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**Ranvilles Junior School**  
**Social, Moral, Spiritual and Cultural Development**  
**Policy**

**1. ACCESSIBILITY**

This policy is available in large print or Braille.  
Please contact the school office who will be happy  
to arrange this for you.

**2. PURPOSE OF POLICY**

At our school the promotion of pupils' spiritual, moral, social and cultural education is considered to be a whole school focus and is exemplified through the school's STARS philosophy. Spiritual, Moral, Social and Cultural (SMSC) Development is promoted not only through all the subjects of the creative curriculum but also through the ethos of the school and through the development of positive attitudes and values. Social, Moral, Spiritual and Cultural values are directly linked to the creative curriculum. This policy supports and reinforces the aims of our school, valuing all children and staff equally and as individuals.

**3. APPROVAL**

Approval date: September 2014

Approver signature:.....Zena Green

Approver position:.....Chair

Date for next review: September 2017

#### **4. INTRODUCTION**

Spiritual, Moral, Social and Cultural Development is crucial for individual pupils and it is crucial for society as a whole. We believe it is the heart of what education is all about - helping pupils grow and develop as people to support them to be life-long learners.

Spiritual, Moral, Social and Cultural Development is cross curricular and promotes the aims and principles of the policies for PSHCE, RE, Drug Education, Sex Education, Race Equality, Disability and Equal Opportunities. These policies all underpin the Curriculum model as putting the child at the centre of all we do.

It is an expectation at our school that all staff, in all subjects, can and should make a contribution to the Spiritual, Moral, Social and Cultural Development of pupils through the taught curriculum and through the use of appropriate teaching and learning strategies e.g. discussion, reflection, pupil participation, circle time etc. The importance of relationships between all school staff, parents and governors is crucial. These relationships will be characterised by mutual respect, by positive attitudes, by the willingness to listen and be listened to and by the valuing of all pupils.

#### **5. REFERENCES**

None.

#### **6. CONTENT**

##### **Aims for Spiritual, Moral, Social and Cultural Development**

We aim:

- To promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- To prepare pupils for the opportunities, responsibilities and experiences of adult life
- To promote respect, consideration and tolerance for differences in gender, race and religion
- To help each pupil achieve their full potential across all areas of the curriculum
- To develop the individual strengths of all pupils and to help and provide support in areas for development
- To inspire and stimulate the pupils in order to foster a love of learning and enquiry, to reason rationally and to apply themselves to tasks and physical skills

- To help our pupils towards independent learning and to equip them with all life skills in order for them to take their place in a fast changing society
- To ensure there is continuity and progression in skills, knowledge and understanding in all areas of the curriculum
- To develop respect for religious and moral values and understanding of other races, religions and ways of life
- To help the pupils understand the world in which they live
- To develop a sense of responsibility, consideration for others, self-respect and self confidence
- To promote good relationships between home, school and the local and wider communities

## **6.1 Spiritual Development**

This relates to the quest for individual identity and the search for meaning and purpose in our existence. It leads towards the understanding of self and others. It has to do with feelings, emotions, attitudes and beliefs. It is not linked solely to a particular doctrine or faith and spiritual development is therefore accessible to everyone.

### **6.1.1 Aims for Spiritual Development**

- The ability to listen and be still
- The ability to reflect honestly
- The ability to sense wonder and mystery in the world
- The ability to sense the special nature of human relationships

### **6.1.2 Objectives for Spiritual Development**

To develop the skills of:

- Being physically still, yet alert
- Using all one's senses
- Imagination
- Quiet reflection
- Individual self confidence

## **6.2 Moral Development**

Pupils are encouraged to understand the need for a common code and to follow it from conviction rather than because of sanctions or consequences. At **our school** we work towards an understanding of what is right and wrong. From this basis pupils may develop the ability to make judgements and to become increasingly responsible for their own actions and/or behaviour.

