

Wrington Church of England Primary School

Spiritual, Moral, Social and Cultural Development Policy

Definition

At Wrington Primary School the promotion of pupils' spiritual, moral, social and cultural education is considered to be a central pillar in the work of the school. Spiritual, Moral, Social and Cultural Development is promoted not only through all the subjects of the curriculum but also through the ethos of the school and through the development of positive attitudes and values. This policy supports and reinforces the aims of our school, valuing all children and staff equally and as individuals.

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.

Introduction

1.1 At Wrington Primary we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of their cultures.

1.2 The National curriculum has two aims:

- to provide opportunities for all pupils to learn and to achieve.
- to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and expectations of life.

1.3 These two aims reinforce each other. SMSC plays a significant part in ability to learn and to achieve. All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development.

1.4 Christian values, principles and spirituality will be explored throughout the curriculum. The integrity and spirituality of other faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views.

1.5 All adults will model and promote expected behaviour, treating all people as valuable individuals and showing respect for pupils and their families. Children should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

1.6 Children should understand the need for rules and the need to abide by rules for the good of everyone. Our school rules reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupil's work and achievements.

1.7 All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in the teacher's planning and learning resources.

Aims of S.M.S.C.

2.1 To ensure that everyone connected with the school is aware of our values and principles.

2.2 To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.

2.3 To ensure that a child's education is set within the context that is meaningful and appropriate to their age, aptitude and background.

2.4 To ensure that children know what is expected of them and why.

2.5 To give each child a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.

2.6 To enable children to develop an understanding of their individual and group identity.

2.7 To enable children to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.

2.8 To give each child the opportunity to explore social and moral issues and develop a sense of social and moral responsibility.

Teaching and learning

3.1 Spiritual Development – As a school we aim to provide learning opportunities that will enable children to:

- Sustain their self-esteem in their learning experience
- Develop their capacity for critical and independent thought
- Foster their emotional life and express their feelings
- Experience moments of stillness and reflection
- Discuss their beliefs, feelings, values and responses to personal experiences
- Form and maintain worthwhile and satisfying relationships
- Reflect on, consider and celebrate the wonders and mysteries of life.

3.2 Moral Development – as a school we aim to provide learning opportunities that will enable children to:

- Recognise the unique value of each individual.
- Recognise the challenge of religious teaching particularly that of Jesus.
- Listen and respond appropriately to the views of others.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others
- Distinguish between right and wrong
- Show respect for the environment
- Make informed and independent judgements

3.3 Social Development – as a school we aim to promote opportunities that will enable pupils to: Develop an understanding of their individual and group identity.

Learn about service in the school and wider community

Begin to understand the need for social justice and a concern for the disadvantaged.

3.4 Cultural Development – as a school we aim to promote opportunities that will enable pupils to:

- Recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society.
- Recognise Christianity as a world wide faith.
- Develop an understanding of their social and cultural environment.

3.5 Development in SMSC will take place across all curriculum areas. SMSC has particularly strong links to Religious Education, Collective Worship and Personal, Social, Health & Citizenship Education. Within all curricular activities, children will be encouraged to reflect on the significance of what they are learning, to recognise any challenges to their own attitudes and lifestyle and to recognise a spiritual dimension to their lives.

3.6 All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

3.7 Through classroom discussions we will give the children opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs
- Speak about difficult events, e.g. bullying, death etc
- Share thoughts and feelings with other people
- Reflect on British values
- Explore relationships with friends/family/others
- Consider the needs and behaviour of others
- Show empathy
- Develop self-esteem and a respect for others
- Develop a sense of belonging
- Develop the skills and attitudes that enable children to develop socially, morally, spiritually and culturally e.g. empathy, respect, open-mindedness, sensitivity, critical awareness etc.

