

CONSULTATION PROCESS FOR POLICIES

Name of School: Red Oaks Primary School

Name of Policy: Spiritual, Moral, Social and Cultural Policy

School Community	Evidence	Date
Governors		
Teaching Staff	Heddwyn Granger	17.12.18
Non-Teaching Staff		
Parents/Carers		
Pupils		

Named Governor:

Named Member of Staff: Heddwyn Granger

Date Adopted: May 2012

Reviewed: December 2018

Next Review Date: December 2019

SPIRITUAL, MORAL, SOCIAL AND CULTURAL POLICY

VALUES AND VISION FOR RED OAKS PRIMARY SCHOOL

Red Oaks Primary School believes that spiritual, moral, social and cultural education is at the heart of what education is all about: helping pupils to grow and develop as individuals. Our mission statement, "an open door to an inspirational learning journey", reflects this view in the following desirable aspects that we encourage in our pupils.

- **Recognising and valuing our place as part of a global and sustainable community**
- **Building friendships and good communication**
- **Valuing everyone as an individual and encouraging respect for others**
- **Promoting curiosity, enthusiasm and independence**

Spiritual, moral, social and cultural education underpins the daily life of our school as we believe it is essential to develop the whole child within our child centred curriculum.

DEFINITIONS

Red Oaks Primary School's understanding of spiritual, moral and cultural education is as follows:

SPIRITUAL DEVELOPMENT

Spiritual development is the growth of an individual's inner self and an ability to express this through self-respect, creativity and desired personality traits. This ultimately leads to personal fulfilment and the search for answers to fundamental questions. Spiritual development does not require religious beliefs. However as it develops personal beliefs and values, religion can play a part in spiritual development if an individual has religious beliefs and values.

CULTURAL DEVELOPMENT

Cultural development is an understanding of the beliefs, values, customs, Knowledge, skills of our own and different cultures around the world. Cultural development forms the basis of identity and fosters an appreciation of the diversity in societies.

MORAL DEVELOPMENT

Moral development is the ability to distinguish between what is right and what is wrong. It fosters a desire to do what is right whilst taking others into consideration.

SOCIAL DEVELOPMENT

Social development is an understanding of institutions, structures, cultural influences and processes of society. It is the ability to participate co-operatively and productively in the community.

Inclusion

In Spiritual, Moral, Social and Cultural teaching at Red Oaks, staff are aware of children's individual needs and how to best differentiate teaching and learning to enable access for all. This is done through adapting teaching to suit a variety of learning styles, often using a multi-sensory approach. Teachers consider classroom organisation and management strategies to ensure optimal access for all learners, including those with physical, sensory and/or learning needs. Teachers have access to specialist support for advice on strategies, target setting and assessment. All disabled pupils are included on the Red Oaks' Vulnerable Learner Database, and their progress is systematically recorded and monitored.

Red Oaks is a Dyslexia Friendly School and all teachers are aware of the Dyslexia Friendly Schools guidelines. The school has also achieved the Inclusion Quality Mark.

AIMS

As a school we value politeness, good manners, respect and trust. We aim to create a caring and supportive environment that provides children with the opportunity to express their feelings and concerns through...

- Hearing the child's voice strategies in the classroom; (see appendix B)
- School council- run by the children themselves;
- Discussion boards on the Red Oaks website (www.redoaks.org)

We aim to foster an atmosphere where all children are valued and are given the confidence and self-esteem to express themselves without the fear of failure. We maintain a positive attitude in school which is reflected in our 'I can' ethos.

We aim to help promote pupils' spiritual, moral, social and cultural development by fostering the following characteristics:

Each child should have...