### **6.2.1. Aims for Moral Development**

- To understand the principles lying behind decisions and actions
- To be able to distinguish between right and wrong
- To be able to make decisions, accepting and understanding consequences of their actions
- To move gradually through a 'taught morality' in order to take responsibility for individual moral decisions

### **6.2.2 Objectives for Moral Development**

- To tell the truth
- To respect the rights and property of others
- To help others less fortunate than themselves
- To be considerate to others
- To take responsibility of own actions
- To exercise self-discipline
- To develop high expectations and a positive attitude
- To conform to rules and regulations to promote order for the good of all

## **6.3 Social Development**

This enables pupils to become conscientious participants in their family, class, and school, the local and wider community. Within this there will be a balance of the positive, satisfying elements of belonging to a group or society along with the demands, obligations and cooperation such membership requires.

### **6.3.1 Aims for Social Development**

- To relate positively to others
- To participate fully and take responsibility in class and school
- To use appropriate behaviour across a range of situations
- To work cooperatively with others
- To use own initiative responsibly to understand our place in our family, school and society

### **6.3.2 Objectives for Social Development**

- To share emotions such as love, joy, hope, anguish, fear and reverence
- To be sensitive to the needs and feelings of others
- To work as part of a group

- To interact positively across a range of situations, e.g. clubs, sports activities, visits, church services, musical performances, sports festivals, maths challenge.
- To develop an understanding of citizenship and to experience being a part of a caring community
- To show care and consideration for others e.g. sharing and turn taking
- To realise that every individual can do something well and have something to offer

## **6.4 Cultural Development**

At the heart of cultural development lies the necessity to develop a sense of personal identity, whilst at the same time acquiring awareness, understanding and tolerance regarding the cultural traditions and beliefs of others.

### **6.4.1 Aims for Cultural Development**

- To develop a sense of belonging to pupils' own culture and being proud of their cultural background
- To respond to cultural events
- To share different cultural experiences
- To respect different cultural traditions
- To understand codes of behaviour, fitting to cultural tradition
- To develop a balanced approach to retaining the traditions of our Christian society, whilst perceiving in a positive light the contribution of other cultures, past and present

### **6.4.2 Objectives for Cultural Development**

- Develop an awareness, recognition and appreciation of the Arts, i.e. Music, Art, Drama, Literature etc. in order to appreciate values through expression in the world we live in
- Develop a love for life-learning to continually grow
- Develop an understanding of different cultures and beliefs, including Christianity and Hinduism to appreciate and value diversity
- Appreciate the values and customs of other ethnic and faith groups which make up modern British society, and the world beyond

## **7. ASSESSMENT**

Informal assessment is primarily through observation of pupil behaviour, the views that pupils express, pupil conferencing, P4C and feedback from staff.

