Thurlaston CE (Aided) Primary School

Spiritual, Moral, Social and Cultural Development Policy

March 2017

Signed …………………………………………………………………

MISSION STATEMENT

This Policy is carried out within the context and spirit of the school's Mission Statement. It supports and reinforces the aims of Thurlaston Church of England (Aided) Primary School, valuing all children equally and as individuals.

Teaching and Living the Christian Way of Life

INTRODUCTION

In contrast to the policies for specific curriculum subjects, this policy relates to the whole life of the school. Of particular importance in promoting spiritual, moral, social and cultural development (SMSC) is the example set by adults in the school, the quality of relationships and the standard of daily collective worship.

- At Thurlaston CE (Aided) Primary School the promotion of pupils' spiritual, moral, social and cultural development is considered to be a 'whole school' issue.
- Spiritual, moral, social and cultural development should be promoted not only through all the subjects of the curriculum but also through the ethos of the school and collective worship.
- The development of positive values and attitudes is considered to be intrinsically linked with spiritual, moral, social and cultural development.

RATIONALE - LEGAL

The Education Reform Act (1988) requires the curriculum of a maintained school to 'promote the spiritual, moral, cultural, mental and physical development of pupils at the school.'

- Provision for SMSC development will be inspected by both OFSTED and Section 23 inspectors, although the latter will concentrate more upon the spiritual and moral aspects.
- All maintained schools – including church schools – must provide a daily act of collective worship for all registered pupils.

RATIONALE – RELIGIOUS/EDUCATIONAL

- The connection between good results in the curriculum and high standards in SMSC development is widely acknowledged and is evident in a significant number of OFSTED reports.
- The SMSC aspects of education concentrate on the development of the pupil as an individual and as a personality, aiming to enrich and extend the human existence of each child in relation to the values, attitudes, beliefs and consequent behaviour acquired during school years.

DEFINITIONS

Spiritual development

Understanding of self and others is at the heart of spiritual development and is not linked solely to a particular doctrine or faith. Spiritual development, is, therefore, accessible to everyone. All areas of the curriculum should contribute to pupils' spiritual development.

As a church school, we place special emphasis on the specific teaching and beliefs of the Christian faith, both within the daily life of the school and through the curriculum.

Moral development

Acquiring a knowledge and understanding of what is right and wrong is central to moral development. It is the basis upon which the pupils may develop the ability to make judgements about how to behave and it is the standpoint from which to consider the behaviour of others in school and society in general.

The system of rules and codes of behaviour established in our school is an important early introduction to issues of fairness for all and to the consequences of operating outside the accepted rule system. Pupils are encouraged to understand the need for a common code and to follow it

from conviction rather than because of consequences or sanctions. Moral development, based on Christian principles, should enable pupils to become increasingly responsible for their own actions and behaviour.

Social development
Development in this area enables pupils to become conscientious participants in firstly, the society of the family and then, progressively, the class, the school and the wider community. Provision for social development should balance the positive, satisfying elements of belonging to a group or society with the demands and obligations such membership requires.

The school, but in particular the classroom, provides a suitable environment for promoting social development within a Christian context. Pupils learn to lead, to use their initiative and to use individual skills and strengths when working together towards a common goal. The ability to be led, to support others and to recognise the different skills of other group members can be developed when children work co-operatively.

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.

In order to make provision for cultural development existing knowledge, interests and experiences are strengthened and then built upon further. In this way pupils gain a deeper understanding of their own culture and the factors which influence it and gain a broader understanding of other cultures and cultural influences. All areas of the curriculum can be used to promote and develop cultural awareness, although the arts, music, dance, drama and art are those used the more frequently.

Christian Distinctiveness.
Thurlaston CE (Aided) Primary School is a Church of England Aided School with Christian attitudes towards life. We consider it important to foster a personal, caring and happy environment.
 We are committed to:
Teaching and living the Christian way of life. Providing quality education for every child. Developing respect and consideration for all members of the community.

Our aims are to:
* help each child to achieve the standards of which s/he is capable, especially using language, numbers and scientific skills effectively;
* develop each child's strengths and provide support for any weaknesses;
* ensure that there is progression and continuity in the skills, knowledge and understanding which the children acquire;
* inspire and stimulate the children in order to foster a love of learning and inquiry, to argue rationally and apply themselves to tasks and physical skills;
* assist the children to become efficient learners – a life skill essential for our fast changing society;
* to develop respect for religious and moral values and understanding of other races, religions and ways of life;
* to help pupils to understand the world in which they live and the interdependence of individuals, groups and nations;
* to help pupils appreciate human achievements and aspirations;
* to develop a sense of responsibility, consideration for others, self-respect and self-confidence;
* to promote good relationships between the home, the local community, the school and the church.'

