



SMSC DEVELOPMENT

BIRLEY PRIMARY ACADEMY



SMSC Development at Birley Primary Academy

Our Vision:

At Birley Primary Academy, we take pride in creating a positive learning environment that exhibits a sense of community and belonging, based upon respect for ourselves and others and through being mindful of beliefs, cultures and views.

Spiritual development is about offering a spiritual and moral basis for the development of human wholeness and a sure foundation for personal and social values. As such, Spiritual Development incorporates feelings, emotions, attitudes and beliefs. As an inclusive school for all children with different or no beliefs, we believe that spiritual development also leads us towards the understanding of self and others.

Moral development is about building a framework of moral values for our children, which regulates their personal behaviour. It is the development of our understanding of society's shared and agreed values, including an understanding that there are contentious issues where there is disagreement, and that society's values change. Pupils are encouraged to understand the need for a common code and to follow it from conviction rather than because of sanctions or consequences.

Social development is about helping our children to work effectively with each other and to participate successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together, as well as functioning effectively in a multi-racial, multi-cultural society. We also promote how there should be a balance of the positive, satisfying elements of belonging to a group or society along with the demands, obligations and cooperation that such membership requires.

Cultural development is about our children understanding their own culture and other cultures in the UK and beyond. It is about understanding and feeling comfortable in a variety of cultures and being able to operate in the emerging world culture of shared experiences provided by television, travel and the internet. At the heart of cultural development lies the necessity to develop a sense of personal identity, whilst at the same time acquiring awareness, understanding and tolerance regarding the cultural traditions and beliefs of others.

At Birley Primary Academy, children are encouraged and enabled to:

- Reflect on beliefs, values and more profound aspects of human experience and use their imagination and creativity to develop curiosity in their learning;
- Overcome any barriers to their learning;
- Develop and apply an understanding of right and wrong in their school life and life outside school;
- Take part in a range of activities requiring social skills, including: sporting activities, after school clubs and collaborative learning groups;
- Develop an awareness of, and respect towards, diversity in relation to gender, race, religion and belief, culture and disability;
- Gain a well-informed understanding of the options and challenges facing them as they move through the school and on to the next stage of their education and training;
- Respond positively to a range of artistic, sporting and other cultural opportunities provided by the school, including: developing an appreciation of theatre, music and literature;
- Develop the skills and attitudes to enable them to participate fully and positively in democratic, modern Britain;
- Understand and appreciate a range of different cultures as an essential element of their preparation for life.

As part of our evaluation of SMSC development across the school, we have noted the key aims of our SMSC practice, where evidence of this can be found and what the impact of our work is in the information tables below:



SPIRITUAL DEVELOPMENT

Good and Outstanding Practice Guidance	Evidence at Birley Primary Academy	Impact
Giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on people's lives.	<ul style="list-style-type: none"> • Regular assembly topics and themes • Assembly timetable recognises key festivals in all religions and special days • Delivering the R.E. Curriculum following the Lincolnshire Locally Agreed Syllabus • Visitors from faith groups and organisations • Harvest Festival Assembly and the support of local food banks in our local community • Undertaking charity work throughout the academic year to support our pupils to understand the situations of others and how we can support as a group • Regular Values Assemblies to explore stories incorporating Our Academy's Values and celebrating ambassadors for each value through their work at the academy 	<ul style="list-style-type: none"> • Children who have core values • Children have the opportunity to develop their own religious beliefs and respect those of others • Children who are respectful of others, their differences, beliefs, opinions and backgrounds.
Where pupils already have religious beliefs, supporting and developing these beliefs in ways which are personal and relevant to them	<ul style="list-style-type: none"> • Through our R.E. curriculum, children engage in discussions through the use of 'Big Questions' • Children have the opportunity to talk with visitors from faith groups and organisations • Encouraging pupils to share their beliefs with their classes and during assembly • Through celebration assemblies, children have the opportunity to share activities completed out of the academy, which are celebrated 	<ul style="list-style-type: none"> • Children have the opportunity to develop their own religious beliefs •
Encouraging pupils to explore and develop what animates themselves and others	<ul style="list-style-type: none"> • Delivering the R.E. Curriculum following the Lincolnshire Locally Agreed Syllabus • Delivery of the PSHE curriculum using Jigsaw: The Mindful Approach to PSHE • Exploring issues around the world through Global Learning opportunities provided by the Birley Curriculum • The Birley Aspire Day provides children with the opportunity to learn about different professions and to explore what may excite themselves or others • The Birley Promise gives pupils the opportunity to participate in a wide variety of events, visits, performances etc. to allow children to explore what animates themselves and others • Assembly themes that involve sporting heroes, philanthropists, acts of heroism and endeavour • The academy's residential to Robinwood provides children with the opportunity to explore what animates themselves and others 	<ul style="list-style-type: none"> • Children that can reflect on their own feelings, attitudes, efforts and behaviours • Children have a strong sense of self-worth, self-confidence and a resilience and determination to do well. • Children who aspire to reach their potential • Children that can empathise with the feelings of others
Encouraging pupils to reflect and to learn from reflection	<ul style="list-style-type: none"> • Restorative Behaviour Policy • R.E. Themes displayed on corridors with questions to prompt spiritual thought • Charity and Fundraising Events such as Red Nose Day and Children in Need. • Regular Collective Worship • Delivering the R.E. Curriculum following the Lincolnshire Locally Agreed Syllabus 	<ul style="list-style-type: none"> • Children that can reflect on their own feelings, attitudes, efforts and behaviours • Children that can empathise with the feelings of others

