



# Spiritual, Moral, Social and Cultural Whole School Overview



<b>Spiritual Development involves:</b>	<b>Moral Development involves:</b>	<b>Social Development involves:</b>	<b>Cultural Development involves:</b>
<ul style="list-style-type: none"> <li>• The development of insights, principles, beliefs, attitudes and values which guide and motivate us.</li> <li>• A developing understanding of feelings and emotions which support reflection and learning.</li> <li>• Developing recognition that pupils own insights, principles, beliefs, attitudes and that values influence them in their own lives.</li> <li>• Understanding beliefs, religious or otherwise, which inform their perspective on life &amp; their interest in &amp; respect for different people’s feelings &amp; values</li> <li>• sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible</li> <li>• use of imagination and creativity in their learning</li> <li>• willingness to reflect on their experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Society-valuing truth, freedom, justice, human rights, the law and promotion of the common good.</li> <li>• ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives</li> <li>• understanding of the consequences of their actions</li> <li>• interest in investigating, and offering reasoned views about, moral and ethical issues</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils developing social skills to work and live effectively with each other.</li> <li>• Cooperating well with others and being able to resolve conflicts effectively</li> <li>• Functioning effectively in a diverse society by modelling mutual respect of others and of property and socialising with pupils from different religions, ethnic and socio-economic backgrounds.</li> <li>• use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds</li> <li>• interest in, and understanding of, the way communities and societies function at a variety of levels</li> </ul>	<ul style="list-style-type: none"> <li>• Ensuring that pupils understand and respect cultures, including their own, and reject discrimination based on difference.</li> <li>• Developing a willingness to participate in new experiences and to develop awareness of music, art, dance and literature, etc. in different cultures.</li> <li>• interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities</li> </ul>



Is evidenced in:	Is evidenced in:	Is evidenced in:	Is evidenced in:
<ul style="list-style-type: none"> <li>• RE Policy</li> <li>• Pupils learning about themselves.</li> <li>• Equality and respect for all.</li> <li>• Values based curriculum</li> <li>• Reflection on experiences.</li> <li>• Teachers encourage reflective response.</li> <li>• School values and ethos.</li> <li>• Discussions in Governors meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour policy.</li> <li>• Opportunities across the curriculum to explore and develop moral concepts and values.</li> <li>• Safe environments where pupils feel able to express their views/individualism and to contribute to processes that ensure others feel safe.</li> <li>• Pupils to expect to be cared for and who understand the consequences of behaviours and actions.</li> <li>• Recognition and respect for different cultures in the school and the wider community.</li> <li>• Effective equality policies and practices.</li> <li>• Respect for all.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils being provided with opportunities to increase independence and responsibility skills within the school.</li> <li>• Deliberate teaching and modelling of personal qualities which promote resilience and interaction e.g. respect, empathy, conflict resolution.</li> <li>• Fostering a sense of community with inclusive values that ensure all members of the community can flourish.</li> <li>• Pupil are supported to respect social differences and to work cooperatively together through inclusive whole school experiences.</li> <li>• School learning teams.</li> </ul>	<ul style="list-style-type: none"> <li>• RE Policy</li> <li>• Multicultural community</li> <li>• The development of partnerships with outside agencies to extend pupils' cultural awareness, e.g. visits to theatres, galleries and museums and visiting artists and groups.</li> <li>• Displays and posters around school.</li> <li>• Whole school events- international food event</li> <li>• Assemblies</li> </ul>



