

Spiritual Development	School Provision	
Suggestions for evidence	Examples of provision	Evidence of impact
<p>Ability to be reflective about their own beliefs, religious or otherwise. That informs their perspective on life and their interest in and respect for different people's faiths, feelings and values e.g.</p> <ul style="list-style-type: none"> - RE, CW, asking 'big questions, celebrating different religious festivals, links with local community/faith groups 	<p>RE Y6 – talked to class, they came up with 'why are we here?' and 'what is the purpose of life?' questions – talked about religion being able to help with this unlike Science.</p> <p>Finding out about other beliefs and religions gives the ch a chance to think about any prejudices or stereotypes they have and gives the chance to reflect and change these attitudes they might have. E.g. Y6 Islam – 'all Muslims are bombers!'</p> <p>Talked about Y6 Science vs Religion – can they be complementary? We looked at the big bang and how the world began.</p> <p>Y4 learn about Hindu Dharma – lots of the children were very interested in the spiritual side to this religion and how karma and good deeds plays an important role in Hindu lives and death.</p> <p>CW – daily, time for reflection, singing hymns and prayers. Reflective tasks on our Christian values.</p> <p>A new communal prayer and reflection space – where children can find peace and tranquillity. They can explore their emotions and engage with introspection.</p> <p>Celebrate big events in the Christian calendar – Harvest, Christmas and Easter as a whole school.</p> <p>Year 5 invited to the local Baptist church 'REwind' to Easter and Christmas.</p> <p>Year 5 visitor Granville. Teaching the Old Testament of The Bible</p> <p>Having an awareness of disappointment and failure; suffering and pain; decay and loss – e.g. E.g. bereavement or illness; pets dying or ill; flowers, leaves; Jesus Disasters – earthquakes, tsunami, bombings, floods, famine, drought Adults and children leaving</p>	<p>It's about children being able to think for themselves and issues.</p> <p>It's about challenging and changing attitudes by giving them the correct information and them reflecting on this.</p> <p>Gives them lots of questions to think about and that the world is bigger than them. Some even looked this up on the internet in their own time to find out more.</p> <p>RE is a subject where children are able to ponder the deeper questions of life, such as 'What is the meaning of life?' It helps to develop their understanding or themselves and others and the decisions they make.</p> <p>Most pupils brought in Harvest festival items, it helped them to think about the gift of giving and sharing to those less fortunate.</p> <p>It is named 'REwind' as the children are taken back to the very first Christmas or Easter, to understand what happened and why we still celebrate these Christian festivals today.</p> <p>There are lots of hands-on activities and it gives children the opportunity to dig deeper and ask philosophical questions.</p> <p>Children need to understand the 'ows' in life and how to be resilient in times of change, challenge or disappointment.</p>

<p>Sense of enjoyment and fascination in learning about themselves, others and the world around them e.g.</p> <ul style="list-style-type: none"> - Secret garden, forest school, experiencing stillness as well as reflecting on, considering and celebrating the wonders and mysteries of life, appreciate beauty and the wonder of nature 	<p>Forest School Y3 looking for signs of creatures and their habitats found a snail shell.</p> <p>Den building in forest school shows teamwork using natural materials.</p> <p>We have a reflective, spiritual 'Secret Garden' which is a place we are slowly enhancing. We want it to become more multi-sensory with children planting flower/herb/vegetables – through gardening club – to enhance our senses.</p> <p>Y4 built nests in forest school – and were happy to see robins in the area.</p> <p>Celebration assemblies/ Headteacher Awards/ Show and Tell/ News – appreciating their own achievements and that of others. Sharing items/news that have meaning to them</p> <p>Prayer and reflection area</p> <p>Sports at lunchtime play</p> <p>Residential trip for Y6 and visitors and trips to other places</p>	<p>Pure joy about finding something so precious in nature.</p> <p>Forest school is an inspirational process, that offers all children regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences and where positive relationships with peers can be formed. They can also develop vital skills such as: independence, resilience, communication and teamwork.</p> <p>Giving children a time to share news and items that are important to them, shows the importance of valuing their voice.</p>
<p>Use of imagination and creativity in their learning e.g.</p> <ul style="list-style-type: none"> - Role play, Art, Music, Dance, 	<p>Role play – thinking about a problem/issue from that person's point of view. How would you feel if...' questions are looked at.</p> <p>Looking at Art in RE and then creating their own pictures help them to understand a topic. For instance, Y3 looking at baptism or Y6 creating stained glass windows about creation.</p> <p>World Book Day - dressing up as favourite book character.</p> <p>RE – Springs Dance company – looking at salvation through dance for the whole school. This is at Easter.</p> <p>Y6 dressed up for their WW2 topic and to celebrate the end of the war! For their VE day, they listened to some WW2 music, had some party food and learned the Lambeth Walk.</p>	<p>Encourages empathy and understanding through role-play.</p> <p>Develops critical thinking skills through scripted discussion and debates.</p> <p>Promotes cultural awareness through exploring diverse cultures and traditions.</p> <p>Encourages spiritual reflection through storytelling and scriptwriting.</p> <p>Teaches values such as kindness, compassion, honesty and responsibility. Pupils can act out these scenarios, allowing them to understand and internalise these values.</p>