	<ul style="list-style-type: none"> • After Values Assemblies, pupils are encouraged to reflect on the values studied and leave comments in the discussion box. • Self and peer assessment techniques, such as Learn-o-meters – involve reflection of learning, attitudes and behaviour 	<ul style="list-style-type: none"> • Children that can find their own solutions to problems • Children who can access help from others • Children who can celebrate their own achievements and those of others • Children who can relax, pause to consider and access peace
<p>Giving pupils the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful</p>	<ul style="list-style-type: none"> • Delivering the R.E. Curriculum following the Lincolnshire Locally Agreed Syllabus • Delivery of the PSHE curriculum using Jigsaw: The Mindful Approach to PSHE • Restorative Behaviour Policy • Exploring issues around the world through Global Learning opportunities provided by the Birley Curriculum 	<ul style="list-style-type: none"> • Children that can reflect on their own feelings, attitudes, efforts and behaviours • Children that can empathise with the feelings of others • Children who are respectful of others, their differences, beliefs, opinions and backgrounds
<p>Developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected.</p>	<ul style="list-style-type: none"> • Clear set of values on display across the academy which are referenced throughout the Birley Curriculum. • Explicit teaching of manners and politeness for pupils and staff through our academy's values • Reinforcing values through whole school assemblies • Celebration assemblies – like Sparkle and Shine – and school rewards celebrate the worthiness of individual children with self-esteem and confidence built up • The school's behaviour policy is built around championing the achievements and worthiness of individuals through our Birley Superstars System - with individual rewards, such as Star of the Day, awarded to individuals. • Our Academy's Code of Conduct is displayed throughout the academy with individual classes having agreed Behaviour Charters. • Positive Behaviour Restorative Policy • Regular meetings, display and discussion box for members of the Academy's school council. 	<ul style="list-style-type: none"> • Children who are respectful of others, their differences, beliefs, opinions and backgrounds • Children have the opportunity to develop their own religious beliefs and those of others • Children have a strong sense of self-worth, self-confidence, resilience and determination to do well
<p>Promoting teaching styles which:</p> <ul style="list-style-type: none"> - Value pupils' questions and give them space for their own thoughts, ideas and concerns - Enable pupils to make connections between aspects of their learning - Encourage pupils to relate their learning to a wider frame of reference, such as asking why, how, where and what? 	<ul style="list-style-type: none"> • Delivering the Birley Wider Curriculum, including R.E. and PSHE. • Before each topic, children are encouraged to share their own thoughts and ideas regarding upcoming content • Pupils are enabled to make connections to prior learning in lessons and at the beginning of topics through the use of strong assessment for learning techniques • Pupils are encouraged to investigate and delve deeper into their learning – such as through investigative Science work – allowing them the opportunity to ask key questions such as what, where, how and why? 	<ul style="list-style-type: none"> • Children that can reflect on their own feelings, attitudes, efforts and behaviours • Children that can empathise with the feelings of others • Children have a strong sense of self-worth, self-confidence, resilience and a determination to do well.

