

## Social, Moral, Spiritual and Cultural development at Marchwood Junior School

### Spiritual Development

The spiritual development of pupils is shown by their:

- Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in 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.

### At Marchwood Junior School:

- The language of spirituality is taught through the explicit covering of the Learning Value so that children can have a voice to express themselves
- We take opportunities to evaluate, discern and challenge pupil's own and others' views in both PSHE and RE
- We explore values and beliefs, including religious beliefs
- Religious visits are used to diversify children's experiences
- A sense of achievement is encouraged through a range of reward systems
- We promote Learning Behaviours through the self-assessment of effort
- We hold ACE times so that parents can celebrate pupils learning with them
- Love Days are used so that pupils can participate in new learning experiences and discover how they learn in different contexts
- We encourage pupils to express themselves through Art, such as self portraits in the style of Picasso
- We consider how music can make listeners feel and how images can be created by different compositions
- In English pupils reflect on their own and others' lives through drama and text
- Through PSHE we challenge all that would constrain the human spirit e.g lack of confidence, indifference, discrimination, greed
- We have a well resourced library, which encourages pupils to get 'lost' in a book
- Photographs of pupils experiencing 'magical moments ' are displayed around the school to reinforce each value
- Science is used to consider the amazing world in which we live, such as the visit to Intech and the planetarium.
- Hooks and special days are used to stimulate curiosity and reflection e.g. the Year 5 Evacuee day.
- Outdoor learning, such as a residential trip to Minstead, provides opportunities for fascination in the world around us and how they may be maintained.
- Geographical studies consider the differences between locations such as India and the New Forest, and amazing natural phenomena such as volcanoes.
- Pupils discover new sides to their own personalities through residential trips such as the Year 6 Kingswood trip

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### Moral Development

The moral development of pupils is shown by their:

- Ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, 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 being able to understand and appreciate the viewpoints of others on these issues.

### At Marchwood Junior School:

- We create a clear moral school code through the development and review of class charters
- Our Pupil Voice gives pupils the opportunity to express their viewpoints and consider those of others
- We reinforce the ARCTIC values through weekly assemblies and individual certificates
- Positive behaviour is rewarded through WAM time and our 'peg' system.
- Within the school there is a clear behaviour policy and system. The children are fully aware of the expectations on them and the consequences if they do not comply. Pupils who make poor decisions reflect on their choices with the aid of a reflection sheet.
- Through P4C discussions pupils express their views on a range of issues such as 'Is it ever right to go to war?', smacking and stealing.
- We draw conclusions from observations and evidence rather than preconceptions
- Fair play and sporting behaviour is encouraged through PE and extra curricular clubs
- We consider issues surrounding the misuse of information and the access of personal information
- We explore right and wrong through a range of scenarios in PSHE and consider the consequences of various actions
- We have Circle Time where pupils can safely explore their feelings
- In English, role play is used to develop empathy for various characters
- Anti bullying is actively promoted through theme weeks and regular assemblies
- Year 6 pupils experience a Citizenship day with local emergency service providers
- ELSA and Rocket staff work with targeted pupils to develop an understanding of the viewpoints of others and the difference between right and wrong.

## Social, Moral, Spiritual and Cultural development at Marchwood Junior School

### Social Development

The social development of pupils is shown by their:

- Use of a range of social skills in different contexts, including working and socialising with pupils 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 and engagement with the fundamental British values of democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully and contribute positively to life in modern Britain

### At Marchwood Junior School:

- We offer opportunities for children to work with others in all areas of learning including sports, music, residential visits, performances and interactions with the community.
- We teach children to work well as part of a group in different roles
- The engagement with the fundamental British values is interwoven within the curriculum and day to day life
- Y3-Y6 Buddies develop strong and lasting relationships
- Y6 mentors take on a wide range of responsibilities to support the day to day management of the school
- Residential trips are used as a vehicle to demonstrate the importance of a supportive team
- Our 'Sports Crew' organise a range of house competitions and pupil-led sports clubs
- Teamwork and loyalty is promoted through an expansive sporting calendar
- Rocket staff work with targeted pupils to develop social skills in the afternoons
- 'Care – the cheeky monkey' is awarded in ARCTIC assemblies promoting the importance of care in the Marchwood Family.
- Peer mentoring is used to support pupils who are identified as struggling socially
- A 'Citizenship Award' is presented to pupils who are identified as displaying exemplary manners in the local community
- School productions bring pupils together to create a magical evening performance.
- PSHE units explicitly teach friendship skills, anti bullying and democracy
- Pupil volunteers lead fundraisers for local and national charities.
- Playzones are used to provide structured and unstructured opportunities for play

## Social, Moral, Spiritual and Cultural development at Marchwood Junior School

### Cultural Development

The cultural development of pupils is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their heritage and that of others
- Understanding and appreciation of the different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- 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, sporting and cultural opportunities
- Interest in exploring, improving and understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

### At Marchwood Junior School:

- Love Days are used for pupils to experience a range of different cultures such as 'Love of Fiji' day
- Global and local cultural events are used as a stimulus for learning, for example the Olympics and Remembrance Sunday
- Pupils experience a range of cultures e.g. Year 6 pupils development their understanding of Chinese culture to perform a shadow puppet performance
- We reflect on how cultures are represented in stories and poems such as Year 5's work with Journey to Jo'burg
- Cultures through history are studied and explored such as the beliefs of Ancient Egypt and House of Wisdom – Baghdad.
- The arts provide a stimulus of pupils to respond to e.g. Y6 visit a theatre as a stimulus for their own production
- The art work of various artists (such as Andy Warhol and Andy Goldsworthy) provide a rich canvas for pupils to draw upon of their own works
- RE trips explore a range of different faiths such as visiting a local church, synagogue and gurdwara.
- Diversity from other countries is explored and celebrated through French, Japanese film club and German club.
- Local communities groups provide a new stimulus for reflection such as Praisin' Hands and the Forget Me Nots
- PSHE units consider concepts such as diversity, identity, heroes and democracy
- DT cooking units explore the influences of culture on the foods of different countries such as Fiji and America