Spiritual, Moral, Social and Cultural Provision

At Mapperley Plains Primary School our core belief is that we are here: 'To inspire our learners to shape their future'.

To ensure that children are meeting their true potential, and are able to access an outstanding curriculum we provide a curriculum that is rich in spiritual, moral, social and cultural developments.

Spiritual Development

Through the curriculum, pupils develop:

- An ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- Knowledge of, and respect for, different people's faiths, feelings and values
- A sense of enjoyment and fascination in learning about themselves, others and the world around them
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences

Spiritual Development	
Evidence	**Impact**
➢ R.E. curriculum and scheme of work ➢ Diwali, Christmas and Easter RE days (Diwali and Christmas 24-25) ➢ Visits from Revered James Pate into assemblies ➢ British Values ➢ Hot chocolate Friday assemblies ➢ Picture News assemblies / class assemblies ➢ Reflection time in assemblies ➢ RSHE curriculum and scheme of work ➢ Relaxation techniques shared with children and home ➢ Curriculum opportunities to inspire wonder e.g. in English, science, music, art, music, history, geography etc. ➢ Children asked to reflect on their own learning ➢ School follows locally agreed RE syllabus: RE books show work on the Bible, The Torah, the Quran Children are asked to share their thoughts and views.	➢ Children show empathy and develop the ability to reflect on their own and others' learning and achievements ➢ Pupils develop positive attitudes, values and principles ➢ Pupils have an understanding of other faiths ➢ Pupils develop respect for themselves and others ➢ Pupils develop awareness and understanding of their own and others' beliefs ➢ Pupils are able to express themselves imaginatively and creatively in a variety of forms

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➢ RE curriculum focuses on other world religions, comparing them to Christianity ➢ Forest school display shows children's awe and wonder of the outdoors	

Moral Development

Through the curriculum, pupils develop:

- An ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England
- An understanding of the consequences of their behaviour and actions
- An interest in investigating and offering reasoned views about moral and ethical issues, and an ability to understand and appreciate the viewpoints of others on these issues

Moral Development	
Evidence	**Impact**
➢ School Behaviour Policy, Positive Behaviour, Anti-Bullying Policies understood by all ➢ Learning Walks for behaviour and behaviour for learning, ➢ Behaviour records ➢ Looking after others in school ➢ RE curriculum and scheme of work ➢ Achievement assemblies ➢ House point system and rewards ➢ RSHE curriculum and scheme of work ➢ MPPS Mission – our values, discussion with pupils ➢ Anti-Bullying week, AREP lessons, 'Odd Socks' day ➢ Pupil Voice – School Council, House Captains, Eco Warriors, Diversity Champions, Y56 monitors. Well-Being team ➢ Pupil and Parent Surveys evidence positive views about pupil behaviour and the ethos of the school ➢ Royal British Legion Poppy Appeal. Through the sale of various items, money was raised for the Royal British Legion ➢ BBC Children in Need, money raised for the charity ➢ Reverse Advent Calendar, money raised for Arnold Food Bank ➢ Comic Relief events held biannually	➢ There is a positive and supportive school ethos ➢ Pupils look after each other and take responsibility for each other; conflicts are resolved quickly and effectively ➢ Pupils have very clear values (linked to our Mapperley Mission and school rules) which impact positively on their behaviour; pupils have a definite sense of what is right and wrong ➢ Pupils enjoy celebrating others' achievements and have opportunities to feel proud of themselves and others ➢ Pupils are confident, caring and keen to help others ➢ Pupils are consulted on many aspects of school life ➢ Pupils have a wider understanding of the needs of others 

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➢ 'Oceans Day' – plastic free days, planting trees, 'Green Earth Day – learning how to look after our environment ➢ Litter pick with the community	

Social Development

Through the curriculum, pupils develop:

- A use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- A willingness to participate in a variety of communities and social settings, including by volunteering, co-operating well with others and being able to resolve conflicts effectively
- An acceptance of 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. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

Social Development	
Evidence	**Impact**
➢ Learning Walks for behaviour and behaviour for learning, Behaviour records ➢ Looking after others in school ➢ MPPS Mission – discussion with pupils ➢ Pupils have many leadership opportunities: School Council, Eco Warriors, House Captains, Diversity Champions, Well-Being Team ➢ School Monitors with responsibilities across the school – supports smooth running of school; provides opportunities for children to play their part as responsible members of wider school community ➢ OPAL detectives ➢ House System promotes pride, team spirit, co-operation, community, respect, competition ➢ House Captains run half termly House Challenges across the school ➢ Pupils have many opportunities to present their learning and achievements – concerts, events, enterprise events, sports events, displays etc. ➢ Extra-curricular provision, residential visits ➢ Achievement and Values in assemblies	➢ There is a positive and supportive school ethos ➢ Pupils build effective friendships and relationships ➢ Pupils are given many opportunities to socialise with ➢ a wide range of people and other pupils ➢ Pupils look after each other and take responsibility for each other ➢ Pupils have very clear values (linked to our MPPS Mission) which impact positively on their social skills ➢ Pupils are consulted on many aspects of school life, experience leadership opportunities and are confident to share their views ➢ Pupils have effective relationships with the local community

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➢ House Challenges ➢ RE and RSHE curriculum and schemes of work ➢ British Values impact report ➢ Charity support (as above) ➢ Close involvement with the community eg, singing at Parry Court, involvement in various musical events at the Albert Hall, choir singing at Mapperley lights switch on ➢ Pupils are happy and engaged in friendly play at break and lunchtimes ➢ Pupils are engaged in peer conversations and games at playtime ➢ Social groups are cross year/gender and ethnicity ➢ In lessons pupils complete a variety of types of activities including peer marking, collaborative learning and group work ➢ Litter pickers in KS1 help to maintain school grounds, keeping them litter-free, safe and attractive	

Cultural Development

Through the curriculum, pupils develop:

- An understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- An understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- An ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- A knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- A willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- An interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity
- An ability to understand, accept and respect diversity (as shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

Cultural Development	
Evidence	**Impact**
➢ Wide range of educational and residential visits and visitors to school ➢ All year groups identify links to international study in their long term planning ➢ Black History Month ➢ Concerts and performances to parents	➢ Pupils have a well-rounded education and appreciate human creativity and achievement ➢ Pupils have opportunities to learn about different cultures, which contributes to the inclusive school ethos ➢ Pupils have an understanding of the world outside their own

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➢ Peripatetic music lessons, drumming lessons, annual Talent Show, drama ➢ Opportunity for pupils to perform in concerts e.g. Young ➢ Voices, Albert Hall performances ➢ Wide range of extra-curricular provision and high levels of ➢ participation ➢ Study of traditional stories from around the world in English, World Book Day, annual Extreme Reading Project ➢ R.E., PSHCE and RSE curriculum and schemes of work, British Values impact report ➢ The curriculum reflects cultures from around the world ➢ MFL provision in KS2 celebrates Spanish culture ➢ Multicultural books available in class libraries	➢ locality ➢ Pupils participate in a wide variety of extra-curricular activities, creative and sporting opportunities they have opportunities to showcase their diverse talents and feel valued for this ➢ Pupils have opportunities to experience awe and wonder