

## Spiritual Moral Social and Cultural development/fundamental British Values

### Year group: Reception

	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development	We promote <i>fundamental British values</i>
<b>Autumn</b>	<ul style="list-style-type: none"> <li>• Time to think and reflect in a smaller group (PSHE circle time)</li> <li>• RE lessons, open assemblies, class prayers and collective worship</li> <li>• Celebrating birthdays and other occasions</li> <li>• UW – appreciating/valuing the world</li> <li>• Harvest celebration</li> </ul>	<ul style="list-style-type: none"> <li>• Class rules</li> <li>• Lots of discussion about being good listeners</li> <li>• Having respect and waiting their turn to speak</li> <li>• Supporting children to resolve conflicts themselves.</li> <li>• Forest school</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative group/team building activities planned.</li> <li>• Guided reading</li> <li>• Circle time</li> <li>• PSED group</li> <li>• Awareness of roles within the community (visitors – vicar, nurse, road safety)</li> </ul>	<ul style="list-style-type: none"> <li>• Inviting parents in</li> <li>• Art work</li> <li>• RE – Christianity</li> <li>• Cultural/religious celebrations</li> <li>• Christmas</li> </ul>	<ul style="list-style-type: none"> <li>• Individual liberty</li> <li>• Child-initiated learning/planning led from interests</li> <li>• Pupil voice – evidence shown through learning journeys</li> </ul>
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<b>Spring</b>	<ul style="list-style-type: none"> <li>• Mother’s Day</li> <li>• Time to think and reflect in a smaller group (PSHE circle time)</li> <li>• RE lessons, open assemblies, class prayers and collective worship</li> <li>• Celebrating birthdays and other occasions</li> <li>• UW – appreciating/valuing the world</li> </ul>	<ul style="list-style-type: none"> <li>• Class rules</li> <li>• Lots of discussion about being good listeners</li> <li>• Having respect and waiting their turn to speak.</li> <li>• Supporting children to resolve conflicts themselves</li> <li>• Forest school</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative group/team building activities planned.</li> <li>• Guided reading</li> <li>• Circle time</li> <li>• Talk boost</li> <li>• PSED group</li> <li>• Language group</li> <li>• Awareness of roles within the community (visitors – vicar, nurse, road safety)</li> <li>• Book week</li> <li>• Reading buddies</li> </ul>	<ul style="list-style-type: none"> <li>• Inviting parents in</li> <li>• Art work</li> <li>• RE – Christianity</li> <li>• Cultural/religious celebrations</li> <li>• Chinese New Year</li> <li>• Easter</li> </ul>	<ul style="list-style-type: none"> <li>• Individual liberty</li> <li>• Child-initiated learning/planning led from interests</li> <li>• Pupil voice – evidence shown through learning journeys</li> <li>• Voting for reps for school council</li> </ul>

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<b>Summer</b>	<ul style="list-style-type: none"> <li>• Time to think and reflect in a smaller group (PSHE circle time)</li> <li>• RE lessons, open assemblies, class prayers and collective worship.</li> <li>• Celebrating birthdays and other occasions</li> <li>• UW – appreciating/valuing the world</li> <li>• Father’s Day</li> </ul>	<ul style="list-style-type: none"> <li>• Class rules</li> <li>• Lots of discussion about being good listeners</li> <li>• Having respect and waiting their turn to speak</li> <li>• Supporting children to resolve conflicts themselves</li> <li>• Forest school</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative group/team building activities planned.</li> <li>• Guided reading</li> <li>• Circle time</li> <li>• Talk boost</li> <li>• PSED group</li> <li>• Language group</li> <li>• Awareness of roles within the community (visitors – vicar, nurse, road safety)</li> </ul>	<ul style="list-style-type: none"> <li>• International week</li> <li>• Inviting parents in</li> <li>• Art work</li> <li>• RE – Christianity</li> <li>• Cultural/religious celebrations</li> </ul>	<ul style="list-style-type: none"> <li>• Individual liberty</li> <li>• Child-initiated learning/planning led from interests</li> <li>• Pupil voice – evidence shown through learning journeys</li> </ul>