3.8 Many curriculum areas provide opportunities to:

- Listen and talk to each other
- Learn an awareness of treating all as equals, accepting people who are different because of physical and learning difficulties.
- Agree and disagree respectfully
- Experiencing good role models
- Take turns and share equipment
- Work co-operatively and collaboratively

Practical activities to develop SMSC will include:

- Working together in different groupings and situations
- Encouraging the children to behave appropriately at meal times.
- Taking responsibility e.g. class monitors, lunch monitors, register monitors, assembly monitors, cloakroom monitors, delivering messages and looking after younger children.
- Encouraging teamwork in PE and games
- Activities to promote British Values eg elections, rule of law, national anthem
- Appreciation of and respect for the work and performance of other children regardless of ability.
- Hearing music from different composers, cultures and genres e.g. in music for reflection time at the start/end of collective worship.
- Meeting people from different cultures and countries
- Participating in a variety of different educational visits
- Participation in live performances
- Use of Collective Worship themes to explore important aspects of our heritage and other cultures e.g. festival days, the patron saints and global events.
- Studying literature and art from different cultures supported by visits from writers and artists and participating in workshops
- Opportunities for the children to hear and see live performances by professional actors, dancers and musicians.
- Opportunities to make and evaluate food from other countries
- Opportunities in music to learn songs from different cultures and play a range of instruments including steel pans and samba
- Studying the contributions to society that certain famous people have made

4 Links with the wider community

- Visitors are welcomed into our school
- Links with the local church (All Saints') and chapel (URC) are fostered. Members of the clergy take collective worship once a week and a Christian group lead 'Open the Book' for both Key Stages weekly. We hold church days when the school visits All Saints' for curriculum work within a Christian context.
- Visits to Wells cathedral are arranged to support the understanding of a wider Christian community eg Y6 Leavers day.
- The school supports the work of a variety of charities such as Somewhere to Go, Send a Cow, Toilet Twinning, Comic relief, Crisis response eg Tsunami etc.
- The diversity of Britain is embraced through links with other schools through competitions, shared activities (eg arts celebrations), visits to Bristol and London as well as welcoming a variety of people from all faiths and none to school for a variety of religious and secular activities.
- We have an international week and are working towards the International award. We have links with other schools in Luhimba, South Africa and USA.
- The development of strong home-school links is regarded as very important, enabling parents and teachers to work in an effective partnership to support the children.
- Children will be taught to appreciate and take responsibility for their local environment.
- Liaison with the Churchill Cluster and beyond, to support the primary curriculum and effective transition, takes place regularly.

5. Monitoring and Evaluation

Provision for SMSC is monitored and reviewed on a regular basis. This is achieved by:

- Monitoring of teaching and learning and work scrutiny by RE/Collective Worship/PSHE co-ordinator/ /head teacher/governors (including Foundation Governors).
- Regular discussions at staff and governors' meetings
- Audit of policies
- RE/PSHE/CW development and, when relevant, inclusion in the School Improvement Plan.
- Sharing of classroom work and practice

6. Inclusion

The aims and motto of our school, enabling each child to...."flourish and aspire" reflects our ethos of valuing individuality. We are committed to equality of opportunity regardless of race, cultural background, ability or any physical or sensory disability. We believe that all pupils have a right to experience a real environment in which they can learn that people are not all the same. We are passionate supporters of inclusion.

7. Implementation of Policy

The implementation of this policy and the planning and teaching of SMSC is the responsibility of all staff. The co-ordinator for SMSC is the Headteacher. The governor responsible for SMSC is the Foundation Governor.

Related Policies and Documents

- **Behaviour for Learning Policy**
- At Wrington we believe that helping children develop positive attitudes that will enable them to become kind, responsible, hardworking citizens is our most far-reaching role. We create overt opportunities for development of their self esteem and work with parents to ensure children grow up with a positive sense of self worth, aware of their rights and responsibilities in a community.
- **Anti-bullying Policy**
- Wrington C.E Primary School will not tolerate any form of bullying. We believe that pupils and staff have the right to learn in an affirming and safe environment which promotes positive personal growth and self-esteem for all.
- **Safeguarding and Child protection Policy**
- **The Single Equality Scheme**
- **The Health and Safety Policy**
- **The Special Educational Needs Policy**
- **The Gifted and Talented Pupil Policy**
- **E-Safety and Internet Acceptable Use Policies**

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