



Radley CE Primary School & Foundation Stage Unit

Jesus said, I come to give life - life in all its fullness

Spiritual, Moral, Social and Cultural Policy

Introduction

This policy should be read in conjunction with the following policies:

- Behaviour Management
- Collective Worship
- PSHE
- Religious Education
- Equality and Social Inclusion Policy

Radley Church of England Primary School aims for every child to achieve success to the best of their ability in a welcoming centre of learning.

- Christian values, principles and standards lie at the heart of our education, summarised in our over-arching values of Relationships, Resilience and Respect
- Our school will be a place where every child is valued and their individuality and achievements celebrated.
- All children regardless of differences in race, gender and faith will be respected, and encouraged to become responsible global citizens.
- Children will be encouraged to develop positive reflective attitudes that lead to high personal and academic standards.
- Our positive approach to behaviour will ensure that all children are given the opportunity to work and play in a calm, safe environment.
- An atmosphere of openness, trust and respect will be encouraged between the children, their parents and the wider school community to foster good communications and to the benefit of the children's education.
- We create a stimulating, learning environment that nurtures curiosity, enthusiasm, awareness and industry.

These aims incorporated in our vision are displayed on our website.

We recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

High standards of behaviour and attitudes are expected from both pupils and staff who work at Radley. Guidelines and further details of this are provided in the school's behaviour policy and guidance for safe working practices for the protection of staff and children. By expecting high standards of behaviour the children are provided with the quality of relationships to which they are entitled. They are also able to access a curriculum and the teaching for promoting personal development in all its forms.

As stated in the National Curriculum, we aim that our school curriculum should promote pupils' spiritual, moral, social and cultural development. We aim to prepare all pupils for the opportunities, responsibilities and experiences of life. Spiritual, moral, social and cultural aspects are at the heart

of daily life at our school, both through the taught curriculum and in other areas of school life such as our worship programme, extra-curricular activities school leadership roles, and pupil voice opportunities including School Council. All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this are planned into the curriculum.

Spiritual Development

Spiritual development is the aspect of inner self through which pupils acquire insights into their personal existence, which are of enduring worth. It occurs through reflection on their own and other people's lives and beliefs and their environment. 'Spiritual' is not synonymous with religious; it is the responsibility of the whole school and the whole curriculum, as well as activities outside the curriculum. We welcome the diversity and breadth of spiritual understanding held by all members of our school; pupils, teaching staff and support staff.

We encourage spiritual development in various ways. RE lessons introduce pupils to the beliefs, ideas and practices of other faiths. (See Religious Education Policy for further information). 'Circle time', group discussions, assemblies and whole school worship encourage mutual respect. Forest school gives children an opportunity to explore and wonder about the natural world and gives time for contemplation. Collective worship provides the opportunity for children and adults to express and share their sense of awe and wonder; this may take place in school and in St James' Church through open the book assemblies and led by our worship leaders. We also encourage children to celebrate their own and other's achievements in our weekly Celebration Assembly being led by our School Council. As a Church School, the language of our celebration and worship is that of the Christian faith, but children of other faiths and philosophies have their beliefs welcomed, shared and respected. Further information is to be found in our Collective Worship Policy.

We try to create an environment that is aesthetically pleasing with a variety of interesting, stimulating experiences, which encourage the children to question and wonder about the world. We provide opportunities, time and space for reflection. Poetry, music, art and drama, as well as Religious Education are used to develop awareness of beliefs, moods, themes and emotions. We place great emphasis on listening, sharing and respect. This allows the children to feel secure and confident enough to contribute and share experiences from their own life and may provide insights previously unexplored.

Moral and Social Development

Moral and social developments are closely related, especially at primary age. Moral development concerns fundamental judgements and perceptions about how we should behave and act and the reason for such behaviour. It includes questions of intention, motive and attitude and in particular develops principles for distinguishing between right and wrong. Social development relates to those skills and personal qualities necessary to play a full part in society.

