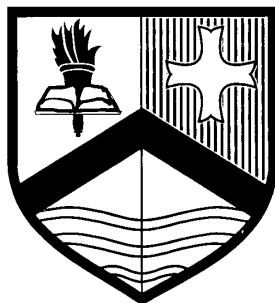


Scraptoft Valley Primary School



Raising Standards Teaching & Learning Appendix DD Spiritual, Moral, Social and Cultural Development Policy

Mission Statement

Working together to give every child an excellent education
in a caring environment

Policy for Spiritual, Moral, Social and Cultural Development

“Spiritual is not synonymous with ‘religious’. All areas of the curriculum may contribute to pupils’ spiritual development.” (OFSTED 1995)

Statement of Intent

It is the intention of Scraptoft Valley Primary School to:

- ❑ Provide children with knowledge, concepts and skills of values and beliefs which help them to reflect on experiences in order to develop **spiritual awareness** and self-knowledge
- ❑ Teach and appreciate a moral code which distinguishes right from wrong within a **shared moral framework**
- ❑ Encourage children to form positive relationships, participate fully in the school and wider community whilst developing a **sense of citizenship**
- ❑ Teach children to appreciate and celebrate their own culture whilst having a positive view of other diverse communities

and **to show connections between spiritual, moral, social and cultural development**

Aims:

Spiritual

To enable our children to develop an awareness and understanding of:

- ❑ The essence of being human beyond the physical and material
- ❑ The development of the inner self through insight and wisdom
- ❑ Fostering human attributes such as love, kindness and caring
- ❑ The search for truth and a meaning to life
- ❑ Self-identity and esteem which will help them to value others

Moral

To enable our children to develop an awareness and understanding of:

- ❑ Distinguishing between myth, anecdote, bias and evidence
- ❑ Consequence and implication of individual or group action
- ❑ People’s views about what is right and wrong
- ❑ How to explore their own and others attitudes/values
- ❑ Factors such as prejudice, discrimination or exclusion in order to make their own choices

Social

To enable our children to develop an awareness and understanding of:

- ❑ Self
- ❑ Self in relation to others
- ❑ Self as a learner
- ❑ Self in the community (citizenship)

Cultural

To enable our children to develop an awareness and understanding of:

- ❑ Their own culture, its history, character and development
- ❑ The diversity of cultures, their history, character and development
- ❑ A variety of customs and cultural traditions applied to gender, age or disability
- ❑ Living and co-existing in a multi-cultural society
- ❑ The nature of tradition and change
- ❑ The links between culture, ethnicity and religion

Objectives:

Spiritual

Children will be encouraged to look at spiritual issues, seeking answers to a range of questions such as:

- ❑ Who am I?
- ❑ What does it mean to become the best that I can be?
- ❑ What kind of a person do I want to become?
- ❑ What leads to happiness?
- ❑ What can be done to improve the quality of life for all?
- ❑ Why does the world have suffering and evil?
- ❑ Why can nature be both beautiful and cruel?
- ❑ What fills me with wonder and awe?

Moral

Children will be encouraged to develop personal skills and qualities within a moral code to enable them to:

- ❑ Make decisions
- ❑ Reflect on behaviour
- ❑ Resist peer pressure
- ❑ Show love, respect and care for self, others and the environment
- ❑ Challenge behaviour outside their moral code (dishonesty, injustice or discrimination)

Social

Children will be encouraged to develop personal skills and qualities in order to:

- ❑ Form and express personal opinion
- ❑ Use “I” statements
- ❑ Express own feelings, needs and wishes
- ❑ Openly value self and others
- ❑ Be assertive rather than aggressive or passive
- ❑ Work collaboratively and cooperatively
- ❑ Resolve conflict
- ❑ Negotiate “best for all” solutions to problems
- ❑ Set personal targets

Cultural

Children will be encouraged to seek knowledge and acquire skills, attitudes and concepts to enable them to:

- ❑ Find out more about their own and other's culture and traditions
- ❑ Recognise and value differences
- ❑ Reflect on how their own lives can be enriched through this knowledge and by contact with other cultures
- ❑ Recognise factors leading to change
- ❑ Take pride in their culture without denegrating others

Learning Outcomes:

Children will enter school with a variety of perspectives based on their spiritual, moral, social and cultural experiences, which will be built upon during their time at school.

By the end of keystage 2, children will have had the opportunity to/be able to:

- ❑ Resolve conflict without violence
- ❑ Explore and express feelings and emotions
- ❑ Show care and support for others
- ❑ Develop skills to make choices based on values
- ❑ Find out about the beliefs of others
- ❑ Understand how everything is interconnected
- ❑ Explore ideas about God, the inner self and the universe
- ❑ Reflect upon how well they use resources
- ❑ Explore and compare values and attitudes
- ❑ Create and appreciate beauty
- ❑ Collaborate, cooperate and negotiate
- ❑ Discuss moral issues which affect themselves and others
- ❑ Talk about how emnity between religions or cultures could be resolved
- ❑ Talk about ways that could prevent humans harming other humans
- ❑ Have time for reflection and contemplation
- ❑ Discuss the feeling of inner self
- ❑ Think and talk about a personal code of values

Planning, Assessment and Reporting:

Planning, assessment and reporting will be carried out in accordance with school policies.

