



Spiritual

The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for, different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

At Nevill Road Junior School we promote this through:

- Giving pupils the opportunity to explore values and beliefs including religious beliefs, and the way in which they impact on peoples' lives. We facilitate this by enabling children to appreciate and respect children in school who practice different religions and beliefs through our RE lessons and class discussions. We also recognise the important religious festivals such as Eid, Chinese New Year, Divali. Visitors from the Ethnic Diversity team share their knowledge of different religions and beliefs and the children regularly visit the local church.
- Encouraging pupils to explore and develop what animates themselves and others e.g. through our My Happy Mind and PSHE lessons, which allow children to express who they are and what makes them special. These lessons also give pupils the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful.
- Develop a climate or ethos within which all pupils can grow and flourish, respect others and be respected. Accommodate difference and respecting the integrity of individuals e.g. our Bee Rules and ASPIRE keys. Our celebration assemblies focus on these values which are recognised by both pupils and adults in school. We promote restorative approaches across the whole school to develop children's understanding of positive relationships and how to resolve conflicts.
- Promote teaching styles which value pupils' questions, enable pupils to make connections with aspects of their learning and encourage pupils to relate their learning to a wider frame of reference (for example who, what, when, why, how). e.g. through our 'sticky learning' approach to learning where pupils are encouraged to remember more and know more. Children are also encouraged to be curious and ask questions about the world around them e.g. in science and geography lessons.



Moral The moral development of pupils is shown by their:

- 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

.At Nevill Road Juniors we promote this through:

- Providing clear and consistent moral code as a basis for behaviour through our Bee Rules, which are regularly reviewed by the children and adults in school.
- Our Equality Objectives.
- Giving opportunities across the curriculum to explore and develop moral concepts (for example: truth, justice, right, wrong, equal opportunities)
- Develop an open and safe learning environment in which pupils can express their views and practice moral decision-making.
- Reward expressions of moral good behaviour and insights through our celebration assemblies.
- Encouraging pupils to take responsibility for their actions through the use of the Bee Rules and restorative approaches.
- Provide models of moral virtue through literature, arts, sciences, assemblies and acts of worship
- Reinforce the school's values through images, posters and displays around school / in classrooms.



Social - The social development of pupils is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

At Nevill Road Juniors we:

- Identify key values and principles upon which school and community life is based e.g. the ASPIRE keys to learning.
- Foster a sense of community with common inclusive values e.g. our Nevill Road Way and Bear Necessities.
- Promote racial, religious and other forms of equality
- Encourage pupils to work cooperatively
- Encourage pupils to recognise and respect social differences
- Provide positive corporate experiences (for example: assemblies, team activities, residential experiences)
- Help pupils to develop personal qualities valued in a civilised society (for example: thoughtfulness, honesty, respect)
- Provide opportunities for engaging in the democratic process e.g. votes for school councillors.
- Provide opportunities for pupils to exercise leadership and responsibility e.g. Eco councillors, journalists, play leaders, restorative ambassadors, school council, web warriors, Year 6 prefects.
- Provide positive and effective links with the world of work and the wider community e.g. Enterprise week, The Big Help Out



Cultural - The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

At Nevill Road Juniors we:

- Provide opportunities for pupils to explore their own cultural assumptions and values e.g. through class discussions and RE lessons.
- Present authentic accounts of the attitudes, values and traditions of diverse cultures, addressing racism and promote equality e.g. through our Equality objectives and visitor to the school from the Ethnic Diversity Team.
- Extend pupils' knowledge and use of cultural imagery through the curriculum e.g. artists from different cultures, 50 reads texts to promote difference and diversity as well as those used in English lessons and History etc
- Recognise and nurture particular gifts and talents through enabling children to participate in extra curricular activities e.g. sports events, talent show, performance club, music lessons.
- Provide opportunities for pupils to participate in literature, drama, music, art and other cultural events e.g. after school clubs, choir events, performance club.
- Develop partnerships with outside agencies and individuals to extend pupils' cultural awareness (for example: theatre, museums, concert, galleries, foreign exchanges) e.g. Y5 and Y6 residential to

Castleton and Conway. Providing opportunities for the children to help in the local community e.g. planting herbs in Bramall Park and fund raising.

- Reinforce the school's cultural values through displays, posters, exhibitions. See our 'Where we come from' display which celebrates the many cultures of the school.
- Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum e.g. recognising religious festivals, making links to texts.

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