## 8. **APPENDICES**

Appendix 1: Year 3 SMSC plan

Appendix 2: Year 4 SMSC plan

Appendix 3: Year 5 SMSC plan



Appendix 4: Year 6 SMSC plan


# APPENDIX 1: YEAR 3 PLAN



## SMSC at Ranvilles Junior School – Year 3



Term	Topic Synopsis	Spiritual ... Moral... Social ... Cultural...	
<p data-bbox="107 523 224 555"><b>Autumn</b></p> 	<p data-bbox="295 523 613 555"><b>Footprints through Time</b></p> <p data-bbox="295 587 913 890">Through the concept of change, the year three children will be challenged to explore the question 'How have people's rights and responsibilities changed over time?' This begins in the context of themselves as they make the transition from Key Stage One to Key Stage Two, settling into a new school and new responsibilities. The children will explore the footprint they have already left of the world and they kind of footprint they wish to leave in the future.</p>	<p data-bbox="931 491 967 523"><b>S</b></p>	<ul data-bbox="1008 491 2123 619" style="list-style-type: none"> <li>• We appreciate the values of the school and know how to conduct ourselves in our new environment.</li> <li>• We explore, have confidence in, and enjoy our own talents and interests, recognising our value and sense of belonging in our school and community.</li> </ul>
		<p data-bbox="931 619 967 651"><b>M</b></p>	<ul data-bbox="1008 619 2123 715" style="list-style-type: none"> <li>• We show respect for other people's talents and interests, even if different from our own.</li> <li>• We are secure in our rights, respect and responsibility within RJS and understand that our actions and behaviours have consequences, both positive and negative.</li> </ul>
		<p data-bbox="931 715 967 746"><b>S</b></p>	<ul data-bbox="1008 715 2123 810" style="list-style-type: none"> <li>• We understand and exercise new responsibilities within our new school context.</li> <li>• We consider our impact on the world and understand the importance of ensuring our footprints have a positive mark on our own and others' lives.</li> </ul>
		<p data-bbox="931 810 967 842"><b>C</b></p>	<ul data-bbox="1008 810 2123 970" style="list-style-type: none"> <li>• We appreciate and show respect for the background and culture of others in our class, asking questions of each other to aid understanding.</li> <li>• We discover the impact that people living in the stone, bronze and iron ages had on our lives today, appreciating how our idea of 'needs and wants' today are different to those times.</li> </ul>
<p data-bbox="107 1002 201 1034"><b>Spring</b></p> 	<p data-bbox="295 1002 595 1034"><b>Champions for Change</b></p> <p data-bbox="295 1066 913 1401">This term the children become 'Champions for Change', as they explore the world of natural disasters and the significant impact they have on the people living around them. Care and rehabilitation is the name of the game as the children step into someone else's shoes in order to develop an understanding and ability to empathise with people less fortunate than themselves; and ultimately concluding an answer to the question 'How can we work together to make a difference on the lives of people around the world?'</p>	<p data-bbox="931 970 967 1002"><b>S</b></p>	<ul data-bbox="1008 970 2123 1161" style="list-style-type: none"> <li>• We show empathy, concern and compassion for and make a positive contribution towards the lives of people less fortunate than us.</li> <li>• We explore how people's faith, beliefs and community can help them when faced with challenging situations.</li> <li>• We investigate the intangible concept of care and hope and how this can motivate people, even in the hardest of times.</li> </ul>
		<p data-bbox="931 1161 967 1193"><b>M</b></p>	<ul data-bbox="1008 1161 2123 1257" style="list-style-type: none"> <li>• We demonstrate respect for other's needs, interests and feelings as well as our own.</li> <li>• We make a difference in the lives of people less fortunate than ourselves.</li> </ul>
		<p data-bbox="931 1257 967 1289"><b>S</b></p>	<ul data-bbox="1008 1257 2123 1353" style="list-style-type: none"> <li>• We participate in activities that have a positive impact on our local community.</li> <li>• We understand and utilise the Ranvilles Roles to enable us to be effective learners and work well as part of a team.</li> </ul>
		<p data-bbox="931 1353 967 1385"><b>C</b></p>	<ul data-bbox="1008 1353 2123 1450" style="list-style-type: none"> <li>• We study the Christian and Jewish faiths, drawing conclusions about the similarities and differences with regards community and worship, to improve our understanding of these faiths and how beliefs influence the lives people lead.</li> </ul>



<b>Summer</b> 	<b>Invaders and Settlers</b> <p>The summer term sees the invasion of the Romans in year three. The children engage in activities that promote the concept of collaboration and effective teamwork, learning from the success of the Romans. Whilst gaining an insight into the lives of people living in Romans times, the children enhance their skills for getting along in group situations in order to create a positive outcome.</p>	<b>S</b>	<ul style="list-style-type: none"> <li>We recognise the need to have the courage of our convictions to achieve what we believe, learning from and reflecting on the actions of people in the past.</li> </ul>
		<b>M</b>	<ul style="list-style-type: none"> <li>We express and commit to live by our personal values, even when something could be considered right by some and wrong by others.</li> <li>We demonstrate an ability to think through the consequences of our own and other's actions.</li> </ul>
		<b>S</b>	<ul style="list-style-type: none"> <li>We explore effective teamwork through developing an understanding others social and personal skills.</li> <li>We understand how our behaviour and attitude has an impact on the successfulness of a group task and adjust our behaviour accordingly.</li> </ul>
		<b>C</b>	<ul style="list-style-type: none"> <li>We examine the cultural influences from the Roman times and the impact they have on the lives of people living in the UK today.</li> </ul>




