

# Little Stoke Primary School

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## Spiritual, Moral, Social, Cultural and British Values Development Policy

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# **A Policy Statement For Spiritual, Moral, Social And Cultural Development**

## **Introduction**

At Little Stoke Primary School we recognise that the curriculum is more than just the development of subject-based skills, knowledge and understanding; we believe that it also makes a vital contribution to the development of the children's attitudes and beliefs. In this policy we aim to set out how our school contributes to the spiritual, moral, social and cultural development of our pupils.

It is essential for our school to work closely with parents, carers and the community to enable children to become life long learners and responsible members of society.

## **Spiritual Development**

Spiritual development is brought about by creating opportunities which allow and encourage an emotional and reflective response to something. It is about developing within pupils the necessary attitudes, skills, knowledge and understanding to make such a response. All subjects have the potential to develop spirituality and they can provide opportunities to explore the human spirit. They can assist with personal interpretation and expression of the world in which we live and should contribute to forming individual and collective values.

Spiritual development is an important element of a child's education and fundamental to other areas of learning. Without curiosity, without the inclination to question and without the exercise of imagination, insight and intuition, children would lack the motivation to learn.

Steps to spiritual development might include:

- Recognising the existence of others as independent from oneself
- Becoming aware of and reflecting on experience
- Questioning and exploring the meaning of experience
- Understanding and evaluating a range of possible responses and interpretations
- Developing personal views and insights
- Applying the insights gained with increasing degrees of perceptions to one's own life

Spiritual development depends upon a curriculum and approaches to teaching which embody clear values. These will assist pupils to gain understanding through reflection both on their own and other people's lives and beliefs, and on their environment. Examples of how spiritual development may be included in our curriculum are:

English: Studying of truth, freedom, justice, right, wrong; opportunities to reflect on personal experiences; studying poetry; stories with a spiritual dimension

Mathematics: Fascination of patterns, logical thinking, order, shape & space, links to order in creation

Science: Wonder of the natural world and naturally occurring phenomena

History: Visiting buildings built by people in the past; handling artefacts used by people in the past. How people in the past acted because of their beliefs – eg Nelson Mandela.

Geography: Discussing environmental issues and the wider world

Art & Design: Appreciation of creativity, beauty, reflecting on work of artists and craftspeople

Music: Appreciation of music in its many forms. The power of music to evoke a response from the listener.

R.E. Opportunities to develop reflective thinking and to consider spiritual questions throughout RE units

## Collective

- Listening to music; opportunities for reflection;
- stories or themes from visiting clergy to promote thoughts about spiritual matters;
- asking children to consider & respond; asking questions;

## Extra-

Curricular: BC and ASC, Sports Clubs, Cooking, Choir, Theatre experiences, performance and shared experience.

## Moral Development

Moral development involves several elements:

- The will to behave morally as a point of principle
- The knowledge of the codes and conventions of conduct agreed by society
- Knowledge and understanding of the criteria put forward as a basis for making responsible judgements on moral issues
- The ability to make judgements on moral issues

A moral issue will involve children in making a decision on the basis of what is right and wrong. Children need to know the difference between right and wrong. They need to be introduced from an early age to the concepts of right and wrong in order for moral behaviour to become an instinctive habit.

## Values

These are the values which we believe are important at our school:

- Having a positive attitude
- Understanding others/ Respect for others Tolerance – accepting each other's point of view and way of doing things/ Co-operation – working with others
- Thinking for yourself/working to improve yourself.
- Integrity – meaning what you say and keeping your promises
- Trying new things – wanting to find things out and asking questions
- Honesty & being truthful
- Self esteem
- Being polite
- Taking responsibility to work hard and do well

We reject as unacceptable:

- Bullying
- Cheating
- Deceit
- Cruelty
- Irresponsibility
- Dishonesty

Our values are reflected in our school brochure and home-school agreement which are shared with parents prior to their child's entry to school. Examples of how moral development may be included in our curriculum are:

English: Stories with morals; drama; acting out scenes based on moral issues; debating and discussion work

Science: Discussions about environmental issues; environmental studies: fair testing; safety

History: Examination of evidence; moral dilemmas facing people in the past

Geography: Protecting the environment; unequal access to wealth and resources; rights and responsibilities

