



***Working and learning together for success***

## **Sarisbury Church of England Junior School**

### **Spiritual, Moral, Social and Cultural Development**

At Sarisbury we believe that the spiritual, moral, social and cultural development of the child lies at the heart of our school's ethos. It provides a foundation for the children's values, attitudes and beliefs, preparing them for their future lives. Spiritual, moral, social and cultural learning is taught through all subjects of the curriculum, including assembly themes, and in particular Religious Education and Personal Development Learning. It supports all areas of learning and can contribute to the child's motivation to learn. As a school we believe that this aspect of children's learning will be most successful when the values and attitudes promoted by the staff provide a role model for the children. The quality of relationships and the ethos within the school reflect an appreciation of our core Christian values of **Love, Hope and Forgiveness**.

# Spiritual, Moral, Social and Cultural Development

## Our Aims

### ***At Sarisbury CE Junior School, as an inclusive school, we aim to:***

- Promote pupils' spiritual, moral, social and cultural development.
- Encourage pupils to develop strong respectful relationships with others.
- Develop pupils' ability to make responsible decisions, accept consequences and encourage pupils to learn from their experiences, therefore behaving positively.
- Prepare our pupils to become responsible and active citizens within a community.
- Encourage pupils to recognise different emotions in themselves and others whilst providing suitable strategies for dealing with these.
- Teach and encourage pupils to lead and maintain a safe and healthy lifestyle.
- Encourage the development and achievement of 4 core values:
  - ✓ **Self** – as unique people capable of achieving.
  - ✓ **Relationships** – important for the development and fulfilment of themselves, others and the community.
  - ✓ **Society** – developing a respect for the law, truth, human rights, justice and common good. Whilst valuing common structures within society including families.
  - ✓ **Environment** – the importance of caring for it and the effect of humanity on our natural resource.
- Provide a rich and diverse curriculum that allows pupils to develop key skills across the curriculum.
- Deliver Sex and Relationships and Drugs programmes to pupils through a supported and well designed Personal Development Learning (PDL) programme.
- Deliver a broad PDL and Citizenship curriculum.

## **Definitions of Spiritual, Moral, Social, Cultural at Sarisbury CE Junior School:**

### ***Spiritual learning:***

In developing the spirituality of children, we help them to become aware of:

- The human search for meaning and purpose of life which may lead to an understanding and belief of God
- The joy of being alive
- The beauty of the natural world
- The mystery and wonder of existence
- The world of imagination and creativity
- The value of the non-material dimension of life
- The need to understand and value oneself and one's feelings
- The need to recognise the feelings and achievements of others

At Sarisbury, we aim to promote spiritual development by providing 'first hand' opportunities across the curriculum for children to take risks with their learning by:

- Providing time to reflect on their learning, achievements and values;
- Raising questions that encourage children to reflect on issues of meaning;
- Fostering emotional well-being by encouraging children to express their feelings and to think about the impact of their behaviour on others.

### ***Moral learning:***

At Sarisbury, we believe that moral development is concerned with living by principles which guide our choices between right and wrong. We aim to:

- Develop the children's awareness and understanding of the moral code of the community in which they live.
- Help children to realise that to enjoy rights we have to accept responsibilities.
- Develop children's understanding of why rules are necessary.
- Develop children's self-discipline so that rules are followed as a point of principle and not from the fear of sanctions.
- Give children the knowledge and ability to question and to reason so that they are capable of deciding on the most appropriate action having considered the consequences.
- Develop the skills necessary to explain their own behaviour and its influence on others.
- Value physical well being, privacy, feelings, beliefs and rights of others.
- Develop children's empathy and awareness for injustice

Our school's ethos is underpinned by a Code of Conduct (The Sarisbury Way) and Behaviour Policy that provides the framework through which we support children's moral development. It encourages:

- respect for all members of our school community;
- acceptance of the responsibility of our actions;
- reflection on the consequences of our actions;
- celebration of our achievements and the raising of self-esteem;
- thought for those who are less fortunate than ourselves.

### ***Social learning:***

At Sarisbury, we believe that social development is our way of relating to self and others which is influenced by our spirituality and our morality.

We aim to provide a variety of experiences for children to work collaboratively with others. The school's vertically grouped colour teams help to enrich the social context of children's learning.

