Both SMT and teaching staff review the SMSC development aspects of the school. This document sets out the different aspects as separate elements, although the school recognises that there are significant overlaps between them.

Spiritual Development involves:	Moral Development involves:	Social Development involves:	Cultural Development involves:
- The development of insights, principles, beliefs, attitudes and values which guide and motivate us. - A developing understanding of feelings and emotions which support reflection and learning. - Developing recognition that pupils own insights, principles, beliefs, attitudes and that values influence them in their own lives.	- Self-evaluation and understanding of capacity to develop and grow. - Relationships-values others for themselves. - Society-valuing truth, freedom, justice, human rights, the law and promotion of the common good.	- Pupils' interests in the understanding of the way communities and societies function at a variety of levels and their responsibility towards ensuring this. - Pupils developing social skills to work and live effectively with each other. - Positive participation and contribution that may include conflict resolution. - Functioning effectively in a diverse society by modelling mutual respect of others and of property and socialising with pupils from different religions, ethnic and socio-economic backgrounds.	- Ensuring that pupils understand and respect cultures, including their own, and reject discrimination based on difference. - Developing a willingness to participate in new experiences and to develop awareness of music, art, dance and literature, etc. in different cultures

Is evident in:	Is evident in:	Is evident in:	Is evident in:
- Pupils learning about themselves. - Equality and respect for all. - School values. - School Rules. - Novalis statement of purpose. - Reflection on experiences. - Teachers encourage reflective response. - Community meetings. - Sanctuary Commitments.	- Behaviour policy. - School Rules. - Opportunities across the curriculum to explore and develop moral concepts and values. - Safe environments where pupils feel able to express their views/individualism and to contribute to processes that ensure others feel safe. - Pupils to expect to be cared for and who understand the consequences of behaviours and actions. - Recognition and respect for different cultures in the school and wider community. - Effective equality policies and practices. - Respect for all. - Community meetings. - Sanctuary Commitments.	- Pupils being provided with opportunities to increase independence and responsibility skills within the school. - Deliberate teaching and modelling of personal qualities which promote resilience and interaction e.g. respect, empathy, conflict resolution. - Fostering a sense of community with inclusive values that ensure all members of the community can flourish. - Pupils are supported to respect social differences and to work cooperatively together through inclusive whole school experiences. - Community meetings. - Sanctuary Commitments. - Undertaking Work Experience at the Halfway Cafe	- Visits to museums - Displays and posters around school - School Assemblies - Visits by external groups e.g. Festival Players - Music events - Looking at Learning - Community meetings. - Sanctuary Commitments.

How is it evidenced?	How is it evidenced?	How is it evidenced?	How is it evidenced?
• SMSC/PSHE sessions • Multi faith RE Curriculum. • School assemblies. • Class trips • School festivals • Therapy sessions • Emotions and Feelings charts. • Art lessons • Music lessons • Visits to places of worship	• SMSC/PSHE sessions • RE curriculum. • Age appropriate responsibilities. • Golden Time. • Class jobs. • School council. • Safety Plans. • PSHE curriculum. • School rules. • Reward system. • Assemblies. • Education targets • Aspirational targets • Behaviour targets.	• SMSC/PSHE sessions • Mixed group activities – craft/active • School council. • School visits. • PSHE subject leader. • Peer support. • Music groups. • School Assemblies and challenges. • Festival Players workshops • Zoo Lab workshops. • Christmas lunches. • Halfway Café work experience. • Offsite trips. • Robot Club.	• SMSC/PSHE sessions • Art and music events. • Cultural Days. • Visits to St. Barnabas church and other places of worship. • Cooking world dishes. • Use of gender/races on symbols used in teaching resources. • Festival Players visit. • Artefacts used in school. • Music lessons-experience of different cultures. • Resources in school to address cultural needs, • Library resources. • PSHE units of work. • Art lessons • Humanities lessons • Black History Month assembly/lessons. • Offsite trips.

Impact on Pupils:	Impact on Pupils:	Impact on Pupils:	Impact on Pupils:
- Children start to show empathy, start to relax and show ability to reflect on their own and others' achievements. Pupils develop attitudes, values and principles. There is an increased ability for them to centre themselves, empathise with others and see beyond the self. - Pupils have time to reflect/calm which has a positive impact on their behaviour. Pupils are able to remember/recollect. - Embedding of school and daily routines. - Pupils have experience of places of religious worship.	- Pupils have more confidence in themselves and in their community. Pupils are able to give reasons for things being right and wrong. There is less fighting in school and a positive atmosphere pervades. - Pupils look after each other and take responsibility for each other; any conflicts are resolved quickly and effectively. - Pupils have very clear values which impact on their behaviour; they have a definite sense of what is right and what is wrong.	- Pupils are able to socialise with a wide range of people and pupils. Positive experiences from the community when we go on trips and when we receive visitors. - Pupils are increasingly adapt to cope with a variety of situations. Pupils build relationships and friendships. - Increased confidence at school goes beyond the school gates to situations such as social clubs and mainstream experiences. - Close nit school community. - Widening of pupil horizons. - Safe use of IT - Opportunity to work and meet the public	- Pupils are more familiar with and aware of people from different cultural backgrounds which help to contribute to a positive atmosphere in school. - Pupils are willing to participate in a variety of activities, including sensory activities. - Pupils have an understanding of a world outside their own