Planning:

Learning opportunities should be planned as part of weekly R.E. and P.S.H.E. + C activities. In addition, there is scope and opportunity in all curriculum areas. Spiritual, moral, social and cultural awareness should pervade daily school life.

- ❑ Long-term plans are linked with The National Curriculum and QCA publication PSHE/Citizenship 2000, with the Leicester Agreed Syllabus for RE, with SEAL

(Social and Emotional Aspects of Learning) and also with SEAD (Social and Emotional Aspects of Development) in the Foundation Stage

- ❑ Medium term plans are organised in 6 week modules (Appendix 1)
- ❑ Short-term plans are prepared weekly and are differentiated as appropriate.
- ❑ Plans show evidence of cross-curricular links where appropriate

Assessment:

OFSTED has suggested that it is neither realistic nor appropriate to attempt to assess pupils' spiritual, moral, social and cultural development. It is however essential to evaluate the effectiveness of the planned provision by:

- ❑ Observing individual and group behaviour and making evaluations about its quality and standard.
- ❑ Encouraging children to articulate their development.
- ❑ Provide opportunities for children to record their feelings as part of their ROA.
- ❑ Drawing upon comments from staff, governors, children, parents visitors to the school

Reporting:

- ❑ Long-term plans are available for parents at the start of the academic year.
- ❑ Parents are given information regarding their child's progress and attitudes at parent's evenings.
- ❑ Annual written reports will include comments on personal and social development.

National Curriculum/QCA

- ❑ All children from Foundation Stage onwards will have the opportunity for Spiritual, Moral, Social and Cultural development.
- ❑ There will be opportunities through all areas of the curriculum and school life.
- ❑ All planning will be in line with the National Curriculum/QCA/EYFS

Methods of Delivery/Breadth of Study

Opportunities for the development of Spiritual, Moral, Social and Cultural Development will involve:

- ❑ Whole class
- ❑ Group
- ❑ Paired
- ❑ Individual

Roles and Responsibilities

Full account should be taken by all staff of the interrelated nature of Spiritual, Moral, Social and Cultural development. As such, the responsibility for its promotion and how it is supported through the school ethos, must be shared by all.

It is essential that regular reference to its promotion is made in whole staff meetings and that the school's chosen values are explicitly identified within:

- ❑ Teaching and learning principles
- ❑ Management of behaviour
- ❑ Use of assembly time
- ❑ Equality of opportunity
- ❑ Responses to the teaching of P.S.H.E.

Equal Opportunities

Scraptoft Development Group statement for all curriculum policies

Access to learning experiences will be ensured for every child regardless of age, disability, gender, sexual orientation, nationality, race, religion, status or socio-economic background. This will be achieved by creating effective learning environments in which stereotypical views are challenged and pupils learn to appreciate and view positively differences in others. We will ensure that:

- all forms of bullying and harassment, including racial harassment, are challenged and dealt with appropriately
- there is differentiated work to support the learning of children of all abilities
- all children are encouraged to answer questions and take part in discussions by creating an atmosphere in which they feel secure
- there are good adult role models in school.

Inclusion

Every child at Scraptoft Valley Primary School has the right to be included in all learning opportunities. Although this may be explicit in Special Educational Needs (SEN) and Equal Opportunities Policies, our approach in any curriculum area is to prepare every child with the necessary skills, knowledge and attitudes to equip them for a positive role within society.

Inclusion should create in every learner, self-confidence and self-esteem so they can facilitate their own development.

Special Educational Needs (SEN)

Spiritual, Moral, Social and Cultural Development is a non-core subject within the National Curriculum, and so each child at Scraptoft Valley Primary School regardless of age, race or gender has an entitlement to be taught at an appropriate level to fulfill their potential in this area.

Children are taught Spiritual, Moral, Social and Cultural Development from the nursery onwards. Children with Special Educational Needs are identified as early as possible and their needs addressed in accordance with the school's Special Educational Needs Policy and with reference to the S.E.N. Code of Practice.

Health and Safety

All health and safety issues will be in accordance with the school's Health and Safety Policy.

Review

This policy will be reviewed every 3 years by staff.

Conclusion

Although each area can be viewed separately, in order to clarify its content and range, we need to find ways of addressing all simultaneously. There are explicit links to all National Curriculum areas and obviously to P.S.H.E. and Citizenship.

It is essential that Spiritual, Moral, Social and Cultural Development is implicit in all aspects of (school) life.

The most beautiful experience we can have is the mysterious. It is the fundamental emotion which stands at the cradle of true art and science. Whoever does not know it and can no longer wonder, no longer marvel is as good as dead and their eyes dimmed.

Albert Einstein