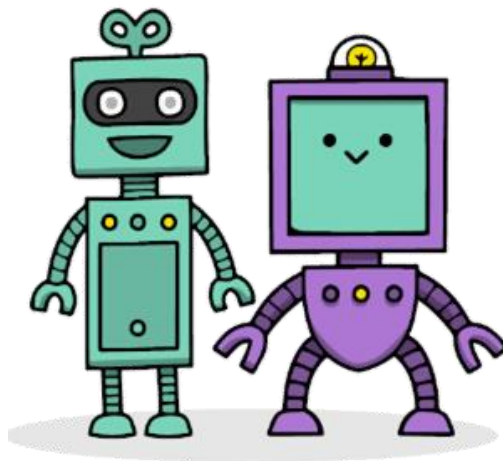




Prospect House

PRIMARY SPECIALIST SUPPORT SCHOOL

THE  
**Know and Remember**  
CURRICULUM



**S**piritual, **M**oral, **S**ocial  
and **C**ultural education

# Aims and objectives

At Prospect House Primary School, we strive to create a learning environment which promotes **respect, diversity and self-awareness** and equips all of our pupils with the **knowledge, skills, attitudes and values** they will need to succeed in their future lives.

The curriculum provides a wide range of **artistic, sporting and cultural opportunities** that encourage pupils to work together and use imagination in their learning. Activities are planned that require pupils to **reflect and empathise** with others as well as giving them the confidence to provide their opinions and develop their own view points.

This policy adheres to the rights of the child and article 14 where every child has the right to think and believe what they choose and article 13 where every child can express their thoughts and opinions. It also adheres to article 31 where every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Through our curriculum and cultural capital offer we offer topics, literature, resources and experiences that include challenging stereotypes, equality, challenging homophobia and anti-bullying. The bespoke curriculum developed by the school to specifically serve our pupils in our community and has carefully considered topics and issues that are relevant and import to our pupils are is differentiated at their level.

## Definitions

### Spiritual Development

Pupils' **spiritual development** is shown by their:

- beliefs, religious or otherwise, which inform **their perspective on life** & their **interest in & respect** for **different people's feelings & 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**

### Moral Development

Pupils' **moral development** is shown by their:

- ability to **recognise** the difference between **right and wrong**, and their readiness to **apply** this understanding **in their own lives**
- understanding of the **consequences of their actions**
- **interest in investigating, and offering reasoned views** about, **moral and ethical issues**

## Social Development

Pupils' **social development** is shown by their:

- **use of a range of social skills in different contexts**, including **working and socialising** with pupils from **different religious, ethnic and socioeconomic backgrounds**
- **willingness to participate in a variety of social settings, cooperating well with others** and being able to **resolve conflicts** effectively
- **interest in, and understanding of, the way communities and societies function at a variety of levels**

## Cultural Development

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their **own heritage**
- **willingness to participate in, and respond to**, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- interest in exploring, understanding of, and **respect for 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**

## Mission Statement

A Prospect House , the children and their learning are at the very heart of every decision made. We aim to develop learners who are passionate, take ownership of their learning and are proud of their achievements and follow the curriculum intent of

“Our pupils, our community, our curriculum, to live our best lives.”

The ethos of our school is such that all people who come into our school, whether staff, pupil, parent or visitor, are valued as individuals in their own right. They

should set, and be entitled to expect from others, good standards of behaviour, marked by respect and responsibility.

The school will help the students to develop an inner discipline and will encourage pupils to make good choices in their own behaviours and choices. They will grow through making choices and holding to the choices that they have made. They will want to be honest with themselves and with others.

We ensure that our pupils develop spiritually, morally, culturally and socially through our cultural capital offer

## Spiritual Development

The school will develop a climate or ethos within which all pupils can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals.



Our school develops pupil spiritual development by:

Exposure to spiritual and religious people, places and experiences which develops the knowledge and understanding needed to be respectful members of a diverse community.

