

Aims and Objectives for Spiritual, Moral, Social & Cultural Development

Spiritual Development			
Aims	Objectives	Provision	
<ul style="list-style-type: none"> • To provide pupils with the ability to be still, to listen and reflect upon a sense of wonder and mystery for the world they live in; • For children to develop a sense of personal worth; • To foster children's appreciation of the significance, quality and awe and wonder of life; • To help children to develop awareness, and opportunity to express, their own spirituality. 	<ul style="list-style-type: none"> • To develop the skills of being physically and / or mentally still; • To develop the ability to use all ones senses; • To promote an awareness of, and enjoyment in, using ones' imagination. • To encourage quiet reflection during a lesson or assembly; • To celebrate children's efforts and successes inside and outside school; • To draw attention to children's personal qualities; • To provide opportunities for children to show that they value and appreciate each other; • To develop individual self-confidence by expressing inner thoughts in a variety of ways; • To consider the mystery of god and the wonder of the world • To support children in becoming confident and self-accepting. 	Throughout the curriculum	<ul style="list-style-type: none"> • Children direct and pursue learning in directions that capture their interest and imagination; • Children encouraged to express themselves creatively and imaginatively; • An atmosphere is created which enables all members of the school community to speak freely about their beliefs; • All members of the school community are treated with respect, regardless of differences in beliefs or feelings; • Acknowledgement and celebration of success, achievement and difference; • Use of literature, music, speech, drama, silence and other creative arts to explore spirituality and to provide a vehicle for self-expression; • Children are encouraged to express their feelings of wonder and transcendence and about change, paradox, injustice and inequality and to listen and respond to the questions and responses of others.
		Within RE, PSHEed & Citizenship Ed.	<ul style="list-style-type: none"> • Children investigate and reflect on their own beliefs and values; • Children learn about, and reflect on, the beliefs and values of those from other religions and cultures; • Children have opportunities to share what is meaningful and significant to them; • Opportunities are provided for self-reflection, silence and the exploration of inner space.
		In assemblies and the extended curriculum	<ul style="list-style-type: none"> • A moment of prayer / reflection / silence is a part of all assemblies. • Weekly assemblies celebrate success and achievement, both in and out of school; • Assemblies offer 'awe and wonder moments' when children consider the beauty of the natural world or of acts of heroism and kindness. • Representatives from a variety of faiths are invited to lead school assemblies or to visit classrooms on a regular basis.

Moral Development

Aims	Objectives	Provision	
<ul style="list-style-type: none">• To be able to understand the difference between right and wrong.• To understand the principles behind decisions and actions.• To make morally responsible decisions, based on their own beliefs and convictions.	<ul style="list-style-type: none">• To tell the truth.• To understand that with rights come responsibilities.• To take responsibility for ones' own actions.• To exercise self discipline.• To respect the rights and property of others.• To understand the purpose of agreed rules and to try to follow them.• To understand ideas of fairness and unfairness.• To show consideration, empathy and compassion to others.• To have high expectations of themselves.	Throughout the curriculum	<ul style="list-style-type: none">• Children are allowed, and encouraged to, respond to ethical questions raised in other subjects with their personal views;• Children take shared responsibility for setting and working towards personal learning targets in Mathematics and English.
		Within RE, PSHEed & Citizenship Ed.	<ul style="list-style-type: none">• Exploration and evaluation of moral frameworks provided by Christianity and other faiths;• Weekly circle time sessions in all KS1 & KS2 classes;• Exploration of rights and responsibilities in PSHEed and Citizenship in a range of contexts and cultures;• Class Charters of rules discussed, drawn up and agreed by each class at the start of each new school year.
		In assemblies and the extended curriculum	<ul style="list-style-type: none">• Regular opportunities to listen and respond to stories exploring ideas about right and wrong communicate high expectations of moral standards, both inside and outside of the classroom.

