Frogmore Infant School

Guidelines for

Spiritual, Moral, Social, Cultural Development

At Frogmore Infant School we want our children to:

- Experience success

- Want to learn

- Know how to learn

- Think of their own ideas

- Feel good about themselves

- Work well together

We recognise that the personal development of children, spiritually, morally, socially and culturally (SMSC), plays a significant part in their ability to learn and achieve. We therefore aim to provide a curriculum that provides children with opportunities to explore and develop:

• their own values and beliefs

• their own spiritual awareness

• their own high standards of personal behaviour

• a positive, caring attitude towards other people

• an understanding of their social and cultural traditions

• an appreciation of the diversity and richness of their cultures.

• an understanding of the British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Spiritual Development

We believe Spiritual Development involves the development of insights, principles, beliefs, attitudes and values which guide and motivate us. It is about the development of a sense of identity, self-worth, meaning and purpose.

We aim to find effective ways of developing children's drive, sense of identify, self-worth, and of developing their principles, beliefs and value, including those which have a religious base.

Pupils' spiritual development will be shown by their:

- Beliefs, religious or otherwise, which inform their perspective on life, and their interest in and respect for different people's feelings and values

- Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible

- Use of imagination and creativity in their learning

- Willingness to reflect on their experiences

Expectations by the end of Y2:

- Openness to the world around them

- Sense of enjoyment and fascination in learning and the world around them

- Explore what animates self and others

- See things from another's point of view

- Show respect for others' feeling and values

- Ability to reflect on learning and experiences in simple ways

Pupils' spiritual development will be fostered through:

- Inclusion as a cross curricular theme within year plans/ SoW

- Enquiry approach to the teaching of RE

- Strong school ethos and clear Learning Values/Green Code

- Encouraging pupils to use their skills of enquiry and reflection in activities relating to spiritual development

- Use of the outside as a learning environment

- Strong focus on nature, local habitats and the local environment

- Using an exploratory/experiential approach to learning in order to allow children to question, value, create, empathise and imagine

- Links with Saint Barnabas Church

- Circle Time, Collective Worship, SEAL and Value days

Spiritual Development

Key entitlements	Whole school
Giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they affect people's lives	Consistent teaching of values and Green Code, clearly displayed and purposefully highlighted in teaching and learning Opportunities to discuss feelings, values and beliefs
Where pupils already have religious beliefs, supporting and developing these beliefs in ways which are personal and relevant to them	Opportunities to respond to personal experiences Supporting and sustaining the faith values of pupils and respecting their family commitment
Encouraging pupils to explore and develop what animates/fascinates/ creates sense of enjoyment themselves and others	Assessment that allows pupils to reflect on successes and challenges Promotion of self esteem Celebratory events and rewards Encouraging of attitude of thankfulness and appreciation of the 'good things in life'
Encouraging pupils to reflect and to learn from reflection	Moments of stillness, reflection and guided visualisation in class through circle time and in Collective Worship Reviews and plenaries that give opportunity to reflect Opportunities for personal expression in the arts
Giving pupils the opportunity to understand feelings and emotions, the way they affect people and how an understanding of them can be helpful	Opportunities to talk about and explore their own and others' feelings and emotions- Circle Time, Collective Worship, conflict resolution, role-play, PSHE content
Developing a climate/ethos within which all pupils can grow, flourish, respect others and be respected	Shared values and aims Climate of respect which supports development of all and ensures all are allowed to flourish and thrive as individuals Clear documentation and direction in pursuit of values and aims
Accommodating difference and respecting the integrity of individuals	Policy and practice that acknowledges and accommodates individual children's needs within the community Rewarding children for all values not just academic achievement Well stocked library and resources reflecting diversity and faith Opportunities to learn about other cultures and faiths Theme Weeks Accommodating and valuing children and adults with a diverse range of special/ additional needs
Promoting teaching styles which: *value pupils' questions and gives them space for their own ideas, thoughts and concerns *enable pupils to make connections between aspects of their learning *encourage pupils to relate their learning to a wider frame of reference e.g. why? How? Where?	Ensuring teaching helps children to develop different ways of thinking Value every child Questions promote honesty and discussions between adult and children Allowing time for exploration, evaluation and reflection Ensuring honest interactions reflecting that teachers do not always have the answer Sensitivity to children's questions and comments Being aware of children's stages of development by observing and assessing and listening to the child making their own responses
Enable pupils to reflect on, consider and celebrate the wonders and mysteries of life and find awe and wonder in natural world	Opportunities in the curriculum to feel a sense of awe and wonder in the natural world e.g. watching life cycles (chicks, butterflies) Adults model wonder, are passionate, contagious
Auditing the quality and nature of opportunities for pupils to extend their spiritual development across the curriculum	Planned review to identify strengths, development needs Monitoring through topic reviews Ongoing portfolio of photos, comments

Moral Development

We believe moral development involves the building of a framework of (moral) values which regulate personal behaviour through teaching and promoting principles rather than fear of punishment and reward.

