

Area	Strand	Evidence
Spiritual	<p>A.</p> <p>Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values</p>	<ul style="list-style-type: none"> • Class, whole school and key stage worship, • RE , • school values work • World religious festivals • School values • Circle time • Christian calendar • Positive behaviour policy • Through the curriculum – other countries and cultures • Visits to places of worship • Classwork related to the school values • Class prayer/stones •
Spiritual	<p>B.</p> <p>Sense of enjoyment and fascination in learning about themselves, others and the world around them</p>	<ul style="list-style-type: none"> • Children involved and interested. • Enjoyment of outside exploration looking for animals, we do this all the time. • School trips- Beauty of the World Opportunities • Science • Performances • Visitors in to school • Weekly circle and show and tell sessions to talk about themselves. • Investigations of outside area looking at wildlife, minibeasts etc. • JLT • Growth mindset • Forest school • Gold book • Positive praise • Spirituality displays
Spiritual	<p>C.</p> <p>Use of imagination and creativity in their learning willingness to reflect on their experiences.</p>	<ul style="list-style-type: none"> • Through child led learning we allow and encourage the children to use their own imagination and creativity in learning – these often reflect their interests and experiences. • Role play • World book day • Sharing worships

		<ul style="list-style-type: none"> • Creative writing • Circle time • Outside learning – e.g. habitats, school trips/Carisbrooke Castle • Home learning tasks • Visitors into school • Landscape art work • Music topics • Culture Club • Using art work to inspire writing • Topic reflections • The prayer garden • Prayer books – children’s opportunity for prayer •
--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Area	Strand	Evidence
<p>Moral</p> <p>Pupils’ moral development is shown by their:</p>	<p>A</p> <p>Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England</p>	<ul style="list-style-type: none"> • School rules/values • PSHE curriculum • Circle time • Class rules agreed upon together and sign a contract – this is referred to regularly to build the children’s understanding of right and wrong. • Through all play activities encourage rules to be agreed upon and for children to work together to find compromise. • Class discussions around how we should behave, first impressions and the impact this could have with their new schools. • Debates • E -safety

		<ul style="list-style-type: none"> • Moral dilemmas – discussions in PSHE/CW • Pastoral support groups •
Moral	<p>B.</p> <p>Understanding of the consequences of their behaviour and actions</p>	<ul style="list-style-type: none"> • Anti-bullying • School rules • Understanding self-control – school clubs, sporting events • Dojo rewards • Rights respecting • E-safety • Pastoral support groups • Behaviour sanctions
Moral	<p>C.</p> <p>Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.</p>	<ul style="list-style-type: none"> • Learning leaders • JLT – developing pupil voice • School values • Debates • E-safety • Pastoral support groups • School values • Circle time • Class countries • News issues • Anti-bullying ambassadors • PSHE opportunities • Parish Council Meetings • Links with the mainland school • SRE programme • Wellbeing activities

Area	Strand	Evidence
<p>Social</p> <p>Pupils' social development is shown by their:</p>	<p>A.</p> <p>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</p>	<ul style="list-style-type: none"> • Teacher from Poland – discussion of life • Religion – differences and similarities • Trips – mainland, extended stay on the residential and at different sports events. • Circle times, • Show and tell, visitors in, • Celebration days. • All to encourage talk about own and others beliefs to develop social understanding. • Federation events Year 6 have worked together with the children from Yarmouth in a range of activities. • They have also worked alongside St Saviours at Southampton university and with a range of children from different cultures • Sports teams • Queens 90th celebrations
<p>Social</p>	<p>B.</p> <p>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</p>	<ul style="list-style-type: none"> • Charity events • Buddies • Mediation • Pastoral work • JLT • Geography curriculum – contrasting localities • Topic work • Sports events (charity events, G&T events, Pedal for Parkinsons etc) • Anti-bullying ambassadors • Library leaders • Play leaders • Playground games taught in PE • Learning partners • Talking partners • Yr 6 Sports organising crew • Gardening club • Growing • School values • School trips (farm, Botanical garden, Freshwater Bay • Residential trips • Maths challenge Cowes Academy events

		<ul style="list-style-type: none"> • Variety of 'celebration' events including Chinese New Year and the Queen's Birthday – to develop participation in different events. • University participation event.
Social	<p>C. 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.</p>	<ul style="list-style-type: none"> • Fundraising class whole school • Class charters • Visiting professionals – fire, police, nurses, doctors. • Roles in the classroom • JLT • Learning leaders • Topics • Where possible getting children to work out a way to work together to build / resolve issues. For example writing rules for different areas, finding strategies such as using timers for activities to ensure everyone has a turn and it is fair. • Class rules, choosing own strategies such as timers, agreeing rewards and sanctions – Democracy / Rule of Law • Individual Liberty – child led learning building on their interests, encouraging children to decide how they learn • Tolerance – variety of celebrations from around the world, inviting parents in to talk about home traditions, philosophy for children sessions • Y5 government topic • Sports from different countries. • Class rules, choosing own strategies such as timers, agreeing rewards and sanctions – Democracy / Rule of Law • Individual Liberty – child led learning building on their interests, encouraging children to decide how they learn • Tolerance – variety of celebrations from around the world, inviting parents in to talk about home traditions, philosophy for children sessions • PSHE work with NJ • Displays • Queens 90th celebrations
Area	Strand	Evidence
Cultural Pupils' cultural development	<p>A. Understanding and appreciation of the wide range of cultural influences</p>	<ul style="list-style-type: none"> • Celebrating British, personal and international festivals and traditions and circle times to discuss how these impact us and our lives. For example; aspects of Chinese culture we have in our own lives. • British history topics • Displays • CHOYD 90th birthday celebrations

is shown by their:	that have shaped their own heritage and those of others	
	B. Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain	<ul style="list-style-type: none"> • Polish teacher • Home tasks to find out about heritage at home • Using large world map to see how cultures all fit together. • Similarities and differences and also all the positive things we can offer to one another. • University experience day
	C. knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain	<ul style="list-style-type: none"> • Class rules, school systems, linked back to understanding of right and wrong. • Y5 topic • History curriculum • EU referendum elections • JLT – class elections
	D. willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities	<ul style="list-style-type: none"> • Children volunteer for sports events throughout the year. • The whole class loved the opportunity to organise and run a Sports Day for Year 2 across the Federation and Race For Life for the whole school, including Pre School. • Musicians were keen to take part in a school Christmas concert. • Special days – maths, books, productions, visitors in • Media/ICT – links. • Child led learning ethos in EYFS offering a full range of activities across all aspects of the EYFS curriculum. • After school clubs
	E. interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their	<ul style="list-style-type: none"> • Watching news round • Discussions of global issues • Global goals – issues • RE • Topics – curriculum •

	<p>tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities</p>	
<p>According to Ofsted, British values are:</p> <p>democracy;</p> <p>the rule of law;</p> <p>individual liberty;</p> <p>mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.</p>	<p>Enable students to develop their self-knowledge, self-esteem and self-confidence.</p> <p>Enable students to distinguish right from wrong and to respect the civil and criminal law of England.</p> <p>Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.</p> <p>Enable students to acquire a broad general knowledge of and respect for public institutions and services in England.</p> <p>Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures.</p> <p>Encourage respect for other people.</p> <p>Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.</p>	

