



## POLICY FOR THE PROMOTION OF SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT (SMSC)

**Reviewed:** Autumn 2017

**Next review:** Autumn 2019

**Signed on behalf of the P&S Committee**

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### **Definition**

At West Tytherley CE Primary School the promotion of pupils' spiritual, moral, social and cultural education is considered to be 'a whole school issue'. Spiritual, Moral, Social and Cultural Development is promoted not only through all the subjects of the curriculum but also through the Christian ethos of the school, through the development of positive attitudes and values and providing time for reflection.

By promoting our pupils' SMSC development this encompasses the promotion of British Values.

This policy supports and reinforces the aims of West Tytherley CE Primary School, valuing all children and staff equally and as individuals. The promotion of a child's SMSC development is clearly demonstrated through our school's core Christian values of Care, Trust, Respect and Responsibility; and is reflected through everyday interactions and relationships.

### **Principles**

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 to grow into active citizens who make a positive contribution to their society and are able to live fulfilled successful lives. Spiritual, Moral, Social and Cultural Development is cross curricular and promotes the aims and principles of the policies for PSHCE (Personal, Social, Health and Citizenship Education), RE, Drug Education, Safeguarding, Relationships and Sex Education, Race Equality, Disability and Equal Opportunities. These policies all underpin our curriculum model by putting the child at the centre of all we do.

It is an expectation at West Tytherley CE Primary 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. active learning strategies, development of learning to learn skills through BLP, enquiry led learning, discussion, reflection, P4C sessions (to be implemented from Spring 2017), pupil participation, circle time, collective worship 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 members of our school community.

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

West Tytherley CE Primary School aims to deliver a broad and balanced curriculum that:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school
- prepares pupils for the opportunities, responsibilities and experiences of adult life
- promotes respect and consideration for differences in gender, race, faith and ability
- helps each pupil achieve across all areas of the curriculum
- develops the individual strengths of all pupils challenging and supporting as appropriate
- inspires and stimulates pupils in order to foster a love of learning and enquiry
- helps pupils become independent learners equipping them with life skills in order for them to take a successful place in a fast changing society
- ensures there is continuity and progression in skills, knowledge and understanding in all areas of the curriculum
- develops respect for religious and moral values and understanding of other races, religions and ways of life
- helps pupils understand the world in which they live
- develops a sense of responsibility, consideration for others, self-respect and self-confidence
- promotes good relationships between home, school and the local and wider communities

## **Spiritual Development**

Spiritual Development relates to the quest for individual identity and the search for meaning and purpose in our existence. It leads towards the understanding of relationships with self, others, the world and the beyond. It has to do with feelings, emotions, attitudes and beliefs. It is not linked solely to a particular doctrine or faith so spiritual development is therefore accessible to everyone. Spiritual development is the development of the non-material element of a human being which animates and sustains us and, depending on our point of view either ends or continues in some form when we die.

Andrew Rickett developed a useful model to help teachers support children's thinking about spirituality. This is developing our understanding of our relationship with ourselves (mirror moments); our relationship with others (door moments); our relationship with the world around us (window moments) and our relationship with the beyond (candle moments). This model allows teachers to plan for spirituality within the curriculum, ensuring it is both planned for and progressive.

### **Aims for Spiritual Development**

To develop the ability to:

- listen and be still
- reflect
- develop an understanding of oneself – self-awareness
- sense wonder and mystery in the world
- sense the special nature of human relationships
- ask big questions and think about meaning and purpose of existence

### **Objectives for Spiritual Development**

To develop:

- the skill of being physically still, yet alert
- the skill to use all senses
- imaginative and creative thinking
- the skills of reflection and find times for quiet reflection throughout the school day
- individual self-awareness, self-confidence, self-belief and self-worth

### **Pupils' spiritual development will be shown by their:**

- beliefs, religious or otherwise, which inform their perspective on life, and their interest in and respect for different people's faith, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

## **Moral Development**

Pupils are encouraged to understand the need for a range of accepted values in society and to follow these values from conviction rather than because of sanctions or consequences. At West Tytherley CE Primary 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.