PSHCE Citizenship; personal growth and development; substance abuse; peer pressure; bullying; making choices

PE & Sport The need for rules in games; fair play

R.E. Discussion of moral issues within RE units

Collective

Worship Stories with moral messages; discussion of right and wrong; discussions about achievement, actions, consequences

Play times: Playing with others sensibly, resolving differences as they occur

Behaviour Policy: Values of the school are upheld by adults and children

Extra Working together as a team – Choir/Pupil Council/Sports teams/House Teams/Class Team/School Pride

Curricular: Gym, Football, basketball, Multi-skills Clubs, Yoga,Cooking,Trombone

## **Social Development**

We believe that social development encourages children to relate positively to others, to take responsibility, to participate fully in the community and to develop an understanding of citizenship. We believe that social development hinges on the acceptance of group rules and the ability to see oneself as part of a wider context.

Examples of how social development may be included in our curriculum are:

English: Listening to others; folk and fairy stories; reading signs and notices; writing invitations and letters; listening to class stories; writing collaboratively

Mathematics: The significance of number and measure in our society

Science: Looking after myself; healthy living; working co-operatively

Technology: Working in groups; designing products which are useful to others

History: Working in groups; local history; how our community has been shaped by people in the past

Geography: Working in groups; local studies; how people live together

Art & Design: Working in groups to achieve a collaborative outcome

Music: Composing, recording and performing with others

RE Units which particularly look at social development

Collective worship: Taking part in a whole school activity, sharing experiences,

Playtimes: Looking after each other in the playground; responsibility for appropriate behaviour towards others; playing co-operative games, looking after younger pupils

## **Cultural development**

We believe that cultural development teaches children to appreciate and value their own cultural traditions and the diversity and richness of other cultures. It is concerned both with participation in, and appreciation of, cultural traditions. Cultural education is an important part of social and environmental studies. Britain is a multicultural society and it is important that our children grow up to understand, appreciate and value diversity.

We believe that, because our school has pupils from a variety of different backgrounds, it is very important raise their awareness of other cultures so that they may grow to be sensitive, tolerant and informed members of our society.

We believe that cultural education should:

- Permeate the whole curriculum
- Enable the children to develop attitudes of tolerance and respect for self and others
- Enable children to learn that all people, whatever their ethnicity, faith or gender are equally valuable as people and deserving of respect
- Enable children to develop a global perspective
- Enable children to become sensitive and successful members of society

## **Resources**

The materials used should be carefully selected. Resources should be provided which reflect cultural diversity. Equally, resources should be monitored to ensure that negative or inaccurate representations of other cultures or races are not presented to the children.

## **Implementation**

Following are some suggestions as to how cultural approaches may be implemented across the curriculum. We have worked with the Ethnic Minority & Traveller Achievement Service to broaden our awareness of resources that can be used within our curriculum. Our aim should be that a cultural approach will permeate across many areas of the curriculum and not be confined to certain subjects or special topics. We should aim to make children aware of how the society in which we live, both past and present, has changed culturally. Work throughout the curriculum should be seen to explain, as well as exemplify, the situation of the world today. The children should be presented with a variety of images about people and places. Opportunities should be provided and taken to demonstrate the contribution that different peoples have made to the understanding and knowledge of the human race: Examples of how cultural development may be included in our curriculum are:

English: Stories and poems set in different countries of the world; drama to include lifestyles, attitudes and feelings of others

Mathematics: Examples should represent Britain's multi-cultural society e.g. a shopping list could include a world-wide range of fruit and vegetables

Science: Science should be seen as activity carried out by all people everywhere

History: Study of the wide range of achievements of cultures in the past; e.g. Greeks, Romans, Anglo-Saxons; local cultural traditions; lives of famous people

Geography: Local cultures; contrasting cultures within this country and beyond

Technology: Attempts should be made to relate problem solving and technological skills to non-western cultures

Art & Design: Appreciation of creativity and the work of artists and craftspeople; using a variety of techniques and materials which reflect different artistic traditions

PE & Sport: Games and dances from around the world

Music: Listening to and appreciating a wide variety of music

R.E. Celebrations

MFL: Appreciation of another culture and a technical skills in foreign language development (French)

Collective

Christian message: Recognition and respect for a variety of cultures through stories, music, songs and visitors; recognising the wider Church across the world; promoting appreciation of diversity of culture

Display in School

Display within school should represent the cultural nature of Britain past and present.