## APPENDIX 2: YEAR 4 PLAN



### SMSC at Ranvilles Junior School – Year 4



Term	Topic Synopsis	Spiritual... Moral... Social... Cultural...
<b>Autumn</b>  	<p><b>Temples, Tombs and Treasures</b></p> <p>Temples, Tombs and Treasures is an exciting topic in which the year four children explore the concept of power through the lives of people in Ancient Egypt. They discuss the hierarchical system in Ancient Egyptian times and examine their thoughts and opinions linked to how people's rights differed in those times compared with today. Throughout the unit the concept of power is explored in their lives, considering how it can be used to bring about both positive and negative outcomes.</p> <p>The aim of this project is for children to understand how society is formed and how power can affect people and their behaviour. They assess the impact and outcome of their behaviour within a variety of contexts, securing a sense of right and wrong and good moral values.</p>	<b>S</b> <ul style="list-style-type: none"> <li>We give our opinions, based on our beliefs and principles, about events that took place in history, learning lessons from them and applying them to our futures.</li> <li>We are able to think from different people's perspective, showing empathy with characters.</li> <li>We consider and appreciate the intangible concept of truth, love and goodness.</li> </ul>
		<b>M</b> <ul style="list-style-type: none"> <li>We explore the concept of 'right and wrong' and how we behave, taking account of the pressures placed on us in society.</li> <li>We are aware of the consequences of our and others actions.</li> <li>We are confident to express our opinions about moral dilemmas, considering the lessons we can learn from the past.</li> </ul>
		<b>S</b> <ul style="list-style-type: none"> <li>We learn from the past about the differing socio-economic groups and their impact on society.</li> <li>We understand how societies are structured and the importance of the structure to enable the countries to run successfully.</li> </ul>
		<b>C</b> <ul style="list-style-type: none"> <li>We appreciate and celebrate the impact The Ancient Egyptians have on society today and the achievements that they made.</li> <li>We understand the significance of rituals, celebrations and festivals of people in other cultures and other times.</li> </ul>
<b>Spring</b>  	<p><b>Our World, Our Future</b></p> <p>In the project 'Our World, Our Future' the children investigate the concept of identity by learning about the country they live in. They study some of the key turning points for Britain as a country through the arts and history of leisure and entertainment. In addition the pupils develop an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage.</p>	<b>S</b> <ul style="list-style-type: none"> <li>We show commitment to the British society values, showing a determination to challenge people who do not share and respect our countries values.</li> <li>We investigate and explain how we live interdependently in our country.</li> <li>Through the context of sport, we challenge inequality.</li> </ul>
		<b>M</b> <ul style="list-style-type: none"> <li>We enjoy and are keen to find out about other people's values and views.</li> <li>We share our views about moral and ethical issues in our society, justifying our point of view based on personal experience and knowledge and reason.</li> </ul>
		<b>S</b> <ul style="list-style-type: none"> <li>We seek to ensure equality for people in society, regardless of race, religion and gender, and challenge opinions in order to create an inclusive society.</li> <li>We share our views and opinions with others and work towards compromise.</li> </ul>


	<p>By the end of this unit the children have a secure understanding of the country of Britain and its values. They recognise how and what influences their lives and learn to believe in themselves; have big dreams and have a greater awareness of the skills they need to develop to be successful in modern Britain.</p>	<b>C</b>	<ul style="list-style-type: none"> <li>• We show an understanding of the different cultural groups living in the UK and the impact they have on British society.</li> <li>• We explore what it means 'to be British' and the values that we, as a school and country, promote.</li> <li>• We recognise and reflect how society and the lives we live have changed due to a range of cultural influences on music, art, sports and leisure.</li> </ul>
<p><b>Summer</b></p> 	<p><b>The Power of the Sea</b></p> <p>The Power of the Sea is year four's summer term project that examines the concept of Protection and provokes thought in the children's minds with regards the question 'How do we value and respect people who protect us?'</p> <p>Due to the location of the school and the large number of children with parents in the forces, this unit combines local history and locational geography through a focus on Britain's armed forces. A planned trip to the Historic Dockyards in Portsmouth enhances the children's learning opportunities, providing an opportunity to discover and appreciate how the country's protection has changed over the years and as a consequence how they are kept safe in our world today.</p>	<b>S</b>	<ul style="list-style-type: none"> <li>• Through our actions and communications, we demonstrate respect for ourselves and others.</li> </ul>
		<b>M</b>	<ul style="list-style-type: none"> <li>• We recognise that other people in our lives provide us with moral guidance and that we should respect them for the support they endeavour to give.</li> </ul>
		<b>S</b>	<ul style="list-style-type: none"> <li>• In light of studies of other people's contributions to society, we reflect on our own and plan to make a positive difference.</li> <li>• We listen to and act on advice given by others to help us to keep safe.</li> </ul>
		<b>C</b>	<ul style="list-style-type: none"> <li>• We understand that many things influence our cultural heritage and can explain why aspects of Britain and British life are as they are.</li> <li>• We are able to explain how art and literature have significance and meaning in British Culture.</li> </ul>

