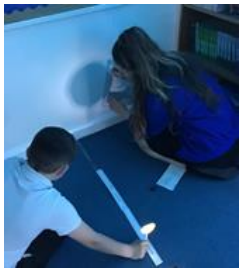
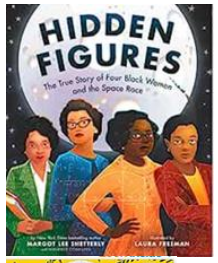
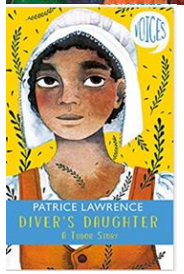
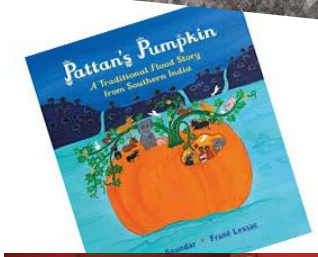
Spiritual, Moral, Social, Cultural Development at Orchard Lea Junior School

Spiritual Development		
Provision for the spiritual development of pupils includes developing their:		
	Examples of how we promote it:	Photo Evidence:
• 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. • R.E. theme days have helped to promote community and tolerance. • 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, assembly about Eid and international faith week. • Wider curriculum opportunities which encourage children to explore the world around them such as; visits from the 'Life Bus' run by Coram Life, visits from authors and residential experiences. • Lesson plans include opportunities for pupils to personalise their learning e.g. choices when writing in English lesson. • One of the school's Learning Powers taught is- 'Reflective'. Pupils are taught in lessons and assembly about how to be reflective. • Learning Power certificates are awarded in Celebration Assemblies each week for children demonstrating the Learning Power – reflection. • School newsletters celebrate achievements and experiences across the school including sporting events, fundraising, community involvements and curriculum outcomes. • Planned opportunities for pupils to reflect on their achievements after designing and creating products in design and 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 PSHE lessons as well as additional ELSA and TALA sessions for individuals. • In Reading, Writing and Maths children reflect on their progress - by responding to teacher feedback children have time to look back, edit and improve their work. • Debates and discussions in lesson like history allow children to reflect on their own and others beliefs and values. • Teachers plan learning journeys, select texts and arrange enrichment activities or events to motivate pupils and support a sense of enjoyment in their learning such as; survival day in year 5, erupting volcanoes, history artefact boxes etc.	

Moral Development		
Provision for the moral development of pupils includes developing their:		
	Examples of how we promote it:	Photo Evidence:
• 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. This in reinforced during assemblies throughout the year. • Through different subject units, 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 the children explore the positive impact women have had, Year 4 explore the text The Flood, and Year 6 write about plastic pollution. • During RE lessons, children explore moral and ethical issues through studying concepts such as Suffering and Temptation. • 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. • The children learn about the impact of war and how we remember those who made the ultimate sacrifice through Remembrance. • 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 e-safety lessons. • Children are encouraged to reflect on their feelings and actions towards different situations, including the consequences of behaviour. • Our school behaviour policy and reward system allows children to readily recognise and change right and wrong behaviours. • A visit from a drug charity supports children in year 6 to understand the negative impacts of drugs on lives and the different choices they will be faced with. • 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.	  

Social Development		
Provision for the social development of pupils includes developing their:		
	Examples of how we promote it:	Photo Evidence:
• 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.	• Through links with our local community groups, our school has performed on different occasions including Christmas at a local care home and church. • Our choir and children who learn instruments have regular opportunities in assembly to perform. • 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. • Once a half term the children vote on the class 'star of the week' which is a certificate that a member of the class is given for their kindness and attitude to learning. • The infant and junior 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. • The Learning Power, Collaboration, is interweaved throughout the federation's 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. • Social skills are taught to a variety of groups of children through friendship groups and Lego therapy. TALA and ELSA also supports specific pupils. • The school council launched a Kindness Campaign which will now be a yearly event. During this, the children raised money for a friendship bench, took part in a class kindness challenge, took part in a bake off challenge and created posters to promote being kind. • British values are regularly discussed during whole school assemblies. They are celebrated as children contribute to school and wider-school life. • Mutual tolerance and respect are integral to the P.S.H.E and R.E. curriculum and are addressed further through events such as anti-bullying week and themed assemblies around different faiths and beliefs. • Through developing our Play Leaders, children in Year 5 and 6 support children across the federation to play and cooperate effectively at lunchtime.	

Cultural Development		
Provision for the cultural development of pupils includes developing their:		
	Examples of how we promote it:	Photo Evidence:
• 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 socioeconomic 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	• Through the teaching of music, children are encouraged to listen to, play and compose a range of music genres. They also have the opportunity to play a range of musical instruments such as African drums. • A wide variety of music lessons are available to all children including; Rock Steady, guitar, drums, recorder and choir. All have regular opportunities to perform to an audience. • The federation celebrated world music day with many year groups engaging with a drumming workshop and performing songs from around the world. • Educational visits support pupils developing their cultural capital e.g. visiting the Mary Rose, Winchester Science Centre, Fort Nelson, Buster Ancient Farm and Weymouth. • 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. They are taught about democracy in assemblies. • Artistic achievements are celebrated through displays and art galleries. • 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. • Year 6 pupils are all given the opportunity to take part in Bikeability where they are taught to ride a bike safely on the roads. • Awareness of national and global sporting events such as the world cup and Wimbledon are promoted. This was further enhanced by a visit from a Paralympian. • Most years the children watch a theatre production or pantomime. • The R.E. curriculum includes studies of Christianity, Buddhism and Islam. • Across the junior school, children study French as a modern foreign language. • Planning for the History curriculum means different year groups explore international historical influences such as the Greeks, Egyptians and Romans.