## **Conclusion**

This document is not seen by us as a final statement but a declaration of our awareness of the importance of offering our children the opportunities for their spiritual, moral, social and cultural; development. We aim to teach the 'whole child' and to provide learning for life.

# British Values

**Democracy   The Rule of Law   Individual Liberty   Mutual respect and Tolerance of those with different faith and beliefs**

At Little Stoke we take a holistic approach to the promotion of British Values. We ensure that British Values permeates every aspect of school life in the way we interact: children to children, children to adults and adults to adults. There is a strong school ethos which embodies the core aspects of British Values. Quality books are at the very centre of our Curriculum and many books will have themes covering tolerance, mutual respect and democracy. The list below outlines some of the key ways that British Values are taught and promoted at Little Stoke Primary School. It is not a definitive list and will change depending on the needs of the children and the content of themes.

<b>Democracy</b>	<ul style="list-style-type: none"><li>❖ Democracy is modelled through discussions at every level in class and in informal interactions with children around school</li><li>❖ Children are taught the importance of good listening and how this works in practice</li><li>❖ Voicing opinions and contributing to open ended discussions are a feature of every class</li><li>❖ Children have the opportunity to be involved in decision making eg through the school council.</li><li>❖ At an adult level, children see this democratic process promoted in distributed leadership and the value placed on all adults within the school, whatever their role.</li><li>❖ Children experience voting in a range of classroom activities from choosing stories to voting for a class treat.</li><li>❖ Pupil Voice: Children take part in pupil questionnaires and see the impact of voicing their opinion (eg playground improvements)</li><li>❖ Visitors such as and MPs discuss processes of government and the electoral system.</li><li>❖ Rights of individuals are explicitly or discreetly covered through a wide range of new themes such as: Fairtrade, Reign Over Us, Crime and Punishment, Wonder Woman, Pioneers</li><li>❖ Through oracy assemblies and discreet oracy, children are taught about the rules governing discussion and the language associated with debate</li></ul>
<b>The Rule of law</b>	<ul style="list-style-type: none"><li>❖ Children help create their own classroom rules and have a clear understanding of why they exist</li><li>❖ Teachers make sure children understand the reasons behind the rules and ensure they are reinforced positively. Children understand the reason for sanctions and consequences are logical. These behaviour strategies are embedded in the life of the school.</li><li>❖ Celebration assemblies are used to reward children who have exemplified learning skills, often containing elements of class rules</li><li>❖ Older children are taught about wider community. Classes go out to explore how communities run.</li><li>❖ Visits from Police reinforce importance and value of rules</li><li>❖ Older children support younger children with resolving conflicts on the playground</li><li>❖ Children experience accountability through homework expectations</li><li>❖ The Points Reward system encourages children to understand the value of adhering to the rules of the organization (school) through attendance, uniform and behaviour</li><li>❖ Through philosophical enquiry in our P.S.H.E., we allow opportunity to debate and discuss the reasons for laws so that children can recognise the importance of these for their own protection.</li><li>❖ Exploration of the structure of government</li><li>❖ Exploration of the history and development of the fire service and its role in safeguarding society</li><li>❖ Comparing systems of governance eg modern Parliament and the Roman Forum</li></ul>

