

Early Years

Spiritual Development in Early Years

- Encouraging awe and wonder for environment – e.g. lying looking at clouds in the sky
- Encouraging appreciation of nature – e.g. spider webs, watching ladybirds
- Encouraging pupils to reflect on their experiences, individually and in group time
- Supporting development of imagination and creativity through stories and open-ended creative provision
- Planning for and offering magical moments
- Acknowledgement of importance of enjoyment to well-being through having fun e.g. jumping in puddles
- Encouraging awe and wonder for objects
- Encouraging strong relationships – influencing quality of life through these interactions

Moral Development in Early Years

- Promote values through stories at carpet time
- Discuss values and feelings through use of the “Making Me” programme – Feelings Flowers
- Reward system rewarding attitudes e.g. caught being kind, house points...
- Staff modelling of values e.g. being friendly
- The Restorative Approach is used consistently by all staff in the Early Years
- Use of conflict resolution techniques to encourage pupils’ understanding of feelings of others
- Use social stories when appropriate to support pupils’ understanding
- Promote discussion around morality during PSHE sessions through the use of 1decision programme

Social Development in Early Years

- Staff support social skills and development throughout play and learning experiences
- Snack times and lunch time – supporting table manners
- Teaching self-care habits – e.g. blowing noses, covering mouth when coughing
- Support inclusion of pupils within play and challenge any stereo typing
- Support transition process from local nurseries and other settings into school
- Support development of respectful behaviour e.g. listening to others, not invading another pupil’s space
- Sharing a wide range of quality inclusive texts/stories and social stories with pupils as a part of PSHE and various projects covered in the year

Cultural Development in Early Years

- Appreciation of cultures of others as it arises from home backgrounds of pupils within Early Years and within the books shared
- Encourage bi-lingual pupils to share key words with staff and pupils from their home language so we can all learn the respect for others languages

SMSC at Beecroft Academy

- Challenge stereo –typical language and ensure all types of families feel accepted and respected
- Quality inclusive resources purchased and provided in the environment
- Understanding and feeling comfortable in a variety of cultures
- Take part in whole school cultural days where we celebrate a culture represented at our school.