



Spiritual	<p>2019 Framework p. 58 Provision for the spiritual development of pupils includes developing their: ability to be reflective about their own beliefs (religious or otherwise) and perspective on life interest in, 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 and willingness to reflect on their experiences.</p>	<p>Belonging</p> <ul style="list-style-type: none"> • Respectful listening • Class behaviour agreement
		<p>Feelings</p> <ul style="list-style-type: none"> • Naming feelings - love • Comfortable and uncomfortable
		<p>Problem Solving</p> <ul style="list-style-type: none"> • Why problems happen • 3/5/7 steps to problem solving
		<p>Myself</p> <ul style="list-style-type: none"> • Families look different • It’s ok to be different • I am special • My special relationships
		<p>Relationships</p> <ul style="list-style-type: none"> • Seeing other perspectives • Caring for others • Challenging stereotypes • Solving disagreements
		<p>Stilling Time</p> <ul style="list-style-type: none"> • Teaching children to be alone with their own thoughts and being able to find a still, quiet place inside their own minds. • Providing the time and space for children to be still with no expectations or goals. <p>Quiet colouring lunchtime club</p> <ul style="list-style-type: none"> • Allows the opportunity for children to access quiet, calm activities throughout the week.
Moral	<p>2019 Framework p. 58 Provision for the moral development of pupils includes developing their: ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and recognise legal boundaries and, in so doing, respect the civil and criminal law of England Understanding of the consequences of their behaviour and actions (Linton Infants Behaviour Policy) 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>	<p>Belonging</p> <ul style="list-style-type: none"> • Respectful listening • Compliments and self-compliments • Support network (safety circles)
		<p>Feelings</p> <ul style="list-style-type: none"> • All feeling are ok, not all behaviours are ok • Sorting out disagreements • Scared or safe • How to manage big feelings
		<p>Problem Solving</p> <ul style="list-style-type: none"> • 3/5/7 steps to problem solving • Group problem solving

		<p>Myself</p> <ul style="list-style-type: none"> • Good and bad touch • Consent • Playing safely • Healthy living
		<p>Relationships</p> <ul style="list-style-type: none"> • Challenging stereotypes • Solving disagreements • By accident/on purpose
		<p>Discrete teaching</p> <ul style="list-style-type: none"> • Road safety • Safe medicine use
Social	<p>2019 Framework p. 58 Provision for the social development of pupils includes developing 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 background. 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 of 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 will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</p>	<p>Belonging</p> <ul style="list-style-type: none"> • What to do with a worry • Respectful listening • Support network (safety circles)
		<p>Feelings</p> <ul style="list-style-type: none"> • All feeling are ok, not all behaviours are ok • Sorting out disagreements • Comfortable and uncomfortable • Name feelings
		<p>Problem solving</p> <ul style="list-style-type: none"> • 3/5/7 steps to problem solving • Dialoguing and talking about our feelings • Group problem solving
		<p>Myself</p> <ul style="list-style-type: none"> • Good and bad touch • Families look different • Consent
		<p>Relationships</p> <ul style="list-style-type: none"> • Healthy relationships • Empathy • Seeing other perspectives • Challenging stereotypes • Solving disagreements • How to be a good friend
		<p>Dialogic Teaching</p> <ul style="list-style-type: none"> • Following talk rules within the classroom to support developing healthy listening and conversation skills • Taking turns, critical thinking, reasoning skills all help to teach positive conversation and discussion skills.
Cultural	<p>2019 Framework p. 59 Provision for the cultural development of pupils includes developing their: understanding and appreciation of the wide range of cultural influences that</p>	<p>Belonging</p> <ul style="list-style-type: none"> • Support network (safety circles) • Respectful listening

<p>have shaped their own heritage and that of others</p> <p>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</p> <p>ability to recognise, and value, the things shared in common across cultural, religious, ethnic and socio-economic communities</p> <p>knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</p> <p>willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities</p> <p>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 and things we share in common. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.</p>	<p>Feelings</p> <ul style="list-style-type: none"> • Sorting out disagreements • Scared or safe • How to manage big feelings
	<p>Problem Solving</p> <ul style="list-style-type: none"> • 3/5/7 steps to problem solving • Group problem solving
	<p>Myself</p> <ul style="list-style-type: none"> • Good and bad touch • Consent
	<p>Relationships</p> <ul style="list-style-type: none"> • Healthy relationships • Empathy • Seeing other perspectives • Challenging stereotypes • Solving disagreements
	<p>Celebration of British Values</p> <ul style="list-style-type: none"> • Encouraging respect for other people's views, understanding and empathy. <p>Dialogic Teaching</p> <ul style="list-style-type: none"> • Teaches the children to agree and disagree in healthy and constructive ways, while being tolerant of other people's views.