We aim to extend children's knowledge and understanding of values accepted in society, develop relevant skills and attitudes to have the confidence to act in accordance with own principles and thinking through the consequences of actions and at an appropriate level and build an engagement with moral philosophy

Pupils' moral development will be shown by their:

- Ability to recognise the difference between right and wrong and their readiness to apply this understanding to their own lives and in doing so respect the civil and criminal law of England.
- Understanding the consequences of their behaviour and actions
- Interest in investigating and offering reasoned views about moral and ethical issues and be able to understand and appreciate the viewpoints of others on these issues.

Expectations by the end of Y2:

- Developing an understanding of honesty and truth
- Be able to talk about right and wrong
- Understanding the need for being responsible and being able to identify and give reasons for making a 'good choice'
- Being able to recognise feelings in others
- Being able to offer simple ideas and opinions
- Be able to reflect upon and learn from experiences
- Be able to participate in community life

Pupils' moral development will be fostered through:

- Inclusion as a cross curricular theme within year plans/SoW
- Strong school ethos and clear learning values/ Green Code
- Circle Time
- Assemblies
- Helping Hands
- Debating
- SEAL/Value Days
- Connections with charities
- Eco Schools
- Responding to local, national and global issues/ events
- Class Charters

Moral Development

| Strand	YR	Y1	Y2
Empathy	• I can show a willingness to care for others	• I can respect others' needs, feeling and opinions • I can value other people's achievements	• I can express positive statements about myself and others • I can demonstrate concern for others • I can begin to talk about how others might be feeling
Understanding right and wrong and making the right choices	• I know what to do in my classroom to follow the Green code	• I can talk about what I have to do to make the classroom a safe and fair place for everyone and follow the Green Code • I can identify ways of helping in class and improving the environment by my own actions .	• I know that I have a right to feel safe and happy and that I have a responsibility to behave appropriately (Green Code) • I know what improves and harms my local environment and know some of the ways to look after it • I can demonstrate the ability to manage myself in a range of situations including new ones • I know what it means to make a good choice
Understand the consequences of own actions	• I can talk about my own behaviour using simple terms • I know if I have upset someone and I can begin to suggest reasons why	• I can begin to recognise the ways my behaviour/ choices affects others • I can begin to take responsibility for myself and others in the classroom/ playground • I can take responsibility for an agreed task • I want to help, participate and make a difference	• I can reflect and learn from my experiences • I can talk about how and why my behaviour/ choices affects myself and others • I can think of ideas about how to make a difference and help plan ways to make a difference
Moral and ethical issues including decision making	• I can answer questions about a real class/school or imaginary issue	• I can offer simple ideas and opinions about a real class/school or imaginary issue • I can put my views forward clearly and appropriately • I can contribute to a class/ group discussion/ conversation	• I can offer simple ideas and opinions about a real world/ school / class issue • I can begin to question media messages and stereotypes • I can listen to other people's opinions • I can show some understanding between fact and opinion

Social Development

We believe social development involves learners having a context which enables them to develop the inter-personal skills necessary for successful relationships, work effectively together and participate successfully in the community as a whole.

We aim to ensure children have the opportunities to engage in the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs (See Appendix 1). They will have opportunities to exercise responsibility to face the consequences of their choices and actions and show respect, to develop the skills and personal qualities necessary for living and functioning in a multi-racial, multicultural and multi-faith society.

