



St Mary's C of E Primary School Spiritual, Moral, Social and Cultural (SMSC) Policy – Autumn 2018

Rationale

The spiritual, moral, social and cultural development of the child is recognised as being of fundamental importance for the education of all children by all staff, governors and parents of our school. It is taught through all subjects of the curriculum and in particular RE and PSHE. It supports all areas of learning and can contribute to the child's motivation to learn. It is recognised that such development will be most successful when the values and attitudes promoted by the staff provide a model of behaviour for the children. In later years it can enrich the individual's appreciation of life's experiences and their relationships with others.

School Ethos

The values and attitudes promoted by the staff influence the behaviour and attitudes within the school. The quality of relationships and the atmosphere within the school reflect an appreciation of their shared values. The aim is to develop positive life long skills and attitudes. Each pupil will be supported to achieve their personal best together in a caring community in order to feel fulfilled.

Spiritual Development

Spiritual development is relevant to all children not only those who follow a particular religion. In developing the spirituality of children, we help them to become aware of:

- The human search for meaning and purpose of life which may lead to an understanding and belief of God.
- The joy of being alive.
- The beauty of the natural world.
- The mystery and wonder of existence.
- The world of imagination and creativity.
- The value of the non-material dimension of life.
- The need to understand oneself and one's feelings.
- The need to value oneself and one's feelings.
- The need to recognize the feelings and achievements of others.

Spiritual development encourages

- Self awareness of thoughts, feelings and emotions.
- Self-confidence to express inner thoughts.
- Reflection.
- A sense of awe and wonder.
- An awareness of pattern and purpose.
- Reasoning.
- A sense of enduring identity.
- Good relationships and the ability to build relationships with others.
- Co-operation and empathy.
- The formation of long term ideals.
- An appreciation that people have individual and shared beliefs and a developing understanding of how beliefs contribute to personal identity.

Spiritual development is promoted through:

- Fostering high self-esteem by encouraging children to take risks or face challenges in their learning within a secure and positive environment.



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- Demonstrating its appreciation for work of the child's imagination and provide opportunities for them to use their own creativity and imagination.
- Offering opportunities for aesthetic experience in art, music, dance, and literature.
- Making time for stillness and reflection.
- Posing questions that encourage children to consider issues of meaning and purpose.
- Developing good listening skills in the children; the School will show that it is listening to the children through its response to issues raised, by them, via the School Council and the 'Pupil Voice' questionnaire.
- Showing that it is not always possible to provide an absolute answer and at such times it is a positive experience to value a variety of interpretations and responses.
- Improving co-operation and understanding in relationships, providing opportunities such as group activities where children have constructive and enjoyable interaction with others; it is important that they sometimes work with those children who they would not normally choose as partners.
- Fostering emotional well-being by encouraging children to express their feelings and to have the ability to control their emotional behaviour.
- Developing the capacity for evaluative reasoning and critical thought by encouraging children to look beyond the surface.

These opportunities appear across the curriculum although are clearly scheduled in RE, Collective Worship and the Creative Arts. Open relationships, respect for others and time for reflection, enable spiritual development to be implicit in our teaching and learning.

Social Development

This relates to the child's developing an understanding of the responsibilities and rights of membership of a variety of communities (local, national and global) and the ability to relate to, and work with, others for a common purpose and to live up to these responsibilities and exercise these rights in an appropriate way.

Social Development is concerned with:

- Developing the child's awareness and understanding of the social code of the communities in school as well as those in which they live; these may or may not be statutory.
- Developing the child's skills for working within a team.
- Developing the child's listening skills and communication skills including understanding body language.
- Developing the child's understanding of the reasons for social rules, law and order.
- Teaching the child's social skills including how to eat and interact at lunch times; how to talk to a variety of adults and peers.
- Developing the child's understanding of different families' structures and developing empathy for differences eg separated parents, one parent families looked after children / family, single sex household.
- Giving the child the knowledge and ability to question and to reason, participate and co-operate with others.
- Develop the skills necessary to explain their own behaviour and understand the behaviour of others in different social circles and situations.

The school will promote social development through:

- Actively promoting team work through collaborated activities eg team games, board games, turn taking activities, circle time.



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- Working with a variety of classmates and paired partners.
- Promoting good social skills and good role models.
- Encouraging a variety of pupils' to take on responsibilities.
- Exploring different family structures and social groups throughout the world.
- Acting out different scenarios through drama and role play followed by discussion.
- Encouraging tolerance and understanding of different social behaviours and setting.