Social Development

Aims	Objectives	Provision	
<ul style="list-style-type: none"> • To understand that, as individuals, we depend on family, school and society; • To use appropriate behaviour, according to the situation; • To make a positive contribution towards the school community; • To relate positively to others; • To exercise personal responsibility and initiative; • To engage successfully in partnership with others; • To be confident, co-operative and productive members of the school community. 	<ul style="list-style-type: none"> • To realise there are things that each person can do well; • To show care and consideration for others by sharing and taking turns; • To express, discuss and listen to opinions; • To develop an understanding of citizenship and to experience being part of a whole caring community; • To develop effective group work skills. • To show sensitivity to the needs and the feelings of others; • To share such emotions as love, joy, hope, fear and reverence; • To interact positively with others through contacts outside school, e.g. sporting activities, visits, church services, music festivals etc.; • To develop initiative and independence; • To explore different family relationships. 	Throughout the curriculum	<ul style="list-style-type: none"> • Learning buddy system used throughout the school enables children to develop and enhance the skills required for effective collaboration and support; • Children's learning tasks involve paired and group tasks; use of Working With Others activities and strategies to explore effective co-operation and awareness of the needs of others; • Planned independent learning activities enable children to develop skills of self-motivation and self-sufficiency; • Termly trips and visits or visitors to support learning; • Children are responsible for welcoming or thanking visitors to our school.
		Within RE, PSHEed & Citizenship Ed.	<ul style="list-style-type: none"> • All children develop their understanding of democratic systems and representation through our pupil council systems and are taught the skills needed to participate; • Weekly class councils enable children to raise, discuss and suggest solutions for problems or issues within the classroom; • Weekly school council enables all members of the school community to raise, discuss and suggest solutions for any problems or issues; • Weekly circle time in KS1 & KS2 explores themes relating to feelings, confidence, communication and group work skills. • Exploration of the significance of belonging to different groups / communities / faith communities.
		In assemblies and the extended curriculum	<ul style="list-style-type: none"> • Indoor play (structured support with play and social interactions) • Residential trip in Y5/6; • Participation in local sports tournaments and events; • Participation in local events (e.g. Adur Arts Festival, Beach Dreams, Schools Prom) • Participation in school events (assemblies, performances and productions) • Children are encouraged to take responsibility and contribute towards school life (e.g. as playground buddies, lunchtime helpers, showing prospective parents around the school, librarians, office helpers, early morning helpers) • Weekly achievement assembly • Outstanding behaviour is recognised and rewarded on a weekly basis through use of rainbow stickers.

Cultural Development

Aims	Objectives	Provision	
<ul style="list-style-type: none"> • To enable children to value and be proud of their own cultural background; • To understand what it means to live in a multi-cultural society; • To recognise and show respect for different cultural practices and traditions; • To share different cultural experiences through participation. • To recognise and challenge stereotypes and discrimination. 	<ul style="list-style-type: none"> • To appreciate how culture is expressed through music, art, drama, literature, fashion, etc; • To develop an understanding of British cultural tradition, including Christianity; • To appreciate the values and customs of other ethnic and faith groups, which make up modern British society as well as the world's beyond; • To develop the ability to value current cultural enthusiasms, icons, music and media, critically and independently of peer pressure. • To respond sensitively to stories from other cultures. 	Throughout the curriculum	<ul style="list-style-type: none"> • Visits and visitors that enable children to explore a variety of cultures and heritages; • Learning about other cultures and places (locally, nationally and globally).
		Within RE, PSHEed & Citizenship Ed.	<ul style="list-style-type: none"> • Weekly circle time; • PSHEed & CitizenshipEd exploring similarities, differences, gender, race, human rights, peer pressure, discrimination and stereotyping; • Exploration of religious practices and customs from different faiths in RE.
		In assemblies and the extended curriculum	<ul style="list-style-type: none"> • Significant religious festivals or special secular days are shared, their significance and their meaning to believers explained; children are encouraged to reflect on the relevance of these to themselves; • Representatives from different faiths invited to lead assemblies.