



## **Spiritual, Moral, Social and Cultural Development at Larkrise**

At Larkrise the teaching of spiritual, moral, social and cultural education is rooted within the life of the school as a whole and within the broad and balanced Storytelling Curriculum.

1. The spiritual development of pupils is shown by their:
  - Interest and engagement with the differing cultures and beliefs of other children in this socially and ethnically diverse school. Children of a wide range of faiths attend the school and have the opportunity to explore and celebrate their faiths through story topics from different cultures and faiths. Children visit local places of worship as part of their learning. Religious festivals are noted and celebrated both in assembly and in class.
  - Ability to discuss their own strengths and talents – each class creates a display of children’s abilities encouraging every child to develop a sense of themselves as an individual and to build self-esteem. This display is drawn on through the year, where appropriate, to tailor teaching and learning to the strengths of the children.
  - Use of drama and role play (conscience alley, hot seating) to put themselves in the position of another in their learning. Use of art and craft to create ideas and motivation for high quality learning. Confidence in dance and singing created through regular opportunities for performance.
  - Willingness to reflect on their experiences through class Circle Times and regular participation in ‘Larkrise Circles’.
  - Strong engagement with the natural world through outdoor learning and forest school.
  
2. The moral development of pupils is shown by their:
  - Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives. The good behaviour and attitude to learning of children who have passed through Larkrise is noted by the teachers and leaders of local secondary schools. Regular visits from PCSO’s relate this learning to the role of the police. Year Six participate in the ‘Junior Citizen’ programme focussing on their rights and duties and how to keep themselves safe. Participation in mock elections and the mock EU referendum help to build an understanding of the organisation and role of democratic structures.

- Understanding of the consequences of their behaviour and actions as defined and exercised through the schools clear behaviour policy and class discussion such that the school was rated 'Outstanding' for behaviour by Ofsted in our inspection of February 2013.
  - Strong engagement in exploration and debate on philosophical and moral issues in discussion including circle time, class discussions linked to topic, assemblies and 'Larkrise Circles'.
3. The social development of pupils is shown by their:
- Ability to cooperate and engage with children from a wide range of social and ethnic backgrounds. Ability to work across year groups in weekly 'Larkrise Circles' Exemplary behaviour at events such as sporting competitions and multi school singing events demonstrates an awareness of the appropriate behaviour for a range of social situations and good social development.
  - Pupils, and families, participate in whole school events and events organised by the Friends of Larkrise such as Summer Fair, Easter Hat Parade, Cake Sales and so on.
  - Social Development is supported through School Sleep-overs and Residential Trips allowing children the experience of staying away from home, spending time with adults and peers, cooking and eating together and taking responsibility for shared tasks.
  - Willingness to participate in a variety of communities and social settings, including activities with our link schools in Uganda and Argentina (and our developing link with Colegio La Encarnacion in Spain). Participation in the Samba Band at Cowley Road Carnival, Florence Park Festival and Headington Hill Festivals.
  - Acceptance of, and engagement with, the fundamental British values of democracy, the rule of law and individual liberty as demonstrated by excellent behaviour around the school and in class in accordance with the schools behaviour policy. Good engagement with local police service. Mutual respect and tolerance of those with different faiths and beliefs as demonstrated by the cooperative working in socially and ethnically diverse classes and the low level of, and quick response to, racist or prejudiced actions and/or language. Pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain as demonstrated by the excellent record of Larkrise pupils at Secondary School and in the wider world.

4. The cultural development of pupils is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others. Classes are able to make use of
- Understanding and appreciation of the range of different cultures within school and further afield through the vehicle of the storytelling curriculum and our strong link with Jinja SDA Primary School in Uganda and schools in Argentina and Spain.
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, as developed through the mock election held alongside the general election of 2015 and mock EU referendum.
- Willingness to participate in and respond positively to a wide range of sporting activities and competitions, high pupil involvement at the wide range of after school clubs offered by the school including; storytelling, debate, chess, ICT, movement skills, samba and more.
- Interest in exploring other cultures and faiths through our broad and balanced Story Telling Curriculum. Engagement in RE lessons drawing on the experience and knowledge of children and parents. Strong community wide participation in our annual 'International Evening' which showcases and celebrates the wide range of cultures and ethnicities in the school and the international aspect of the curriculum.