

# Spiritual, Moral, Social and Cultural Policy

## Oatlands Junior School



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## Contents

- 2. Purpose and General Aims
- 2-3. Spiritual Development
- 3. Moral Development
- 3. Social Development
- 3-4. Cultural Development
- 4-5. Teaching and Organisation

### **Purpose**

At Oatlands Junior School we recognise that the personal development of pupils spiritually, morally, socially, and culturally plays a significant part of their ability to learn and achieve. Pupils are provided with opportunities to explore and develop their own: values and beliefs; spiritual awareness; high standards of personal behaviour; a positive, caring attitude towards others; understanding of social and cultural traditions and an appreciation of the diversity and richness of cultures in the United Kingdom and the wider world. Through this, we aim to equip our pupils with an open mind, a spirit of enquiry and a positive approach to life. By promoting these values, we will challenge opinions or behaviours in school that are contrary to fundamental British Values. Our broad, balanced and creative curriculum encourages children to imagine and create, enabling them to go out into the world as responsible, confident citizens to make a positive contribution to the global community. This empowers children to unlock their full potential where independence, tolerance, excellence and success are celebrated.

### **General Aims:**

- To ensure that all children have a voice that is listened to via the democratic process of our School Council and Pupil Voice Groups.
- To ensure that everyone is aware of our aims, values and ethos promoting understanding, tolerance, and respect of individuals.
- To ensure pupils' education is set within contexts that are meaningful and appropriate to their age, aptitude, and background.
- To provide opportunities for pupils to reflect and discuss their beliefs, feelings, and responses to personal experiences.
- To provide pupils with the opportunity to explore social and moral issues and develop their own sense of social and moral responsibilities.
- To help children develop positive attitudes towards the lifestyle and behaviour of themselves and others.
- To develop and promote the school as a community, demonstrating the best principles of society, enabling pupils to develop their own sense of place, and belonging.
- To enable pupils to develop an understanding of their social and cultural environment, and an appreciation of the many cultures that enrich our society.

### **Spiritual Development:**

We aim to provide learning opportunities enabling pupils to:

- Develop and sustain their self-esteem in learning experiences.
- Develop their capacity for critical and independent thoughts.

- Develop emotional literacy, enabling pupils to express their feelings and respecting and valuing others.
- Discuss their beliefs, feelings, values, and responses to personal experiences.
- Form and maintain positive relationships.
- Reflect on, consider and celebrate the wonders and mysteries of life.

### **Moral Development:**

We aim to provide learning opportunities enabling pupils to:

- Recognise the value of each individual.
- Listen and respond appropriately to the views of others.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Act responsibly with consideration for others.
- Distinguish between right and wrong, respecting the school rules and the law.
- Investigate moral and ethical issues.
- Show respect for the environment.
- Make informed, independent and reasoned judgements.
- Value individual liberty.

### **Social Development:**

We aim to provide learning opportunities enabling pupils to:

- Develop an understanding of their own identity.
- Understand their part in the school and wider community.
- Understand their responsibility to influence decision-making in their communities, including respect for democracy and the democratic process.
- Develop effective social skills, and using them in different contexts.
- Work well with others.
- Know that rules and laws protect us and are essential for our well-being and safety.

### **Cultural Development:**

We aim to provide learning opportunities enabling pupils to:

- Recognise the value and richness of cultural diversity in their local area and Britain.
- Recognise and develop an understanding of world-wide faiths, traditions and cultures along with their contribution to our society.
- Understand, accept, respect, be tolerant of and celebrate diversity knowing that it should not be the cause of any prejudice or discrimination.
- Develop an understanding of their social and cultural environment.

### **How will we achieve this?**

Teaching and organisation

Development in SMSC will take place in RE, PSHCE and other curriculum areas within activities that encourage pupils to reflect on the significance of their learning and recognise any challenges that may be there due to their own attitudes. All curriculum areas should draw on as wide a range of cultural contexts as possible.

In the classroom, children will listen to a class story to reflect upon the characters decisions and how this links to their own beliefs, feelings and attitudes.

In RE we follow the North Yorkshire Agreed Syllabus and have our own long-term and medium-term planning which has been adapted according to our schools needs (please see the RE policy).

