

AVENUE PRIMARY SCHOOL



SPIRITUAL, MORAL, SOCIAL and CULTURAL POLICY

Summer Term 2016



Spiritual, Moral, Social and Cultural Policy

Mission Statement

‘Expect the Best ...To be the Best’

School Aims:

- To ensure that all pupils whatever their race, gender, age or ability feel valued and supported to achieve their best
- To promote positive learning attitudes and behaviour and create safe and effective learning environments where all children and staff show mutual respect for one another
- To provide effective and strategic leadership at all levels
- To deliver high standards of teaching that enable children to make progress and reach high standards of attainment

Introduction

At Avenue Primary School we believe that we have an important part to play in the personal development of each child. Within our provision for a broad and balanced curriculum we plan and ensure provision for children to develop their spiritual, moral, social and cultural understanding.

We believe children need self-awareness, positive self-esteem and confidence to:

- Stay as healthy
- Keep themselves and others safe
- Have worthwhile and fulfilling relationships
- Respect the differences between people
- Develop independence and responsibility
- Play an active role as members of a democratic society
- Make the most of their own and others abilities

In order to ensure children learn and achieve well we help them develop:

- Knowledge, skills and understanding.
- Responsible attitudes towards themselves and others.
- The ability to distinguish between right and wrong.
- An appreciation of their own beliefs and culture.
- An appreciation of the beliefs and cultures of others.
- An understanding of how different beliefs and cultures influence individuals and society.

Spiritual Development:

Promotes opportunities for children to reflect upon and respond to aspects of their lives through, literature, music, art, science, religious education and collective worship. Through the provision and opportunities made available we intend to draw the children's attention to the beauty and wonder of the world around them.

As a school we aim to provide learning opportunities that will enable children to:

- Express their emotions, feelings and reflect on their experiences
- Reflect upon their own beliefs; religious or otherwise
- Develop their interest in and respect for different people's feelings, values and faiths
- Develop a sense of enjoyment and fascination in learning about themselves, others and the world around them
- Use their imagination and explore creativity in their learning
- Develop their capacity for critical and independent thought.
- Experience moments of stillness and reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships
- Reflect on, consider and celebrate the wonders and mysteries of life.

Moral Education:

Promotes opportunities for children to learn about moral rules and explore moral decision-making. Through moral education children learn about relationships, rules and responsibilities, about making positive contributions to their community and about considering the needs of others.

As a school we aim to provide learning opportunities that will enable children to:

- Explore and develop an understanding of the consequences of their behaviour
- Recognise the difference between right and wrong, and explore their readiness to apply this understanding in their own lives.
- Develop an understanding and respect for the civil and criminal law of England
- Experience moral discussion via investigating and offering reasoned views about, moral and ethical issues
- Develop respect for other's need and appreciate that others may have a different viewpoint.
- Develop moral awareness, responsibility and independence.
- Develop values such as honesty, trustworthiness, reliability.
- Recognise the unique value of each individual.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others.
- Show respect for the environment.
- Make informed and independent judgements.

Social Education:

Promotes an understanding of the importance of personal relationships and how they are influenced and can influence others. Through social education children learn about being part of and taking part in creating a caring community. Within school children learn responsibility for their actions and words. They learn to express and to understand their emotions. They learn the need to be self-disciplined and to understand the need for external rules for the good of all.

As a school we aim to provide learning opportunities that will enable children to:

- Use a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- Participate in a variety of social settings, cooperate with others and resolve conflicts
- To volunteer, work collaboratively and take an interest in understanding the way communities and societies function at a variety of levels
- Make decisions and engage with the fundamental British Values (see the school teaching British Values Policy statement) of democracy, the rule of law, respect and tolerance of those with differing faiths and beliefs.

Cultural Education:

Promotes an understanding of what it means to live and be part of a multicultural world. Through cultural education children learn to value their own culture and then learn about and begin to understand other cultures. We want our children to celebrate difference. We want them to have many opportunities to learn about the lives, countries, cultures, traditions and religions of others. Through understanding we believe they will develop tolerance and love.

As a school we aim to provide learning opportunities that will enable children to:

- Learn about and develop an appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- Participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- Learn about the lives, cultures, traditions and beliefs of others as an essential element of their preparation for life in Modern Britain
- Recognise differences and similarities and develop a personal pride.
- Develop empathy and respect for those around them.
- Experience special events from their own culture and from other cultures.

