



## **Goodway Nursery School**

# **Spiritual, Moral, Social and Cultural Development Policy**

**Incorporating Personal, Social & Emotional Development**

**Date policy adopted:**

**Signed:**  
**Chair of Governing Body**

Goodway Nursery School provides a welcoming, stimulating and secure environment where children and families from all backgrounds and cultures are valued.

We respect children's rights, listening to children and putting their needs at the heart of our work.

Our inclusive school community works together to promote equality, encouraging and supporting each child to develop their potential and sense of identity. We develop our children's curiosity and challenge them to achieve their best and become self-confident and independent learners.

We are committed to safeguarding and promoting the wellbeing of all children, and expect our staff and volunteers to share this commitment.

## **Our School Values**

**Respect** - respecting children's rights, treating each other with dignity and valuing each person's individual identity

**Security** - creating an environment where children feel safe, both emotionally and physically, building their resilience through secure attachments

**Relationships** - encouraging kindness and developing relationships where children and families are listened to and feel valued

**Inclusion** - creating an enabling environment where children and families feel a sense of belonging and ensuring equality of opportunity for everyone

**Learning** - reflecting on our practice together, co-constructing learning with children and extending their learning by providing experiences that provoke curiosity and exploration

**Empowerment** - encouraging children to become confident and independent, equipping them to participate in decision making, resolve conflict and make positive choices

## **The UN Convention on the Rights of the child**

This policy is in accordance with the 1989 United Nations Convention on the Rights of the Child (UNCRC)

### **Article 12 (respect for the views of the child)**

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

### **Article 13 (freedom of expression)**

Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

### **Article 14 (freedom of thought, belief and religion)**

Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

### **Article 15 (freedom of association)**

Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

### **Article 19 (protection from violence, abuse and neglect)**

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

### **Article 23 (children with a disability)**

A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families..

### **Article 28 (right to education)**

Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

### **Article 29 (goals of education)**

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

### **Article 31 (leisure, play and culture)**

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

# Spiritual, Moral, Social and Cultural Development Policy

## Incorporating Personal, Social & Emotional Development

(See Teaching & Learning Policy)

### Introduction

Children's Spiritual, moral, social and cultural development is fostered through all aspects of our school. It is about the relationships and the values that we consider to be important, as well as the development of knowledge, concepts, skills and attitudes.

Respect for children's rights runs through our curriculum. We are a Unicef Rights Respecting School and this threads through our work. It helps develop children's acceptance of difference and diversity and supports the development of a strong moral compass. It is evident in interactions between staff and children, where staff listen to children and children show respect for each other and for adults. As a Rights Respecting School we:

- foster children's self-esteem and help them build positive relationships with other people
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of other people
- show respect for all cultures and , in so doing, to promote positive attitudes towards other people
- enable children to understand their community and help them feel valued as part of the community

### Spiritual development

We believe that children can best be encouraged to develop spiritually by providing a learning environment which nurtures self-respect and respect for others, encourages exploration, questioning, curiosity, discussion and independence. This allows children to develop their own beliefs while valuing the beliefs and cultures of others and acknowledging the rights of others to hold different ideas.

Spiritually can also be developed through the creative arts including story, music, art, drama and dance.

We give children opportunities to:

- Express personal beliefs and compare views with others, sharing feelings and opinions through discussions and stories.
- Begin to develop their own system of beliefs which may or may not include religious beliefs.
- Experience a love of learning through rewarding their enthusiasm and by encouraging exploratory play and learning.
- Reflect upon the world around them and show a sense of awe and wonder towards aspects of the natural world or human achievement.
- Reflect on the situations of others through role play, stories.
- Experience a range of stories, music, art, drama and dance
- Celebrate special days and festivals - Black History Month; Diwali; Eid; Christmas; Easter
- We teach children about the UN Convention on the Rights of the Child, and are a Rights Respecting School.
- Reflection and planning time where children reflect upon and plan for their learning
- Yoga and quiet time each day
- Using a Conflict Resolution approach to managing conflict between children
- Children to use their imagination and creativity through indoor/outdoor free flow play and learning
- Role play linked to Core Books

- Focus upon creative development through work with ceramicist
- Key group time listening to each others' ideas and experiences
- Forest school - learning about the world around us and changes in season, camp fires. Fascination about things: mini-beasts, leaves and sticks
- Using real life contexts for learning: real vegetables, cooking. Car tyres to recreate a tractor in the outside area

### **Moral development**

This relates to children's knowledge, understanding, attitudes and behaviour in relation to what is right and wrong.

