

Spiritual, Moral, Social and Cultural Development Policy

Committee	Foundation Governors
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Celebrate learning, Achieving and Friendship in God's Love

Core Values: Love, Hope, Trust, Respect

Introduction

In developing this policy, the school has taken into account section 78 of the Education Act (2002) which requires schools, as part of a broad and balanced curriculum, to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Spiritual, moral, social and cultural development (SMSC), are closely interconnected as they relate to matters of self, others, beauty and beyond. We affirm that 'If the spiritual is properly and fully addressed, the moral, social and cultural will fall into place more easily' (Alan Brown. National Society).

We recognise that progress in all areas of SMSC depends on developing these spiritual areas within pupils:

- Spiritual Capacities: recognition that all human beings are capable of spiritual growth through capacities such as self-awareness, reflection, empathy, imagination and creativity
- Spiritual Experiences: ways in which pupils can encounter the spiritual dimension of life
- Spiritual Understanding: the need to make sense of the spiritual experiences encountered
- Spiritual responses: how this experience and understanding impacts and shapes the way in which we live our lives.

At Waterhouses CE (VC) Primary School the promotion of pupils' spiritual, moral, social and cultural development lies at the heart of the curriculum, and is promoted through all the subjects of the curriculum, through the character of the school and its collective worship within a framework of positive attitudes and Christian values. We seek to offer an education, which is based on the belief that each individual is unique and valuable.

Our Vision

We aim to provide a stimulating, creative and inclusive learning environment based on Christian principles in which all children will thrive and achieve the best that they possibly can. We embrace Christian values and ensure all children are ready for their next steps.

Aims

- to promote the pupils' spiritual, moral, social and cultural development to enable them to thrive in a supportive, cohesive learning community.
- to provide a Christian environment which will enable pupils to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To enable pupils to develop an understanding of their individual and group identity, to relate positively to others and participate fully in school and community life, and to take personal responsibility for their actions.
- To enable pupils to develop an understanding of their social and cultural environment and an appreciation, understanding and respect for different cultures.
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility, including being able to distinguish right from wrong.

At Waterhouses CE (VC) Primary School 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 empathize with others as well as giving them the confidence to provide their opinions and

develop their own view points. Teachers outline the areas in which they will meet SMSC objectives in their medium term planning.

We use the Values for Life materials across school and closely link SMSC with our PSHE scheme of work.

SPIRITUAL DEVELOPMENT

Spirituality is a search for meaning and purpose in life through an awareness of inner feelings, beliefs and experiences. It relates to dimensions of life not necessarily experienced through physical senses, but to do with feelings, emotions, attitudes and beliefs. The term spiritual need not be synonymous with religious.

Spiritual aims

- to provide an approach to teaching which embodies clear Christian values and enables pupils to gain understanding through reflection on their own and other people's lives and beliefs.
- to explore beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values
- to create a sense of enjoyment and fascination in learning about themselves, others and the world around them.
- to create an environment that encourages use of imagination and creativity within learning
- to foster a willingness to reflect on their experiences.
- To develop a sense of belonging through relationships and with the wider school community and Diocesan family.

Ways in which the school promotes spiritual development include through:

- collective worship which is highly valued and gives opportunities for awe and wonder and time for silent reflection.
- Religious Education
- explicit Christian values clearly linked with Jesus' teaching and the Bible
- opportunities to be curious and to express feelings of delight and wonder (science investigations, wonders of science, new life, visits, the outside environment and landscape, through art and music)
- a strong sense of celebration showing the school is vibrant and 'alive'
- opportunities to empathise and consider the viewpoints of others, (debates, drama activities, discussing feelings and empathising with characters in familiar stories)
- opportunities to consider how a belief can change people's lifestyles, (R.E, investigating communities and faiths, historical case studies)
- discussing what they think they have achieved and what they need to do to be successful in the future, (self-assessment, target setting activities)
- emphasising the importance of friendships
- participating in collaborative group work
- opportunities to explore their feelings and emotions within a planned, safe and secure environment
- nurture of gifts and talents of all, promoting participation in extra-curricular activities

MORAL DEVELOPMENT

Moral development concerns the ability to make judgements about behaviour and actions. It refers to knowledge, understanding, values and attitudes in relation to what is right or wrong. Pupils explore, understand and recognise Christian values.

