

Spiritual Development	The Elland Academy provision		
	Examples of present provision	Evidence	Areas for future development
<p>1. Developing beliefs and principles - It might include religious values, but might not also. E.g.</p> <ul style="list-style-type: none"> • Collective worship • Opportunities to ask 'big questions' / share and respond to personal beliefs • Links with local community / faith groups • Celebration of different religious festivals 	<p>Non-negotiables Individual classroom contracts The Elland Family Ethos Discuss questions when opportunities arise. Assemblies Discussions in social time Discussions about religious festivals in reflection, 1 to 1 and in groups. Project work. Assemblies Multi-cultural teachings Religious/cultural celebration Dietary</p>	<p>Logged on SIMS Students behave in an appropriate manner in the classroom Planned themes Events on calendar Displays and notes Photographs Pieces of work Scheme of work Displays School dinners</p>	<p>Student council- relaunch February 2017. Links with local community groups- new PC to support development of community links. Cultural day 2017- link to belief systems.</p>

	Examples of present provision	Evidence	Areas for future development
<p>2. Understand and respect the beliefs of others and nurturing our own sense of identity, place and value in the world. E.g.</p> <ul style="list-style-type: none"> • Visits to places of worship • Visitors in school • Assemblies • Collective worship • SOW for PHSE • Quiet spaces / reflection time 	<p>Assemblies Drop down days- when and what themes. Assemblies on Holocaust, Human rights, Easter, other religions represented in the academy Social skills, anger management, links with Parents. Unit in English on Maori culture Reading area, intervention room. School lunches Literacy (organ donation)</p>	<p>Ignites the what, why, how Improved self-management Improved self-esteem Work in books. Student's awareness of appropriate communication.</p>	<p>Visits to places of worship. Religious figures from the community coming in. PC Barrie organising local mosque members to support students.</p>
<p>3. Demonstrate enjoyment and fascination for learning about themselves and the world around them. E.g.</p> <ul style="list-style-type: none"> • Learning outside the classroom • Cross-curricular projects • Opportunities to ask 'big questions' 	<p>Making students more aware of international and local affairs. International food. World literature Various artists Pupil dialogue Project work in reflection. Sports Outdoor Education Reflection work Tutor intervention time Literature lessons in English Horse-riding in holidays.</p>	<p>Staff/Student based discussions GCSE Catering syllabus Displays. Student work Newspapers in canteen for students to read. Television on news channels. Photographs of students at The Chevin, Leeds Climbing wall.</p>	<p>Extra-curricular visits, local, regional, national.</p>

	Extended learning project Construction Science scheme of work		
	Examples of present provision	Evidence	Areas for future development
<p>4. Willingness to reflect on their experiences and those of others. E.g.</p> <ul style="list-style-type: none"> • Collective worship • Quiet spaces / reflection time/reflection activities • Circle time • Visitors into school • Links with local community 	<p>Form time/tutor time/PLA time PSHE days Open events/building relationships with parents. Assemblies Enrichment clubs Reiki for staff Conversations with students Tutor intervention time Links with local community Circle time Tutor intervention RAIN meditation</p>	<p>Plans for each. Calendar. Letters of thanks Photos Website Student work Student voice</p>	<p>McMillan coffee morning- raise awareness of charity. More extra-curricular visits.</p>

Moral Development	The Elland Academy provision		
	Examples of present provision	Evidence of impact	Areas for future development
<p>1. Gaining awareness of moral codes and choices - Includes awareness of moral codes of different religions/traditions. E.g.</p> <ul style="list-style-type: none"> • SOW for RE, Citizenship, PSHE, SEAL • Policies – behaviour, inclusion, bullying • Behaviour around TEA/display of behaviour expectations • Discussion of real life dilemmas 	<p>Daily basis conversations with students. The four non-negotiables. English literature Conversations about family history Outdoor education visits and trips. Topic lessons Project work Social times Restorative conversations. World war 1 Policies Displays</p>	<p>Improvement of behaviour and conduct. Reward booklets Reward trips Conversations with students SIMS Behaviour improvements</p>	<p>RE/PSCHE as a distinct subject.</p>