<b>Individual Liberty</b>	<ul style="list-style-type: none"> <li>❖ Children are provided with age appropriate choices and encouraged to make these responsibly.</li> <li>❖ Teaching styles encourage children to develop independence, flexibility and creativity making choices about challenge, participation and their learning in general.</li> <li>❖ A wide range of extra-curricular activities enable children to make choices about participating in voluntary activities</li> <li>❖ Children experience choice when choosing options at lunchtime</li> <li>❖ Children are taught about rights and responsibilities through themes and also times and places where people have not had rights. eg Apartheid</li> <li>❖ Children can talk about how their behaviour choices affect other people's rights.</li> <li>❖ Children are taught this practically linked to issues concerning e-safety and through PHSCE activities.</li> <li>❖ Through SRE, PHSE and school routines, children are taught how freedoms and responsibilities increase as children get older.</li> <li>❖ Big question discussions on significant issues eg environmental</li> <li>❖ Exploring the concept of individual liberty through characterization in stories eg Journey to Jo 'Burg</li> <li>❖ Exploring the value of Liberty through new themes such as The Home Front, Walls and Barricades</li> <li>❖ Through new SRE scheme, children will be given greater opportunities to explore individuality and differences. Different families will be celebrated.</li> <li>❖ Reinforced through aspects of our SRE scheme children are taught to understand and respect their own bodies and the idea of privacy and choice around sexual relationships</li> <li>❖ SRE scheme encourages open-mindedness about family groupings, choice and variety</li> </ul>
<b>Mutual Respect and Tolerance of those with different faiths and beliefs</b>	<ul style="list-style-type: none"> <li>❖ Respect is our Standard Operating System at school and underpins all we do. Children learn what that means in a wide range of contexts. Older children are able to verbalise clearly what respect means and how it is shown in school. This is reinforce through anti-bullying week</li> <li>❖ We offer a culturally rich and diverse curriculum in which all major religions are studied and respected. We strongly believe that tolerance is gained through knowledge and understanding.</li> <li>❖ Tolerance, interest and respect for different faiths and beliefs is taught through the RE, PHSE and themes linked to other countries</li> <li>❖ Assemblies celebrate diversity and key festivals such as Harvest, Easter and Christmas emphasise this diversity.</li> <li>❖ Faith is explored through Oracy assemblies where children are encouraged to discuss issues regarding faith and beliefs and explore big questions in an open-ended, exploratory manner</li> <li>❖ Children have experience of different festivals and learn the importance of faith to different people</li> <li>❖ Visitors are invited into school to enrich children's understanding.</li> <li>❖ Children explore a wide range of musical traditions and styles through music provision eg samba., Djembe Drumming</li> <li>❖ Children experience a range of cultures within school which are highly valued and celebrated regularly</li> <li>❖ Children from other cultures feel supported and welcomed into the school (evidenced by BME Pupil conferencing)</li> <li>❖ Tolerance is explored annually through the marking of Holocaust Memorial Day. Many classes write poetry to explore this. This is also reinforced through Anti-Bullying and e-safety weeks</li> <li>❖ Oracy structures encourage a high level of respect, turn-taking, high quality listening skills</li> <li>❖ Buddy schemes where older children support younger children eg with reading and play</li> <li>❖ Wider range of culturally diverse themes explore how different cultures operate across the world</li> <li>❖ New PHSE scheme explores themes such as friendships, conflict resolution</li> <li>❖ New themes explore more fully examples of areas of the world and in history where tolerance and mutual respect has not been present and the impact of this.</li> <li>❖ Children are systematically taught how to be respectful uses of the internet</li> <li>❖ Pupil questionnaire and further parent training around e-safety, will ensure there is an integrated culture of respect in using the internet which helps keep our children safe on-line</li> <li>❖ Children experience respect through there interactions with adults around the school.</li> </ul>

	<ul style="list-style-type: none"> <li>❖ Increased development of links with other schools, help teach children how to work alongside children they don't know and accommodate other children's differences</li> </ul>
<b>Being Part of Britain</b>	<ul style="list-style-type: none"> <li>❖ Children are taught about Britain through many of the current themes. They learn about Britain geographically (its coasts, mountains and rivers) historically (key times in history eg World War, London's Burning)</li> <li>❖ Traditions and customs are celebrated or marked such as Harvest, Remembrance Day</li> <li>❖ Older children may have the opportunity to visit London and see significant landmarks and appreciate the importance in the country's cultural history.</li> <li>❖ Key aspects of British Culture have become an integral part of our Curriculum</li> <li>❖ Term 4 is now Shakespeare term which will involve all children from Y3 upwards being introduced to Shakespeare's plays. Young Shakespeare Company is now an annual event</li> <li>❖ Classes make culturally appropriate visits during their time at Little Stoke Primary School</li> </ul>

### **Conclusion**

At Little Stoke Primary School, the curriculum acts as a mechanism to deliver British Values effectively and in appropriate contexts. This raises awareness of the benefits of living in a democracy, following rules and feeling safe. Our themes give pupils to compare their own experiences with children and communities beyond the UK and to be able to reflect on these differences through conversation and celebration of achievement. The learning which is encouraged through consideration of British Values, enables pupils to develop into tolerant, empathetic and well-rounded individuals.