

Spiritual, Moral, Social and Cultural Education:  
In more detail at Victoria Infant and Nursery School

<b>Spiritual</b>	<b>Experiencing fascination, awe and wonder:</b> Is shown by pupils' sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible	<b>Exploring the values and beliefs of others:</b> Is shown by pupils' beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values	<b>Understanding human feelings and emotions:</b> Is shown by pupils' willingness to reflect on their experiences	<b>Using imagination and creativity in learning:</b> Is shown by pupils' use of imagination and creativity in their learning
<b>Moral</b>	<b>Investigating moral values and ethical issues:</b> Is shown by pupils' interest in investigating, and offering reasoned views about, moral and ethical issues	<b>Recognising right and wrong and applying it:</b> Is shown by pupils' ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives		<b>Understanding the consequences of actions:</b> Is shown by pupils' understanding of the consequences of their actions
<b>Social</b>	<b>Developing personal qualities and using social skills:</b> Is shown by pupils' used of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds	<b>Participating, cooperating and resolving conflict:</b> Is shown by pupils' willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively	<b>Understanding how communities and societies function:</b> Is shown by pupils' interest in, and understanding of, the way communities and societies function at a variety of levels	
<b>Cultural</b>	<b>Exploring, understanding and respecting diversity:</b> Is shown by pupils' interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by	<b>Participating in and responding to cultural activities:</b> Is shown by pupils' willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities		<b>Understanding and appreciating personal influences:</b> Is shown by pupils' understanding and appreciation of the wide range of cultural influences that have shaped their own heritage

	their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities		
--	---	--	--