

At Harewood Junior School, we believe that we should provide for each child's spiritual, moral and cultural development.

This differs from the religious care we give in the following ways:

Religious care is given in the context of our shared religious beliefs and values.

Spiritual, moral and cultural care is given by responding to an individual's needs and is not dependant on personal religious beliefs, values and convictions.

Principles

- The school respects the wide range of beliefs, lifestyles and cultural backgrounds of all pupils and staff.
- We value diversity.
- Spiritual, moral and cultural development is characterised by openness, sensitivity, integrity, compassion and the capacity to make and maintain supportive and caring relationships.
- We recognize the care given by all members of the school – staff, governors, parents and pupils to each other.
- We recognize the need for and importance of spiritual, moral and cultural development in order for our children to take their place in an increasingly multicultural society and be citizens of the future.

This policy has been developed in conjunction with the school's curriculum policies as well as those for RE, PHSCE, Collective Worship and Behaviour and to support our community work as a co-operative trust school.

Spiritual experiences

We try to ensure that all children have opportunities to experience moments of awe, wonder, excitement, reflection, quiet and stillness which will feed their curiosity, help them to ask questions and consider meanings beyond the normal life experiences. We also want to provide children with the support systems and inner-ability to deal with life's crises and difficulties.

Although Worship or PHSCE and RE sessions may sometimes be the vehicles for children's spiritual, moral and cultural development, we should look for and make use of opportunities in other curriculum areas. Eg: the wonder of Maths; discussion about science discoveries and technological developments; literature, art, poetry or music which appeal to the soul; lessons to be learned from history; or natural wonders of the world.

Our regular school council meetings allow all pupils to have a strong voice within the school. Their ideas and suggestions drive school improvement and bring about change in provision.

Moral Development

Children’s moral development is not confined to lessons or acts of worship, but is also dependent on our behaviour and how we treat each other all the time. As a co-operative trust school, we have certain values that are key to the children’s moral development and the way we run our school – see Appendix 1.

In order to help children develop clear ideas of right and wrong, we have very specific guidance on how we behave towards each other in the Behaviour policy and guidelines, in our Code of Conduct, and in school and class rules.

We recognize that children have rights, but with these rights come responsibilities. We encourage children to take responsibility for their own and others’ actions. We ensure that children know that actions and behaviour have consequences. We involve children in solving issues between each other, show the effect the behaviour/ action has had on all parties and help the perpetrator to make amends through our Restorative Practice approach. We train children in each class to be Restorative Stars in order that they can mediate between other children in minor matters. We empower children to make decisions through our whole school meetings.

Through discussion, we encourage the children to develop an awareness of wider issues and enable them to make appropriate choices based on a sense of what is morally right and wrong.

Cultural Awareness

Although Harewood Junior School draws most of its pupils from the Tuffley and areas surrounding it, we need to prepare our pupils to take their place within Britain’s culturally diverse society and be culturally knowledgeable, accepting and active members of the wider community.

There is a wide social mix within school and pupils from different cultures and ethnic backgrounds: most are white British but 99 children currently (28%) identify as being black, Asian, mixed raced or other ethnic backgrounds. This has increased by 14% over the last five years. Twenty nine children have English as an additional Language: ten with different Slavic languages from Eastern Europe, including Russian; and the rest with Arabic, Akan/Twi-Fante, Chilean Spanish, Tamil, Hindi, Bengali, French, Portuguese, Shona and BSL. We take particular care to promote different cultures, the contributions of different people to our heritage and value the contribution that every child makes to our school.

As well as teaching children about other cultures and religions through Religious Education, History, Geography, Literacy, Art and Music, we will endeavour to give children a range of culturally diverse experiences, by:

- visits to the places of worship of other religions in Gloucester and Cheltenham,
- visits by key members of local ethnic communities,
- developing links with schools in contrasting parts of the United Kingdom,
- continuing our links with other countries and supporting the work in the Philippines.

As a school, we deliver this all within the context of the key British Values – see Appendix 2.

We recognise that our children do not necessarily come to us with the “cultural capital” needed to ensure the positive life outcomes we would wish for them. We endeavour to expose them to as wide a range of cultural knowledge and experiences as we can within their four years of the school, through planning them into our curriculum and weaving them into our daily school day or assembly themes – see Appendix 3.

Appendix 1: The Trust's Values

Our values are based on our Co-operative identity and underpin our policies and priorities. They include those expressed by the International Co-operative Alliance (1995) namely:

Co-operative organisational values:

- Self-help
- Self-responsibility
- Democracy
- Equality
- Equity
- Solidarity

Ethical Values

- Openness
- Honesty
- Social responsibility
- Caring for others

We aim to interpret these in the following ways both for ourselves as a Trust as well as promoting them across our wider learning community:

Self-help - we help each other whilst helping ourselves for mutual benefit and look to our own efforts and resources to achieve, without relying on others

Self-responsibility – we take responsibility for and are accountable for our actions

Democracy – our behaviour and processes are democratic and we give our members a meaningful opportunity to have a say in the way we run our Trust