CONTENT

SPIRITUAL DEVELOPMENT

Aims for Spiritual Development

- the ability to listen and be still
- the ability to reflect;
- the ability to sense wonder and mystery in the world
- the ability to sense the special nature of human relationships
- the ability to transcend the mundane

Objectives for Spiritual Development

- to develop the skill of being physically still, yet alert
- to develop the skill of being mentally still, concentrating on the present moment
- to develop the ability to use all ones senses
- to promote an awareness of and enjoyment in using one's imaginative potential
- to encourage quiet reflection during a lesson or assembly
- to develop individual self-confidence in expressing inner thoughts in a variety of ways
- to consider the mystery of God and the wonder of his world
- to find an inner confidence and peace

Provision for Spiritual Development

Staff provide a role model for the children by sharing in the joy of discovery and in the mystery of creation. As individuals, they may share something of their own spirituality with both colleagues and pupils.

a) **Within the Curriculum**, pupils will be able to explore:

- an imaginative approach to the world;
- a spirit of enquiry and open-mindedness;
- an approach to the holy or the sacred;
- an awareness of order and pattern in the world.

The school will:

- encourage pupils to express their creativity and imagination;
- foster a sense of respect for the integrity of each person;
- create an atmosphere which enables pupils and staff to speak freely about their beliefs.

a) **Within RE, Worship and PSHE**, the school will:

- allow pupils to investigate and reflect upon their own beliefs and values;
- provide opportunities for pupils to share what is meaningful and significant to them, including the 'darker' side of life;
- provide opportunities for prayer/reflection/silence, the exploration of inner space;
- encourage a balance of music, speech, silence and the creative arts when exploring spiritual development.
- explore the case of symbol, image, allegory and metaphor in the curriculum;
- explore what commitment means;
- always invite a response and never coerce.

a) **Beyond the Formal Curriculum**, the school will:

- encourage pupil in personal conversations and during discussions in lessons, to express such feelings as transcendence, wonder, transience and change, paradox and unease, injustice or inequality whilst listening carefully to others' questions and responses;
- treat pupils, staff and governors with respect, regardless of personal feelings;
- invite close involvement with the church, and regular participation in church services.

Assessment in Spiritual Development

- becoming aware of God in one's own life and in the life of others
- becoming aware of and reflecting on experience
- questioning and exploring the meaning of experience
- understanding and evaluating a range of possible responses and interpretations
- developing personal views and insights and a grasp of the intangible
- applying the insights gained with increasing degrees of perception to one's own life
- acquiring a sense of empathy with others, concern and compassion.
- development is best seen through pupil's relationships and conversations with others

We aim to encourage pupils to experience all the above within the context and practice of the Christian faith.

MORAL DEVELOPMENT

Aims for Moral Development
- to understand the principles lying behind decisions and actions
- to be able to take moral decisions for themselves
- to assume moral responsibility through belief and conviction
- to be able to distinguish between right and wrong

Objectives for Moral Development
- to tell the truth
- to respect the rights and property of others
- to keep a promise
- to help those less fortunate than ourselves
- to act considerately towards others
- to take responsibility for one's own actions
- to exercise self-discipline
- to develop high expectations
- to develop positive attitudes
- to conform to rules and regulations for the good of all

Provision for Moral Development

a) **Within the Curriculum**
- encouraging pupils to develop a personal view on ethical questions raised in science
- developing responsibility in learning and setting personal targets
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a) **Within RE, Worship and PSHE**
- religious education lessons emphasise the Christian moral perspective whilst also offering models of morality in other faiths
- specific issues are discussed in PHSE lessons
- assembly time is frequently concerned with one or other of the values listed in the 'aims' for Moral Development. Stories and examples are used to illustrate the point.
- Local, national and world issues may also be used to offer pupils a chance to think for themselves, "what would be the moral purpose?"

a) **Beyond the Formal Curriculum**
- the school will set high expectations through formal discussion which will lead to raised awareness of high moral standards inside and outside the classroom
- all staff try to present a model to pupils, in the quality of their behaviour, communication and relationships, towards each other and towards pupils.
- Children are gradually encouraged to take more responsibility for themselves and others.
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Assessment in Moral Development
Assessment is primarily through observation of pupil behaviour and the views pupils express.

Do pupils demonstrate:
- an understanding of moral principles which allow them to tell right from wrong?
- a respect for other people, truth, justice and property?
- an ability to stand moral ground in the face of peer pressure?

Pupils should move gradually from a 'taught morality' to taking responsibility for their own moral decisions.