	Examples of present provision	Evidence	Areas for future development
<p>2. Distinguishing right from wrong and understand that actions have consequences. E.g.</p> <ul style="list-style-type: none"> • SOW/lesson observations • Discussion of real life dilemmas • Behaviour policies/initiatives • Development of pupil voice/peer education activities 	<p>Reflection, isolation, tutor time, social times, assemblies. Meetings with safer schools officer. Reflection room Isolation Process of sanctions and detentions Restorative practice Modelling behaviour and positive relationships Student council. School policies Rewards structure Displays Conflict resolution.</p>	<p>Students clearly understand sanctions and their purpose- talk to them. Meeting minutes and decisions taken. Records of achievements and attendance Behaviour improvement</p>	<p>More discrete sessions with safer schools officer to discuss actions and consequences.</p>
<p>3. Engage in moral and ethical dilemmas, showing awareness of different perspectives. E.g</p> <ul style="list-style-type: none"> • SOW evidence • Lesson observations • Learning outside the classroom • Visitors into school • Development of pupil voice/student council 	<p>Student council School visitors e.g. fire safety officer Assemblies OAA Literature lessons Student reviews Open days/parents days Home-school liaison. Student council Class environment</p>	<p>Student voice Student voice Improvement of conditions Student engagement Relationships with staff/students.</p>	<p>PSHE days Moral dilemma of the fortnight</p>

<ul style="list-style-type: none"> • Opportunities to ask ‘big questions’ 			
<p>4. Respect diversity of viewpoints and different people’s experiences. E.g.</p> <ul style="list-style-type: none"> • Challenge of inappropriate words/attitudes • Development of pupil voice/student council • Equalities/inclusion policies • SOW evidence • Lesson observations 	<p>Assemblies Daily reminders from all staff Pastoral time Global English. Non-negotiables and sanctions Fresh start every day. Adopting policy</p>	<p>Students having better relationships with each other and staff. Personalised timetable plans</p>	<p>Improved communication between staff and students.</p>

Social Development	The Elland Academy provision		
	Examples of present provision	Evidence	Areas for future development
<p>1. Use of a range of social skills inside and outside of school. E.g.</p> <ul style="list-style-type: none"> • Engagement in school council and its effectiveness. • Evidence of team work and discussion in lesson activities • SOW for PSHE • Lesson observations • Roles and responsibilities of students in school • Enterprise projects (cross curricular) • Involvement in community events • Buddy/mentor systems 	<p>School council OAA and sport Play therapy Sports activity camps Enterprise Residential trips Independent project work Group work in lessons e.g. drama National charity events Year 9s enterprise lessons Drop down days PLA. Enterprise scheme of work breakfast</p>	<p>Personalised timetable Student work Celebration of achievement Social times</p>	<p>Charity events- student led Sports day- July 2017 Staff/student team building event- happened July 2016, to be run again? Community cohesion drop down day</p>
<p>2. Work and socialise with people from different religious, ethnic and socio-economic backgrounds. E.g.</p> <ul style="list-style-type: none"> • Community projects • Home- academy-Elland links 	<p>Mixed provision Every day conversations to challenge prejudice PLA's working with host schools KS3 class working to ease transition from KS2 Restart in reflection Outreach work</p>	<p>Display on top floor. School environment Home-school links</p>	<p>School fair. Visits from representatives of different ethnic communities.</p>