# APPENDIX 3 – YEAR 5 PLAN



## SMSC at Ranvilles Junior School – Year 5

Term	Topic Synopsis	Spiritual... Moral... Social... Cultural...	
<b>Autumn</b>  	<b>Window on the World</b>  The Autumn Term and the children's journey in year five begins with a project learning about life in Brazil. They compare regions and biomes of Brazil to one another and then to the UK, considering equality and whether children in these different countries have their needs met in the same way. This focuses specifically on our RRR and Safe star, examining and evaluating children's rights to a healthy lifestyle and to be safe. The aim of this project is for children to debate and form their own opinion to answer the question 'Equality – does it truly exist?' They consider people's expected standards of living and whether this is a want or a need, showing empathy for people less fortunate than themselves and aspiring to be the best they can be.	<b>S</b>	<ul style="list-style-type: none"> <li>We empathise with people less fortunate than ourselves and consider steps towards making the world a more equal place to live.</li> <li>We reflect on how lucky we are by considering the lives of people living in poverty, giving thought to how we are able to begin to make a difference in others' lives.</li> </ul>
		<b>M</b>	<ul style="list-style-type: none"> <li>We share our personal views on ethical issues of equality and poverty,</li> <li>We recognise right from wrong and endeavour to debate and offer possible solutions – for example, what should we do if we catch a person stealing food? Take them to the police or the food bank?</li> </ul>
		<b>S</b>	<ul style="list-style-type: none"> <li>We work effectively and cooperatively together when experiencing activities from different cultures to our own.</li> <li>We learn about different faiths, appreciate their beliefs and consider the lessons we could learn from them.</li> </ul>
		<b>C</b>	<ul style="list-style-type: none"> <li>We welcome diversity, developing a greater understanding of the cultures and way of life of people living in different parts of Brazil.</li> <li>We enjoy and learn about traditions of different cultures by participating in activities involving dance and music.</li> </ul>
<b>Spring</b>  	<b>The Great, The Bold and The Brave</b>  The spring term sees year five children exploring the key question 'Does my vote count?'. Through the context of Ancient Greece, the children learn about where democracy began, what it means to live in a democratic country and the impact it had on society in ancient times as well as today. The project launches with the children taking part in the 'Lights, Camera, Action Parliament' competition where they create a new British Law and present it using their ICT skills.  Following on from the study of democracy in Ancient	<b>S</b>	<ul style="list-style-type: none"> <li>We understand the significance of British Values and how the law ensures that people abide by them.</li> <li>We demonstrate our beliefs and personal principles when creating our own laws for the 'Lights, Camera, Parliament' competition.</li> </ul>
		<b>M</b>	<ul style="list-style-type: none"> <li>We have a clear understanding of right and wrong and the moral codes of Britain.</li> <li>With our understanding of the law we are able to make good decisions when faced with moral dilemmas.</li> </ul>
		<b>S</b>	<ul style="list-style-type: none"> <li>We know some of the laws of British society; explore their context and recognise why it is important that laws are followed by all people.</li> <li>We adopt the appropriate behaviour depending on the situation.</li> </ul>