Examples of how the school develops spiritual development

KS1

Pupils bring in a special object from home to show the class  
Pupil's experience moments of calm within collective worship

KS2

Pupils discuss how quiet music makes them feel  
Pupils experience guided meditation

## Moral Development

At Prospect House we believe that a morally aware pupil will develop a wide range of skills. These can include the following

- Distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures
- Develop an ability to think through the consequences of their own and others' actions
- Have an ability to make responsible and reasoned judgements



- Have respect for others' needs, interests and feelings, as well as their own
- Develop a desire to explore their own and others' views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience

Our school develops pupil moral development by:

Promoting a growing sense of what is right and wrong, developing moral judgement, equality and strength of character. Students will interact with moral codes from a variety of contexts and develop a keen awareness of British values.

Examples of how the school develops spiritual development

KS1

Pupils create class rules

Circle time– what we like about our friends

Pupil's complete class job

Pupil's select an idea or thought that is important to them

Pupil's meet a police officer

KS2

Pupils create own zones of regulation

Pupil's look after a class goldfish

Pupils go litter picking on the Vale

## Social Development

At Prospect House School we recognise that pupils who are becoming socially aware are likely to be developing the ability to:

- Adjust to a range of social contexts by appropriate and sensitive behaviour
- Relate well to other people's social skills and personal qualities
- Work successfully, as a member of a group or team
- Share views and opinions with others
- Resolve conflicts maturely and appropriately
- Reflect on their own contribution to society
- Show respect for people, living things, property and the environment
- Exercise responsibility
- Understand how societies function and are organised in structures such as the family, the school



Our school develops pupil social development by:

Opportunities to practice social skills within a classroom or community setting, giving students the ability to interact successfully within a wide variety of social settings.

Examples of how the school develops social development

KS1

Pupils have a teddy bears picnic on forest school with a toy from home

Pupils attend soft play family session

Pupils attend the Christmas disco

KS2

Pupils have a Chinese meal with friends

Pupils play hide and seek on Forest school

Cinema experience watching a film in the 4D hall

## Cultural Development



At Prospect House we feel that pupils should be made aware of the diversity of other both within modern Britain and throughout the world

Pupils who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- An ability to reflect on important questions of meaning and identity
- An interest in exploring the relationship between human beings and the environment

Our school develops pupils' cultural development by

Learning about the ideas and customs of a particular people, place or society, including; heritage, history, customs, culture, dress, food and the arts. Students are able to integrate successfully as global citizens

Examples of how the school develops cultural development

KS1

Africa afternoon' pupils experience African culture (food, dress, art, music)

Pupils create Lowry paintings and open an art gallery for parents

Class group goes on the mini bus to see pupils' homes

KS2

Chinese afternoon pupils experience Chinese culture (food, dress, art, music)

Pupils visit Manchester museum

Pupils taste matzah balls and chicken soup

## British Values

As well as promoting good social and moral values within school, we also promote the following fundamental British values:

**Democracy, Rule of Law, Individual liberty, Mutual respect and Tolerance of those with different faiths and beliefs.**

At Prospect House, we reinforce these values regularly in the following ways:

### Democracy

Children have the opportunity to have their voices heard in school. The school carries out regular questionnaires with the pupils to ascertain their thoughts and feelings about our school. The findings are shared with staff and Governors and form part of the school's self-evaluation and future planning. Pupils' views are also taken into account when setting new policy such as our Safe use of internet, Anti Bullying and Behaviour and in the future they will have an input into homework.

School councillors are elected democratically, voting in each class at the beginning of each year. Pupils also have the chance to vote on charities that the school supports such as Water Aid and Macmillan Cancer.



### Rule of Law

The importance of laws, whether they be those in class, the school or the country are reinforced in school regularly through the SMSC whole school curriculum overview and whole school assembly. Across the school and the EYFS, there is a clear code of conduct with rules agreed by the pupils.