<p>Willingness to reflect on their experiences and those of others e.g.</p> <ul style="list-style-type: none"> - Visitors to school, CW, quiet spaces/reflection time/reflection activities, circle time, links with local community. It's our 'ow' and 'wow' moments 	<p>Y6 RE we were finding out about those less fortunate than ourselves (refugees) and they wanted to know what they could do to make refugees lives better.</p> <p>Y6 Visitor - Al Sylvester spoke to them about going on expeditions, being resilient, persevering and that you are the only one who can stop you doing what you want.</p> <p>Ukraine picnic – had 2 children from Ukraine, we wanted them to feel supported and find other Ukrainians nearby.</p>	<p>Next lesson, we discussed that we could have a cake sale and make some money for a refugee charity.</p> <p>It inspired the children to be just like him! He spoke about leading the RAF's first unsupported attempt on the South Pole.</p> <p>Everyone had lots of fun and found new friends.</p>
--	--	--

Moral Development	School Provision	
Suggestions for evidence	Examples of provision	Evidence of impact
<p>Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and in doing so, respect the civil and criminal law of England e.g.</p> <ul style="list-style-type: none"> - Good to be green, behaviour/inclusion policy, class rules, anti-bullying week, discussion of real-life dilemmas, PSHE e-safety 	<p>Role play – thinking about a problem/issue from that person's point of view.</p> <p>Good to be green, dojo points, class rules – gives the children the opportunity to do the right thing and know what is expected of them in school.</p>	<p>In school we teach children to understand right from wrong.</p> <p>Children apply their own learning to their own lives. When they do this, they are developing their speaking, listening and higher order thinking skills.</p> <p>Children are given opportunities to consider different perspectives.</p>
<p>Understanding the consequences of their behaviour and actions e.g.</p> <ul style="list-style-type: none"> - Lesson observations, good to be green, dojos/house points, class treats 	<p>Good to be green – encourages children to behave well in class, including stickers and cards.</p> <p>Dojo points – a way for teachers to keep track of children's successes using dojo points.</p>	<p>Children need to understand that there are consequences to their behaviour and actions.</p>

	They are customised to any skill like, teamwork, curiosity and good listening. Certificates and celebration assembly Hot Chocolate with Mrs Hacker – for children who have shown the values across the week. Class treats	
Opportunities to explore moral and ethical dilemmas throughout the curriculum and ability to understand and appreciate the viewpoints of others on these issues e.g. - justice, right and wrong, truth – RE, History, Literacy, CW, PSHE,	RE – supports children in their personal search for truth and meaning in life. Or Y6 learn about racism now. History topic of Crime and Punishment in Y5 throughout the ages. British values	

Social Development	School Provision	
Suggestions for evidence	Examples of provision	Evidence of impact
Fostering a sense of community. Welcoming member of the wider Hawkhurst community into our school and keeping them informed of developments e.g. - CW, school fairs, YV's singing to people in the community, partnerships with local church, website, weekly newsletter	Young Voices (singing group) go out into the community and sing at Tesco's at Christmas and at the residential home. Family Breakfast for Wellbeing and Mental Health Day. Parents, Grandparents and children took part in this to come together and talk together. Animals - Llamas brought in from a local farm, Dogs Trust Workshop Sport from local community –Tennis, table tennis, yoga and cheerleading	Children enjoy singing and making other people happy with their enthusiasm. It helps them to develop a sense of giving back and making a positive impact on society. Children (and adults) realise how important it is to talk about our worries. 2 children in Y6 decided they needed to talk about their friendship worries to me. Having animals around gives children a sense of enjoyment and fascination. It also helps them to understand the importance on the welfare if they have a pet. Children have participated in many different sports, where people from the local community have given up their time to encourage these activities. This has helped the children with