MORAL DEVELOPMENT		
Good and Outstanding Practice Guidance	Evidence at Birley Primary Academy	Impact
<p>Providing a clear moral code as a basis for the behaviour which is promoted consistently through all aspects of the school.</p>	<ul style="list-style-type: none"> • Birley Superstars Behaviour System with restorative behaviour policy utilised at agreed points. • Positively worded whole school learning behaviours displayed across the academy • Regular updates and reinforcement of positive learning behaviours in assemblies • Star of the Day, Value Ambassadors, Writer of the Fortnight, Mathematician of the Fortnight and Sparkle and Shine utilised to recognise positive learning behaviours 	<ul style="list-style-type: none"> • Children get on with each other, there is no bullying and conflicts are resolved quickly • Children have a strong determination to work hard and do what is right because they see it as a moral responsibility • Children show respect and care for adults and other pupils, particularly those that are vulnerable • Children that can reflect critically on their own and others behaviour and ask moral questions
<p>Promoting racial, religious and other forms of equality.</p> <p>Giving pupils opportunities across the curriculum to explore and develop moral concepts and values, for example personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong.</p>	<ul style="list-style-type: none"> • Exploring issues around the world through Global Learning opportunities provided by the Birley Curriculum • In Science, children will have the opportunity to consider the moral dilemmas that can result in scientific developments • In History, children will develop an awareness of the moral implications of the actions of historical figures • Our R.E. curriculum covers moral themes from a spiritual / religious standpoint. • Positive behaviour policy and is in place which upholds and rewards correct behaviour and attitudes • Our Eco-Warriors consider how the local environment has changed in a positive or negative way as a result of our community's actions • Visits or Visitors to the academy are arranged with a religious theme allowing children to study and explore different faiths 	<ul style="list-style-type: none"> • Children that can reflect critically on their own and others behaviour and ask moral questions • Children that empathise with the feelings of others by considering moral viewpoints • Children that can find their own solutions to problems by measuring up moral issues
<p>Developing an open and safe learning environment in which pupils can express their views and practice moral decision making</p>	<ul style="list-style-type: none"> • Online Safety curriculum delivered through Purple Mash • Lessons and assemblies themed around bullying are delivered as part of our PSHE Jigsaw Curriculum • Special themed days, weeks or events, such as Anti-Bullying Week, Safer Internet Day and Odd Socks Day. 	<ul style="list-style-type: none"> • Children that are morally aware develop a sense of conscience and try their best to do the right thing • Children have a strong determination to work hard and do what is right because they see it as a moral responsibility • Children that can empathise with the feelings of others by considering viewpoints