We give children opportunities to develop:

- A sense of right and wrong
- Respect for ourselves, other people and their property
- Respect for the truth
- An understanding that their actions may affect others as well as themselves.
- The ability to behave appropriately
- Develop a Conflict Resolution approach to managing conflict
- The ability to listen to each others' ideas and experiences

Moral development at Goodway Nursery School builds upon the child's experience at home and we work closely with parents. Our Home School Agreement sets out the expected behaviours at Goodway:

- Be friendly and helpful to everyone
- Listen and learn as much as they can
- Look after the books and toys at nursery
- Look after the world around them

### **Social development**

Children's personal and social and emotional development is fundamental to everything we do. Staff communicate a sense of care and respect throughout their interactions with children, parents and each other.

Children's personal, social and emotional development is central to their learning and we support this through the development of positive and caring relationships. We encourage the development of self-confidence and self-awareness and children become independent learners by choosing resources and accessing all areas of the nursery environment. We support children in managing feelings and behaviour through giving them the vocabulary to name a range of emotions and use a conflict resolution approach, where we help children learn how to find solutions to conflicts.

Children are grouped into key groups of no more than 13, with their own key person, who develops close relationship with the child and their parents. Children are welcomed at the start of the day by their key person and are taught in their key group for short times throughout the day, where they are encouraged to value each others' contributions.

The Early Years Foundation Stage curriculum sets out goals for Personal and Social and Emotional Development.

These focus upon

- Making relationships
- Self-confidence & self-awareness
- Managing feelings and behaviour

Children are given opportunities to:

- Take responsibilities and display leadership through daily routines where children deliver messages and undertake tasks.
- Co-operate with others through sharing of resources, group work, playing games and music time.

- Meet with members of the local community, e.g. community police officer, authors, artists and other professionals.
- Staff endeavour through respectful relationships to develop a sense of self worth and a realisation that what they do matters not only in school but also in the wider world.
- The relationships which the children see adults having are powerful models for them. Staff see the importance of being friendly and civil to each other in front of the children, to parents or to any visitors to the school.
- Development of positive and caring relationships with a Key Person and a key group of 13 children.
- Using a Conflict Resolution approach to managing conflict between children
- Visits to the Library, Theatre, Farm
- Charity involvement – Food bank; raising money for Children in Need, Comic Relief etc
- Link with international school in Spain

- **British Values**

We promote British Values of Democracy, the Rule of Law, Individual Liberty and Mutual Respect and Tolerance throughout our curriculum by:

**Democracy**

Sharing ideas & experiences

Decision making and planning of activities

Children & families become part of the Goodway Nursery School community

**The Rule of Law**

Learning routines at nursery

Gaining an understanding of and adhering to expectations and boundaries

**Individual Liberty**

Children have the choice to choose any activities or resources in the indoor and outdoor environments

Open-ended resources mean that children can shape their development through their own interests

Celebrating the uniqueness of all children

**Mutual Respect and tolerance**

We teach children about the UN Convention on the Rights of the Child, and are a Rights Respecting School

Using a Conflict Resolution approach to managing conflict between children

Listening to each others' ideas and experiences

Learning to take turns

Learning to share and play cooperatively

Using 'Kind Hands' and 'Kind Words'

Understanding that all children have individual needs

Using positive images reflecting the cultural diversity of Great Britain

Using resources reflecting multicultural/ multi-faith Britain

Celebrating our similarities and differences

Celebrating special days and festivals

## **Cultural development**

This relates to children's increasing understanding and awareness of those beliefs, values, customs and knowledge which collectively form the basis of identity and cohesion amongst groups and societies.

Cultural development is promoted through:

- The use of books and stories portraying a variety of cultures.
- Visits to museums, galleries, theatres etc.
- Encouraging visits and visitors, including parents and grandparents.
- Our displays around school reflecting the school's cultural diversity and its interest in culture as a whole
- Experiencing music and instruments from around the world and learning songs in different languages and traditional dances using parents and children's experiences as a resource.
- Learning about festivals around the world and how they are celebrated and looking at religious artefacts.
- Cooking a variety of cultural foods.

- Each key group has a 'What makes Us Special' photo book to share photographs of their family life with friends
- Celebrating special days and festivals - Black History Month; Diwali; Eid; Christmas; Easter
- We teach children about the UN Convention on the Rights of the Child, and are a Rights Respecting School.
- Play and learning resources with a range of cultural influences eg dressing up clothes, dolls, cooking utensils
- Link with international school in Spain
- Parent workshops where parents can work with their child and find out about ways they can support particular areas of the curriculum at home
- Library book scheme where children are encouraged to borrow a book each week to share with their parents at home
- Theatre trip with parents and children
- Summer trip with parents and children
- Local trip with parents and children
- Parents invited to Black History celebrations; Diwali celebrations; Christmas performance; Chinese new year celebrations; Mothers' Day celebration; Vaisakhi celebrations; Fathers' Day celebration; Eid celebration; Sports day; Summer fair