### ***Cultural learning:***

At Sarisbury, we celebrate diversity and encourage children to recognise that all cultural groups are distinctive.

Cultural learning at Sarisbury encourages children to explore shared beliefs, knowledge, customs and values of different groups. As a mainly mono-cultural school, we encourage children to develop curiosity and appreciate the traditions and values of their own culture and recognise the diversities and richness of others.

### **The School will promote cultural development through:**

- Providing access to a wide range of stimuli from their own culture and those of others. This will be taught across the curriculum and in particular RE, Geography, Literacy and Music. Visits out of school and visitors to the school are used to enrich the children's learning.
- Encouraging participation in and appreciation of the wealth of cultural traditions and the beliefs associated with these.
- Encouraging tolerance and appreciation of the beliefs, value and customs of different cultures.

Opportunities to nurture the cultural development of the child exist in all creative areas – Personal Development Learning, Religious Education and collective worship.

## **Where in our curriculum themes do these experiences exist?**

### **Year 3:**

*'All about me' – valuing own and others' feelings, where I live, my local area and comparisons with another locality*

*'Diwali' – the story, moral behaviours (good over evil), customs and celebrations, value others' beliefs including the lighting of diva lamps*

*'Friendships' – how we make them and how we resolve conflicts*

*'Running Shoes' – moral implications of poverty and impact on determination and motivation*

*'Stone Age to Iron Age' – settlements and looking at moral rights, awareness of historical culture and community in past civilisations*

*'Invaders' - beliefs and cultural traditions, wonders of our world*

*'Creation' – Christian belief through miracle stories, the exploration of similarities and common themes*

*'Mary Anning' – the wonder of discovery within the natural world*

*Philosophy for children- exploring issues about the world around them*

### **Year 4:**

*'Rights, Respect, Responsibility' – Unicef 'rights of the child'*

*'Through the Window' – environment, appreciation of nature*

*Wall E writing unit – the effect and implications of our actions on the health of the planet*

*PE- 'Earth song' dance – awareness of our actions on the earth*

*Music – Michael Jackson – Earth Song, Man in the mirror, heal the world – explore the lyrics in these songs and discuss ways in which can influence future generations*

*'Anglo – Saxon project' – awareness of historical culture, empathy towards customs and*

*'Titanic' – empathy to events and individuals involved*

*'Stories from different cultures' – literacy focus, empathy, cultural awareness*

*'Nativity' – Christmas story, wonder of 'angels', Christian beliefs*

### **Year 5:**

*'The impact of the Ancient Egyptians' – understanding of how other cultures have influenced our own.*

*The BFG – consequences of actions*

*'Pandora' – moral implications of exploring and invading other planets*

*'Wonderful Water' – value of a natural resource, empathy for those without, moral responsibility*

*'Easter Production' – Relationships, Christian beliefs*

*Residential visit to East Dene on the Isle of Wight*

*'Exploration (Tudors)' – colonisation, rights, responsibilities*

*'Buddy Books' – literacy focus, social and emotional learning, supporting the school and local community.*

*Swimming – appreciating differences*

*Sex & Relationship Education – exploring relationships and looking at how we develop physically*

### **Year 6:**

*'Exploration (Mayans & Greek Legacy)' – other cultures through worship of deity and the impact*

*'Greek Museum' – the development of human endeavour and advancement*

*'Wonder' - social learning, celebrating uniqueness and the moral maze of growing up*

*'Harry Potter' - Good vs evil, friendships, belonging*

*'Stone Farm' - social skills developed, cultural differences with an agricultural community*

*'Y6 Civic Award' – contribution to and involvement in school and wider community*

*'Perfect Roles' – school service and contribution, leadership, sense of team*

*'Peer Problem Patrol' – social learning, supporting school wide relationships*

### **School Wide:**

*Links with:*

*St Paul's Church – 'Open the Book'*

*Gordon Curley – Duncan Road Church*

*Partnership links with 'Rispin International School' in Ethiopia*

*Southampton City Mission*

*National and Local Charities – enterprise projects*

*Civic Award Clubs for Lower school run by Y6*

*Colour teams - vertically grouped across the school to develop school wide links*