	<ul style="list-style-type: none"> • Safeguarding Curriculum is mapped out through the academy • Moral decision making opportunities are presented to our School Council. 	<ul style="list-style-type: none"> • Children that can find their own solutions to problems by measuring up moral issues
Rewarding expressions of moral insights and good behaviour	<ul style="list-style-type: none"> • Positive praise • Restorative Behaviour Practices • Positive learning behaviours championed • Sparkle and Shine and Value Ambassador celebration assemblies • Star of the Day Certificates • Termly reading prizes to reward regular home reading • Writer and Mathematician of the Fortnight rewards to celebrate positive learning behaviours • Golden Tickets are issued to children to acknowledge positive behaviour at break or lunchtimes • Termly attendance rewards celebrate children achieving targets set by the academy • Regular prizes and rewards for demonstrating good manners, politeness and displaying the school values in the classroom – Hot Chocolate with the Headteacher tickets, House Points, Stars for the Class Jars etc. 	<ul style="list-style-type: none"> • Children that are morally aware develop a sense of conscience and try their best to do the right thing • Children have a strong determination to work hard and do what is right because they see it as a moral responsibility • Children who can celebrate the achievement of others simply to build and encourage
Making an issue of breaches of agreed moral codes where they arise, for example, in the press, on television and the internet – as well as in the academy.	<ul style="list-style-type: none"> • Picture News assemblies share breaches of agreed moral code when they arise in world matters • Recognise days and events, such as Anti-Bullying Day and Black History Month, and look at how it feels to be wronged • Online Safety curriculum delivered through Purple Mash. • As an academy, we respond to national events in assemblies. • As part of the Restorative Behaviour procedures, Senior Leaders will discuss and agree action points in regards to behaviour with children 	<ul style="list-style-type: none"> • Children that are morally aware develop a sense of conscience and try their best to do the right thing • Children that can reflect critically on their own and others behaviour and ask moral questions • Children that can empathise with the feelings of others by considering moral viewpoints • Children that can find their own solutions to problems by measuring up moral issues
Recognising and respecting the codes and morals of the different cultures represented in the school and wider community	<ul style="list-style-type: none"> • Delivering the R.E curriculum allows us to recognise and respect the codes and morals of different cultures • Delivering the PSHE curriculum also provides the same opportunity for pupils • Work undertaken by Anti-Bullying Ambassadors to achieve a Diversity Badge as part of the Diana Award. 	<ul style="list-style-type: none"> • Children that can empathise with the feelings of others by considering viewpoints

<p>Encouraging pupils to take responsibility for their actions, for example, respecting property, care of the environment and developing codes of behaviour</p>	<ul style="list-style-type: none"> • Code of Conduct and Behaviour Charters encourage children to take responsibility and these are worked towards across the academy by all pupils • Restorative Behaviour Policy with consistent rules across the academy with rules relating to respecting property and the environment. • Class rules and expectations are reinforced by Value Ambassadors and Peer Mediators. • Members of the academy's Job Squad take responsibility for looking after the school environment through litter picking etc. • Eco-Warriors work towards making changes and enforcing actions to take care of the environment 	<ul style="list-style-type: none"> • Children that are morally aware develop a sense of conscience and try their best to do the right thing • Children have a strong determination to work hard and do what is right because they see it as a moral responsibility • Children that can find their own solutions to problems by measuring up moral issues
<p>Providing models of moral virtue through literature, humanities, sciences, the arts, assemblies and acts of worship.</p>	<ul style="list-style-type: none"> • Character Education enables our children to develop character virtues and practical wisdom, which helps them decide what to do when faced with moral dilemmas. • Assemblies with moral messages in addition to opportunities for individual worship and reflection on spiritual or religious input. • Strong moral messages of standing up to make change where necessary (slavery, holocaust) • Through our English curriculum, children are presented with character's motives, choices, points of view and their moral choices. • Through our History curriculum, children develop an awareness of the moral implications of the actions of historical figures • Through our Geography curriculum, children are able to reflect on the fair distribution of the Earth's resources and issues surrounding climate change • In Art, children are given the opportunity to study artists with spiritual or religious themes and issues raised by artists, which concern ethical issues such as wall paintings. 	<ul style="list-style-type: none"> • Children that are morally aware develop a sense of conscience and try their best to do the right thing • Children that can empathise with the feelings of others by considering viewpoints • Children that can reflect critically on their own and others behaviour and ask moral questions
<p>Reinforcing the academy's values through images, posters, classroom displays, screensavers, exhibitions etc.</p>	<ul style="list-style-type: none"> • The academy's vision statement displayed in the main entrance of the academy • Classrooms and corridors displays all of a high standard reflecting the academy's vision for the curriculum • The academy's values are displayed and pupils' voice comments to define them accompany them. • Consistent displays in all classrooms including the academy's Birley Superstars Behaviour System 	<ul style="list-style-type: none"> • Children that are morally aware develop a sense of conscience and try their best to do the right thing • Children have a strong determination to work hard and do what is right because they see it as their moral responsibility

