



Spiritual, Social, Moral and Cultural development at Deddington Church of England Primary School

Aims and objectives

At Deddington Primary School, we strive to create a learning environment which promotes respect, diversity and self-awareness and equips all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives.

Definitions

Spiritual Development

Pupils' spiritual development is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life & their interest in & respect for different people's feelings & 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 socioeconomic 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 at a variety of levels

Cultural

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

Spiritual Development

Planned opportunities for spiritual development in all subjects can be seen across the school. 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 has developed an ethos within which all pupils grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals.

We have a spirituality definition and policy on our school website.

Moral Development

At Deddington Primary 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 judgements
- Ensure a commitment to personal values and the 6 values that the school actively promotes.
- 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 pupil moral development by:

- Providing a clear moral code of school rules as a basis for behaviour which is promoted consistently through all aspects of the school and is on display in all classrooms.
- Promoting racial, religious and other forms of equality through collective worship and global learning.
- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, stereotypes, equality of opportunity, challenging homophobia and anti-bullying.
- The school has agreed values. These are promoted through display and in worship.
- Encouraging pupils to partake in discussions during 'No Outsiders' sessions which focus on a range of morals and values.
- 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 through awarding certificates in celebration assembly.
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community through the curriculum and through worship.
- Through the participation in current global, national and local community issues and charitable work.
- 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.

Social Development

At Deddington Primary 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, the school
- Understand the notion of interdependence in an increasingly complex society

Our school develops pupil 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 through the curriculum.
- Encouraging pupils to work co-operatively in lessons and in outside learning sessions.
- Encouraging pupils to recognise and respect social differences and similarities through their global learning experiences and collective worship. This is achieved through our curriculum and linking global teaching topics.
- Providing positive experiences to reinforce our values as a school community – for example, through assemblies, team building activities, residential experiences, school productions and performances, as well as through reports on school, local and global stories.
- Helping pupils develop personal qualities which are valued in a civilised society, for example, kindness, responsibility, respect for difference, moral principles, self-respect and an awareness of others' needs.
- Providing opportunities for engaging in the democratic process such as School Council. Also, we give pupils the chance to experience in participating in community life within the village.
- Providing opportunities for pupils to exercise leadership and responsibility; roles such as sports ambassadors, energisers, school council reps, Fairtrade reps and house captains.
- 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 are made aware of the diversity of other cultures both within modern Britain and throughout the world. This can be done through music, PE, art and many other curriculum areas.

Pupils who are becoming culturally aware are likely to be developing some or all of 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, school trips and journeys etc. This is 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 in collaboration with the subject leaders.

British Values

As well as promoting good social and moral values within school, we also promote the following fundamental British values: *Democracy, Rule of Law, Individual liberty, Mutual respect and Tolerance of those with different faiths and beliefs.*

At Deddington, we reinforce these values regularly in the following ways:

Democracy

Children have the opportunity to have their voices heard in school. Before each topic, teachers brainstorm what they intend to learn and this is evidenced on the medium-term plans. The school also carries out regular questionnaires with the pupils to ascertain their thoughts and feelings about our school. The findings are shared with staff and Governors and form part of the school's self-evaluation and future planning. Pupils' views are also taken into account when setting new policy such as our Safe use of internet, Anti Bullying and Behaviour and in the future they will have an input into homework. School councillors are elected democratically, voting in each class at the beginning of each year. Pupils can also nominate their class mates for Energisers and Fairtrade representatives. Pupils also have the chance to vote on charities that the school supports such as YoungMinds, Children in Need, Water Aid and Macmillan Cancer.

Rule of Law

The importance of laws, whether they be those in class, the school or the country are reinforced in school regularly through the SMSC whole school curriculum overview and whole school assembly. Across the school and the EYFS, there is a clear code of conduct with rules agreed by the pupils. Pupils are taught the value and reasons behind school rules and national laws that protect us, look after us and govern us. We discuss with the children and make clear the consequences when rules in school and laws of the land are broken. We arrange visitors to speak with the children such as the Police to discuss Road safety, Bikeability, Fire safety, Stranger Danger and the NSPCC.

Individual Liberty

Within school, pupils are actively encouraged to make personal choices, knowing that they are in a safe and supportive environment. As a school, we educate boundaries for young children to make choices safely.

Children are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through PSHE, E-safety and the school's virtual learning platform or through partaking in discussions. Children have the freedom of choice in respect of extra-curricular clubs that they can get involved in, whether they are before or after school.

Mutual Respect

Part of our school ethos and positive behaviour policy has revolved around our school values such as respect. Our values are reflected in our school rules, displays, newsletters and website and in the curriculum where opportunities arise. On Monday assemblies, we focus on core values and each week, children are invited to take part in a whole school discussion about certain values and are given the opportunity to express their opinion on what these values are like within our school and suggest possible improvements.

Tolerance of those of Different Faiths and Beliefs

This is achieved through enhancing children's understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity through our entire curriculum. Collective Worship is planned termly to recognise key dates within different faiths and cultures such as Ramadan and Passover. Assemblies are followed up and supported by learning in SMSC and RE and the school has achieved the SIAMs Outstanding school award. Members of different faiths are encouraged to share their knowledge to enhance learning within our school.

We participate in great British events such as the Royal Jubilee, Royal weddings, Political Elections, Cultural weeks and Remembrance events.