



Spiritual, Moral, Social and Cultural Development at The Grove Primary School



Is the school:

- Giving pupils the opportunity to explore values and beliefs, including religious beliefs, including religious beliefs, and the way in which they impact on people's lives;
- Where pupils already have religious beliefs, supporting and developing these beliefs in ways which are personal and relevant to them;
- Encouraging pupils to reflect and learn from reflection;
- Giving pupils the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful;
- Developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected;
- Accommodating difference and respecting the integrity of individuals;
- Promoting teaching styles which:
 - Value people's questions and give them space for their own thoughts, ideas and concerns;
 - Enable pupils to make connections between aspects of their learning;
 - Encourage pupils to relate their learning to a wider frame of reference; for example, asking 'why', 'how' and 'where' as well as 'what';
- Monitoring in simple pragmatic ways, the success of that which is provided?

Are pupils developing:

- A set of values, principles and beliefs, which may or may not be religious, which inform their perspective on life and their patterns of behaviour;
- An awareness and understanding of their own and others' beliefs;
- A respect for themselves and for others;
- A sense of empathy with others, concern and compassion;
- An increasing ability to reflect and learn from this reflection;
- An ability to show courage and persistence in defence of their aims, values, principles and beliefs;
- A readiness to challenge all that would constrain the human spirit, for example, poverty of aspiration, lack of self-confidence and belief, moral neutrality or indifference, force, fanaticism, aggression, greed, injustice, narrowness of vision, self-interest, sexism, racism and other forms of discrimination;
- An appreciation of the intangible; for example, beauty, truth, love, goodness, order, as well as of mystery, paradox and ambiguity;
- A respect for insight as well as knowledge and reason;
- An expressive and/or creative impulse;
- An ability to think in terms of the 'whole'; for example, concepts such as harmony, interdependence, scale, perspective;
- An understanding of feelings and emotions and their likely impact?

Across the curriculum do pupils, for example:

- Reflect on their own and others' lives through drama, texts and ideas in English;
- Explore patterns and relationships in Mathematics;
- Ask questions about the natural, material and physical world in Science;
- Explore ideas, feelings and meaning in works of art and express themselves through their own art work;
- Recognise their own creativity in finding solutions to problems in Design and Technology;
- Talk about the power and the limitations of communication and information technology;
- Appreciate the achievements of past societies and the motivation of individuals in History;
- Reflect on visits or images of landscapes and environments in Geography;
- Develop an awareness of the power of music and use music to express and reflect on their own thoughts and feelings;
- Gain a sense of achievement and develop positive attitudes towards themselves in PE?

Is the school:

- Providing a clear moral code as a basis for the behaviour which is promoted consistently through all aspects of the school;
- Promoting racial, religious and other forms of equality;
- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values, for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong;
- Developing an open and safe learning environment in which pupils can express their views and practise moral decision-making;
- Rewarding expressions moral insights and good behaviour;
- Making an issue of breaches of agreed moral codes where they arise; for example, in the press, on the television and on the internet as well as in school;
- Modelling, through the quality of relationships and interactions, the principles which they wish to promote; for example, fairness, integrity, respect for persons, pupils' welfare, respect for minority interests, resolution of conflict, keeping promises and contracts;
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community;
- Encouraging pupils to take responsibility for their actions; for example, respect for property, care of the environment, and developing codes of behaviour;
- Providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship;
- Reinforcing the school's values through images, posters, classroom displays, screensavers, exhibitions, etc;
- Monitoring in simple, pragmatic ways, the success of that which is provided?

Are pupils developing:

- An ability to distinguish right from wrong based on a knowledge of the moral codes of their own and others' cultures;
- A confidence to act consistently in accordance with their own principles;
- An ability to think through the consequences of their own and others' actions;
- A willingness to express their views on ethical issues and personal values;
- An ability to make responsible and reasoned judgements on moral dilemmas;
- A commitment to personal values in areas which are considered right by some and wrong by others;
- A considerate style of life;
- A respect for other's needs, interests and feelings, as well as their own;
- A desire to explore their own and others' views;
- An understanding of the need to review and re-assess their values, codes and principles in the light of experience?

Across the curriculum do pupils, for example:

- Explore questions of right and wrong and human conflicts in their reading of fiction and non-fiction;
- Recognise how logical reasoning can be used to make decisions and choices that help them to learn in Mathematics;
- See the need to draw conclusions using observation and evidence rather than preconceptions;
- Discuss how artists and designers represent moral issues in their work;
- Take account of the impact on the environment when designing and making;
- Consider issues surrounding the misuse of information and access to personal information;
- Recognise that actions have consequences and consider the results of events and decisions in History;
- Consider the impact of actions, such as dropping litter, on the environment;
- Recognise the use and misuse of music in advertising;
- Gain a sense of fair play and develop positive sporting behaviour?