	<p>Greece, the children explore and develop an understanding of Parliament and democracy in Britain. This learning is then extended to Britain and Greece's role in the European Union.</p> <p>Through this unit of work the children understand that they have rights and that their voices should be heard. They are able to explain democracy and understand how and why countries and Governments are run the way they are.</p>	<b>C</b>	<ul style="list-style-type: none"> <li>• We understand our British Democratic Parliamentary system, recognising its role in shaping our country and future.</li> <li>• We recognise the value of the actions and achievements of people living in the past and different cultures and how they worked towards the creation of democracy.</li> </ul>
<p><b>Summer</b></p> 	<p><b>Survival of the Best</b></p> <p>'How do we persevere when faced with challenging situations?' is the key question that year five explore in the summer term. Through the Anglo-Saxon and Viking invasion of Britain, the children investigate the concept of resilience, learning from historical society how they can persevere even when situations are challenging.</p> <p>During the term, the children learn about what life was like in Anglo-Saxon and Viking times; geographically studying their native countries as well as their methods and reasons for the invasion of Britain. From this they take the value of resilience and apply it to their own lives through work with the Green Safe Star and science, in preparation for moving into year six, their final year at Ranvilles Junior School.</p>	<p><b>S</b></p> <p><b>M</b></p> <p><b>S</b></p> <p><b>C</b></p>	<ul style="list-style-type: none"> <li>• We persevere, focusing on our personal values and beliefs, to strive to be the best we can be.</li> <li>• We analyse the behaviour of people from different religions and cultures, considering the values, beliefs and principles they possess.</li> <li>• We explore the concept of invasion and consider the impact it has on the lives of other people, debating as to when it could be deemed right or wrong.</li> <li>• We look for evidence to support our viewpoint as well as considering the impact of first impressions.</li> <li>• We demonstrate resilience, even when faced with challenging social, emotional and academic situations.</li> <li>• We use the Ranvilles Roles to support our team work, rehearsing the different roles and the actions that are important to that role to bring about a positive outcome.</li> <li>• We are introduced to the Islamic faith, developing an understanding of another cultures values and beliefs.</li> <li>• We show respect for the beliefs of others and reflect on these values and principles and how they are informative to or relevant to our lives.</li> </ul>


# APPENDIX 4 – YEAR 6 PLAN



## SMSC at Ranvilles Junior School – Year 6



Term	Topic Synopsis	Spiritual... Moral... Social... Cultural...	
<p data-bbox="107 427 232 454"><b>Autumn</b></p> 	<p data-bbox="259 427 645 454"><b>Different People, Similar Lives</b></p> <p data-bbox="259 491 909 853">In this unit of work the children explore the reasons for conflict on a personal and global scale, exploring the question of 'Is it right to fight?' History and World War Two leads the learning in year six this term, enabling the children to develop a great understanding, through a range of engaging learning opportunities, as to what it was like to live in wartime Britain. They explore the causes of conflict, how it affects people's lives, how they coped and how it finally ended. Conflict on a personal scale is then examined in relation to the children's experiences of the concept, developing their skills for resolving conflict peacefully.</p> <p data-bbox="259 890 909 1070">By the end of this topic the children have developed a greater understanding behind the concept of conflict both in their own lives and throughout the world. They are able to explain some of the reasons for why conflict occurred throughout history and why it continues to occur today.</p>	<p data-bbox="936 397 972 424"><b>S</b></p>	<ul data-bbox="1012 397 2128 550" style="list-style-type: none"> <li data-bbox="1012 397 2128 454">• We are able to empathise, show concern and compassions for people living in times and places of conflict.</li> <li data-bbox="1012 461 2128 518">• We reflect on the conflict in our lives, considering how it can be eradicated by the choices, values and beliefs that we uphold.</li> <li data-bbox="1012 525 2128 550">• We explore and analyse the intangible concepts of conflict, innocence and ignorance.</li> </ul>
		<p data-bbox="936 557 972 584"><b>M</b></p>	<ul data-bbox="1012 557 2128 694" style="list-style-type: none"> <li data-bbox="1012 557 2128 614">• We are able to distinguish between right and wrong, exploring the possible choices we could make and the pressures that are placed upon us to make these choices.</li> <li data-bbox="1012 620 2128 694">• We demonstrate an understanding of the need to explore the choices and learn from our experiences and mistakes to make a better choice next time.</li> </ul>
		<p data-bbox="936 700 972 727"><b>S</b></p>	<ul data-bbox="1012 700 2128 853" style="list-style-type: none"> <li data-bbox="1012 700 2128 790">• We explore and understand how different societies function and use this information to make judgements about why conflict has occurred, whilst simultaneously considering how different actions could bring about more harmonious outcomes.</li> <li data-bbox="1012 796 2128 853">• We reflect on our contribution to our learning environment and the wider world, considering how we can make a more positive contribution to these societies.</li> </ul>
		<p data-bbox="936 860 972 887"><b>C</b></p>	<ul data-bbox="1012 860 2128 1106" style="list-style-type: none"> <li data-bbox="1012 860 2128 949">• We examine other religions and consequential beliefs and values of the people living in our society, enabling us to understand their perspective on life and behaviour in our community.</li> <li data-bbox="1012 956 2128 1106">• We explore how the media influences our and others thoughts and opinions about other cultures and challenge unacceptable behaviour.</li> </ul>
<p data-bbox="107 1142 210 1169"><b>Spring</b></p> 	<p data-bbox="259 1142 515 1169"><b>In Search of Justice</b></p> <p data-bbox="259 1206 909 1355">Spring term finds year 6 in search of an answer to the question 'Is it possible to break the cycle of injustice?' Learning begins with a study of the life of Nelson Mandela, hearing about his life first hand from one of his personal bodyguards. Apartheid in South Africa is</p>	<p data-bbox="936 1112 972 1139"><b>S</b></p>	<ul data-bbox="1012 1112 2128 1249" style="list-style-type: none"> <li data-bbox="1012 1112 2128 1169">• We challenge discriminative viewpoints expressed through the actions of society, focusing specifically on racism and injustice.</li> <li data-bbox="1012 1176 2128 1249">• We show courage when in challenging situations, expressing our opinion based on our personal beliefs and values.</li> </ul>
		<p data-bbox="936 1256 972 1283"><b>M</b></p>	<ul data-bbox="1012 1256 2128 1380" style="list-style-type: none"> <li data-bbox="1012 1256 2128 1313">• We readily express our informed views on moral and ethical issues, such as racism and social injustice.</li> <li data-bbox="1012 1319 2128 1380">• We explore and explain other cultures moral codes, even when they conflict with our own codes.</li> </ul>