Radley CE Primary School helps its pupils to arrive at an understanding of morality by fostering its own values of respect for self, others and the environment, which are shared with pupils and parents. Personal, Social and Health Education sessions allow teachers, children and support staff the opportunity to discuss ideas, listen to others, share views and role play situations. Circle Time and assemblies enable children to share and discuss ideas in a setting where there is an importance placed on listening. Other issues that occur in the classroom will be shared and discussed as they arise. A great deal of this work, by its nature, requires children to develop social skills to deal with others, including children, adults and the wider community. Leadership roles within the school also give the children opportunities to take responsibility and take an active part in their moral and social development.

Class rules are based on values of respect for self, individuals, property and the environment and reinforce the values held by the School. They encompass the four key rights and responsibilities

set out in our Behaviours Policy. Our Anti-Bullying Policy and online safety policies deal further with this crucial aspect of social development.

Rights

Responsibilities

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| ○ To feel safe | To think and act in a way that keeps us and others feeling safe |
| ○ To be listened to | To listen to and value the thoughts and feelings of everybody |
| ○ To learn | To be prepared for learning
To enable others to learn |
| ○ To make mistakes | To admit and put right our mistakes
To ask for help and learn from our mistakes
To allow others to make mistakes |

Cultural Development

Cultural development refers to the pupils' increasing understanding and command of those beliefs, values, customs, knowledge and skills, which taken together, form the basis of identity and cohesion in societies and groups.

At Radley CE Primary School, we encourage pupils' cultural development by deepening their understanding of their own cultural roots and by broadening their cultural horizons and aspirations. We will value and encourage pupils own cultural interests and achievements and enrich and broaden their experience of all aspects of culture at home or abroad, whether aesthetic, mathematical, literary, technological, musical, scientific, political, economic or religious. We do this in a variety of ways. For example:

- Observing special days throughout the year, from a variety of cultures
- Listening to and responding to a variety of music – modern, classical, from other cultures
- Looking at the works of famous artists from a variety of cultures
- Visiting places of worship, museums and other places of interest
- Reading and listening to a variety of literature – poetry, stories, poetry, myths, legends
- Inviting a range of visitors into school both from the local and wider community
- Learning about historical figures who have contributed to developing our society in a particular way.
- Learning about a variety of different cultures, faiths and traditions
- Whole school termly themes, including topics such as 'One World'

Respect for, and understanding of, all cultures is nurtured, not only through assemblies and more formal teaching but also by the school's ethos which values all children and welcomes the diversity of experience each child brings into the school. All curriculum areas seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This is reflected in teacher's planning and purchasing decisions.

Equality

All pupils will have equal access to the curriculum, regardless of gender, ethnicity, culture, religion, language, disability, sexual orientation, age and social circumstances. This therefore gives all pupils the opportunity to develop knowledge, understanding, skills and attitudes necessary for their self-fulfilment and development as active and responsible citizens.

Community Links

By its very nature, Spiritual, Moral, Social and Cultural Education (SMSC), has direct links with the wider community. Parents, members and organisations of the local and wider community – for example our vicar, Radley College, visitors and volunteers – are used to help pupils develop respect and understanding of other cultures, of the environment and other groups of people. The children have opportunities to visit local places of interest and visitors into school broaden and enrich their knowledge, understanding and appreciation of the world around them and give them a deeper understanding of their place within their society. Through IT and personal contact, we actively seek to give our children more opportunities to interact with other children in other schools, and are linked with the Lower Bakau Basic School in the Gambia.

Through the School Council, children's leadership roles and whole school events, the children also have opportunities to work on projects that enrich their social, moral and cultural development. This includes the principles of our being a Healthy School, support for various charities, and curriculum events such as 'One World' themes.

PHSE

We use the SEAL Jigsaw programme as the basis of our PHSE curriculum. Further detail can be found in the PHSE policy.

Monitoring

Monitoring of teaching and learning across the school includes scrutiny of aspects key to spiritual, moral, social and cultural learning, such as behaviour, relationships between staff and pupils and opportunities for promoting community cohesion and pupils' understanding of their place in the global community.

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