SOCIAL DEVELOPMENT		
Good and Outstanding Practice Guidance	Evidence at Birley Primary Academy	Impact
<p>Identifying key values and principles on which the school community life is based</p>	<ul style="list-style-type: none"> • The academy’s vision and values have been agreed upon by all stakeholders • Academy’s vision and ethos upholds the formation and use of social skills in which to function and learn • Our core values are displayed throughout the academy in corridors, the hall and classrooms. • Core values are promoted and celebrated through Value Ambassador assemblies • Learning behaviours that are consistent throughout the academy • Restorative Behaviour Policy 	<ul style="list-style-type: none"> • Birley Primary Academy is a positive place to live and grow together in • Children have a social awareness, are aware of themselves and others and observe the etiquettes of pleasant social behaviour • Children can empathise with the feelings of others and respect the viewpoints of others • Children understand their place, contribution and responsibility as part of social groupings, the community and society as a whole
<p>Fostering a sense of community with common inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish</p>	<ul style="list-style-type: none"> • Clear Equality Policy which is considered in all policy renewals and ratified by the Academy Governing Body. • Good relationships are modelled by staff and exhibited by children • Play facilitated to promote good relationships, team work, competition and friendship. • Competitive Sports Day • Hosting community events - Harvest and Easter celebration, Christmas Performances, Singing in the local community, coffee mornings, fundraising events, contributing to the local community’s Remembrance Service. • Fostering family learning through parental workshops and open mornings. • Transition preparation for secondary education 	<ul style="list-style-type: none"> • Children show care and respect for adults and other pupils, particularly those who are vulnerable • Children can empathise with the feelings of others and respect the viewpoints of others
<p>Encouraging pupils to work cooperatively</p>	<ul style="list-style-type: none"> • School Council • Learning Partners / Group Work • Eco-Warriors • Job Squad • Regular competitive team sporting events • Our environment provides the opportunity for play, team games, cooperation and negotiation skills • Play facilitated to promote good relationship, team work, friendly competition and team work. 	<ul style="list-style-type: none"> • Children work and play well together in pairs, small groups and teams • Children who can reflect critically on their social relationships and identify the things that have gone wrong and offer solutions to resolve conflict • Children get on with each other, there is no bullying and conflicts are resolved quickly • Children’s sense of social responsibility leads them to help others

	<ul style="list-style-type: none"> • Fundraising events • Peer Mediators • Anti-Bullying Ambassadors • Rewards, such as Stars in the Jar • Extra-curricular activities give opportunity to social participation and team work. 	
Encouraging pupils to recognise and respect social differences and similarities	<ul style="list-style-type: none"> • Lessons and assemblies themed around similarities and differences as part of our PSHE Jigsaw Curriculum which challenge stereotypes • The R.E. curriculum encourages pupils to recognise and respect social differences and similarities • In History, children learn about how different civilisations are organised socially 	<ul style="list-style-type: none"> • Children have a social awareness, are aware of themselves and others and observe the etiquettes of pleasant social behaviour • Children can empathise with the feelings of others and respect the viewpoints of others
Providing positive corporate experiences, for example, through assemblies, team activities, residential experiences and school productions.	<ul style="list-style-type: none"> • Christmas Productions • Christmas Carol Concerts in the community • Y6 Graduation Event • Sports Days • Half termly topic plans have enrichment and enhancement opportunities with visitors or visits carefully planned • Floor Books • Robinwood Residential in Y6 	<ul style="list-style-type: none"> • Children contribute and know that they have a voice in school improvement. Children have a responsibility and feel valued as a result • Children have good interpersonal skills and can speak confidently to each other and adults as ambassadors for the academy
Helping pupils develop personal qualities which are valued in a civilised society, for example, through thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence and self-respect	<ul style="list-style-type: none"> • Delivering the R.E. Curriculum following the Lincolnshire Locally Agreed Syllabus • Delivery of the PSHE curriculum using Jigsaw: The Mindful Approach to PSHE • The academy's involvement in community events, such as Frecheville's Remembrance Service • Involvement in community improvement schemes with the local council, such as Safer Parking. • Exploring moral issues around the world through Global Learning opportunities • Personal qualities outlined are reflected within our school's values • Charity work 	<ul style="list-style-type: none"> • Children have a social awareness, are aware of themselves and others and observe the etiquettes of pleasant social behaviour • Children can empathise with the feelings of others and respect the viewpoints of others • Children understand their place, contribution and responsibility as part of social groupings, the community and society as a whole • Children's sense of social responsibility leads them to help others
Helping pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community	<ul style="list-style-type: none"> • Racism Red Card Day – Themes from Diana Award • Following our PSHE Curriculum – Jigsaw: The Mindful Approach to PSHE • Eco-Warriors – Endangered species • Aspire Day – challenging lack of aspiration within the local community 	<ul style="list-style-type: none"> • Children understand their place, contribution and responsibility as part of social groupings, the community and society as a whole • Children can empathise with the feelings of others and respect the viewpoints of others • Children's sense of social responsibility leads them to help others