In PSHE long and medium-term plans and resources have been developed discussing pertinent issues and providing the opportunities to discuss pupils' views and listening to those of others. Circle Time works alongside PSHE lessons, providing children with a space to reflect and discuss their views with peers.

School council in an active group, democratically voted on at the start of the year, which meets regularly to represent the views of children in school. Children then feedback to their respective classes what has been discussed.

### Assemblies

Opportunities are taken during assemblies to create a sense of community, encouraging children to reflect and respond individually and create a sense of awe and wonder at our world. See Collective Worship Policy for more details.

### Through our House system

We have a house system with all children belonging to one of four houses. This encourages children to work together as a wider cross-school group. House meetings and the collection of Oatlands Points encourage the children to identify with their house as well as promoting appropriate behaviour.

### Through our Behaviour Policy

Our Behaviour Policy prioritises the importance of a positive outlook within the school and the rewarding of good behaviour. As such, we have a number of rewards within school which aim to encourage, motivate and improve the self-esteem of children.

### Through Fund-Raising

A balance is kept between high-profile national charities and smaller, local charities. We also support individual annual events such as Red-Nose day and the Poppy Appeal.

Our Harvest assembly emphasises the needs of others around the world and includes an annual collection of tins and non-perishables for a local charity. To promote charities, representatives are encouraged to attend assembly to provide children with more information about the purpose of the charity and why the money is needed.

### Through Nurture Group

The ethos of the Nurture Group is one which should pervade the school. It develops a sense of respect for one another, the importance of taking turns in listening and

speaking, the value of sharing problems and encourages co-operative skills to be developed. The 'homely' ethos enables children with individual needs to share the best sides of their characters in a secure, family-like environment.

### Through Visits and Visitors

We encourage visits to take place to enhance the curriculum and provide children with opportunities to see different aspects of their community and other communities. We emphasise the importance of being 'good ambassadors' and high expectations are set for behaviour and consideration for others.

We invite visitors into school to assemblies and welcome involvement of both parents and other adults from the community.

In Year 6, pupils take part in the residential trip to East Barnby. This aides their development away from the classroom environment as they learn new skills, whilst also forming new, positive relationships, developing their own self-esteem in their learning and sense of identity within their final year of primary education.

### **Promotion of fundamental British Values**

British Value	Activity	Impact
<b>Democracy</b> <i>A democracy is a system where people are able to decide how their country or community should be run.</i>	Assembly Themes PSHE curriculum Election of Pupil Voice Groups Rotas – children taking on responsibility for 'jobs' within classroom on a 'fair' basis Voting in class Creation of classroom rules each term – together Parent Views	Stakeholders, including children, staff and parents feel they influence and impact the way the school is run and that this has a positive impact.
<b>Rule of Law</b> <i>No one is above the law.</i>	Class rules negotiated each term School rules Expectations of teacher, TAs and pupils Assembly Themes Parent Consultations/Home School diary and other forms of communication building relationships with stakeholders Exclusions Safe-guarding records	Children, staff and parents feel 'safe' as a result of clear policies, rules and expectations and in the knowledge that issues will be followed up robustly.
<b>Liberty</b> <i>Freedom to live as you wish and believe</i>	Assembly Themes Pupil Voice	Children, staff and parents feel they can act independently and

<i>what you wish within the law.</i>	Celebrations across faiths Class Rules School Behaviour Policy PSHE themes	autonomously within the agreed, shared and accepted frameworks.
<b>Respect and Tolerance</b> <i>Admiration for someone's skills or qualities and a willingness to accept someone else's beliefs even though they may be different from your own.</i>	PSHE Curriculum House Captains in Y6 Pupils Voice Groups Assembly themes Extra-Curricular Clubs Celebration assemblies Website SEND policy and practices Anti-discrimination recruitment procedures and policies PREVENT training	Skills and qualities are recognised in a multitude of different ways. Children, staff and parents respect each other's views and beliefs and have strategies for dealing effectively with differences. Discrimination is not tolerated.

### **Link Documents**

- Religious Education Policy
- PSHE Policy
- Behaviour Policy
- Collective Worship Policy
- SEND policy
- Curriculum planning
- Curriculum monitoring