

Park View Junior School

Spiritual, Moral, Social and Cultural Development Policy

Policy Number – CUR 015

Owning Body – Curriculum Committee

Approval Date – 13 November 2014

Date of Next Review – November 2016

"Every child has the Right to think and believe what they want and also practise their religion, as long as they are not stopping other people from enjoying their rights."
Article 14

"Education should develop each child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as their parents, their own and other cultures, and the environment."
Article 29

Aims

At Park View Junior School we aim to educate the whole child. This will enable each child to become successful, respectful, responsible and independent citizens of society. This is achieved through providing the children with Spiritual, Moral, Social and Cultural Development which supports our whole school ethos of RRR. This will be embedded within all aspects of school life and specific opportunities for SMSC development will be planned and delivered throughout the curriculum.

Spiritual Development

Spiritual development refers to the children continuing a journey of self discovery about themselves, others and the world around them. It is about children experiencing awe and wonder by exercising their imagination, intuition and creativity. It will develop children with beliefs, for some these will be religious beliefs. Giving children time to reflect on

opportunities and differing opinions will create a climate for this development.

At Park View we facilitate this by:

- The engagement with Philosophy for Children (PFC) assemblies and classroom activities.
- Development of thinking skills through all of the curriculum. Encouraging them to ask why and question their own thinking further.
- The children learning about different religious beliefs and concepts through RE lessons.
- Successful teaching whereby the children are given the confidence and skills to take part in discussions and debates.
- Delivering social and emotional learning through circle times and PSHE lessons.

Moral

Moral development is helping children recognise and understand the difference between right and wrong. Children need to have a strong awareness of their actions and the consequences for making a wrong choice. They need time to address moral issues and understand the impact that their actions have on others.

At Park View we facilitate this by:

- Every class having a class charter based on rights, respect and responsibilities. Every child signs up to this charter. All parents and carers also have to sign up to our school charter.
- The whole school ethos of RRR providing a caring, nurturing environment for all.
- The development of Positive Assertive mentoring is key in developing the children's attitudes towards their learning and school life as a whole.
- All adults using positive RRR language in order for children to make the right choice.
- The children having clear consequences if they make the wrong choices.
- Issues such as discrimination, bullying and segregation are rapidly acted upon and children receive advice and education on this.

Social development

Social development is the term used to describe children having positive relationships with all. Children need a sense of belonging and the skills to communicate with others who belong to the same communities and different ones. Children need to work co-operatively in group work, have the ability to take on different roles and have a good team work ethos. Children need to be able to recognise and deal with their problems but need to be guided in how they do this. It is vital that children need to be equipped with these social skills so that they can effectively live and contribute to a multi-racial, multi-cultural, multi faith society.

At Park View we facilitate this by:

- Giving children different roles to play in group work: The observer, The scribe, The leader, The presenter etc so they recognise the importance of different roles and sharing each other's strengths.
- Carrying out Friday challenges in groups where there is a problem to solve.
- Children having the opportunity to learn from each others experiences throughout the whole curriculum and celebrating children's achievement in and out of school by rewards and recognition.
- Children are part of a democratic process by electing a school council member of their class and bringing issues to this person's attention so their views are valued and discussed.
- Throughout the whole curriculum, lessons facilitate effective discussion where children express opinions and listen to others.
- We provide a social skills group called 'Coral' which focuses on developing social skills of children who have difficulties in this area.

Cultural development

Cultural development will enable children to recognise and learn about their own cultures. It will also give children opportunities to learn about the diversity of different cultures and practices.

This is highlighted in the RRR conventions of a child. It helps children form an identity and value where this has evolved from. Children need to be given time to reflect and respond to different opportunities for example artistic expression through drama, music, art and much more.

At Park View we facilitate this by:

- Learning about their own culture and cultures of others through the teaching of Geography, History, Community Cohesion and RE.
- Children receiving global education by which children's perceptions on different cultures will be broadened.
- Children celebrating diversity.
- Children will take part in reflection of musical events and sporting opportunities.
- Every year children will take part in World Week where the children will learn about specific countries, cultures and religions.

How the Wider Community contributes to the development of SMSC

- Children have the opportunity to take part in Rock Challenge which meets all the strands of SMSC.
- At PVJ we provide a range of after school clubs such as football, netball, reading, gardening and singing. These are vital to the spiritual and social development of children.
- We have a number of visitors into school to discuss their jobs, cultures and interests. This embeds the Spiritual, Social and Cultural development of the children. Every year we have a World of Work Week where the children visit different work places and learn about different careers.
- The children go on various trips and visits to enrich their learning this is also key to the Spiritual, Social and Cultural strands of SMSC. In year 6 the children go on a PGL residential trip. This is a fantastic opportunity for the children and their social development.
- Children are given many opportunities to respond to music such as the 'Listen to Me' year group music lessons.
- Creative practitioners come into school and work with specific year groups on particular projects to enrich their curriculum.
- The school council helps promote moral development as a whole school approach.
- All assemblies embed and progress the moral development of all children.

Assessment

Progress of the SMSC development at Park View Junior School will be monitored by the SMSC and RE co-ordinators and the senior leadership team.

Subject co-ordinators need to ensure that class teachers provide opportunities for the provision of SMSC through their subjects and this will be highlighted on planning. We also have an SMSC file where evidence of different SMSC activities and opportunities will be logged.

Equal Opportunities

SMSC will be experienced by all children at their level of understanding and teachers will provide imaginative and creative resources so that all children's needs are met. All staff are sensitive of the differing needs of individuals and respect every child's differing beliefs and cultures.

Collective Worship

AIMS

The aims of this policy are:

To consider spiritual and moral issues which are multicultural and, in some cases, Christian beliefs

To celebrate or reflect on things that are of worth

To facilitate the development of a sense of community, belonging and of sharing

To encourage pupils to learn how to be part of large and small gatherings

To celebrate achievements of others within the school community

To develop understanding of, and reflect upon the value of, our environment and its importance in our lives

GUIDING PRINCIPLES

The law requires that acts of worship should be "wholly or mainly of a broadly Christian character".

There will be times when other faiths and religious traditions will be explored.

Issues will be presented in a variety of ways through stories, poems, songs, role-play, artefacts, radio broadcasts, visitors, PowerPoint presentations, interactive whiteboard activities as well as the sharing of children's and adults' achievements.

Children will be involved in the opportunity to worship through prayers, hymns and songs, participation in role-play and through quiet reflection.

Where possible, themes and festivals for collective worship will be linked to RE planning. There is also a need for flexibility in order to respond to national and unexpected events where appropriate.

Parents have a right to withdraw their children from all or parts of the acts of worship. However, the class teachers and/or Head Teacher should discuss the matter sensitively with any parent who wishes to exercise the right to withdraw their child.

Administration and disciplinary matters will, as far as possible, be separated from the act of collective worship.

This policy is to be reviewed every two years.

Signed.

Chair of Governors

Head Teacher

Date