Pupils' social development will be shown by their:

- Use of a range of social skills in different contexts

- Willingness to participate in a variety of communities and social settings, co-operating well with others and being able to resolve conflicts effectively

- Interest in, and understanding of, the way communities and
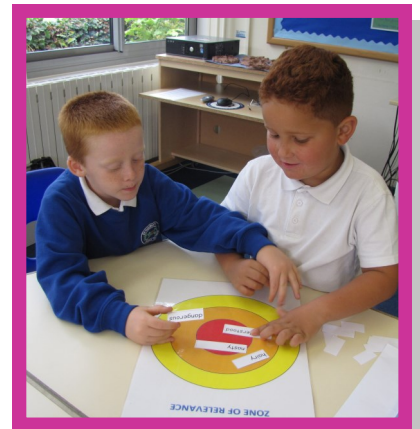
Expectations by the end of Y2:

- Be able to see things from another's point of view

- Be polite

- Work collaboratively in a group/pair

- Be able to name my own feelings and make good choices with the way I behave

- Know that the way I behave affects others

- Be able to resolve fallings out with friends

Pupils' social development will be fostered through:

- Inclusion as a cross curricular theme within year plans/SoW

- Strong school ethos and clear learning values/ Green Code

- Circle Time

- Assemblies

- School productions and topic outcomes

- SEAL/Value Days

- Links with local groups and local schools

- Class Charters

Social Development

Strand	YR	Y1	Y2
Friendship	• I know how to be friendly • I can say sorry if I am un-kind • I can make up when I have fallen out with a friend • I can think of ways to sort things out when we don't agree • I can tell you some ways in which children can be unkind	• I know what to say if someone gives me a com-pliment • I know how to make up with a friend when we have fallen out • I can use peaceful prob-lem solving* to sort out problems so both people feel OK	• I can tell you about what being a good friend means to me • I can use my ability to see things from the other point of view to make a conflict situation better • I can consider the qualities of a good friend and how to be a good friend
Politeness	• I know that I should say please and thank you • I know that I should say excuse me to interrupt an adult • I usually say sorry when I need to	• I always say please, thank you, excuse me, sorry	• I can give and accept a compliment • I know when and why to say please, thank you, excuse me, sorry
Cooperation	• I can share in a small group • I can take turns in a small group • I can listen to the ideas of others	• I can work well in a group • I can talk about 'good' listening • I can take turns in discus-sions	• I can decide with my group about how well we have worked together • I can take turns in discus-sions and take different views into account • I can recognise they may be differing views and that sometimes we need to compromise
Self awareness and belonging	• I can tell you something special about me • I can ask for help when I am stuck • I know who to talk to if I am worried, sad, scared or someone is unkind to me	• I can tell you how I am the same as and different from my friends • I know that people don't always see things in the same way • I know what it means when something is or isn't your fault • I can consider the value of being part of different groups/communities	• I know to how make someone feel welcome • I feel good about my strengths • I can see things form someone else's point of view • I know what to do if I am bullied • I can tell you what a habit is and know it is hard to change one

Social Development

Strand	YR	Y1	Y2
Understand and manage feelings	• I can tell you if I am feeling happy, sad, excited, scared, angry, proud • I know it is OK to have any feeling but it is not OK to behave in a way if it hurts/upsets others • I know some ways to calm down when I feel scared, angry or upset • I know how it feels when someone is unkind to you • When I feel bad I know that it helps to do something different	• I know how it feels to be happy, sad or scared and can usually tell if other people are feeling these emotions • I can use words to express my feelings • I know and can talk about some ways to calm down when I feel scared, angry or upset • I know when I am starting to feel angry • I can tell you how someone who is upset/bullied feels • I can tell you something that makes me feel proud • I can tell when I feel jealous • I can feel proud of my friends	• I can predict how I am going to feel in a new situation or meeting new people • I know some ways to make other people feel better • I can usually manage my feelings and calm down when I feel scared, angry or upset • I know that sometimes anger builds up and that I can be overwhelmed by my feelings • I know that when you feel sad it affects the way you behave/think • I can tell you what bullying is • I can help another feel proud • I can change my behaviour if I stop and think about what I am doing • I understand that being unkind/hurting someone does not make me feel better • I can talk about my feelings when I feel alone or when I have to share someone to something that is important to me

Cultural Development

We believe cultural development involves pupils acquiring an understanding of cultural traditions and values and the ability to appreciate and respond to a variety of aesthetic experiences.

We aim to ensure children begin to acquire a respect for their own culture and that of others, an interest in others' ways of doing things and curiosity about differences. In addition that they develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to an ever changing world.

Pupils' cultural development will be shown by their:

• Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
• Understanding a appreciation of the range of different cultures within school and further afield.
• Willingness to participate in, and respond to, a range of cultural experiences
• Interest in exploring, understanding and respecting different faiths and 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.