<p>Providing a conceptual and linguistic framework within which to understand and debate social issues, providing opportunities for engaging in the democratic process and participating in community life.</p>	<ul style="list-style-type: none"> • Pupil Elections – democratic vote for School Council • Children write their own manifestos for school council elections • School-led General Election for different parties that encourages debate, public speaking and manifestos that focus on social issues • Pupil training to become Anti-Bullying Ambassadors • Involvement in the interview process for new members of the staff • Job Squad provides the opportunity to apply and interview for a range of jobs related to participating to the school community. 	<ul style="list-style-type: none"> • Children have a social awareness, are aware of themselves and others and observe the etiquettes of pleasant social behaviour • Birley Primary Academy is a positive place to live and grow together in • Children can empathise with the feelings of others and respect the viewpoints of others • Children’s sense of social responsibility leads them to help others
<p>Providing opportunities for pupils to exercise leadership and responsibility</p>	<ul style="list-style-type: none"> • School Council contribute to decision making on a wide variety of school areas • Party Leaders and running mates in General Election • Pupils have areas of responsibility across the wider school through our Job Squad, such as litter pickers, register monitors etc. • Pupils are provided with areas of responsibility in the classroom, such as table monitors etc. 	<ul style="list-style-type: none"> • Children contribute and know that they have a voice in school improvement. Children have a responsibility and feel valued as a result • Children have good interpersonal skills and can speak confidently to each other and adults as ambassadors for the academy
<p>Providing positive and effective links with the world of work and the wider community.</p>	<ul style="list-style-type: none"> • Aspire Day • Promoting parents to volunteer to support pupils’ learning • Parents are invited to work with pupils in extra-curricular activities, such as Basketball club. • Partnerships and events ran alongside other academy’s in the local area 	<ul style="list-style-type: none"> • Children have a social awareness, are aware of themselves and others and observe the etiquettes of pleasant social behaviour • Children understand their place, contribution and responsibility as part of social groupings, the community and society as a whole • Children have good interpersonal skills and can speak confidently to each other and adults as ambassadors for the academy

