



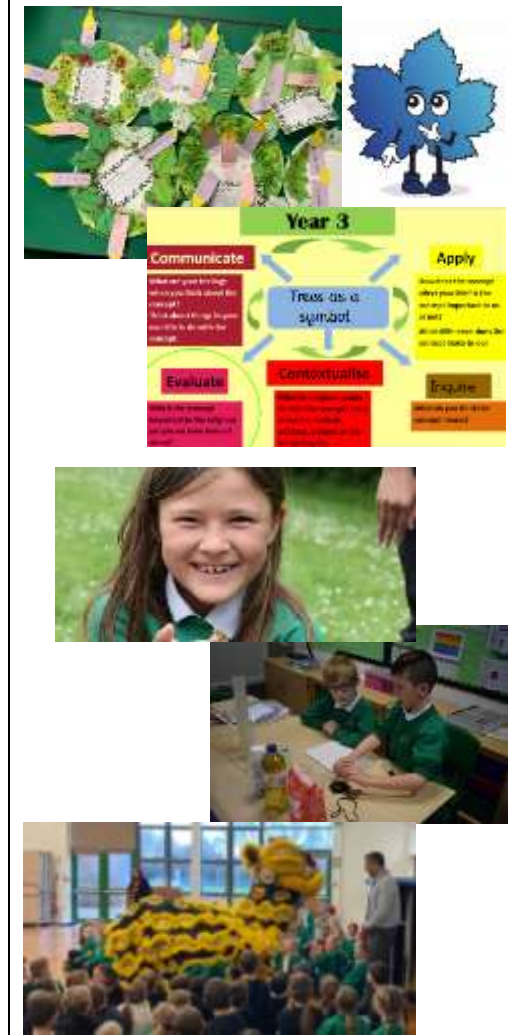
Spiritual, Moral, Social, Cultural Development at Freegrounds Junior School

Spiritual Development

Provision for the **spiritual** development of pupils includes developing their:

Examples of how we promote it:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
 - knowledge of, and respect for, different people's faiths, feelings and values
 - sense of enjoyment and fascination in learning about themselves, others and the world around them
 - use of imagination and creativity in their learning
 - willingness to reflect on their experiences
- R.E. lessons where tolerance and understanding of religions such as Buddhism and Islam as well as Christianity are taught and opportunities to reflect and evaluate are an integral part of the RE enquiry cycle.
 - Assemblies that focus of different faiths, feelings and values. Examples of this include visits from the local church during advent to discuss the concept of waiting and from members of the local community to inform children of the traditions involved in the Jewish New Year.
 - Wider curriculum opportunities which encourage children to explore the world around them such as; visits from the 'Life Bus' run by Coram Life, taking part in the '30 Days Wild' campaign, visits from authors and residential experiences.
 - Our integrated and creative curriculum delivers projects that truly interest pupils and promote imagination and creativity such as 'It Rocks!' in Year 3, 'The Greats' in Year 4, 'Out of this World' in Year 5 and 'Fantastic Beasts' in Year 6.
 - Lesson plans include opportunities for pupils to personalise their learning. Examples include: choices when writing narratives in Year 5's 'Survivor!' unit, creation of a fantastic beats and their own eco-system in year 6.
 - One of the school's Learning behaviours taught is- 'Reflective'. Pupils are taught in lessons how to and are encouraged to reflect.
 - Star of the Week certificates are awarded in Celebrations Assemblies in each week for children demonstrating the Learning behaviour – reflection.
 - School Newsletters and social media celebrate achievements and experiences across the school including sporting events, fundraising, community involvements and end of unit fabulous finishes.
 - Planned opportunities for pupils to reflect on their achievements after designing and creating products in design and food technology lessons.
 - Science lessons encourage children to think critically and explore the world around them, finding enjoyment and fascination in learning about the human body, plants and animals, space, materials and forces.
 - Children have opportunities to explore their own feelings and values during weekly reflective circle time, when applying mental health and wellbeing strategies using 'Trick Box' and responding to discussions in PSHE lessons.
 - In Reading, Writing and Maths children reflect on their progress and experiences during 'Directed Improvement and Reflection Time', in response to teacher feedback children have time to look back, edit and improve.





