



# CHALFONT VALLEY E-ACT PRIMARY ACADEMY

## Spiritual, moral and cultural statement 2015/16

At Chalfont Valley E-ACT Primary Academy, impact of the provision for pupils' spiritual, moral, social and cultural development is well documented and planned for. Our broad and balanced curriculum represents regular opportunities to develop key spiritual, moral, cultural and social skills, and it is reflective of our local community. We actively promote the British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those from other faiths and beliefs.

**The academies' thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables them to thrive in a supportive, highly cohesive learning community.**

## Defining Spiritual, Moral, social and Cultural Development

<p><b>The spiritual development of pupils is shown by their:</b></p> <ul style="list-style-type: none"> <li>- 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</li> <li>- sense of enjoyment and fascination in learning about themselves, others and the world around them</li> <li>- use of imagination and creativity in their learning</li> <li>- willingness to reflect on their experiences.</li> </ul>	<p><b>The moral development of pupils is shown by their:</b></p> <ul style="list-style-type: none"> <li>- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England</li> <li>- understanding of the consequences of their behaviour and actions</li> <li>- interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.</li> </ul>	<p><b>The Social development of pupils is shown by their:</b></p> <ul style="list-style-type: none"> <li>- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds</li> <li>- 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</li> <li>- 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; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</li> </ul>	<p><b>The cultural development of pupils is shown by their:</b></p> <ul style="list-style-type: none"> <li>- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</li> <li>- 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</li> <li>- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</li> <li>- willingness to participate in and respond positively to artistic, sporting and cultural opportunities</li> <li>- 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 tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.</li> </ul>
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What we do – spiritual	What we do – moral	What we do – social	What we do – cultural
<p>A rounded program of assemblies which are flexible and interchangeable dependent on current political and global situations including visits from local pastor.</p> <p>We recognise and celebrate main religious festivals in our Academy, including special assemblies for Christmas, Easter, Harvest, Diwali and others.</p> <p>Each week we have a targeted SMSC assembly led by our Deputy Head. These are then followed up on in a class assembly.</p> <p>Our curriculum offers a broad range of religious assemblies (whole school) and ensures effective curriculum coverage of the main religions alongside opportunities for children to explore and discover other cultures and traditions.</p> <p>Our outdoor learning priorities reflect our wishes for children to explore their surrounding and to provoke their curiosity.</p>	<p>Volunteering and supporting the community – for example fundraising for particular charities (e.g. Children in Need).</p> <p>Our e-safety curriculum promotes the responsibility of all to keep one another safe online. It also details aspects of the law and our responsibility within the community to adhere to rules and protocols when online.</p> <p>Class charters promote rights and responsibilities to encourage moral adherence to ‘rules’.</p> <p>The school council are regularly involved in reviewing aspects of the school – like the learning environments and behaviour policy.</p> <p>The Academy follows the PSHE SEAL scheme to meet the needs of our children.</p> <p>Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.</p> <p>Our ‘Traffic Light System’ for behaviour is aligned to an agreed set of and if children are given verbal warnings this is always set against the agreed school behaviour code.</p>	<p>Social skills groups and interventions like our breakfast club, and lunchtime activity clubs, offer support for vulnerable pupils in communicating socially.</p> <p>Our e-safety curriculum is thorough and includes issues that are pertinent to communication with others both inside school and outside of school online.</p> <p>Establish strong school values; these are embedded annually and reinforced by a robust program of assemblies and celebration events.</p> <p>Class charters promote rights and responsibilities to encourage moral adherence to ‘rules’.</p> <p>During Harvest, our festival assembly &amp; collection of food is then distributed to our community.</p> <p>We celebrate success in a weekly celebratory Assembly.</p> <p>Our ‘growth mind-set’ award is democratically chosen and recognises and celebrates where children have excelled in effort, attitude or attainment.</p> <p>We hold an annual ‘anti-bullying week’ to encourage positive relationships within the Academy through the way we interact.</p>	<p>Provide opportunities for academic, technical and sporting excellence.</p> <p>We ensure that all pupils have opportunities to visit places that are outside of their known local community.</p> <p>Our school council visit Parliament yearly to learn about democracy – this learning is shared amongst our pupils through assemblies and discussions with parents.</p> <p>Our local PCSO leads assemblies and talks with children on key youth issues and topics related to the local area.</p> <p>Our RE curriculum offers a broad range of religious assemblies (whole school) and ensures effective curriculum coverage of the main religions alongside opportunities for children to explore and discover other cultures and traditions.</p> <p>We celebrate Black History Month through assemblies and targeted learning subsequently.</p>

<b>Impact:</b>	<b>Impact:</b>	<b>Impact:</b>	<b>Impact:</b>
<p>At Chalfont Valley E-Act Primary Academy we prepare children and young people for life in modern Britain. Children gain respect and understanding of different cultures, language and religions and environments.</p> <p>All children work harmoniously together irrespective of background/faith or culture.</p>	<p>Our children are morally aware, they eagerly support the local community and others because it is the right thing to do; they have a strong sense of moral purpose.</p> <p>Children listen well and are respectful of others opinions.</p> <p>High levels of good behaviour (learning and socially) can be observed.</p> <p>Children know their boundaries and want to please staff and one another.</p> <p>Our children are responsible citizens who are aware of their impact on the environment.</p> <p>The school is a highly cohesive learning community.</p>	<p>Children are healthy, safe and aware of issues that relate to health and wellbeing.</p> <p>Children and families are aware of our school values.</p> <p>Children are aware of their rights, their responsibilities and what it means to be a good citizen.</p> <p>Our children are responsible citizens who can communicate and interact with good moral judgement both inside and outside of school.</p>	<p>Children excel and have a thirst for learning – they engage readily in new experiences positively.</p> <p>Children can talk about different cultures and countries.</p> <p>Children are aware of how cultures can work together to overcome difficulties.</p> <p>Children can talk about and experience things that would not normally be on offer without the purposeful intervention of the Academy.</p>