Pupils are taught the value and reasons behind school rules and national laws that protect us, look after us and govern us. We discuss with the children and make clear the consequences when rules in school and laws of the land are broken. We arrange visitors to speak with the children such as the Police to discuss Road safety, Fire safety, Stranger Danger and the NSPCC.



Examples of how rule of law is delivered through the curriculum and Cultural capital:

### Cultural capital

EYFS/ KS1

Pupils create class rules

Pupils meet a police officer

KS2

Pupil's complete chores at home

Pupils visit the Manchester police museum

### Curriculum

EYFS/ KS1

PSHE- Myself and my emotions – Zones of regulation

Guy Fawkes & The Gunpowder Plot

KS2

PSHE- My rights and responsibilities

History- Crime and punishment

### **Individual Liberty**

Within school, pupils are actively encouraged to make personal choices, knowing that they are in a safe and supportive environment. As a school, we educate boundaries for young children to make choices safely.

Children are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through E-safety and in discussion chat rooms via Jigsaw about their work. Children have the freedom of choice in respect of lunchtime time and after school clubs where appropriate that they can get involved in.

Examples of how individual liberty is delivered through the curriculum and Cultural capital:





## Cultural capital

EYFS/ KS1

Pupils select an idea or thought that is important to them

Pupils bring in a special object from home to show the class

KS2

Pupils make their own fairy for the forest school fairy garden. Their fairy should represent them and their values e.g. friendship, kindness etc.,

Pupils listen to 'Starry night' and talk about their views on the solar system

Pupils perform a contemporary dance that reflects a thought or emotion

## Curriculum

EYFS/ KS1

Healthy Choices – mental well-being

History- My Family Tree

KS2

PSHE- Healthy Choices – physical well-being

PSHE- Me and My Beliefs

## **Mutual Respect**

Part of our school ethos and positive behaviour policy has revolved around Core values such as respect. Our values are reflected in our school rules, display, newsletters and website and in the curriculum where opportunities arise.

Where pupils show good choices or mutual respect they are rewarded using class rewards or verbal/ symbolic feedback. Staff remind children about good core values of behaviour in school and towards others.

**Examples of how mutual respect is delivered through the curriculum and Cultural capital:**

## Cultural capital



EYFS/ KS1

Circle time– what we like about our friends

Parent brings in and shares artefacts from their religion

KS2

Pupils give feedback on classmate's Mayan art

Pupils make and serve soup to staff at break time

### Curriculum

EYFS/ KS1

PSHE- Healthy Relationships – friendships

Understanding the world/ Geography- Where I Live

KS2

English- Saving our planet

PSHE- Myself – being a good citizen

### **Tolerance of those of Different Faiths and Beliefs**

This is achieved through enhancing children's understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity through the Cultural Capital offer and the curriculum is planned termly to recognise key dates within different faiths and cultures such as Ramadan and Passover. Members of different faiths are encouraged to share their knowledge to enhance learning within our school.

We participate in great British events such as the Royal Jubilee, Royal weddings, Political Elections, Cultural weeks and Remembrance events.

The school undertakes special events which uphold traditional values of empathy, respect and tolerance. These are also taught within formal SMSC and RE lessons and on an informal nature throughout the school days.

**Examples of how different faiths and beliefs is delivered through the curriculum and Cultural capital:**

Cultural capital



EYFS/ KS1

Pupils bring in a special object from home to show the class

Parent brings in and shares artefacts from their religion

KS2

Pupils make Hoil day coconut sweets

Pupil's experience a Tai Chi session

### Curriculum

EYFS/ KS1

Understanding the world/ Geography- My local area

Understanding the world/ RE- Special Objects & Artefacts

KS2

RE- Religions in our Community

RE- World Religions and their Beliefs & Practices

### **Policy review dates (frequency of review: every 3 years)**

<b>Date</b>	<b>Changes made</b>	<b>By whom</b>
Adopted June 2020		Headteacher /SLT
January 2024	Checked & Amended	Robin Anthony