	<p>explored and the children learn about and from Nelson Mandela about forgiveness as well as the impact their beliefs and moral values can have on society. A historical case study of Benin (West Africa) follows, examining and drawing conclusions using sources as to whether society in those times was free from discrimination.</p> <p>The aim of this project is to open children's eyes and minds to the human rights they have and how these can be exploited across the world. The children will learn to empathise with, debate about and suggest solutions to the social injustice in the world.</p>	<p><b>S</b></p>	<ul style="list-style-type: none"> <li>We are able to adopt the appropriate behaviour dependent upon the social context – e.g. with visiting speakers, with each other, when presenting, when sharing a conflicting opinion.</li> <li>We value other people's rights and responsibilities within the society they live in.</li> </ul>
		<p><b>C</b></p>	<ul style="list-style-type: none"> <li>We appreciate cultural diversity. We respect others values and beliefs and challenge racist viewpoints.</li> <li>We are aware of some of the great achievements of Nelson Mandela, valuing the impact his actions have on life today.</li> </ul>
<p><b>Summer</b></p> 	<p><b>Gateways to the World</b></p> <p>The final term at Ranvilles Junior School prepares children for their transfer to Secondary School. Through the concept of Enterprise, the children lead our fundraising summer fair event; designing, creating and running the stalls in a bid to make a difference to the education of the children at Ranvilles Junior School.</p> <p>Through a study on North America, they secure their understanding what it means to be safe – both emotionally, physical and mentally. The children develop and are equipped with the skills needed to be successful in the next stages of their learning as well as in life in modern day Britain.</p>	<p><b>S</b></p>	<ul style="list-style-type: none"> <li>We reflect on our experiences at Ranvilles Junior School, and are confident to move into the next steps of our education.</li> <li>We understand how we change and develop physically, mentally and emotionally.</li> </ul>
		<p><b>M</b></p>	<ul style="list-style-type: none"> <li>We make a valuable contribution and give back to the school by raising money at the school fair.</li> <li>We act in a considerate and understanding manner when discussing our next stages in life.</li> </ul>
		<p><b>S</b></p>	<ul style="list-style-type: none"> <li>We participate in activities that support and enhance our school through the leading of the summer fair.</li> <li>We take responsibility for organising the summer fair for the rest of the school and local community to enjoy.</li> </ul>
		<p><b>C</b></p>	<ul style="list-style-type: none"> <li>As we look forward in our lives, we explore how people of different faiths look forward and how they celebrate such occasions.</li> </ul>