



Social, Moral, Spiritual & Cultural and British Values

Longshaw Junior School

2021 – 2022

LONGSHAW JUNIOR SCHOOL

SPIRITUAL, MORAL, SOCIAL AND CULTURAL EDUCATION

Spiritual

Spiritual development is the development of the non-material element of a human being which animates and sustains us and, depending on our point of view; either ends or continues in some form when we die. It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose. It is about the development of a pupil's 'spirit'. Some people may call it the development of a pupil's 'soul'; others as the development of 'personality' or 'character'.

- Positive behaviour management to develop self worth
- Teachers make time and space to respond and share experiences - world events, personal, school community - sad and happy
- Strong community Links
- Recognise religious celebrations Christmas, Remembrance, Harvest, Eid
- Learning Mentor - inclusion team
- Reflection Time
- Listening adults - posters around school
- Visitors of different faiths
- Assemblies
- Collective worship - open ended questioning, pupils organise assemblies
- Visual images help to develop our shared spiritual ethos.
- Celebration/Golden time promoting self worth
- Visits to church, mosque, vicar takes assembly
- Developing values throughout the curriculum
- RE - exploring personal beliefs
- PSHE & SEAL and circle time
- Respecting others
- Building relationships/self-esteem - additional to this is Learning Mentor work
- Art - expressing oneself
- Buddies/playground pals/young leaders
- Verbal and written feedback from staff and pupils
- After school clubs for various activities/residential visits
- School council

- Supporting charities and events
- Understanding and respecting other religions
- Creating a 'safe' climate where children feel able to take risks.
- Ethos and Every Child Matters - groups/SEN
- Blackburn Interfaith Forum
- Pupil welfare meetings/panel meetings
- Developing talents - music/sport
- Value achievements of all

Moral

Moral development is about the building, by pupils of a framework of moral values which regulates their personal behaviour. It is also about the development of pupils' understanding of society's shared and agreed values. It is about understanding that there are issues where there is disagreement and it is also about understanding that society's values change. Moral development is about gaining an understanding of the range of views and the reasons for the range. It is also about developing an opinion about the different views.

- Citizenship - Teaching and Learning
- P.S.H.E. teaching
- Behaviour Policy - pupil voice regarding sanctions / rewards
- School Council
- Positive role models
- Golden Time and other awards
- Learning Mentor
- Buddies / Play leaders
- Global Issues - curriculum
- Classroom/School Rules - respect for others, their environment.
- Respect for other religions/faiths/genders/sexuality/ages/nationalities
- P.E. - Fair play - play by the rules
- Drama techniques - hot seating etc.
- Literacy e.g. dilemmas/decisions/societies' different cultures/codes
- Children included in decision making, have a 'voice'
- Creative thinking - taking another view-point
- Outdoor Curriculum - respect for the environment etc.
- School Council/Eco Council
- Anti-bullying week work.
- Gardeners, growing food to cook
- Charity and fund-raising
- Curriculum topics.
- Friendship group work.
- Team games/cooperative activities.
- Conflict resolutions - anger management
- Play times/lunch times - playing/eating together
- Visits by police, fire, school nurse.

Social

Social development is about young people working effectively with each other and participating successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together. It is about functioning effectively in a multi-racial, multi-cultural society. It involves growth in knowledge and understanding of society in all its aspects. This includes understanding people as well as understanding society's institutions, structures and characteristics, economic and political principles and organisations, roles and responsibilities and life as a citizen, parent or worker in a community. It also involves the development of the inter-personal skills necessary for successful relationships.

- Promote group learning opportunities across the curriculum and on school trips.
- Children as mentors - buddies, peer support
- The role of the Learning Mentor to support and develop social skills.
- Whole school celebration events - parties, concerts, finales, assemblies, fund-raising
- Pupil voice impacting on school community
- Annual Year 6 Residential Trip
- Extra-curricular activities/learning enrichment/trips/visitors
- Community cohesion
- Positive praise and rewards
- Visiting other schools/sports/transition
- Adults modelling to develop speaking and listening and social conventions.
- Staff as role models
- Children lead class worship
- PSHE / circle time
- Children taking responsibilities
- Visitors - fire, police, mayor
- Links with charities e.g. East Lancashire Hospice
- Raising aspirations
- Eco work
- Inter-school tournaments
- Parents' days
- Role Play areas
- Visits to different religious buildings
- Life Education van

Cultural

Cultural development is about pupils' understanding their own culture and other cultures in their town, region and in the country as a whole. It is about understanding cultures represented in Europe and elsewhere in the world. It is about understanding and feeling comfortable in a variety of cultures and being able to operate in the emerging world culture of shared experiences provided by television, travel and the internet. It is about understanding that cultures are always changing and coping with change. Promoting pupils' cultural development is intimately linked with schools' attempts to value cultural diversity and prevent racism.

- Links with other schools - local and international
- Family support/liaison
- Strong curriculum
- Multi-faith displays
- Buddhist and other faith leaders regular visitors
- Stories from other cultures
- Show racism the red card (BRFC - Respect project)
- Visits to places of worship
- Drop ins - to integrate parents
- Parents consultation meetings
- Display work
- Harvest, Nativity, Carol Service, Carol singing
- Multi-cultural resources, Multi-cultural topics and festivals celebrated throughout year/school
- MFL - French
- Multi-faith week - visitors from other schools and other faiths.
- Dancers from different cultures (Annapurna Indian Dance)
- Artists from different cultures
- Music - Bolton Music Service

British Values

School should promote the basic British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. British values underpin our curriculum in tandem with our own school values. In addition, we have regular assemblies that remind children of their significance.

Democracy

- Children know their views count; they are encouraged to value each other's opinions and values
- Activities involve turn-taking, sharing and collaboration
- Opportunities are planned to develop enquiring minds by creating an atmosphere where all questions are valued

Rule of Law

- Children understand their own and others' behaviour and its consequences, being able to distinguish right from wrong
- Rules and the codes of behaviour are understood
- Children understand that the rules apply to everyone

Individual liberty

- Opportunities are planned to develop self-knowledge, self-esteem and increase pupil confidence in their own abilities, for example, through allowing children to take risks and talking about their experiences and learning
- Experiences and learning are planned which allow children to explore the language of feelings and responsibility, reflect on their differences and understand everyone is free to have different opinions

Mutual respect and tolerance

- Children are taught about the importance of tolerant behaviours, such as sharing and respecting each other's opinions
- Diverse attitudes and challenge to stereotypes are promoted
- Activities that challenge gender, cultural and racial stereotyping
- An ethos of inclusivity and tolerance. Views, faiths, cultures and races are valued
- Visits are organised to engage with the wider community
- Similarities and differences between themselves and others; and among families, faiths, communities, cultures and traditions are taught
- Tolerance and respect are taught across the curriculum
- Share and discuss celebrations and experiences