Equality – we respect individual needs and rights and seek to respond to them fairly, and appropriately

Equity – we will be fair, just and impartial in all of our dealings

Solidarity – we seek to strengthen our Trust and our schools through nurturing a sense of collective responsibility and through mutual support and work with like-minded/similarly constituted organisations

Openness – we share information, listen to others, take their thoughts opinions and suggestion on board, are open to scrutiny and critique and have willingness to make necessary change

Honesty – we are honest about what we do, the way we do it and how we deal with others

Social responsibility - we behave ethically and sensitively in the responsibility we have to the social, cultural, economic and environmental issues of our local community

Caring for others – we have empathy and awareness for others and will respond appropriately to their needs

Appendix 2: How we deliver the five British values

Values	Provision
Democracy	<p>School Council – two representatives from each class with elections for Chair and Vice Chair. Y6 reps take part in hustings and the whole school votes. Four working parties are responsible for key areas and Chair and Vice Chair meet with Head to share views, suggestions for school improvement etc.</p> <p>They run their own enterprise scheme to fund the children’s choices for school improvement eg: new books for reading corners, cushions for every child in school, friendship benches, extension to trim trails.</p> <p>Class books for suggestions and votes within council, including on whether to take a loan from school to help fund cushions. Yeargroup and class assemblies to report back to rest of the school and Termly assembly to whole school.</p> <p>Co-operative Trust School promoting co-operative values.</p>
Rule of law	<p>Five Golden Rules, Class Charters and Yellow and Red Card sanctions.</p> <p>Autumn 1 theme for assembly looking at when and why we have rules/laws; how rules are developed; rules for different occasions/settings etc; religious rules – similarities and differences between them; common rules for living.</p> <p>Behaviour Policy regularly reviewed with input from the children.</p>
Individual liberty	<p>Rights and responsibilities work in all classes in PHSCE and RE</p> <p>Pupil voice through School Council and Speaking and Listening activities including circle time, talk partners</p> <p>Resilience work – solving problems, building capacity to handle difficulties, valuing self and others</p>
Mutual respect	<p>One of the five golden rules, theme for assemblies – SMILES Self-respect and respect for others, Motivation, Inspiration, Learning, Emotions, Success.</p> <p>Speaking and Listening activities, talk partners</p> <p>Social Skills intervention groups</p> <p>Peer massage</p> <p>Y6 residential trip</p>
Tolerance of others and their faiths and beliefs	<p>Assemblies including Open the Book and regular visitors from all faiths,</p> <p>RE lessons,</p> <p>Multi-cultural week,</p> <p>very close links with the local church and the ecumenical team,</p> <p>visits to local church, Gloucester Cathedral, Gloucester Mosque and Gloucester Synagogue</p>

Appendix 3: How we develop “cultural capital” in our children

In addition to our normal curriculum (see curriculum strategies for addressing contextual barriers/deficits), we aim to develop the children’s knowledge of the world they live in, its history, geography, literature, art, music, innovation and conventions. We also aim to give them a range of life skills that they may otherwise not acquire. We do this through:

- Watching Newsround and having a First News Subscription giving children weekly access to newspapers
- Discussing current events in class or in Yeargroup Assemblies
- Using class or yeargroup time to discuss philosophical questions, theories or hypotheses
- Using assemblies to develop a wider knowledge of key themes/topics
- Welcoming visitors to share their knowledge and experiences on a range of themes
- Having live theatre and music performances in school each year
- Reading new authors and books to each class through story time
- ‘tweaking’ our curriculum to deliver key general knowledge & basic skills outside of their daily experiences
- Ensuring children are IT literate
- Providing regular visits to the local library
- Having an annual Enrichment Week with different focii
- Working with musical groups to engage in community events eg: i-Sing Pop Concert
- studying a wide range of artists during art lessons
- Modelling correct usage of the English language
- Having former pupils visit to raise aspirations and consider career opportunities
- Having authors visit to promote both reading and writing
- Participating in local cultural events such as the GSP Shakespeare Festival, the GSP Science Festival, the GSP Art Exhibition, the Cheltenham Literature Festival, the Gloucester History Festival etc
- Visiting places in the locality and further afield that our children are otherwise unlikely to visit
- Including activities in our school trips, including the Y6 residential, that our children are unlikely to participate in normally
- Running extra-curricular clubs to target specific areas eg: Come Dine with Me to model cooking and then eating together at a table
- Facilitating musical instrument lessons in addition to the whole class instruction
- Delivering basic first aid training to all Y6 children
- Developing money management skills in all children and entrepreneurial skills in the School Council
- Modelling good manners and professional behaviours

Cultural Capital Assembly themes:

The headteacher will deliver assemblies on two of the themes below for half a term each every year. Children will experience all eight themes over the four years in the school.

1. Inspirational places around the world
2. Composers, musicians and their music
3. Turning points in history
4. Artists and their art
5. The natural world: plants, animals and birds
6. Writers and their works – including poets, authors and playwrights
7. Inventions and discoveries that have changed the world
8. Inspirational people