



Pupils' social development is encouraged through the following:

- identifying key values and principles on which school and community life is based;
- fostering a sense of community, with common, inclusive values;
- promoting racial, religious and other forms of equality;
- encouraging pupils to work co-operatively;
- encouraging pupils to recognise and respect social differences and similarities;
- providing positive corporate experiences – for example, through assemblies, team activities, residential experiences, school productions;
- helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence, self-respect;
- helping pupils resolve tensions between their own aspirations and those of the group or wider society;
- 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;
- providing opportunities for pupils to exercise leadership and responsibility;
- providing positive and effective links with the world of work and the wider community; and
- monitoring in simple, pragmatic ways, the success of what is provided.

How this happens in our school:

- our 'school aims' set out the value that we place on developing the social skills of pupils;
- we develop pupils' ability to compete fairly and co-operate with each other through sporting opportunities e.g. Multi Skills Festivals, Cricket Festivals, football tournaments, Sports Day, dance performances, mini Olympics, athletics festival, in our assemblies and Gymnastic Festivals;
- working together on projects such as Robotics work, STEM competitions and Nissan visits;
- we use our Sports Premium Funding to develop PE skills and also social skills of our pupils through team games and events such as Judo day, Karate taster, Taekwondo and Hoopstarz;
- pupils work with the 'mini police' initiative and discuss the events affecting our local area;
- visit from our local MP to help the children to find out more about democracy and supporting our community;
- financial skills are developed through curriculum work linked to financial matters
- pupils support each other's attendance to achieve an award;
- pupils are given the opportunity to develop skills on residential trips to Robin Wood Activity Centre, Weardale and school trips;
- pupils learned the value of sharing meals together and enjoying conversation at school events such as Christmas Lunch and tasting food from other countries;
- pupils get a chance to develop their debating skills and understanding of the democratic process through their work in the School Council;
- pupils can develop personal qualities through their work as a playground leader, School Sports Crew Leaders, monitor or reading friend;
- pupils get the chance to develop their verbal skills as part of 'World Book Day' and drama activities;
- pupils foster a sense of community through tree, nature walks in Elba Park along with environmental work with the Woodland Trust and developing our school grounds;
- pupils learn to work co-operatively through Bikeability, cooking, arts and crafts clubs, ukulele lessons and theme weeks e.g. Fit for Life and Science Weeks;
- we have our Summer and Christmas Fairs where the local community are invited in;
- we offer children a chance to share their knowledge and views in assemblies they prepare and deliver themselves.



Pupils' moral development is encouraged through the following:

- providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school;
- promoting racial, religious and other forms of equality;
- 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;
- developing an open and safe learning environment in which pupils can express their views and practise moral decision-making;
- rewarding expressions of moral insights and good behaviour;
- 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 school;
- modelling, through the quality of relationships and interactions, the principles which they wish to promote – for example, fairness, integrity, respect for persons, pupils' welfare, respect for minority interests, resolution of conflict, keeping promises and contracts;
- recognising and respecting the codes and mores of the different cultures represented in the school and wider community;
- encouraging pupils to take responsibility for their actions; for example, respect for property, care of the environment, and developing codes of behaviour;
- providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship;
- reinforcing the school's values through images, posters, classroom displays, screensavers, exhibitions, etc; and monitoring in simple, pragmatic ways, the success of what is provided.

How this happens in our school:

- we promote our Rights Respecting school ethos and have Rights Champions to ensure pupil voice is represented;
- policies are in place to promote a strong sense of morality e.g. Behaviour Policy, Equality and Diversity Policy etc;
- pupils are encouraged to care for their community through tree planting with the Woodland Trust, visits such as to Hall Hill Farm, learning about mini-beasts at the Botanic Gardens, organising fund raisers, education on dog fouling from the local police and online safety work;
- reward systems are in place for positive behaviours in class, lunchtimes and around school. Praise is given by all staff;
- there is a positive climate for learning in lessons;
- our PSHE sessions provide careful structure and learning for pupils;
- pupil views are sought and passive learners are identified and given opportunities in curriculum to develop e.g. assemblies, projects at home and engaging visits/visitors;
- children feel part of the community through visits from the local police, fire brigade, our local MP, school nurse, school councillor and litter collections we complete in the area along with the Safety Carousel workshops;
- assemblies by Headteacher and visitors allow discussion and exploration of moral issues;
- we invite grandparents to school to watch our Christmas productions and provide warm mince pies and hot drinks;
- school displays promote our values and Rights Respecting ethos;
- School Council, play group leaders and ambassadors allow pupils to express their views and be part of moral decision making;
- younger pupils learn to care for animals through the 'Living Eggs' experience, raising chicks from eggs and along with watching cocoons develop into butterflies;
- learning to care for ourselves through basic hygiene i.e. handwashing activities with our school nurse to learn about health
- our curriculum promotes the discussion of moral issues in an open and safe environment allowing pupils to explore and develop their beliefs;
- breaches of agreed moral codes are highlighted e.g. non-compliance with e-safety issues and the impact discussed;
- whole school work with If U Care Share charity to support emotional well-being;
- pupils follow a curriculum which highlights work on PANTS, 'safe touch' and 'stranger danger' in addition to Year 5 and 6 pupils who learn about staying safe with Child Line assembly.

