

Element	Element Breakdown	Pupils will demonstrate:
Spiritual	<p>Experiencing fascination, awe and wonder: Is shown by pupils' sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible</p> <p>E.g. The starter 'hooks' pupils interest – could be mystery, curiosity, novelty or particular relevance, or the teacher intervenes, where necessary, to promote engagement, activities</p> <p>Classroom activities find out what pupils already know and understand, what learners can do (skills) and what learners are aware of (Values and Attitudes)</p> <p>Exploring the values and beliefs of others: 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</p> <p>E.g. the lesson facilitates discussion about different beliefs or opinions and pupils show reasoned judgements</p> <p>Understanding human feelings and emotions: Is shown by pupils' willingness to reflect on their experiences</p> <p>E.g. Pupils Connect with prior learning, either to build on what has been learned in previous lessons or to assimilate a new topic or idea, get to grips with new learning, relating it to some or all of the lesson objectives, Practise or apply subject/generic skills on a little-and-often basis, Build knowledge, understanding, and skills over a series of lessons</p> <p>Using imagination and creativity in learning: Is shown by pupils' use of imagination and creativity in their learning</p> <p>E.g. Engagement the lesson tasks do not outlast the concentration span of pupils; the work is accessible to all pupils (starter involving complex instructions or extended reading or writing are less likely to engage all pupils quickly), the starter 'hooks' pupils interest – could be mystery, curiosity, novelty or particular relevance. The starter is immediate i.e. First five minutes activities mobilise what pupils already know for the benefit of others</p>	<ul style="list-style-type: none"> • A set of values, principles and beliefs which may or may not be religious, which inform their perspective on life and their patterns of behaviour • An awareness and understanding of own and others' beliefs • A respect for themselves and for others • A sense of empathy with others, concern and compassion • An ability to show courage in defence of their beliefs • A readiness to challenge all that would constrain the human spirit (for example: poverty of aspiration, lack of self-confidence and belief, moral neutrality or indifference, farce, fanaticism, aggression, greed, injustice, narrowness of vision, self-interest, sexism, racism and other forms of discrimination) • An appreciation of the intangible (e.g. beauty, truth, love, order, as well as mystery, paradox and ambiguity) • A respect for insight as well as knowledge and reason • An expressive and/or creative impulse • An ability to think in terms of the 'whole' (for example: concepts such as harmony, interdependence, scale, perspective, and on understanding of feelings and emotions and their likely impact)
Moral	<p>Investigating moral values and ethical issues: Is shown by pupils' interest in investigating, and offering reasoned views about, moral and ethical issues</p> <p>E.g. the lesson facilitates discussion about different beliefs or opinions and pupils show reasoned judgements about right and wrong</p> <p>Recognising right and wrong and applying it: Is shown by pupils' ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives</p> <p>E.g. Pupils know what is expected, how to get top marks, how to achieve, and progress outstandingly well</p> <p>Understanding the consequences of actions: Is shown by pupils' understanding of the consequences of their actions</p> <p>E.g. behaviour for learning within the classroom is excellent, the teacher intervenes to move the learning forward, there are clear sanctions for not participating in the learning</p>	<ul style="list-style-type: none"> • An ability to distinguish right from wrong, based on a knowledge of the moral codes of their own and other cultures • A confidence to act consistently in accordance with their own principles • An ability to think through the consequences of their own and others' actions • A willingness to express their views on ethical issues and personal values • An ability to make responsible and reasoned judgements on moral dilemmas • A commitment to personal values in areas which are considered right by some and wrong by others • A considerate style of life • A respect for others' needs, interests and feelings as well as their own • A desire to explore their own and others' views • An understanding of the need to review and reassess their values, codes and principles in light of experience

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Social	<p>Developing personal qualities and using social skills: 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</p> <p>E.g. group work with distinct mixed groups identified within class context or lesson plan, Activities and questions involve remembering, checking on understanding and applying knowledge (Blooms Knowledge, Comprehension and Application), Activities and questions that involve higher order critical and creative thinking (Blooms Analysis, Synthesis and Evaluation)</p> <p>Participating, cooperating and resolving conflict: Is shown by pupils' willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively</p> <p>E.g. Expectations are made clear e.g. 'Each group should come up with at least five suggestions in x minutes', Starters are accessible to all or most learners as soon as they arrive in the classroom, clear expectations of time frames are set and adhered to and the teacher intervenes to move the lesson forward</p> <p>Understanding how communities and societies function: Is shown by pupils' interest in, and understanding of, the way communities and societies function at a variety of levels</p>	<ul style="list-style-type: none"> • Adjust to a range of social contexts by appropriate and sensible behaviour • Relate well to other people's social skills and personal qualities • Work, successfully, as a member of a group or team • Challenge, when necessary and in appropriate ways, the values of a group or wider community • Share views and opinions with others, and work towards consensus • Resolve conflicts and counter forces which militate against inclusion and unity • Reflect on their own contribution to society and to the world of work • Show respect for people, living things, property and the environment • Benefit from advice offered by those in authority or counselling roles • Exercise responsibility • Appreciate the rights and responsibilities of individuals within the wider social setting • Understand how societies function and are organised in structures such as the family, the school and local and wider communities • Participate in activities relevant to the community • Understand the notion of interdependence in an increasingly complex society
Cultural	<p>Exploring, understanding and respecting diversity: 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 their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities</p> <p>E.g. lesson activities facilitate open discussion of different cultural values and opinions</p> <p>Participating in and responding to cultural activities: Is shown by pupils' willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities</p> <p>E.g. students participate fully in cultural activities</p> <p>Understanding and appreciating personal influences: Is shown by pupils' understanding and appreciation of the wide range of cultural influences that have shaped their own heritage</p> <p>E.g. students reflect on what may have influenced their opinions in relation to an idea, topic or piece of work</p>	<ul style="list-style-type: none"> • An ability to recognise and understand their own cultural assumptions and values • An understanding of the influences which have shaped their own cultural heritage • An understanding of the dynamic, evolutionary nature of cultures • An ability to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, thereby challenging racism and valuing race equality • An openness to new ideas and a willingness to modify cultural values in the light of experience • An ability to use language and understand images/icons – for example, in music, art, literature – which have significance and meaning in a culture • A willingness to participate in, and respond to, artistic and cultural enterprises • A sense of personal enrichment through encounter with cultural media and traditions from a range of cultures • A regard for the heights of human achievement in all cultures and societies • An appreciation of the diversity and interdependence of cultures