<ul style="list-style-type: none"> • Collaborative/project work • Prejudices challenged by staff and pupils • Peer education activities • Transition projects • School fairs 	<p>Careers provision from u-explore. Diversity within the academy. PLA's</p>		
<p>3. Cooperating well with others and resolving conflicts effectively. E.g.</p> <ul style="list-style-type: none"> • Engagement in schools council • Evidence of team work and discussion in lesson activities • Enterprise projects (cross curricular) • Buddy/mentor systems • Restorative practice 	<p>Play therapy Restorative practice Time out passes Northern Schools OAA and sports. Meetings with specific students if issues arise Outdoor education PLA Peer mentoring Conflict resolution Enterprise scheme of work Project work</p>	<p>Settled students Student work Student council minutes Student council notice board</p>	<p>Mentor scheme Inter-school challenge</p>

	Examples of present provision	Evidence	Areas for future development
<p>4. Understanding of how society, different communities and families function. E.g.</p> <ul style="list-style-type: none"> • Links with other schools and communities • Charity/community events • Parental links • Partnership work – other agencies 	<p>Safer schools officer</p> <p>Because of diverse intake different schools and different areas</p> <p>Northern Schools PC Barrie</p> <p>Home-schools link with each other.</p> <p>Parent/carers days</p>	<p>Home links</p> <p>Files/passports</p>	<p>Charity events</p> <p>Trips</p> <p>Sponsored walk</p> <p>Visit hospice</p> <p>Visiting charity workers</p> <p>Link with other AP's.</p>

Cultural Development	The Elland Academy provision		
	Examples of present provision	Evidence	Areas for future development
<p>1. Appreciation of the range of cultural influences that have shaped their own heritage. E.g.</p> <ul style="list-style-type: none"> • Enrichment days/themed weeks to celebrate culture or heritage • PSHE/Citizenship SOW • Extra curricular activities • Learning outside the classroom • Schools linking • Celebration of current 	<p>English literature Conversations about family history Outdoor education Visits and trips Topic lessons Project work Hair and beauty Literacy across the curriculum.</p>	<p>Schemes of work Student work Homosexuality work and displays</p>	<p>Extra-curricular visits and experiences. Culture day- June 2017</p>

<p>events – Black History Month, Refugee week, Fair Trade Week, LGBT History Month, GRT Month, International Women’s Day, Festivals.</p>			
<p>2. Participate in a range of cultural experiences, such as artistic, musical, sporting mathematical and scientific opportunities. E.g.</p> <ul style="list-style-type: none"> • Cultural visits • Visitors into school – artists, poets, musicians • SOW and project work • Academy’s Equality Policy • Extra curricular activities • Themed creative Curriculum 	<p>Art therapy Enrichment clubs Play therapy Music in classrooms Project Camelot Sport Outdoor education Mandala garden KS3 curriculum</p>	<p>SOW Displays Student work Website</p>	<p>Visits Museums and musical experiences Imagined communities work with Chol theatre.</p>

SMSC provision at The Elland Academy 2016-2017

	Examples of present provision	Evidence	Areas for future development
<p>3. Interest in exploring cultural diversity and engaging in others from a variety of backgrounds.</p> <p>E.g.</p> <ul style="list-style-type: none"> • Lesson observations pupil’s engagement and dialogue • Visits to places of worship • Experience of different cultures – themed days/weeks • Schools linking activities 	<p>Bridge to Terabithia- Year 9</p> <p>Selection of books within the library- students select books.</p> <p>Links are clear with home schools so developing engagement across a diverse community.</p>	<p>Student work</p> <p>Schemes of learning</p>	<p>Visits</p> <p>Cultural day- June 2017</p>
<p>4. Display positive attitudes and respect for people from different local and global communities. E.g.</p> <ul style="list-style-type: none"> • Lesson observations – dialogue between pupils • Staff training/whole school approach to 	<p>Cross curricular work</p> <p>Project KS3</p> <p>Year 9 work</p> <p>Lesson observations</p> <p>Student conduct</p>	<p>Student work and displays</p> <p>Assemblies</p> <p>Staff profiles</p> <p>Staff training</p>	<p>Links with international schools.</p>

SMSC provision at The Elland Academy 2016-2017

<p>equality, diversity and community cohesion</p> <ul style="list-style-type: none">• Schools linking activities			
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