

**Spiritual, moral, social and cultural development**

**Spiritual development**

<b>Reference in Ofsted</b>	<b>To be found in</b>	<b>Action to take</b>
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.	Humanities Curriculum My World Curriculum My Future Assemblies and Celebrations Other subjects where appropriate.	Give students opportunity to write down their responses to key issues  Ensure time given for students to reflect and if appropriate share their experiences. Monitor through typicality and observations.
Sense of enjoyment and fascination in learning about themselves, others and the world around them.	Subject areas of Humanities, My World, English and others when appropriate. Assemblies Learning for Life days My Futures	Look at ways of capturing this – magna carta, learning walks, and book scrutiny.
Use of imagination and creativity in their learning.	Faculty, My Futures and Pastoral curriculum	Remind staff about ensuring learning is inspirational and reflect on current timetable for development.
Willingness to reflect on their experiences.	Assemblies Mentors Student Support groups e.g. Sulp Feedback policy	Give students opportunity to write down their responses to key issues  Ensure time given for students to reflect and if appropriate share their experiences. Monitor through typicality and observations.

### Moral development

Reference in Ofsted	To be found in	Action to take
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.	Learning for Life Days Form Time Humanities My World Student support groups – mentors, Sulp, BIC, Groundworks, Princes Trust	Reflect on this in Learning for Life curriculum design for 2015/6  Humanities to reflect on changes in curriculum design in 2014/15.
Understanding of the consequences of their behaviour and actions.	Behaviour Policy Assemblies and Form Time Changemakers Transactional Analysis	Development and modification of the rewards system. Are all learners and staff competent in TA?
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.	Learning for Life and Form Time Humanities GCSE RS Debating Club	Look at the impact and success of the debating club. What further support do they need?

### Social development

Reference in Ofsted	To be found in	Action to take
Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.	<i>School Community</i> <i>Vertical Tutoring – Family</i> <i>My Futures</i>	Do we make enough use of our Family system? Are there more whole school activities that could be arranged around it?
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.	My Futures My World projects Duke of Edinburgh NCS	Look at the prospects of setting up a community group

	Fund raising	
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.	Learning for Life and Form Tutor Assemblies Changemakers Humanities Curriculum Magna Carta	Look at ways of voting experiences outside a general election.

### Cultural development

Reference in Ofsted	To be found in	Action to take
Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.	Humanities, MyWorld and RS curriculum Learning for Life and during Form Time	Ask Head of Humanities to share ideas for further incorporating this into other areas.
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.	Learning for Life My World My Futures Assemblies Rewards and Celebrations	Look at ways of developing these links further – through MFL or My World
Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain. Willingness to participate in and respond positively to artistic, sporting and cultural opportunities.	Learning for Life and Form Tutors My World My Future Duke of Edinburgh CPA and other Faculty cultural trips	Ensure faculties have enough resources and time to develop their extra curricular trips.
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.	Humanities curriculum MyWorld Learning for Life days	Look at the prospects of setting up a community group