

Carrdus School

Spiritual, Moral, Social and Cultural Development Policy

Spiritual Development

Rationale

Children's spiritual development is shown by their ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values. A sense of enjoyment and fascination in learning about themselves, others and the world around them. Use of imagination and creativity in their learning. Willingness to reflect on their experiences.

To support spiritual development we:

- Provide opportunities to explore values and beliefs and how they affect people's lives (PSHE lessons, PSHE assemblies).
- Hold assemblies to experience moments of stillness and reflection.
- Encourage children to form and maintain worthwhile and satisfying relationships.
- Support and develop children's existing beliefs.
- Promote a sense of connectedness with people all over the world (International links – Sparrow School)
- Use quiet areas for reflection on relationships between people and their environment (School grounds, library etc).
- Celebrate different religious festivals (Christmas, Diwali and Chinese New Year etc).
- Plan visits and visitors for children to meet people who belong to other traditions (South African school).
- Teach children the importance of tradition to a community (Family projects).
- Have an ethos and atmosphere within which all pupils can grow and flourish, respect others and be respected.
- Promote teaching styles which value pupil's questions and give them space for their own thoughts, ideas and concerns.
- Enable pupils to make connections between aspects of their learning.
- Encourage pupils to relate their learning to a wider frame of reference by asking Why? How?

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Moral Development

Rationale

Children's moral development is shown by their ability to recognise the difference between right and wrong and readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England. Understanding of the consequences of their behaviour and actions. Interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

To support moral development we:

- Act upon our behaviour policy that includes rewards and sanctions.
- Model our core school values of honesty, tolerance and respect and also our attitudes and interactions.
- Care for living things (Bug hotels, bat boxes, Forest School)
- Develop in our children a moral responsibility to care for environment (recycling).
- Encourage a sense of personal responsibility for own learning in class and through homework.
- Have roles of responsibility within the class and across the school. (Year 6, Eco and School Councils)
- Plan opportunities for collaborative learning through practical activities (Outdoor Learning Days, Science Days).
- Develop in our children an ability to question accuracy of information (Everyday lessons, PSHE inc Circle Time.)
- Have an Anti-Bullying Policy with measures in place to deal with any form of bullying or discrimination
- Give children the opportunity to explore and develop moral concepts and values (PSHE, RE stories)
- Recognise the unique value of each individual (Carrdus Pathway).
- Are a fully inclusive school (Equal Opportunity Policy and SEND Policy)
- Have an agreed set of core school values (Posters and displays up around the school).
- Teach children about a broad range of values (PSHE, other curriculum areas, stories, music and art).
- Introduce children to models of moral virtue (Literature, humanities, sciences, arts, assemblies)
- Hold celebration/achievement assemblies (Monday and Cup Assemblies)
- Ensure an open and safe learning environment for our children in which they can express their views and practise moral decision making. (PSHE, Circle Time and other lessons)
- Support children in gaining confidence to cope with setbacks and in learning from mistakes (Carrdus Pathway).
- Develop in our children skills of listening, respecting and evaluative judging.
- Listen and respond appropriately to the views of others.
- Have systems in place to enable older children to work with younger children (Reception Buddies, Themed Days).
- Develop awareness in our children of the misuse of Earth's resources and human responses (Eco Council, Eco Schools Award).
- Develop moral awareness of local, national and world issues (newspapers, CBBC Newsround).
- Develop moral awareness of others' needs.

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- Encourage discussion of moral issues e.g. correct information, internet safety (PSHE and other subjects).
- Discuss notion of right and wrong
- Teach our children to support their team positively, to celebrate its achievement and shake hands at the end of a game.
- Develop in our children a sense of fair play and not hurting anyone

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Social Development

Rationale

Children's 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 communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively. Acceptance and engagement with 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 pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

To support social development we:

- Provide opportunities to work through a task as part of a team (PSHE lessons, Year 6 Leadership lessons and whole school themed days).
- Are flexible in how we group children, encouraging them to work together, to take on a responsible role and be a leader (PSHE lessons, Circle Time, Sport, Year 6 leadership positions and talking partners).
- Promote conflict resolution through restorative approaches (PSHE lessons, assemblies and Behaviour Policy).
- Encourage children to resolve their tensions within a group (Circle Time and PSHE lessons).
- Facilitate older children supporting younger children (Playtime and Year 6 and Reception Buddies).
- Develop children's self-confidence in reading (Y6 and Reception Buddies)
- Introduce our children to concepts of local, national and international social care and responsibility (Year 6 Charity Sales, school council fundraisers, PSHE lessons, visits to local nursing home and annual events inc Macmillan Water Aid, Comic/Sport Relief and NSPCC).
- Help our children to understand the value of democracy (PSHE lessons, assemblies, School council and national elections, projects).
- Provide opportunities for traditional and creative dance and drama (Class assemblies, topic work, dance lessons, dance club and end of term performances).
- Provide opportunities for group singing and composition (Class assemblies, music lessons, ensembles, junior and senior choir and school productions).
- Enable reading and discussion of social issues in news and literature (assemblies, English and PSHE lessons).
- Encourage appreciation and enjoyment of team games, showing co-operation and respect for others and their needs.
- Provide opportunities to write and speak to an audience (Assemblies, PSHE lessons and other subjects).
- Teach our children the importance of family and traditions within religious faiths (RE, PSHE, themed work eg India).
- Enable social interaction to help children to develop the confidence to do something new and not give up (Carrdus Pathway, playtime).

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Cultural Development

Rationale

Children's cultural development is shown by their understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others. Understanding and appreciation of the range of different cultures within school and further afield is an essential element of their preparation for life in modern Britain. Also knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain. Willingness to participate in and respond positively to artistic, sporting and cultural opportunities. Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

To support cultural development we:

- Explore culturally diverse stories, music and art (PSHE, English, Topic, Music and Art lessons and assemblies).
- Value different cultures in display and resources within the school (Art, English, PSHE, Topic).
- Teach children to be open to listening and discussing ideas linked to their own culture and that of others.
- Recognise and nurture every child's particular gifts and talents.
- Provide opportunities in school for children to learn and think about and respect their own and different cultures (PSHE, English, Topic and Culture Days).
- Visit exhibitions and art galleries to find out about different cultures (Ashmolean, Pitt Rivers and Banbury Museum).
- Embed opportunities to speak and count in a different language.
- Provide opportunities for children to learn and think about and respect their own and different values including our 'School Values' of tolerance, respect, honesty (linked to the Rule of Law) and the 'British Values' of tolerance, respect, honesty (linked to the Rule of Law), freedom and democracy (PSHE and assemblies).
- Provide opportunities for children to explore how religious ideas are expressed in different cultures e.g. food, dress (PSHE, RE festivals and celebrations).
- Develop children's understanding of democracy and the democratic voice and process (School council and elections, national elections and History (Houses of parliament, Remembrance Day Assembly, UK Parliament Week).

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Appendix 1: British Values

- Understand how citizens can influence decision making through the democratic process.
- Appreciate that living under the rule of law protects individual citizens and is essential for their well-being and safety.
- Understand that there is a separation of power between the executive (government) and the judiciary (courts), and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts are independent.
- Understand that the freedom to hold other faiths and other beliefs is protected in law.
- Accept that people having different faiths or beliefs to themselves (or having none) should be accepted, tolerated and respected, and should not be the cause of prejudice or discrimination. Understand the importance of identifying and combating discolouration.

This policy refers to all sections of Carrdus including EYFS

SMSC Development Policy

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Appendix 2: School Values

- Tolerance
- Honesty
- Respect