

Dawley C of E Primary School and Nursery

Social, Moral, Spiritual and Cultural Opportunities Policy



January 2016



Developing Social, Moral, Spiritual and Cultural opportunities at Dawley C of E Primary School and Nursery

'As God cares for us, so we care for others' Becoming the people God needs us to be

The DfE have recently reinforced the need ***"to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."***

The government set out its definition of British values in the 2011 Prevent Strategy, along with the Teacher Standards (2011) and these values have been reiterated by the Prime Minister. At Dawley C of E Primary School and Nursery these values are an integral part of our day to day learning and core offer:

Democracy:

Democracy is recognised as a key aspect of life in modern Britain within the school. Pupils have the opportunity to have their voices heard and to vote through our School Council, Eco Club, Team Safeguarding Voice, Lunchtime Ambassadors and Pupil questionnaires. The teaching of Positive Mindset which incorporates Building Power and Solo Taxonomy allows pupils to ask questions, reflect on and challenge their own thinking.

The Rule of Law:

The importance of laws, whether they be those that are expected within the class, the school, or the country, are consistently reinforced, as well as when dealing with behaviour and through school assemblies. Pupils are taught to show mutual respect, treating everyone the same, knowing what you should be doing every minute every day through school. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibility that this involves and the consequences when laws are broken. The teaching of Positive Mindset which incorporates Building Power and Solo Taxonomy allows pupils to ask questions, reflect on and challenge their own thinking.

Individual Liberty

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we provide boundaries for pupils to make choices safely, through a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our Safeguarding work, E-Safety and PSHE lessons. Whether it is through choice of challenge, how they record their learning, participation in extra-curricular and opportunities, pupils are given the freedom to make choices. The teaching of Positive Mindset which incorporates Building Power and Solo Taxonomy allows pupils to ask questions, reflect on and challenge their own thinking.

Mutual Respect

Our school ethos is based around Christian Values, which permeate through the school. These Core Values such as 'Respect', and pupils are part of discussions, worship and assemblies relating to what this means and how it is shown. Our Behaviour code promotes respect for others and this is evident in every classroom and

across the school. The teaching of Positive Mindset which incorporates Building Power and Solo Taxonomy allows pupils to ask questions, reflect on and challenge their own thinking.

Tolerance and Acceptance of Different Faiths and Beliefs:

This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Worship, assemblies and discussions involving prejudices and prejudice-based bullying are supported by learning in RE and PSHE. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school. The teaching of Positive Mindset which incorporates Building Power and Solo Taxonomy allows pupils to ask questions, reflect on and challenge their own thinking.

Definitions of Spiritual, Moral, Social and Cultural Development at Dawley C of E Primary School and Nursery

Spiritual Development

Pupils' spiritual development is shown by their:

- beliefs, religious or otherwise, which inform **their perspective on life** & their **interest in & respect for different people's feelings & values**
- sense of **enjoyment** and **fascination** in learning about **themselves, others** and the **world around them**, including the intangible
- use of **imagination** and **creativity** in their learning
- willingness to **reflect** on their **experiences**

Moral Development

Pupils' **moral development** is shown by their:

- ability to **recognise** the difference between **right** and **wrong**, and their readiness to **apply** this understanding **in their own lives**
- understanding of the **consequences of their actions**
- **interest in investigating**, and offering **reasoned** views about, **moral** and **ethical issues**

Social Development

Pupils' **social development** is shown by their:

- **use** of a range of **social skills** in **different contexts**, including **working** and **socialising** with pupils from **different religious, ethnic and socio-economic backgrounds**
- **willingness to participate** in a **variety of social settings, cooperating well with others** and being able to **resolve conflicts** effectively
- **interest in**, and understanding of, the way **communities** and societies **function** at a variety of levels

Cultural Development

Pupils cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their **own heritage**
- **willingness to participate** in, and **respond to**, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural **opportunities**
- interest in **exploring**, understanding of, and **respect for cultural diversity**, as shown by their **attitudes** towards **different religious, ethnic and socio-economic** groups in the **local, national and global communities**

Aims

Our aim is to prepare children for life in modern Britain; through providing a context rich curriculum which broadens their experiences, develops their imagination, creativity and fascination in learning.

Pupil learning is at the very heart of our school, along with the importance of sustainability, the difference between right and wrong and how to get along with people from other backgrounds and cultures. We aim to

develop learners who are fascinated and excited by school and opportunities offered. We teach our children to become 'good learners': developing skills of resilience, reflection, reciprocity and resourcefulness; so they are prepared with learning skills that will prepare them for life in 21st Century Britain.

