



West Tytherley CE Primary School

Spiritual, Moral, Social and Cultural Policy

Reviewed: Autumn 2014

Next Review: Autumn 2016

Signed on behalf of the Governing Body

Amy Byam

Date: 4th November 2014

STATEMENT OF INTENT

As a Church of England school, the context of our SMSC policy lies in Christian values, which are central to the ethos of the school.

It is our policy to take an active approach in the development of spiritual, moral, social and cultural aspects of our pupils' education so as to support and educate the whole child. The policy is reinforced by many of our other policies, particularly those concerned with behaviour, equal opportunities and personal social and health education.

Definitions

The following definitions are used within the context of this policy: -

Spiritual development: This can be defined as personal development relating to the spirit or soul and the intangible. It does not necessarily relate to physical nature or matter and is not synonymous with religious education – although religious education and collective worship can be a major vehicle for the delivery of spiritual matters. The spirituality we promote is Christian in nature.

Moral development: This can be defined as personal development relating to human behaviour, especially the distinction between good and bad, right and wrong

Social development: This can be defined as a personal development concerned with living in a community rather than alone, and managing social relations

Cultural development: This can be defined as personal development concerned with the total

of inherited ideas, beliefs, values and knowledge which constitute the shared basis for social action.

Aims

The ethos of our school is such that all people who come into our school, whether staff, pupil, parent or visitor, are valued as individuals in their own right. They should set, and be entitled to expect from others, good standards of behaviour, marked by respect and responsibility.

The role model standards will be agreed and practised by the Headteacher and all staff in order to set an effective example for our children. However, we must recognise that the children's development will be affected by many factors other than those that the school itself provides. These include maturity, personality, gender, family, peer group, ethnicity, cultural background and more generally the moral, spiritual and cultural climate of our society and of the communities to which they belong.

Through religious education and acts of Collective Worship, children will be introduced to a broad spectrum of beliefs. They will be encouraged to value other people's opinions and develop a questioning mind across a wide area of the curriculum.

Planning

In planning lessons teachers are aware of the need to ensure there are opportunities for spirituality and reflection as well as for thinking and learning skills.

Spiritual Development

Planned opportunities for spiritual development in all subjects can be seen across the school. Children are given opportunities to reflect upon the meaning of spiritual experiences. Examples of experiences commonly regarded as spiritual include:

- Curiosity and mystery
- Awe and wonder
- Connection and belonging
- Heightened self-awareness
- Prayer and worship
- Deep feelings of what is felt to be ultimately important
- A sense of security, well-being, worth and purposefulness

These can occur during any part of the school day, eg when listening to music, discussing the care needed for animals, exercising empathy or creativity, how we live, contemplating the future, as well as through corporate acts of worship and prayer in school.

Links with the Church are fostered through involvement with local churches and the Diocesan Board of Education.

Moral/Social Development

It is important that children are given clear guidance as to what constitutes unacceptable behaviour, so that they can develop a moral code of their own that is socially acceptable. With this in mind each class works together at the beginning of each academic year to create a Class Charter. All members of the classroom, including adults sign this and it is referred back to regularly throughout the year.

Older children are encouraged to provide positive role models for each other and for younger children.

The school values all children:

- Telling the truth
- Keeping promises
- Respecting the rights and property of others
- Acting considerately towards others
- Helping those less fortunate and weaker than ourselves
- Taking personal responsibility for one's actions
- Showing self-discipline

The school rejects:

- Bullying
- Cheating
- Deceit
- Cruelty
- Irresponsibility
- Dishonesty

Teachers always discuss with their classes a code of conduct for the classroom based on the values held by the school. We will teach the children to care for themselves and each other; show respect and consideration to each other; trust themselves and those around them; be aware of their own actions, take responsibility for themselves, each other and their environment. We will help the children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable. This is done through worship, circle time, Social Skills groups and PHSE (SEAL) sessions. We are interested in the development of the whole child and will endeavour to raise their self-esteem through praise and support.

Cultural Development

Children should be made aware of the diversity of other cultures both within modern Britain and throughout the world. This can be done through music, PE, art and many other curriculum areas. This is shown in our curriculum plans.

When children first come into school a lot of time is spent in learning to co-operate together. This continues across the whole school, learning through play activities, in a variety of groupings, through controlled activities and by observing the way that the staff work together. We also value the family from which our children come and our strong links with parents encourage the child to see that we are working in co-operation with their parents.

By starting with a pupil's own culture and recognising the school's own traditions, children are encouraged to understand, respect and value the diversity of beliefs and cultures that exist within the school. Visitors are welcomed into school and this helps to develop a greater appreciation and respect for different traditions and cultures beyond the school.