

Spiritual Development

- The foundation stage curriculum, continuous provision and assemblies encourage and inspire character development.
- Children's confidence, spirituality, resilience and strength of character is achieved through our focus on the characteristics of effective learning, character muscles and growth mind-set.
- The breadth of our curriculum is driven by an understanding of diversity and as a result our children understand, respect and appreciate differences in the world and its people.
- Learning environments provide opportunities for children to show curiosity, use their imagination and creativity to inspire and fascinate learners where they ask questions about the world around them.
- Practices such as daily reflective time and breath work and children have access to a zen area in classrooms including yoga and mindfulness activities.
- Multi faith/festival assembly productions.
- Through our curriculum we develop awe and wonder around natural phenomena in our world, the wonders and mysteries of life- including observations of weather, changes in seasons, watching birds, mini beasts, cycles of life- birth to death- animals and plants- cultivate an appreciation of beauty in nature.
- Development of self esteem and self awareness- inner strength and resilience.
- Developing and valuing own ideas and aspirations.
- Care of pets and the environment.
- Areas to promote talking and thinking

Spiritual, Moral, Social, Cultural Development in the Foundation Stage



at
**Uplands
Infant & Nursery
School**

Social Development

- A range of afterschool clubs.
- Parent workshops, coffee mornings and adult education courses.
- Continuous provision- opportunities to be responsible for their own learning journey, co- operation and collaboration, self regulation and self motivation
- The learning environments promote making relationships, resolving conflicts and develops the characteristics of effective learning and character muscles including compassion, collaboration, empathy, independence, perseverance, self-efficacy and resilience.
- The breadth of our curriculum is driven is by an understanding of opportunities and as a result our children are exposed to possibilities beyond their social environment.
- Jigsaw PSHE scheme -personal identities, relationships, diversity and healthy living.
- High expectations of oracy empower children to communicate effectively.
- Transition- time with new teacher to promote positive attachments.
- Year group celebration productions at the local community theatre.
- KWGs and daily KWG times- Key Worker System
- Settling in procedures, transition from starting school, home visits, stay and play sessions to promote fixed positive attachments
- Explicit teaching of the language of co-operation and negotiation
- Relationships with each other and parents
- Targeted support to develop language and communication e.g EAL groups and closing the gap interventions

Moral Development

- Our school Golden Rules uphold the morals and values of our school.
- Promoting character muscles of empathy, compassion, peace and respect.
- Fundraising and donating to those less fortunate.
- Assemblies, discussions and debates around matters in the world.
- Anti- bullying culture championed by the student governors.
- Jigsaw PSHE scheme of work.
- Practitioners leading by example.
- School policies (equal opps, Inclusion, SEND, Racial).
- Family liaison officer supporting/building strong links with the community and supporting the wellbeing of parents.
- Acceptance and celebration of similarities and differences- e.g, SEN, cultures, faiths. personalities with an inclusive ethos displayed within school.
- Tolerance and acceptance of others' views- Student Governors as key stakeholders in our school.
- Through The Understanding of the World Curriculum
- Displays to promote values
- Understanding- rewards and sanctions
 - Anti- bullying week
 - Moral stories- recognition of wrong and right, questions to promote justifications.
 - Learning environment-allowing for choice and moral choice making- Self regulation is promoted.
 - Tolerance and acceptance of others' view
 - Care of resources, own and others belonging

Cultural Development

- Building on children's own cultural identity and celebrating their uniqueness.
- Promoting an ethos of the individuality and cultural differences of people both locally and globally.
- Celebration productions develops skills in the performing arts.
- Celebration of important events relevant to the UK- Remembrance day, bonfire night, royal events, elections, sporting events and global events.
- Awareness of national and global issues that impact on children's lives e.g Pandemic, climate change, world hunger, plastic pollution.
- Fundraising charity events in school.
- Curriculum and learning environment offers drama, literature and the arts to enrich children's cultural experiences.
- Sharing experiences- own and visitors, practitioners of different cultures/faiths.
- Promoting acceptance and sensitivity to other cultures and beliefs- focus days/ activities.
- Understand and appreciate their own cultural influences and those of others.
- Awareness of different countries, climates and ways of life e.g. Polar worlds, Africa, clothing, eating, praying.
- Explicit teaching of good manners.
- Community walk and expected behaviours in different places e.g. library, shops, café.
- Participation in key focus events e.g. World book day, Anti- bullying week.