taught across the school?

Characteristics	How might it be seen in school?
- Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values. - Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible. - Use of imagination and creativity in their learning. - Willingness to reflect on their experiences.	- Celebration of festivals through whole school assemblies/activities/themed days e.g. Diwali, Christmas, Easter, Harvest, anti-bullying. - Collective worship held daily - Circle time - Visiting speakers e.g. Mr Scrappy assembly. - Role play areas in FS and Y1 - MacMillan Coffee Afternoons - Topic focused on another culture every year. - PSHE & RE lessons. - Assemblies. - Ourselves topic (KS1) - P4C lessons embedded within different curriculum areas/topics - Particular curriculum areas e.g. science, geography, PSHE, RE. - Stories - Awe and wonder! Introducing lots of new experiences and talking about how it made them feel. - Role play and activities related to e.g. festivals - Themed days e.g. whole school Tolerance and respect day (British Values), Space day (KS1), Roman day (Y3/4) - Visits e.g. Space centre, Leicester Guildhall - Afterschool clubs - Curriculum areas e.g. art, literacy - Outdoor classroom/roleplay/small world/construction/creative areas in FS. - Open ended questioning - Making choices in learning - Plenaries - Circle time - Recount writing - Time allowed within Collective worship - Early bird/end of lunch/end of day activities. - Secret reporter - sums up at the end of the lesson. - Self assessment - PSHE & RE.

What is Moral Development and how is it taught across the school?

Characteristics	How might it be seen in school?
- Ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives. - Understanding of the consequences of their actions. - Interest in investigating, and offering reasoned views about, moral and ethical issues.	- Secrets of success celebrated in whole school assemblies - School and class rules established at the start of year and followed throughout the year. - Praise points, merits and house points as rewards. - Work in PSHE and RE including through circle time. - Behaviour chart - Assemblies on British values including the legal system - Loss of Praise points, warnings, yellow and red cards for sanctions/consequences. - School rules understood and reinforced by all. - Loss of Funtime - Curriculum work e.g. history, geography, PSHE and RE including legal system at KS2. - RE and PSHE stories - Circle time resolution of classroom disputes - Assembly stories - School council to raise issues. - P4C discussions around moral and ethical issues. - Curriculum areas e.g. PSHE, RE, history, geography including work on famous role models, inspirational people. - Assembly topics - Planning including discussion around issues such as rainforest destruction, recycling, fair trade, pollution, drugs awareness and staying safe, internet safety, bullying. - Understanding the world/PSED (EYFS) - Discussion of news items (e.g. use of Espresso News Bite) including during base assembly times.

What is Social Development and how is it taught across the school?

Characteristics	How might it be seen in school?
• Use of a wide range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds. • Willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively. • Interest in, and understanding of, the way communities and societies function at a variety of levels.	• Group/collaborative work & paired work in class in all lessons working with different pupils. • Music clubs and holiday clubs with other local school pupils. • School class assemblies/ performances. • Playtimes and lunchtimes with zoned activities organised by dining supervisors. • Curriculum work e.g. PSHE, RE. • Year 6 supporting younger pupils • Peer tutoring • PSED & UW (EYFS) • Study of and discussion about differences between religions represented in school. • Football/cross country and other sporting events competing against other schools. • School discos and fairs. • Curriculum work e.g. PE • Assembly topic • Varied play and focused opportunities in FS. • Visiting other schools. • Visiting teachers (e.g. music) • External visitors e.g. David Harmer, John Fryer. • Topic work on other countries e.g. Kenya (Safari work in KS1) • Festival days • Geography work • Comic relief/sport relief • Links with home, use of common and less common artefacts (FS).

What is Cultural Development and how is it taught across the school?

Characteristics	How might it be seen in school?
Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage.	- P4C sessions - Assemblies - Themed days such as Queen's birthday celebrations and Olympics celebrations/Leicester City Premiership celebrations. - Curriculum areas e.g. history (especially WW2 and Victorians), geography, RE - Discussions about home life of children in class. Look at special people in their lives. - KS1 history/geography topic on Leicester and Beaumont Leys as part of where we live topic - Year 5/6 local study looking at Richard III including tour of Leicester.
Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.	- Varied after school clubs throughout the year including drumming, recorder, dance, football, mad science, eco club, art club, cross country. - Termly discos organised by the PTFA. - School fairs organised by the PTFA. - Curriculum days - EAD (EYFS) - Characteristics of effective learning - Leicester riders basketball coaching.
Interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.	- RE focused studies of different faiths - Christianity, Islam and Hinduism at KS1; Christianity, Islam, Hinduism and Sikhism at KS2. Faiths chosen because these are most represented by pupils in school and within the city. - Geography studies of different countries e.g. Kenya at KS1, India at year 5/6. - PSHE lessons including those about similarities and differences, economic wellbeing, relationships. - Local events - Visit to church - Festivals work