



# Spiritual, Moral, Social and Cultural Development Policy

*St Faith's is Committed to Excellence in Teaching and Learning within a Christian Environment*

January 2016	
Chair of Governors: Ed Francis	
This Policy was approved at a meeting of the Full Governing Body	
Signed: Ed Francis	Date: 26/2/16

## 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 Governors, staff and parents of our school. It is taught through all subjects of the curriculum. 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 adults 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.

## Introduction

St. Faith's Cof E Primary School promotes a Christian ethos, and, by example and direct teaching, follows and promotes the teachings of Jesus, whilst recognising that not all of its members will be practising Christians. The Christian values promoted by the school are: Perseverance, Courage, Trust, Love, Forgiveness and Hope. These universal values uphold British Values and underpin the life of the school.

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 other cultures.

This is a whole school issue.

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum.

The integrity and spirituality of pupils from 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.

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.

The school community will be a place where pupils can find acceptance for themselves as unique individuals, and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.



Pupils should learn to differentiate between right and wrong. They will be encouraged to value themselves and others.

Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.

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 teacher's planning and purchasing decisions.

### **General Aims**

- To ensure that everyone connected with the school is aware of our values and principles.
- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- To ensure that pupils know what is expected of them and why.
- To give each pupil a range of opportunities 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 enable pupils to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

### **Definitions (Ofsted 2015)**

#### **Spiritual Development**

Pupils' spiritual development is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

#### **Moral Development**

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues

#### **Social Development**

Pupils' social development is 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 communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively



- 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; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

### **Cultural Development**

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of 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 positively to artistic, sporting and cultural opportunities

### **Provision**

As a school we aim to deliver an education that will give our children the skills, knowledge and understanding that enables them to work towards their full development in each of these areas.

We enable this by ensuring:

- That everyone connected with the school is aware of our values and principles.
- That all adults model and promote expected behaviour, treating all people as valuable individuals and showing respect for pupils and their families.
- There is a consistent approach to the delivery of SMSC education through the curriculum and the general life of the school.
- That the child's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- That a range of learning and teaching styles are used.
- That all children have an equal opportunity to access the provision for SMSC education.

### **Teaching and Organisation**

Development in SMSC takes place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

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

#### **Class discussions will give pupils opportunities to:**

- Talk about personal experiences and feelings.
- Express and clarify pupils' 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 others' needs and behaviour.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally — eg empathy, respect, open mindedness, sensitivity, critical awareness

#### **Many curriculum areas provide opportunities to:**



- Listen and talk to each other.
- Learn an awareness of treating all as equals.
- Agree and disagree.
- Take turns and share equipment.
- Work cooperatively and collaboratively.

**There are key opportunities in our school for SMSC education and these include:**

- A planned Religious Education curriculum
- A planned Personal, Social, Health curriculum
- Assemblies following planned themes that explore important values, aspects of our heritage and other cultures e.g. festival days, the patron saints and national celebrations.
- Prayer corners in each classroom
- School Council Elections and Meetings
- Class Agreements
- Lunchtime and Playtime Agreements
- A Behaviour Policy agreed by staff and children
- Themed Education Weeks
- Fundraising for link school in Rwanda
- Fundraising for local charities
- Assessment for Learning including the use of Learning Partners
- Class monitor systems
- Pastoral TAs
- House teams with House Captains and vice House Captains
- After School Clubs led by staff and outside agencies
- Eco committee
- Learning Council

**There are also lots of other experiences we offer to the children at our school where opportunities arise. These include:**

- Meeting with people in different social contexts.
- Participation in a variety of different educational visits.
- Studying literature and art from different cultures
- Visits from experts
- 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.
- Participation in activities with pupils from other schools, organised by other schools
- Displays and other resources reflect diversity
- Learning about contributions to society that certain famous people have made.
- Moments of awe and wonder.
- Links with the local church, other schools

**Links with the wider community**

Visitors are welcomed into school.

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

The development of a strong home-school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the pupil.

Pupils are taught to appreciate their local environment and to develop a sense of responsibility to it.



**Monitoring and Evaluation**

Provision for SMSC is monitored and reviewed on a regular basis.

This is achieved by:

- Curriculum leaders identify aspects within their subjects to be included in teacher planning.
- Leaders monitor resource provision, identifying shortfalls.
- The Head Teacher shall have oversight of this policy and monitor the provision of SMSC.