

Spiritual, Moral, Social and Cultural Development

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

- an ability to distinguish right from wrong, based on a knowledge of the moral codes of their own and other cultures
- a confidence to act consistently in accordance with their own principles
- an ability to think through the consequences of their own and others’ actions
- a willingness to express their views on ethical issues and personal values
- an ability to make responsible and reasoned judgements on moral dilemmas
- a commitment to personal values in areas which are considered right by some and wrong by others
- a considerate style of life
- a respect for others’ needs, interests and feelings, as well as their own
- a desire to explore their own and others’ views
- an understanding of the need to review and reassess their values, codes and principles in the light of experience.

Schools that are encouraging pupils’ **moral development** are, therefore, likely to be:

- providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- promoting measures to prevent discrimination on the basis of race, religion, gender, sexual orientation, age and other criteria
- giving pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
- developing an open and safe learning environment in which pupils can express their views and practise moral decision-making
- rewarding expressions of moral insights and good behaviour
- making an issue of breaches of agreed moral codes where they arise – for example, in the press, on television and the internet as well as in school
- modelling, through the quality of relationships and interactions, the principles which they wish to promote –
for example, fairness, integrity, respect for people, pupils’ welfare, respect for minority interests, resolution of conflict, keeping promises and contracts
- recognising and respecting the codes and morals of the different cultures represented in the school and wider community
- encouraging pupils to take responsibility for their actions; for example, respect for property, care of the environment, and developing codes of behaviour
- providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship
- reinforcing the school’s values through images, posters, classroom displays, screensavers, exhibitions
- monitoring, in simple, pragmatic ways, the success of what is provided.

Opportunities at Beeston Fields Primary and Nursery School

- Beeston Fields Family Way
- Clear role modelling from all staff and stakeholders
- Consistent graduated behaviour system
- Teacher Talk Time to discuss behaviour and decide consequences
- Pride expectation - one of our school values
- Respect expectation - one of our school values
- Kindness Project
- PHSE curriculum
- Peer mediator
- Assemblies focusing on morality/right and wrong
- KS2 Show Racism the Red Card
- Mothers Day and Fathers Day events
- Clothing collections for Police Convoy
- GDST outreach
- Newsround
- Healthy lunchboxes and choices
- Links with Hope House
- Support of Rainbows hospice
- Learning about and respecting other religions in RE
- Interventions such as Socially Speaking, Build to Express, Sibbs Talk
- Link with university ASPIRE (moral concepts and value workshops)
- KS2 Human Rights Workshop
- Playground leaders
- School Ambassadors
- Weekly Class Assembly
- Pride monitors
- Women’s Aid Healthy Relationships course
- Family SEAL
- Fundraising – Red Nose day, children in Need, Yellow Day (cystic fibrosis)
- Learning outside the classroom
- Growth Mindset
- Learning Characteristics
- Bee Stars
- Bee Assembly
- Punctuation and attendance prize
- DARE
- Alright Charlie scheme
- Class 100 credit chart
- Creative Homework
- RE-encourages children to formulate own sense of right and wrong
- First Aid Training - children
- Pupil Interviews
- Problems solving and reasoning skills
- No smoking policy
- Fine Dine Friday
- Children taking responsibility in classes around school
- Drama
- Behaviour plans
- Nurture support