Moral aims

- to enable pupils to talk about their own attitudes and take responsibility for their own actions
- to set guide-lines to govern personal behaviour, based on explicit Christian values
- to teach the principles which distinguish right from wrong
- to allow individuals to understand the long and short-term consequences of their actions for themselves and others
- to develop the ability to apply insights to significant social, moral and political issues affecting individuals and communities

Ways in which the school promotes moral development include through:

- Collective Worship which is rooted in Christian values and regarded as vital to school
- Codes of conduct and class rules, agreed with children and displayed in the classroom
- A strong focus on 'behaviour for learning' through our positive Steps to Success behaviour scheme.
- Clear and consistent rewards and sanctions that children understand and believe to be fair.
- Activities that enable pupils to give opinions and show their values e.g. through circle time and PSHE lessons
- Discussing the choices made by the pupils and others and the resulting outcomes (character studies, studies of historical figures).
- communications which are open and truthful at all levels and where integrity is important
- role models who are fair, respect everyone and keep promises

SOCIAL DEVELOPMENT

Social development refers to the abilities and qualities that pupils need to play a full and active part in society. It also relates to the growth of knowledge and understanding of society in all its aspects. Moral and social development are closely related

Social aims

- to provide pupils with opportunities to develop a range of social skills in different contexts, including interaction with pupils from different religious, ethnic and socio-economic backgrounds
- to allow pupils to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- to encourage pupils to relate positively to others, and to take responsibility and initiative in many areas of school and community life.
- To develop pupils' understanding of fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain (see **Waterhouses CE (VC) Primary British Values policy**).

Ways in which the school promotes social development include through:

- opportunities for pupils to take increasing responsibility (play leaders, friendship/reading buddies, house captains, class and school council)
- opportunities for pupils to work collaboratively in pairs or groups.
- encouraging pupils to be independent in their learning
- opportunities to provide for pupils to take part in competition and fair play.
- A sense of community and inclusion rooted in Christian values.
- After school clubs, sporting, drama and music activities
- exploring new social horizons through visits, visitors, residential visits and cluster schools activities
- involving pupils in fund raising and charity activities.

CULTURAL DEVELOPMENT

Cultural development refers to the development of knowledge and understanding of differing cultural beliefs, customs and traditions. It is an increasing appreciation of the systems of values and attitudes which form the basis of identity and cohesion within societies and groups.

Cultural aims

- to encourage appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
- To develop an understanding and appreciation of cultural diversity as an essential element of their preparation for life in modern Britain
- to offer an authentic and real representations of cultures throughout the curriculum, without racial or cultural stereotyping
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- to encourage a willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- to develop and interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Ways in which the school promotes cultural development include through:

- pupils exploring and experiencing their cultural heritage and participating in cultural activities
- developing and understanding and appreciation of cultures other than their own (Kenya school partnership, modern foreign language study, visitors and visits, RE, history and geography learning, research, reading)
- Studies of a different lifestyle including different food, dress, festivals and places of worship.
- Pupils talking about their own interests and achievements and sharing in the interests of others
- The school's hospitality, openness and a willingness to learn from one another.

Pupil Voice

The term 'Pupil Voice' describes how pupils give their input to what happens within the school and classroom. Our desire is for pupils to know that their expertise, opinions and ideas are valued in all aspects of school life. Pupil Voice permeates all levels of our work together, from pupils participating in small group classroom conversations to students establishing procedures, events and contributing to the overarching ethos of the school.

Equality

All pupils will have equal access to the curriculum.

Monitoring and review

The planning and coordination of SMSC are the responsibility of the RE/Worship subject leader, who also supports colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a strategic lead and direction for SMSC.