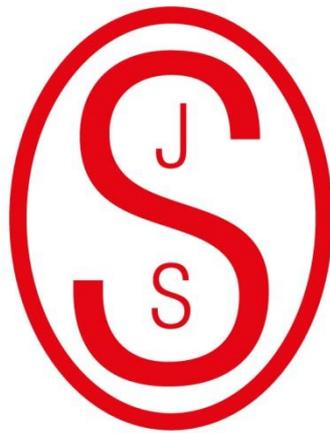


Saltersgate Junior School



Social, Moral, Spiritual and Cultural Policy

Persons responsible for this policy: Mr P Chambers (Headteacher), Mrs A Webber (Chair of Governors)

At Saltersgate Junior School we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures.

All National Curriculum subjects provide opportunities to promote pupils' spiritual, moral, social and cultural development. Explicit opportunities to promote pupils' development in these areas are provided in religious education and the SEAL framework for personal, social and health education (PSHE) and citizenship. A significant contribution is also made by school ethos, effective relationships throughout the school, collective worship, and other curriculum activities.

Guidelines

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum.

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.

The school community will be a place where pupils can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.

Pupils should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.

All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teacher's planning and purchasing decisions.

General Aims

- To ensure that everyone connected with the school is aware of our values and principles.

- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- To ensure that a pupil's education is set within a context that is meaningful and appropriate.
- To ensure that pupils know what is expected of them and why.
- To build a staff team where all feel valued and committed to the life of the school.
- To develop a sense of awe, wonder and mystery based both on the natural world and on individual spirituality.
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To enable pupils to develop an understanding of their individual and group identity.
- To enable pupils to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

Spiritual Development

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

- Sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought.
- Foster their emotional well-being and develop their ability to express their feelings
- 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 Development

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

- Recognise the unique value of each individual.
- Listen and respond appropriately to the views of others.

- Gain the confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong.
- Show respect for the environment.
- Make informed and independent judgements.

Social Development

As a school we aim to promote opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity.
- Recognise their vulnerability and know when and how to ask for help.
- Learn about how to develop self-discipline.
- Begin to recognise faith in action in the local and world community.

Cultural Development

As a school we aim to promote opportunities that will enable pupils to:

- Recognise the value and richness of cultural diversity in Britain, and how these influenced Individuals and Society.
- Recognise and respect world-wide faiths.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of local, national and international global dimensions.

Teaching and Organisation

Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Class discussions, collective worship and circle time will give pupils opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.

- Speak about difficult events, e.g. bullying, death etc.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider others needs and behaviour.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open mindedness, sensitivity, critical awareness etc.

Many curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals, and accepting people who are physically or mentally different.
- Agree and disagree.
- . Explore values and democracy
- Take turns and share equipment.
- Work co-operatively and collaboratively.

Links with the wider community:

- Visitors are welcomed into school.
- The development of a strong home-school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the pupil.
- Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.

High standards in the area of SMSC development will be sought and maintained by making explicit the values expressed in the Values, Vision and Aims of the School.

In addition to our day to day experience we endeavour to offer a wide range of enrichment opportunities to really ensure our pupils have outstanding SMSC provision.

In order to reflect DfE and Ofsted guidance an additional statement about promoting British Values has been added to this policy.

Promoting British Values Statement
Saltersgate Junior School Values and British Values

At Saltersgate Junior School we ensure that through our school vision, values, rules, curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles.

We have a duty to prepare our children for life in modern Britain and to keep them safe. We value the importance of the current Ofsted guidance:

should ensure that they and the school promote tolerance of and respect for people of all faiths (or those of no faith), cultures and lifestyles; and support and help, through their words, actions and influence within the school and more widely in the community, to prepare children and young people positively for life in modern Britain

As a school we teach tolerance and respect for the differences in our community and the wider world. Underpinning all this, are a range of curriculum topics which have strong links to British History.

The school is an extremely cohesive community with an ethos and culture that helps young people to thrive. There is a wealth of educational experiences that help to promote the spiritual, moral, social and cultural development of all pupils. At Saltersgate Junior School we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures.

General overview:

In Key Stage 2 British history begins in Year 3 with 'Children of the Revolution,' this involves learning related to the Victorian Era.

In Year 4 pupils study 'Traders and Raiders,' this topic covers the Vikings in an exciting and engaging way.

Year 5 history learning is based on the Tudors through the topic 'Off with her head!'

In Year 6, pupils undertake a topic about World War One and Two looking at the impact that the military had in fighting for the British Empire. This is linked with Remembrance Day commemorations where children and members of the Governing Body show their respect during an assembly where a two minutes silence is held.

As a whole school, we have celebrated the World Cup, the Olympics and Para Olympics, with Olympic themed sports days, competitions to design sports kits and opportunities to learn about the history of Olympians in this country.

On a general level, the school undertakes daily assemblies which uphold traditional values of empathy, respect and tolerance. These are also taught within formal SEAL, PSHE, Citizenship and RE lessons and on an informal nature throughout the school days.

Specific themes:

Democracy:

Democracy is clearly evident within our school. Pupils have the opportunity to have their voices heard through our School Council and pupil questionnaires and pupil conferences. The election of House Captains is based solely on pupil votes. Our school behaviour policy and Investors in Pupils involves rewards which the pupils have discussed.

The Rule of Law:

The importance of Laws/Rules, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police; Fire Service etc. are regular parts of our calendar and help reinforce this message.

Individual Liberty:

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through of provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our E-Safety and PSHE lessons. Whether it is through choice of challenge, of participation in extra-curricular clubs and opportunities, pupils are given the freedom to make choices.

Mutual Respect:

Part of our school ethos and behaviour policy revolves around core values such as 'Respect', and pupils have been part of discussions and assemblies related to what this means and how it is shown. These ideas are reiterated through the school and classroom rules, as well as our behaviour policy. Additional LSA/mentoring support is given to individual children to help develop self – esteem and the concept of respect.

Tolerance of those of Different Faiths and Beliefs:

This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice-based bullying are held. We follow the Doncaster Agreed syllabus for RE and use the SEAL materials to enhance PSHE teaching.

We are very proud as a school as we feel that Saltersgate values are a true reflection of British Values.

Version	Date	Changes	Approved