Is the school:

- Identifying key values and principles on which school and community life is based;
- Fostering a sense of community with common inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish;
- Encouraging pupils to work co-operatively;
- Encouraging pupils to recognise and respect social similarities and differences;
- Providing positive corporate experiences; for example, through assemblies, team activities, residential experiences, school productions;
- Helping pupils develop personal qualities which are valued in a civilised society; for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect;
- Helping pupils to challenge, when necessary, and in appropriate ways, the values of a group or wider community;
- Helping pupils to resolve tensions between their own aspirations and those of the group or wider society;
- Providing a conceptual and linguistic framework within which to understand and debate social issues; providing opportunities for engaging in the democratic process and participating in community life;
- Providing opportunities for pupils to exercise leadership and responsibility;
- Providing positive and effective links with the world of work and the wider community;
- Monitoring in simple, pragmatic ways, the success of that which is provided?

Are pupils developing:

- Adjust to a range of social contexts by appropriate and sensitive behaviour;
- Relate well to other people's social skills and personal qualities;
- Work successfully, as a member of a team;
- Challenge, when necessary and in appropriate ways, the values of a group or wider community;
- Share views and opinions with others; and work towards a consensus;
- Resolve conflicts and counter forces which mitigate against inclusion and unity;
- Reflect on their own contribution to society and to the world of work;
- Show respect for people, living things, property and the environment;
- Benefit from advice offered by those in authority or counselling roles;
- Exercise responsibility;
- Appreciate the rights and responsibilities of individuals within the wider social setting;
- Understand how societies function and are organised in structures such as the family, the school and the local/wider communities;
- Participate in activities relevant to the community;
- Understand the notion of interdependence in an increasingly complex society?

Across the curriculum do pupils, for example:

- Collaborate to create or present a scripted drama and take account of the needs of the audience;
- Work together on mathematical tasks and see that the result is often better than they could achieve alone;
- Recognise that scientific evidence can be used to explore social issues;
- Develop respect for the ideas and opinions of others and work collaboratively on art projects;
- Recognise the need to consider the views of others when discussing design ideas;
- Consider how technology facilitates communication and the sharing of information;
- Identify how different societies were organised in the past;
- Investigate how changes in the local area affect different groups of people such as the elderly and children;
- Share music making and develop a sense of social cohesion;
- Develop cooperation and collaboration, responsibility, personal commitment, loyalty and teamwork, through PE and sport?

Is the school:

- Providing opportunities for pupils to explore their own cultural assumptions;
- Presenting authentic accounts of the attitudes, values and traditions of diverse cultures, addressing racism and promoting race equality;
- Extending pupils' knowledge and use of cultural imagery and language;
- Recognising and nurturing particular gifts and talents;
- Providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance;
- Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness; for example, theatre, museum, concert and gallery visits and resident artists;
- Reinforcing the school's cultural values through display, posters, exhibitions, etc;
- Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum;
- Monitoring in simple, pragmatic ways, the success of that which is provided?

Are pupils developing:

- An ability to recognise and understand their own cultural assumptions and values;
- An understanding of the influences which have shaped their own cultural heritage;
- An understanding of the dynamic, evolutionary nature of cultures;
- An ability to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, thereby challenging racism and valuing racial equality;
- An openness to new ideas and willingness to modify cultural values in the light of experience; an ability to use language and understand images/icons; for example, in music, art and literature which have a significance and meaning in a culture;
- A willingness to participate in, and respond to, artistic and cultural enterprises;
- A sense of personal enrichment through encounter with cultural media and traditions from a range of cultures;
- A regard for the heights of human achievement in all cultures and societies;
- An appreciation of the diversity and interdependence of cultures?

Across the curriculum do pupils, for example:

- Reflect on the way that cultures are represented in stories and poems;
- Appreciate that Mathematics contributes to our culture and technological developments;
- Recognise how scientific discoveries and ideas affect the way people think, feel, create, behave and live;
- Understand the ideas behind art, craft and design in differing cultural contexts;
- Reflect on the contribution of differing cultures to design solutions;
- Discuss how information about communities and presented on the internet;
- Recognise differences and similarities between and within cultures over time;
- Find out about the traditions and activities of people in less economically developed countries;
- Recognise how music influences and can reflect the way people think and feel;
- Experience the significance of dance and games from other cultures and consider how sport can transcend cultural boundaries?