### **Aims for Moral Development**

- Understand the principles lying behind decisions and actions – making the right choices
- Be able to distinguish between right and wrong and explain these in terms of rights and responsibilities
- Be able to make decisions, accepting and understanding consequences of their actions
- Move gradually through a 'taught morality' to taking responsibility for their own moral decisions
- Recognise legal boundaries and, in so doing, respect the civil and criminal law of England

### **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 and respect and appreciate the views and opinions of others
- To take responsibility for their own actions
- To exercise self-control and self-regulation
- To develop high expectations and a positive attitude
- To conform to rules and regulations to promote order for the good of all
- To follow the school's behaviour policy
- To investigate and offer reasoned views about moral and ethical issues

### **Pupils' moral development will be shown by their:**

- ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives
- understanding of the consequences of their actions
- interest in investigating and offering reasoned views about moral and ethical issues and being respectful of the opinions of others when they differ

## **Social Development**

The quality of our relationships defines the kind of people we are and, ultimately, the kind of world we live in. Social development enables pupils to become conscientious participants in their family, class, and school, the local, wider and global community. Within this there should 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.

### **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 their place in our family, school and society

### **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, residential, church services, music festivals etc.
- To develop an understanding of citizenship and 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
- To recognise that we are all unique and special

### **Pupils' social development will be shown by their:**

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of social settings, by volunteering, co-operating well with others and being able to resolve conflicts effectively
- interest in, and understanding of, the way communities and societies function at a variety of levels
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- willingness to participate fully, and contribute to school life

## **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.

Through developing cultural understanding, children explore the richness of cultures around the world, celebrating the diversity of this and of British society.

### **Aims for Cultural Development**

- To develop a sense of belonging to pupils' own culture and being proud of their own cultural background
- To experience and 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 British society, whilst perceiving in a positive light the contribution of other cultures, past and present

### **Objectives for Cultural Development**

- To develop an awareness, recognition and appreciation of the Arts (i.e. Music, Art, Drama, Literature etc).
- To develop a love for learning
- To develop an understanding of different cultures and beliefs
- To appreciate the values and customs of other ethnic and faith groups which make up modern British society, and the world beyond
- To develop the ability to value these independently

### **Pupils' cultural development will be shown by their:**

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- understanding and appreciation the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- interest in exploring, understanding and respecting 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.

## **SMSC in the curriculum**

Development in SMSC will take place across all curriculum areas. SMSC has particularly strong links to Religious Education, Philosophy for Children, Collective Worship and Personal, Social, Health and 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.

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

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, eg bullying, death etc
- share thoughts and feelings with other people
- 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).

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
- experience 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)
- developing leadership skills (e.g. Play Leaders, School Council, Sports and House Captains)
- encouraging teamwork in PE and games

- appreciation of and respect for the work and performance of other children regardless of ability
- hearing music from different composers, cultures and meeting people from different cultures and countries
- participating in a variety of different educational visits and residential
- participation in live performances and productions
- use of collective worship themes to explore important aspects of our heritage and other cultures, e.g. festival days, patron saints and national celebrations, 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
- participation in traditional dancing as well as dance from other cultures
- 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

### **Links with the wider community**

- Visitors are welcomed into our school
- Links with the St Peter's Church are fostered
- Visits to places of worship of other faiths will be arranged to support the understanding of different faiths and cultures.
- The school supports the work of a variety of charities.
- Children will be taught to appreciate and take responsibility for their local environment.
- Liaison with local secondary schools to support the primary curriculum and ensure effective transition at the end of Year 6.

### **Implementation of the policy**

The implementation of this policy and the planning and teaching of SMSC (incorporating British values) is the responsibility of all staff.

### **Other related policies and documents**

- Curriculum Policy
- British Values Statement
- Collective Worship
- Values
- Vision