- A set of values, principles and beliefs, which may or may not be religious, which inform their perspective on life and their patterns of behaviour
- An awareness and understanding of their own and others' beliefs
- A respect for themselves and for others
- A sense of empathy with others, concern and compassion
- An increasing ability to reflect and learn from this reflection
- An ability to show courage and persistence in defence of their aims, values, principles and beliefs
- A readiness to challenge all that would constrain the human spirit: for example, poverty of aspiration, lack of self-confidence and belief, moral neutrality or indifference, force, fanaticism, aggression, greed, injustice, narrowness of vision, self-interest, sexism, racism and other forms of discrimination
- An appreciation of the intangible - for example, beauty, truth, love, goodness, order - as well as for mystery, paradox and ambiguity

- An expressive and/or creative impulse
- An understanding of feelings and emotions, and their likely impact.
- A respect for different cultures, religions, beliefs and values
- An understanding of right and wrong
- An ability to communicate effectively in a group or as part of a team
- A developing ability to resolve conflict between friends independently

Teaching and Learning

Red Oaks Primary School ensures that Spiritual, Moral, Social and Cultural education permeates our creative curriculum. See appendix A and appendix C for examples of opportunities within each national curriculum subject.

Spiritual Development

Religious Education:

It is made clear that religious education is a strong contributor to spiritual development because the exploration of beliefs is an important part of both RE and spiritual development. However, spiritual development and religious education are not synonymous.

Collective Workshop:

Collective worship is an important vehicle through which the school can provide for the development of the spiritual. Please see Collective Worship Policy.

Across the Curriculum

& Extra Curricular:

The knowledge and understanding essential to spiritual development, and the ability to make reasonable and reasoned judgements should be developed through all subjects of the curriculum. Red Oaks uses P4C as a practice in which to allow pupils to further explore their spiritual understanding.

In some aspects of the curriculum pupils should encounter questions about the origins of the universe, the purpose of life, the nature of proof, the uniqueness of humanity and the meaning of truth.

Moral and Social Development

As part of our positive ethos we celebrate desired behaviours and social achievements, such as working effectively as part of a team. Rewards include weekly "BLP Dude" certificates, stickers, Brownie points, postcards and house points. All classes follow a designated PSHE Curriculum. Please see appendix C for examples of evidence.

Cultural Development

Through the inclusion of an international focus in Red Oaks Primary School, we are able to offer to our children a range of experiences that will enhance their learning and raise awareness of their national and international identity. We are helping children to recognise their place and responsibility in a culturally diverse, global society (see global policy). Please see appendix C for examples of evidence.

APPENDIX A

Subject	How it can contribute to spiritual, moral, social and cultural education?
English / Literacy	Poetry, drama Stories, myths and legends Discussion of plot, character and motive Drama, role play Stories from other cultures
Mathematics	Infinite numbers Problem solving Maths from other cultures
Science	Space, creation, adaptation Celebration of creativity Ethical views Conservation Fair testing Group activities Gender issues
ICT	Internet, email, world wide web Cultural differences, Online-safety awareness
History	Order of things, motives Development of beliefs Were the right decisions made Conflicts and how they were resolved Social structures Changes in attitudes
Geography	Appreciation of the world around us/ landscapes Land use Conservation Our community and a contrasting locality

DT	<p>Creativity, fulfilment in making something</p> <p>Cooperation- working in groups</p> <p>Looking at other's crafts</p>
Art	<p>Appreciating and responding to talent</p> <p>Working in groups</p> <p>Appreciation of other culture's arts</p>
Music	<p>Appreciating and responding to talent</p> <p>Care of instruments</p> <p>Working in groups</p> <p>Appreciation of other culture's music</p>
PE	<p>Self-fulfilment and satisfaction</p> <p>Team games</p> <p>Abiding by rules</p> <p>Working in groups</p> <p>Dance</p> <p>PE focus on 6 values as well as learning goals</p>
RE	<p>Sharing and expressing Ideas</p> <p>Awe and wonder</p> <p>Examples of right and wrong to follow</p> <p>Festivals and customs</p> <p>Different cultures and the impact this has on religion</p>
PSHE	<p>Self-respect, self-esteem, fulfilment</p> <p>Codes of behaviour - playtimes and lunchtimes</p> <p>Responsibility</p> <p>Respect for each other's differences and appreciation of each other</p>

APPENDIX B

Ways to hear the child's voice in the classroom

- Helping Hands: Response option on website.
- Post Box: For children to share views, comments

Remember never promise a child that you will keep their secrets. Explain that if they tell you something that is potentially hurting themselves or others, you may need to get help from elsewhere.