SOCIAL DEVELOPMENT

Aims for Social Development
- to relate positively to others
- to participate fully and take responsibility in the classroom and in the school
- to use appropriate behaviour, according to situations
- to engage successfully in partnership with others
- to exercise personal responsibility and initiative
- to understand that, as individuals, we depend on family, school and society

Objectives for Social Development
- to share such emotions as love, joy, hope, anguish, fear and reverence
- to show sensitivity to the needs and feelings of others
- to work as part of a group
- to interact positively with others through contacts outside school, e.g. sporting activities, visits, church services, music festivals etc.
- to develop an understanding of citizenship and to experience being part of a whole caring community
- to show care and consideration for others by sharing and taking turns
- to realise there are things each person can do well

Provision for Social Development

a) **Within the Curriculum**
- listening to the viewpoints and ideas of others
- group and collaborative work
- presentations: considering the needs of the audience
- visits and visitors

a) **Within RE, Worship and PSHE**
- good behaviour is praised positively and rewarded publicly through the 'Gold Book' book assemblies each week
- PHSE work constantly revisits themes related to social development
- RE emphasizes relationships, family and community and gives the children the opportunities to learn about their own and others faith values. They learn to think, compare and question these social conventions.
- In assemblies through stories, questions, drama and bible teaching, children are reminded about social settings, problems, dilemmas and solutions

a) **Beyond the Formal Curriculum**
- pastoral care from all staff gives pupils the chance to see caring in action
- opportunities to welcome or give a vote of thanks to visitors or when making a visit
- A range of extra curricular activities
- Setting and understanding school rules
- Taking on responsibilities such as the school council, eco club, super leaders and monitor roles.
- Charity fundraising
- Setting and following classroom procedures.

Assessment in Social Development
- observation of pupils' growing maturity and self-esteem
- the degree to which pupils employ socially acceptable behaviour
- development of relationships in work and play
- the degree to which pupils appreciate what constitutes a healthy lifestyle

The importance of the link between relationships and behaviour should be emphasised. The quality of relationships between teachers, pupils, support staff, parents and governors, at all levels, is crucial. These relationships will be characterised by mutual respect, by positive attitudes, by the willingness to listen and understand and by the valuing of pupils.

CULTURAL DEVELOPMENT

Aims for Cultural Development
The aims and objectives of cultural development relate to differing aspects of the word 'culture.'

- to develop a sense of belonging to pupils' own culture and being proud of their cultural background
- to respond to cultural events
- to share different cultural experiences
- to respect different cultural traditions
- to understand codes of behaviour, fitting to cultural tradition

Objectives for Cultural Development
- to develop an awareness and recognition of what a 'cultured person' appreciates in terms of music, art, drama, literature etc
- to develop a love of learning
- to develop an understanding of British cultural tradition, including Christianity
- 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 current cultural enthusiasms, icons, music and media, critically and independently of peer pressure

Provision for Cultural Development

a) **Within the Curriculum**
- acquiring a code of behaviour when visiting a church or churchyard for study
- learning about another culture presented through a cross-curricula approach

a) **Within RE, Worship and PSHE**
- opportunities to discuss and explore differences, similarities, equal rights, peer pressure and discrimination
- In Re pupils are presented with the living reality of our own and other faiths. It emphasizes common threads and gives opportunities for discussing differences and asking questions.

a) **Beyond the Formal Curriculum**
- Visits to the theatre, museums, etc. are encouraged
- Discussion skills are taught and pupils are encouraged to give honest opinions and suggestions or ask questions about cultural traditions and values.
- Artefacts, displays and posters promote knowledge and respect for our own and other cultures.

Assessment in Cultural Development
- response to stories, videos, artefacts
- records of work, displays, photographic evidence
- increased participation in cultural activities
- attitudes expressed during cultural visits or relating to visitors

It is hoped that our children will develop a balanced approach to retaining the traditions of our Christian society, whilst perceiving in a positive light the contribution of other cultures, past and present

LINKS WITH OTHER POLICIES

Other policies will be closely linked to SMSC development are:

Personal, Social and Health Education Policy
Behaviour Policy
Equal Opportunities Policy
Multi-Cultural/Anti-Racist Policy
Teaching and Learning Policy
RE Policy
Collective Worship Policy
Individual Curriculum Policies

RESPONSIBILITIES

The Governing Body is responsible for:

- ensuring that the Church Foundation of the school is honoured and that the SMSC Policy promotes an ethos based on Christian principles and practice.
- ensuring that the SMSC is put into practice and monitored by the appropriate governor
- engaging an appropriate inspector to carry out the Section 23 Inspection of a Church School.

The School Development Plan should include a section on SMSC development which gives an indication of planned developments in all four aspects and arrangements for review. The following may be mentioned, where appropriate.

- themes and approaches
- development of resources
- staff training and support
- whole school INSET

Monitoring and evaluating spiritual, moral, social and cultural development is an on-going process. There should, however, be some arrangement whereby formal discussion and evaluation can take place, at least on a termly basis, ensuring that all staff participate.

ROLE OF CO-ORDINATOR

The named co-ordinator has responsibility for overseeing the planning, the provision and the monitoring and evaluation of SMSC development. The co-ordinator will keep in touch with national developments and will act in an advisory capacity, supporting colleagues. Staff meetings may be used for discussion and the update of information. S/he will understand the impact that good spiritual, moral, social and cultural development can have on the school as a whole.

EQUAL OPPORTUNITIES

Please refer to
Inclusion Policy
Equal opportunities Policy
Disability Equality Scheme
Gender Equality

REVIEW

The Governing Body will review this policy, formally, three years from the date of its adoption. Informal Review may be necessary in the interim and should take place as and when required.