SPRITUAL PROVISION AT BOURNMOOR PRIMARY SCHOOL



Pupils' spiritual development is encouraged through the following:

- giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives;
- encouraging pupils to explore and develop what animates themselves and others;
- 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;
- developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected;
- accommodating difference and respecting the integrity of individuals;
- promoting teaching styles which:
 - 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 – for example, asking 'why', 'how' and 'where' as well as 'what'; and
 - monitoring in simple, pragmatic ways, the success of what is provided.

How this happens in our school:

- we are a Rights Respecting School following Unicef's Charter for Rights of the Child and promoting Global Learning Goals;
- we encourage pupils to support each other e.g. on World Book Day older pupils read with younger ones;
- in our curriculum we develop reasoning and questioning skills to make children think and investigate e.g. Lego work, maths challenges, technology projects and Green Powered Goblin electric car project;
- we visit Durham Cathedral and St Barnabas Church to learn about Christianity and local saints;
- we have an elected School Council and its impact is measured through pupil voice;
- Singing at Christmas to share time and experiences with the local community;
- pupils organising a cake sale to raise money for charity and sharing awareness of good causes e.g. Children in Need and Save the Children;
- developing our environment to provide better surroundings through the development of our school garden and working with the Woodland Trust;
- we come together to celebrate at Christmas (Christingle Service), Christmas lights switch on at Chester-le-Street, Easter and Harvest where the community join together;
- we work together to help others e.g. Children in Need, Comic Relief, Shoe Box Appeal, Pudsey Day and Sports Relief;
- to support the work of the local church through linked events i.e. promoting youth clubs and attending events;
- pupils are invited to take part in the 'mini police' project to talk about what affects them in the local community;
- Junior pupils were invited to the 'Festival of Cribs' in Houghton to see how Christmas is celebrated around the world through nativity scenes;
- we remember those who lost their lives in wars through our curriculum, assemblies, visit to the Cenotaph, Holocaust Memorial Day and Remembrance Services;
- pupils learn how to stay safe, and value the safety of others and through online safety work e.g. Safer Internet Day;
- we value the importance of learning through reading and celebrate 'World Book Day' to promote literature, with a different focus each year;
- Year 5/6 complete 'walk and talk' sessions to build confidence and team building through the School Sports Partnership.

CULTURAL PROVISION AT BOURNMOOR PRIMARY SCHOOL



Pupils' cultural development is encouraged through the following:

- providing opportunities for pupils to explore their own cultural assumptions and values;
- presenting authentic accounts of the attitudes, values and traditions of diverse cultures, addressing racism and promoting race equality;
- extending pupils' knowledge and use of cultural imagery and language;
- recognising and nurturing particular gifts and talents;
- providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance;
- developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, concert and gallery visits, resident artists, foreign exchanges;
- reinforcing the school's cultural values through displays, posters, exhibitions, etc;
- auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum; and
- monitoring in simple, pragmatic ways, the success of what is provided.

How this happens in our school:

- we learn about other countries and cultures in our curriculum and in assemblies;
- we focus on international events that enable children to learn about the wider world and the geography and culture of places i.e. the World Cup and Euros;
- assemblies are used to share information about global issues i.e. water issues through the work of Water Aid and learning about our rights;
- we have learned about the Global Goals as part of our RRSA award;
- work on celebrations and festivals is completed to develop children's understanding of their global world;
- junior pupils are given the opportunity to learn French and about its culture;
- we support Fair Trade and learn about this in our lessons and assembly and wherever possible we use Fair Trade ingredients in our cooking club;
- opportunities are used to promote pupils' learning about wider global issues e.g. through General Election in the UK, the American Presidential election and sports events i.e. football tournaments;
- we work with the Durham Music Service to provide bands and musicians for pupils to learn about their culture and music;
- displays and poster work promote cultural development i.e. Send my Friend to School, Fairtrade;
- we promote Chinese New Year celebrations through art work and assembly from Lip Lee (a local Chinese resident and artist);
- pupils undertake visits to learn about other religions and cultures e.g. to Sikh temple;
- we support Unicef's Day for Change and learn about rights in our curriculum;
- older pupils learn about current affairs through Newsround and wider discussions;
- assemblies are used as an opportunity to learn about countries in the news.