Expectations by the end of Y2:

• Ability to recognise similarities and differences between cultures

• Sense of place of own locality/culture

• Show attitudes of:
    -empathy toward others
    -curiosity to learn about other cultures
    -enjoyment when participating in cultural activities

Pupils' cultural development will be fostered through:

• Inclusion as a cross curricular theme within year plans/SoW

• Encouraging pupils to use their skills of enquiry and reflection in activities relating to cultural awareness

• Use of a wide range of cultural stimuli and artifacts

• The use of collective worship/class/reading scheme stories from a variety of cultures

• Focused theme weeks

• Enquiry approach to the teaching of RE

• Visitors from a variety of cultures

Cultural Development

Key entitlements	Whole school
Providing opportunities for pupils to explore their own cultural assumptions and values	Equality policy in action
Presenting authentic accounts of the attitudes, values and traditions of diverse cultures, addressing racism and promoting race equality	Ensuring appropriate resource provision
	RE scheme of work and provision
	Respond to issues/opportunities which arise locally
	Fair Trade Week
	Challenge stereotypes
	Curriculum activities encourage children to challenge/identify prejudice and racism
	School staff model respect for linguistic/cultural/religious diversity and promote equality
	Reporting of racist incidents
Extending pupils' knowledge and use of cultural imagery and language	Cultural days, theme weeks
	Visits to places of worship
	Use of relevant texts, stories, music and dance
	Use of high quality display
Providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance	Theme weeks
	SoW showing planned opportunities for cultural development and progression
	Spontaneous response to events e.g. natural disasters
	Participation in local cultural events e.g. Christmas tree lighting
Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness	Visitors in Theme weeks
	Link with UK school
	Link with local church and community groups
Reinforcing the school's cultural values through displays, posters, exhibitions, etc.	Evidence around the school of appropriate display
	High quality resources in use
Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum	Planned review to identify strengths, development needs
	Monitoring through topic reviews
	Ongoing portfolio of photos, comments
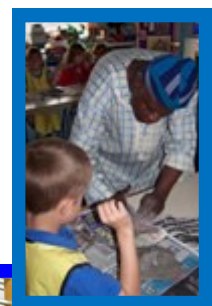
Leadership and Management of SMSC

We aim to:

- Have high expectations for the impact and importance of SMSC

- Articulate a whole-school approach to SMSC

- Carry out an annual review of SMSC provision to identify strengths and development needs and to ensure pupils' entitlements are met

- Ensure a detailed SMSC plan which defines long term and sort term targets in which new targets and thinking is taken forward

- Ensure specific activities for SMSC are planned within the school curriculum

- Provide children with opportunities to identify, celebrate and reflect upon activities in connection with SMSC and use this information in future planning

- Ensure a wide range of quality resources which reflect local, national and global perspectives, and support inclusion, race and diversity

- Enable children to recognise SMSC achievements and progress

- Compile class photo albums to celebrate SMSC in the curriculum

British Values

Promoting British Values at Frogmore Infant School

The British Values are:

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of those of different faiths and Beliefs

Democracy

Each year the children work together to create a class charter and the rights associated with these. All children within each class contribute to what the charter contains.

All children in Year 2 take part in a Helping Hands group. Each group meets on a Monday afternoon and the children lead guided by the adult ,the objectives to be covered by each group.

Children in all classes will take part in voting for their class treat once their smiley ball or pasta jar is full.

Children are given an annual questionnaire that they compete at home where they are able to put forward their views about the school.

The school believes in the importance of ensuring children within the school have a voice. Throughout the year children's views are sought around a range of themes through the use of discussions, focus groups, governor visits

The Rule of Law

The importance of laws and rules, whether they be those that govern the class, school or the country are consistently reinforced at Frogmore Infant School.

Pupils are taught the rules of the school through the school's Green Code. The children are taught the value and the reasons behind these rules. The children are helped to understand their responsibility to make sure they up hold and follow these rules and the consequences when these rules are broken. Visits from the Community Police Officer and Fire Service help reinforce this message.

Individual Liberty

At Frogmore Infants children are encouraged and feel confident to make their own choices, knowing that they are in a safe and supportive environment. We support the children so they can make informed choices, through an engaging curriculum.

Children have the choice and are encouraged to participate in extra-curricular clubs provided -lunchtime or after school.

Mutual Respect

Through the Green Code and the schools Learning Values children learn that their behaviour and actions have a effect on themselves and others. All members of the school community are to treat each other with respect.

Tolerance of those of different Faiths and Beliefs

At Frogmore Infant School we actively promote diversity through an enquiry based RE curriculum, Theme weeks including Arts Week and Fair Trade Week, Circle Times, Value Days/PSHE curriculum and assemblies led by Reverend Saunders. Members of different faiths and religions are encouraged the share their experiences and knowledge to enhance the knowledge and understanding of others.