How is it evidenced?	How is it evidenced?	How is it evidenced?	How is it evidenced?
<ul style="list-style-type: none"> <li>• Values based curriculum.</li> <li>• Reflection time- take one minute.</li> <li>• Charity work.</li> <li>• Engage Assemblies</li> <li>• Multi faith RE Curriculum.</li> <li>• Whole school assemblies.</li> <li>• Outdoor learning.</li> <li>• Residential visits.</li> <li>• Harvest festival.</li> <li>• Teaching and Learning Governors subcommittee minutes.</li> <li>• Relaxed and Calm.</li>   <li>• RE:  Assemblies Curriculum Faith leader visits Singing assemblies Subject leader CPD Visits to places of worship</li> </ul>	<ul style="list-style-type: none"> <li>• RE curriculum.</li> <li>• Age appropriate responsibilities.</li> <li>• Circle Time.</li> <li>• Voice of the child.</li> <li>• Class jobs.</li> <li>• Learning Council.</li> <li>• Carol singing in the local community- Residential Homes and WWF</li> <li>• Charity appeals.</li> <li>• PSHCE curriculum.</li> <li>• After school clubs.</li> <li>• Circle Time.</li> <li>• Class rules.</li> <li>• Reward system.</li> <li>• Assemblies.</li> <li>• Caring for school pets</li> <li>• Personal behaviour plans</li> <li>• Children’s anti bullying leaflet</li> <li>• Remembrance parade attendance</li> <li>• Criminal law barrister visit</li> </ul>	<ul style="list-style-type: none"> <li>• Values based curriculum.</li> <li>• Circle Time.</li> <li>• Learning council.</li> <li>• After school clubs.</li> <li>• Social skills club.</li> <li>• School visits.</li> <li>• AfL- Peer assessment.</li> <li>• Transition visits.</li> <li>• Charity support, e.g. Children In Need and Comic Relief.</li> <li>• PSHCE subject leader.</li> <li>• SMSC learning team.</li> <li>• CPD.</li> <li>• Extending community links.</li> <li>• Peer support.</li> <li>• Learning buddies.</li> <li>• Playground buddies.</li> </ul>	<ul style="list-style-type: none"> <li>• Art and music events.</li> <li>• Links with other schools.</li> <li>• Visits from people belonging to different faith groups and/or cultures.</li> <li>• Visits to Christchurch chapel and other places of worship.</li> <li>• Engage Assemblies.</li> <li>• Language of the month displays.</li> <li>• Theatre trips.</li> <li>• Artefacts used in school.</li> <li>• Singing assemblies and music lessons-experience of different cultures.</li> <li>• Resources in school to address cultural needs, e.g. bi-lingual stories.</li> <li>• Library resources.</li> <li>• PSHCE units of work.</li> <li>• Take One picture week</li> <li>• Black History assembly/lessons.</li> </ul>



Impact on Pupils:	Impact on Pupils:	Impact on Pupils:	Impact on Pupils:
<ul style="list-style-type: none"> <li>• Children start to show empathy, start to relax and show ability to reflect on their own and others' achievements. Pupils develop attitudes, values and principles. There is an increased ability for them to centre themselves, empathise with others and see beyond self.</li> <li>• Pupils have time to reflect/calm down which has positive impact on their behaviour. Pupils are able to remember/recollect.</li> <li>• Pupils have a first-hand experience of places of religious worship.</li> <li>• Pupils understand the importance of tolerance.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils have more confidence in themselves and in their community. Pupils are able to give reasons for things being right and wrong. There is positive behaviour and a positive atmosphere pervades.</li> <li>• Pupils look after each other and take responsibility for each other; any conflicts are resolved quickly and effectively.</li> <li>• Pupils have very clear values which impact on their behaviour; they have a definite sense of what is right and what is wrong.</li> <li>• Pupils learn how to care for living things</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are able to socialise with a wide range of people and pupils. We almost always receive positive comments from the community when we go on trips and when we receive visitors.</li> <li>• Pupils are able to cope with a variety of situations. Pupils build relationships and friendships.</li> <li>• Increased confidence at school goes beyond the school gates to situations such as social clubs and mainstream experiences.</li> <li>• Close knit school community.</li> <li>• Widening of pupil horizons, enrichment of experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are more familiar with and aware of people from different cultural backgrounds which help to contribute to a positive atmosphere in school.</li> <li>• Pupils are willing to participate in a variety of activities, including sensory activities.</li> <li>• Pupils have an understanding of a world outside of their own.</li> <li>• Pupils understand the importance of tolerance.</li> </ul>