We will not accept:

- Peer exclusion of individuals from a group.
- Any unacceptable behaviour towards a specific social group.
- Intolerance of differences.

These opportunities appear across the curriculum although are clearly scheduled in PE, PHSE, Drama and the Creative Arts.

Moral Development

This relates to the child's developing understanding of what is "right", "wrong" and "fair". Staff will try to build on the moral development within the home while accepting that there might be different approaches between home and school.

Moral development is concerned with:

- Developing the child's awareness and understanding of the moral code of the communities in which they live; these may or may not be statutory.
- Helping the child to realise that to enjoy rights we have to accept responsibilities.
- Developing the child's understanding of why rules are necessary.
- Developing the child's self-discipline so that rules are observed as a point of principle and not out of the fear of sanctions.
- Giving the child the knowledge and ability to question and to reason so that they are capable of deciding on the most appropriate action after considering the consequences of an action.
- Develop the skills necessary to explain their own behaviour.
- Value physical well being, privacy, feelings, beliefs and rights of others.

The School will promote the moral development of the child by;

- Accepting proper authority and doing as they are told.
- Showing respect to all adults in school eg teachers, TAs, midday supervisors and parent helpers.
- Having a consensus of values that are stated clearly and owned by everyone, especially the children and involving the child in the evaluation of these.
- Building up the self- esteem of the child.
- Encouraging everyone within the school to behave in an acceptable way towards one another.
- Training children in understanding the consequences of their actions.

It is important that there is a consistency in the approach to this amongst the staff. Opportunities to promote moral development will be provided during PSHE, assemblies and the School Council.

At our school our Moral Code is underpinned by belief in:

- Telling the truth.



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- Keeping promises.
- Respecting the rights and property of others.
- Being considerate to one another.
- Caring for those who are less fortunate.
- Accepting responsibility for one's own actions.
- Self-discipline.

We will not accept:

- Bullying.
- Cheating.
- Deceit.
- Cruelty.
- Irresponsibility.
- Dishonesty.
- Selfishness.

Cultural Development

Development in this area allows the child to recognise that all cultural groups are distinctive. Culture is the embodiment of shared beliefs, knowledge, customs and values of that group. The child needs to appreciate the distinctive features of their own culture and those of others. This will help children to answer the questions "Who am I" and "Where do I fit in?"

We need to remember that cultures are dynamic and are constantly being re-shaped.

The School will promote cultural development through:

- Exposing children to a wealth of stimuli from their own culture and those of others. This will be taught through the whole curriculum in particular RE, Literature and Music. Visits out of school and visitors to the school will support this teaching.
- Encouraging participation in and appreciation of the wealth of cultural traditions and the beliefs associated with these.
- Encouraging tolerance and appreciation of the beliefs, value and customs of different cultures.
- Opportunities to nurture the cultural development of the child exist in all creative areas – PHSE, RE and collective worship.

Resources

A variety of resources including photographs are available in the PHSE boxes, RE boxes, in the form of books, videos, posters / photocards and games.

Organisation

All classes will have a regular PHSE sessions; daily sessions may be appropriate to tackle areas and issues. This policy will be taught throughout the whole school curriculum.

Assemblies play a particular role in promoting SMSC. These are carefully planned by the SMSC lead linking them to the SEAL resources, British Values, school Values and St. Mary's learner attitudes.

SEN



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All pupils at St Mary's School are valued equally, irrespective of ability, race, gender, class and community and will be included in all sessions

Assessment / recording and reporting

Pupils are assessed in a variety of ways:

- Speaking and Listening eg teachers' questions and pupils' responses, pupils' presentations.
- Marking work and oral feedback.
- Self Evaluation and reflection.

Other forms of assessment to ensure continuity and progression are through observations in lessons, around the school, the number of incidents reported for poor behaviour, attitude and school questionnaires. Observations will be carried out by Senior Leaders.

Responsibilities

All staff have the responsibility to ensure children develop appropriate values, qualities and attitudes and need to act as good role models to the pupils at all times.

Home / School Partnership

Parents will be expected to encourage their child to follow the school values and ethos through the accepting and signing the Home School Agreement.

Equal Opportunities

- All pupils will have a right and responsibility to feel unique and special irrespective of age, gender, race, disability, gender reassignment, sexual orientation, religion or belief.
- Individual different opinions and ideas will be respected and valued.

Monitoring of this policy

- Members of the Leadership Team and the Chair of the Pupil Interests Committee will oversee the implementation of this policy.

Policy written by: Bronwen Drewery (SMSC Coordinator)

Next review due: Autumn 2019