Collective Worship and Religious Education:

Collective Worship and Religious Education play a key role in the spiritual, moral, social and cultural development of the children. Through our daily acts of Collective Worship and through the RE curriculum children are provided with opportunities to develop all aspects of their spiritual, moral, social and cultural understanding.

Planning:

Teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. The vast majority of provision will be delivered through cross-curricular activities as well as specific PSHE, RE and Circle Time activities

SPIRITUAL DEVELOPMENT	
PROVISION :	HOW IT IS EVIDENCED?
<ul style="list-style-type: none"> • Religious Education curriculum • Assemblies • Opportunities for quiet reflection • Outdoor Education and use of the local community as a learning resource • Whole School values based termly assembly themes 	<ul style="list-style-type: none"> • RE curriculum plans, include a multi-faith approach based upon the Newham SACRE document • Visiting places of Worship and visits from religious leaders • Whole school assemblies and celebrations of values • Achievement assemblies • Outdoor and learning within the community • Residential visits – e.g Camping / Fairplay House • Celebrations of faiths and religions – e.g. Christmas and Eid • Time to reflect upon learning and experiences • Focus Weeks – eg, Art , Science weeks providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance • Partnerships with outside agencies and individuals e. theatre, museum, concert and gallery visits, resident artists
MORAL DEVELOPMENT	
PROVISION:	HOW IS IT EVIDENCED?
<ul style="list-style-type: none"> • School Behaviour and Discipline Policy • Religious Education Curriculum • Pupil Voice /School Council • Philosophy for Children / Circle Times / PSHE sessions • Taking part in charitable projects 	<ul style="list-style-type: none"> • Regular reviews of Behaviour and Discipline Policy • School and Class rules (encouraging pupils to take responsibility for their actions, respect for property, care of the environment, and developing codes of behaviour; • Anti-bullying activities / making an issue of breaches of agreed moral codes where they arise • School Prefects • E-Safety teaching • Whole school Assemblies and the explicit discussion of school termly themes / word of the week • Weekly school values based assemblies • Circle times • School Council • Charity appeals

SOCIAL DEVELOPMENT	
PROVISION	HOW IS IT EVIDENCED?
PSHE Curriculum Working together in teams Pupil Voice Extra-curricular activities Outdoor Education PE curriculum Cross phase working	<ul style="list-style-type: none"> • Reading together Tuesdays (EYFS) • School Council, • School prefects • Sports Teams • Residential visits in years 5 and 6 • Educational visits • A range of afterschool clubs • Participation in arrange of Music events • Transition visits with local secondary feeder schools • Play leaders • Participation in Charity support: Charity enterprise project, Children in Need, Red Nose Day Participation in Sporting events
CULTURAL DEVELOPMENT	
PROVISION	HOW IS IT EVIDNECED?
School Visits Participation in the Arts Arts Curriculum MFL across the school	<ul style="list-style-type: none"> • Year group visits to museums, galleries, concerts, theatre visits • Author/ artist visits- e.g Shaking Up Shakespeare, Vikings etc • Dance workshops • Opportunities to take part in school productions /Performances • Opportunities for individual instrumental lessons • Visits from people of different cultures/ faiths • MFL teaching across the School • Afterschool Clubs • Sports Day • Cultural events e.g. – international evening

Special Educational Needs

Children identified as having Special Educational Needs will have access to the whole curriculum. It is essential that activities are differentiated and planned to meet the needs of all children including the very able child.

Equal Opportunities

Avenue Primary School has a clearly stated equal opportunities policy. Our aim is for all children to have equal access to all parts of the curriculum regardless of gender, religion, ethnic or cultural background, learning ability or physical disability.

Monitoring and Review:

This Policy will be monitored on a regular basis by the Headteacher and Assistant Headteacher for Curriculum . The Headteacher will report to the Governing Body, regarding

the effectiveness of the policy, on a termly basis via the Governing Body Report. The effectiveness of this policy will also be reviewed at the Governors Achievement and Standards Committee on a yearly basis.

Date Reviewed: Summer 2016

Review Date: Summer 2017