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Moral Development

Provision for the **moral** development of pupils includes developing their:

Examples of how we promote it:







- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues

- During Anti-bullying Week children have the chance to discuss bullying, bystander behaviour and understand tolerance and respect by celebrating being unique and encouraging positive actions.
- Through different subject units and whole topics, children have the chance to explore, debate and express their own views on a variety of moral and ethical issues. For example in Year 3 when studying the text 'Greta and the Giants', in Year 4 as part of 'Into the Woods', in Year 5's English unit 'Hidden Figures' and in the Year 6 topic 'Crime and Punishment'.
- During RE lessons, children explore moral and ethical issues through studying concepts such as Humanism, Justice and Stewardship.
- Lesson practises such as 'conscience alley', debates, discussions, circle times and drama encourage children to form their own viewpoint and appreciate and respect those of others.
- As part of PSHE lessons children, learn about legal boundaries associated with marriage, relationships, use of social media and the consumption of alcohol and cigarettes. This is further supported by visits from Coram Life and weekly circle times.
- Children are encouraged to reflect on their feelings and actions towards different situations, including the consequences of behaviour through the use of 'Trick Box' strategies and the accept, be, choose, do approach.
- Our school behaviour code and reward system allows children to readily recognise and change right and wrong behaviours giving children a chance to reflect and celebrate achievements on a daily and weekly basis.
- Assemblies are planned to address different moral and ethical issues, exposing children to a wider range of issues than they may experience in their everyday lives and viewpoints they may not have considered.





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Social Development		
Provision for the social development of pupils includes developing their:		
	Examples of how we promote it:	
<ul style="list-style-type: none"> use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain 	<ul style="list-style-type: none"> Through links with our local community groups, our school choir have performed on different occasions including Christmas at a local care home and church. As a school, children are invited to volunteer to take responsibility for groups such as play leaders, sports leaders and well-being champions who help with the smooth running of activities at lunchtimes, including setting up activities and supporting younger children to get involved. Children have real life experience of democracy and the rule of law through election and voting systems put in place for roles such as house captains and school councils. Links with our infant school encourage children to work together during times such as transition. Children have always enjoyed the positive experience of the reading buddies scheme between Year 2 and 3. Through topic such as 'How Green is this place' and 'Festive Fun', children have opportunities to work with members of the local community. Children have carried out fieldwork and litter picks in the local area and volunteered to run stalls at the Christmas Fayre. As a school learning value, Teamwork, is interweaved throughout the school curriculum. Additional opportunities for cooperating with others include, volunteering for school events, taking part in charity events, sharing work across year groups, school sporting competitions and participation in residential educational visits. School skills are taught to a variety of groups of children through friendship groups, Lego therapy, THRIVE and emoji groups. British values are regularly discussed during whole school assemblies and weekly circle times. They are celebrated as children contribute to school and wider-school life. Mutual tolerance and respect are integral to the PSHE and PE curriculum and are addressed further through events such as Anti-bullying week and themed assemblies around different faiths and beliefs. 	     



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Cultural Development		
Provision for the cultural development of pupils includes developing their:		
	Examples of how we promote it:	
<ul style="list-style-type: none"> • understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others • understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain • ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities • knowledge of Britain's democratic Parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain • willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities • interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities 	<ul style="list-style-type: none"> • Through the music and listening curriculum, children are encouraged to listen to, play and compose a range of music genres. This includes opportunities to be in the school choir and Rock to the Beat bands. • Artistic achievements are celebrated through displays and art galleries. Year 6 particularly enjoyed sharing their 'Celebrating Differences' collages with an outside art exhibition. • Events such as world book day, author and illustrator visits are promoted across the school. • Children's sporting achievements are regularly celebrated in our school newsletters and assemblies and all children have the opportunity to participate in a variety of events including inter and intra school competitions, sports days and lunch time activities. Awareness of national and global sporting events such as the world cup and rugby 6 nations are promoted. • The RE curriculum includes depth studies of Christianity, Buddhism and Islam. • Children in Year 3 study France and French culture through their topic 'Bienvenue', across the school children study French as a modern foreign language. • Opportunities for relevant and varied visitors are mapped out in the school's half termly overviews and this year have included presentations from Kings Community Church, the Southampton Jewish congregation and Chinese New Year dance. • In year 6, children have the opportunity to learn more about the Parliamentary system through the topic 'Crime and Punishment' and end the unit with a courtroom drama scene. • Planning for the History curriculum means different year groups explore international historical influences such as the Greeks, Egyptians and Romans. 	