The ethos of our school is that all people who come into our school, whether staff, pupil, parent or visitor, are valued as individuals in their own right. They are entitled to expect from others, good standards of behaviour, marked by respect and responsibility and we ask that all of our visitors offer that too.

Planning

In planning lessons, teachers are aware of the need to plan opportunities to develop the spiritual, moral, social and cultural needs of all pupils. A vast majority of opportunities will be delivered through cross curricular activities as well as specific Preparing for Life in Modern Britain teaching, RE, worship and assemblies. All planning documents identify the opportunities for moral, social, spiritual and cultural learning.

The taught curriculum is planned into terms for all year groups and clearly identifies moral, social, cultural and spiritual opportunities.

A selection of the planned assemblies are based on the Declaration of Human Rights book – We are all Born Free.

Spiritual Development

Planned opportunities for spiritual development in all subjects can be seen across school. Children are given opportunities to reflect upon the meaning of spiritual experiences.

Examples of experiences commonly regarded as spiritual include:

- Curiosity and mystery
- Awe and wonder
- Connection and belonging
- Heightened self-awareness
- Prayer and worship
- Deep feelings of what is felt to be ultimately important
- A sense of security, well-being, worth and purposefulness

The school will develop a climate where pupils can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of other individuals.

These can occur during any part of the school day, including: when listening to music, discussing the care needed for animals, exercising empathy or creativity, how we live, contemplating the future, etc.

Moral Development

We believe that a morally aware pupil will develop a wide range of skills. These can include the following:

- Distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures.
- Develop an ability to think through the consequences of their own and other's actions
- Have an ability to make responsible and reasoned judgements
- Ensure a commitment to personal values
- Have respect for others' needs, interests and feelings, as well as their own
- Develop a desire to explore their own and others' views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience

Our school develops pupil moral development by:

- 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 practice moral decision making
- Rewarding expressions of moral insights and good behaviour
- Recognising and respecting the codes and morals 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 and assemblies; reinforcing the school's values through images, posters, classroom displays etc. Also monitoring in the simple ways the success of what is provided.

Teachers always discuss the behaviour code with their class, based on the values held by the school. We teach the children to be aware of their own actions, take responsibility for their own bodies and encourage independence. We will help children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable.

This is done through worship, assemblies, the school philosophy, based on Mindset Building Learning Power and SOLO Taxonomy, PSHE and RE lessons. We are interested in the development of the whole child and will endeavour to raise their self-esteem through accurate and positive feedback, which helps them make progress as an individual.

Social Development

We recognise that pupils who are becoming socially aware are likely to be developing the ability to:

- Adjust to a range of social contexts by appropriate and sensitive behaviour
- Relate well to other people's social skills and personal qualities
- Work successfully, as a member of a group or team
- Resolve conflicts maturely and appropriately
- Reflect on their own contribution to society
- Show respect for people, living things, property and environment
- Exercise responsibility
- Understand how societies function and are organised in structures such as the family, the school
- Understand the notion of interdependence in an increasingly complex society

Our school develops pupil social development by:

- 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 experiences to reinforce our values as a school community – for example, through assemblies, team building 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, interdependence, self-respect and an awareness of others' needs
- 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
- Monitoring in simple, pragmatic ways, the success of what is provided

Cultural Development

Children should be made aware of the diversity of other cultures both within modern Britain and throughout the world. This can be done through music, PE, art and many other curriculum areas. This is shown in our curriculum plans.

Pupils who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- **An ability to reflect on important questions of meaning and identity**
- **An interest in exploring the relationship between human beings and environment**

Our school develops pupils' cultural development by:

- Extending pupils' knowledge and use of cultural imagery and language
- Encouraging them to think about special events in life and how they are celebrated
- Recognising the 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
- Reinforcing the school's cultural links through displays, posters, exhibitions etc. As well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits
- Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum in collaboration with the subject leaders of PSHE, RE, MFL, ECO & School Council

Pupil Voice

The term 'Pupil Voice' describes how pupils give their input to what happens within the school and classroom. Our desire is for pupils to know that their expertise, opinions and ideas are valued in all aspects of the school life. Pupil Voice permeates all levels of our work together, from pupils participating in small group classroom conversations to students establishing procedures, events and contributing to the overarching ethos of the school.

Review date January 2018