CULTURAL DEVELOPMENT

Good and Outstanding Practice Guidance	Evidence at Birley Primary Academy	Impact
<p>Providing opportunities for pupils to explore their own cultural assumptions and values</p>	<ul style="list-style-type: none"> • Exploring issues around the world through Global Learning opportunities, including Fairtrade, Education Rights and War and Peace. • Our R.E. Curriculum covers cultural themes and allows children to explore their own assumptions and values • Assemblies with cultural messages about beliefs, practices, respect and tolerance with opportunities for individual reflection • Through our PSHE curriculum, children are given the opportunity to explore 	<ul style="list-style-type: none"> • Children have a cultural awareness. They are aware of themselves and others, they recognise the unity of all and see difference positively. • Children have a strong social awareness and feel a responsibility to help others less fortunate than themselves from other cultural backgrounds • Children have a good knowledge and awareness of different religions and their practices. They show respect for the beliefs, views and opinions of others who have a faith or no faith
<p>Extending pupils' knowledge and use of cultural imagery and language</p>	<ul style="list-style-type: none"> • Through the Birley Curriculum, a number of cultural elements have been studied through our topics – South America, Brazil, Africa, Greece and Egypt. • Our R.E. Curriculum covers cultural themes from a spiritual, moral and religious standpoint • Sharing stories from other cultures and countries in class and in assemblies • In History, children appreciate the significance and impact of past and present cultures 	<ul style="list-style-type: none"> • Children have excellent role models to aspire to often from underrepresented groups • Children have a good knowledge and understanding of their own cultural as well as different countries and cultures from around the world • Children have a good understanding and awareness of racism and prejudice and hold the people who change situations and attitudes in high regard
<p>Recognising and nurturing particular gifts and talents</p>	<ul style="list-style-type: none"> • PSHE curriculum explores personal gifts and talents • Pupils are given opportunities to showcase talents in various subject areas, including music, sport and drama 	<ul style="list-style-type: none"> • Children have excellent role models to aspire to often from underrepresented groups • Children have some experience of the foods, art, dance, songs, music and stories etc. from different countries and cultures
<p>Providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance</p>	<ul style="list-style-type: none"> • Children explore Global Learning themes through The Birley Curriculum • Annually, the academy participate in European Day of Languages with a different focus each year • The Birley Curriculum is creative and thematic. Links are exploited when studying other cultures with seamless links to art and crafts, design and technology. • In our English lessons, children engage with texts from different cultures. • In Religious Education and through assemblies, children learn about different events in various religious calendars. 	<ul style="list-style-type: none"> • Children have some experience of the foods, art, dance, songs, music and stories etc. from different countries and cultures • Children have an appreciation of the arts through participation and observation • Children have an appreciation of PE and sport through participation and observation • Children have excellent role models to aspire to often from underrepresented groups

	<ul style="list-style-type: none"> • Making links with global events such as the Olympics, World Cup, Paralympics etc. • Explore our local history and how different cultures have shaped it 	
Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, concert and gallery visits, resident artists and cultural exchanges	<ul style="list-style-type: none"> • Dance Productions performed to the local community with links to other cultures made • The History Van workshops across the large majority of year groups • Yearly visit to the Halle Orchestra for selected year groups • Involvement in Arts Projects 	<ul style="list-style-type: none"> • Children have some experience of the foods, art, dance, songs, music and stories etc. from different cultures • Children have an appreciation of the arts through participation and observation • Children have an appreciation of PE and sport through participation and observation
Reinforcing the school's cultural values through displays, posters, exhibitions, policies and procedures etc.	<ul style="list-style-type: none"> • Positive images of people from different cultures and backgrounds around the academy • The academy and the learning environments within it reflect the themes being taught through children's work upon displays • Differences and similarities recognised and celebrated across the academy in faith, ethnicity, disability, gender, sexually and family backgrounds in situations • Prejudices and discriminatory behaviour and stereotypes are challenged • Individual and group projects organised by the children in response to needs, such as Wear Red to 'Give Racism the Red Card' • Zero tolerance of racist behaviour or attitudes not in line with British Values 	<ul style="list-style-type: none"> • Children have a cultural awareness. They are aware of themselves and others, they recognise the unity of all and see difference positively. • Children have a good knowledge and awareness of different religions and their practices. They show respect for the beliefs, views and opinions of others who have a faith or no faith • Children respect each other and work and play well together no matter what their differences • Children have a good understanding and awareness of racism and prejudice and hold the people who change situations and attitudes in high regard • Children have a good understanding of sex and relationships (appropriate to their age group) and recognise different family backgrounds and make up • Children have a good awareness of disability and different needs. They show a high level of respect, care and support for others.
Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum	<ul style="list-style-type: none"> • The Birley Curriculum contains planned thematic learning journeys containing cultural links and global learning links. • In History and Science curriculum, we explore the developments from around the world and how they have affected our daily life. • Visits to places of worships and visitors from different faith communities • SLT and Curriculum Leaders undertake monitoring activities that look at the cultural opportunities provided by the Birley Curriculum 	<ul style="list-style-type: none"> • Children have a cultural awareness. They are aware of themselves and others, they recognise the unity of all and see difference positively. • Children have a good understanding and awareness of racism and prejudice and hold the people who change situations and attitudes in high regard • Children have a good knowledge and understanding of their own culture as well as different countries and cultures from around the world. • Good knowledge and awareness of different religions and their practices. They show respect for the beliefs, views and opinions of others who have a faith or no faith.