		their fitness, self-esteem, sportsmanship and it helps them to believe in themselves and what they can achieve if they have a 'can do' attitude.
<p>Encouraging children to work/play co-operatively and resolving conflicts effectively e.g.</p> <ul style="list-style-type: none"> - Peer mediators, mixed year group events, lunch time/playtime, teamwork, forest school 	<p>Buddy system Y6/R at lunchtime Peer mediators help with conflict resolution on the playground at lunch. School council want to fundraise for a shelter, which they have found, for a quiet space for reading and colouring – they are currently deciding on what to do to make money. The PTA will match the funding too. Lots of afterschool clubs run by staff– netball, ball skills, Lego club, board games, touch typing, cooking, drama, running and football.</p>	<p>Positive friendships and relationships. Gives the Y6 children responsibility. Empowers children to communicate in a supportive environment, helping to build peer relationships and boost overall wellbeing through the school. This promotes emotional and social skills as well as building self-esteem, confidence and responsibility. Children also develop a sense of belonging through afterschool clubs. There is a strong take-up by children in these clubs and the most disadvantaged consistently benefit from this.</p>
<p>Helping children understand their feelings e.g.</p> <ul style="list-style-type: none"> - Zones of regulation, calm corners, meditation 	<p>Wellbeing: Place2Be, Feagans, FLO, ELSA, Lego therapy, Play therapy, Lunchtime nest Yoga teacher to help with becoming mindful, time for reflection Wellness Wednesday – mindful colouring/doodling, listening to music and meditation. Calm Corners – children are able to go to these places when needed, to help them cool down Zones of regulation – used throughout school.</p>	<p>More able to cope with challenges. Children showing more resilience. There are strategies there to help them calm themselves down and be less stressed Zones of regulation is an intervention which helps children to manage difficult emotions. We want all children to grow into successful teenagers then adults. Teaching the children at a young age about managing their feelings will support them in later life so they don't turn to negative coping strategies which affect their mental and physical wellbeing.</p>
<p>Providing opportunities to participate in the democratic process e.g.</p> <ul style="list-style-type: none"> - school council, votes in class on a variety of issues, house captains for their house 	<p>Children in each class come up with their own class rules and agree to abide by them. School council are voted for from members of their class House captains are voted for by their house members in Y6 Lots of voting and signs of democracy in classes</p>	<p>When children are involved in making school decisions like school rules it gives them a platform to contribute actively to school and creates a sense of ownership. It also encourages healthy relationships and effective communication with their peers.</p>

<p>Providing children with opportunities to exercise leadership and responsibilities. Also, how to be responsible active citizens. e.g.</p> <ul style="list-style-type: none"> - Peer mediators, school council, head boy and girl, house captains, maths ambassadors, pupil librarians, giving to charity, volunteering, helping others 	<p>Ch within each class have a rota and volunteer to help with litter picking in the playground.</p> <p>Charity – one pupil ran 100km in a month for Breast Cancer UK, siblings supported Brain Tumour Research – wear a cap/hat and provided a cake sale with friends, one pupil cut off their hair and donated it, one pupil sold a painting she painted to raise money for Norfolk Greyhound Rescue charity. Community fridge was vandalized, and pupils wanted us to fundraise for it.</p> <p>Recycling - box in each class to promote saving the planet.</p>	<p>Children are encouraged to understand local and global challenges, engage with these issues and appreciate diverse cultures worldwide and become responsible global citizens.</p>
---	--	--

Cultural Development	School Provision	
Suggestions for evidence	Examples of provision	Evidence of impact
<p>Appreciation of a range of cultural influences that have shaped their own heritage and that of others e.g.</p> <ul style="list-style-type: none"> - Enrichment days, PSHE, extra-curricular activities, learning outside the classroom, festivals, international women's day, fair trade week 	<p>St. Barnabas – looking at the topic 'Where in the World?' and Christianity around the world.</p> <p>Black History Day - KS2 were researched a famous black British person of their choice; found out about Windrush, KS1 looked at famous black people including, Bob Marley and Rosa Parks.</p>	<p>It encourages children to appreciate and respect different cultures, traditions and backgrounds. They are encouraged to be open-minded and tolerant.</p> <p>Everyone found it fascinating to recognise and celebrate the invaluable contribution of black people to British society.</p>

<p>Willingness to participate in and respond positively to artistic, musical, sporting, mathematical, scientific and cultural opportunities e.g.</p> <ul style="list-style-type: none"> - Cultural visits, visitors into school, artists, poets, musicians, extra-curricular activities 	<p>Nurturing talents in enrichment groups with Mrs Beales</p> <p>Local events with other schools e.g. Marlborough House – Maths tournament and Discovery Day for some Y6 pupils</p> <p>Art exhibition – everyone in the school contributed to this event and then pictures could be bought by parents.</p> <p>Musical performances – Katie Slowgrove and Rock Steady who come in weekly for those who want to learn an instrument.</p>	<p>We celebrate the talents of all children, whatever their age or ability as this is a gift which they have been given and which should be praised and encouraged.</p> <p>Music encourages perseverance and often generates an emotional response in others. Our Art exhibition brought people from the community to come in and look at everyone's work. There was lots of parental support and gave children the opportunity to explore different cultures and historical periods.</p>
<p>Interest in exploring or improving understanding of and showing respect for different faiths and cultural diversity and engaging with others from a variety of backgrounds e.g.</p> <ul style="list-style-type: none"> - Lesson observations – dialogue between pupils, 	<p>Local events with other schools e.g., Marlborough House – Maths tournament, Discovery Day for some Y6 pupils, Y3 and Y4 went to see Ben Miller and talk about his new book.</p>	<p>Collaborating with other schools benefits all children as they make other friendships with different children.</p>