



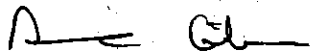
WEST EARLHAM JUNIOR SCHOOL

**SPIRITUAL, MORAL, SOCIAL AND CULTURAL EDUCATION
POLICY**

Date Approved by Governing Body: 19.05.2015

Date of Next Review: May 2017

Signed Head Teacher:  19.05.15

Signed Chair of Governors:  19.5.15

The Aims of Learning and Teaching at West Earlham Junior School

At West Earlham Junior School we are aiming to develop learners who are good positive citizens of the world who behave respectfully towards others. We want them to look outwards and develop an awareness and curiosity about the wider world beyond their immediate environment.

We want our learners to have the self-confidence to be aspirational about their future lives and possess the know-how to achieve their goals. We want them to attain high standards in the key skills in reading and writing and maths to enable them to do this, and to make connections in and enjoy their learning. We want our learners to develop positive learning dispositions becoming creative, flexible thinkers who are adaptable and able to learn independently following their own interests and passions. When they have done well we want our learners to have the confidence to celebrate their achievements and be able to recognise mistakes and failures as learning experiences and develop the resilience to learn and grow from them.

We want our learners to develop into healthy adults both physically and emotionally who have empathetic and open-minded attitudes that enable them to make good choices and decisions in life.

Above all we want them to become life-long learners who are happy and content.

Definitions

Spiritual Development

Pupils' spiritual development is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- use of imagination and creativity in their learning
- willingness to reflect on their experiences □

Moral Development □

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives
- understanding of the consequences of their actions
- interest in investigating, and offering reasoned views about, moral and □ ethical issues

Social Development

Pupils' 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 social settings, cooperating well with others and being able to resolve conflicts effectively
- interest in, and understanding of, the way communities and societies function

Cultural Development

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

Planning

In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural experiences. The vast majority will be delivered through cross curricular activities during the termly inquiries, but other experiences will include PSHE and RE sessions, weekly philosophy lessons and specific school visits and visitors.

Spiritual Development

Planned opportunities for spiritual development are developed in every year group. Children are given opportunities to reflect upon the meaning of spiritual experiences.

Examples of experiences commonly regarded as spiritual include:

- Curiosity and mystery □
- Awe and wonder □
- Connection and belonging
- Heightened self-awareness □
- Prayer and worship □
- Deep feelings of what is felt to be ultimately important □
- A sense of security, well-being, worth and purposefulness □

The school will develop a climate within which all pupils can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals. These can occur in many activities eg. When listening to music, discussing the care of animals, exercising empathy or creativity, thinking about how we live, contemplating the future, etc.

Moral Development

At West Earlham Junior School we believe that a morally aware pupil will develop a wide range of skills. These can include the following:

- Distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures
- Develop an ability to think through the consequences of their own and others' actions
- Have an ability to make responsible and reasoned judgments
- Ensure a commitment to personal values
- Have respect for others' needs, interests and feelings, as well as their own
- Develop a desire to explore their own and others' views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience □

Our school develops pupils' moral development by:

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- Promoting racial, religious and other forms of equality

- Giving pupils opportunities across the curriculum to explore and develop □moral concepts and values – for example, personal rights and □responsibilities, truth, justice, equality of opportunity, right and wrong
- Developing an open and safe learning environment in which pupils can express their views and practice moral decision making
- Rewarding expressions of moral insights and good behaviour
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community
- Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour, providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the school's values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided □

We teach the children to be aware of their own actions, take responsibility for their own bodies and encourage independence. We will help the children to identify their feelings and express them in behaviour that is socially acceptable. This is primarily through collective worship, class philosophy sessions, bespoke Social Skills groups and PSHE sessions. We endeavor to raise each child's self-esteem through the use of positive recognition. The Star of the Day, Star of the Week, termly Award Assemblies and other means of noticing positive moral behaviour, highlight both academic and social achievements.

Social Development

At West Earlham Junior School we recognise that pupils who are becoming socially aware are likely to be developing the ability to:

- Adjust to a range of social contexts by appropriate and sensitive behaviour
- Relate well to other people's social skills and personal qualities
- Work successfully, as a member of a group or team
- Share views and opinions with others
- Resolve conflicts maturely and appropriately
- Reflect on their own contribution to society
- Show respect for people, living things, property and the environment
- Exercise responsibility
- Understand how societies function and are organised in structures such as the family and the school
- Understand the notion of interdependence in an increasingly complex society

Our school develops pupils' social development by:

- Identifying key values and principles on which school and community life is based
- Fostering a sense of community, with common, inclusive values
- Promoting racial, religious and other forms of equality
- Encouraging pupils to work co-operatively
- Encouraging pupils to recognise and respect social differences and □similarities
- Providing positive experiences to reinforce our values as a school community – for example, through assemblies, team building activities, residential experiences and school productions
- Helping pupils develop personal qualities which are valued in a civilized society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and an awareness of others' needs
- Providing opportunities for engaging in the democratic process and participating in community life
- Providing opportunities for pupils to exercise leadership and responsibility

- Providing positive and effective links with the world of work and the wider community
- Monitoring in simple, pragmatic ways, the success of what is provided

Cultural Development

Children should be made aware of the diversity of other cultures both within modern Britain and throughout the world. This is achieved through experiences in music, PE, art and many other curriculum areas. This is shown in our Termly Inquiry planning.

Pupils who are becoming culturally aware are likely to be developing the following characteristics:

- An ability to reflect on important questions of meaning and identity
- An interest in exploring the relationship between human beings and the environment

Our school develops pupils' cultural development by:

- Extending pupils' knowledge and use of cultural imagery and language
- Encouraging them to think about special events in life and how they are celebrated
- Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
- Reinforcing the school's cultural links through displays, posters, exhibitions, etc. As well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits
- Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum.

The Key Features of SMSC at West Earlham Junior School

Activity	Spiritual	Moral	Social	Cultural
Academic Curriculum	☐	☐	☐	☐
Music Tuition	☐		☐	☐
Pre/After School Clubs			☐	☐
Assemblies	☐	☐	☐	☐
Charity Support		☐	☐	☐
Competitions		☐	☐	☐
Library, Celebrating Diversity	☐	☐	☐	☐
Themed Days	☐	☐	☐	☐
Trips and Excursions	☐	☐	☐	☐
School and Eco Council Involvement		☐	☐	☐

