

Spiritual, Moral, Social and Cultural Development Policy (SMSC) #4

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| AUTHOR: | Mrs Kay Bridson |
| HEADTEACHER: | Mrs Kay Bridson |
| CHAIR OF GOVERNORS: | Miss Angela Britten |
| SIGNED: | |
| TO BE READ IN CONJUNCTION WITH: | <i>Aims of the School Behaviour for Life and Learning Policy British Values Statement Collective Worship Policy Home / School Agreement</i> |

Stratford-sub-Castle Church of England VC Primary School

S.M.S.C. Development Policy #4

'Life in all its fullness' (John 10:10)

Introduction

The duty to promote the **spiritual, moral, social and cultural development** of children and young people is written within the National Curriculum and dates back to the 1944 Education Act.

Context

At Stratford-sub-Castle Church of England VC Primary School we believe that all children are loved by God, are individually unique and that the school has a mission to help each pupil to fulfil their potential in all aspects of their personhood: physically, academically, **socially, morally, culturally and spiritually**.

Our school is a place where all may flourish and have an abundant life. Life in all its fullness! We recognise our duty to try to remove any factor that might represent a hindrance to a child's fulfilment. We want all pupils to willingly engage in learning, in a safe and welcoming environment.

Pupils are encouraged to work towards informed personal decision and choice making and to form a personal response following opportunities to encounter, reflect and personally transform. Our school values 'authentic experiences'.

Statement of Aims

This policy aims to;

- ensure a consistent approach to the delivery of SMSC issues throughout the curriculum and the general life of the school
- ensure that every pupil's development is set within a context that is meaningful and appropriate to their age, aptitude and background
- give pupils a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience
- enable pupils to develop an understanding of their individual and group identity
- enable pupils to begin to develop an understanding of their social and cultural environment, and an appreciation of the many cultures which now enrich our society
- give each pupil the opportunity to explore social and moral issues, and to develop an understanding of social and moral responsibility.

Implementation and Responsibilities

All members of staff are responsible for the implementation of this policy. The school has developed 'SMSC Steps to Success' which help to develop the children we launch into the next phase of their education and lives. The Headteacher is responsible for ensuring the policy is implemented consistently across the school.

Opportunities for pupils to develop spiritually, morally, socially and culturally are provided throughout the curriculum, during learning sessions, in collective worship, at lunch time, playtime and through extra-curricular activities.

Definitions

Spiritual, Moral, Social and Cultural development (SMSC) is usually outlined separately; however we recognise that there is a great deal of overlap between the four areas.

Spiritual development at Stratford-sub-Castle Church of England Primary School is about **enabling the innermost essence of an individual to grow and flourish, in order to become more fully human**. It includes opportunities to reflect inwardly, look at the world around us and to look beyond ourselves and beyond the world around us. It allows minds to explore the transcendent (beyond or above the range of normal or physical human experience), including reflecting on God, life and faith. At some points this will also mean dealing with some of the difficult, contentious and messy aspects of human experience.

In our school, opportunities to develop the spiritual are not confined to collective worship or RE but are also planned throughout the whole curriculum.

In addition we aim to take full advantage of those spontaneous moments of wonder, mystery, illumination and joy that can never be planned for or anticipated and which need to be seized, in all their fleeting glory.

The school uses the 'Windows, Mirrors, Doors' approach to plan for spiritual development.

Windows: Opportunities to look out on the world and gaze and wonder, the things we find amazing and bring us up short, the 'ows' and the 'wows'!



Encounter: Learning about life...



Mirrors: Opportunities to reflect, to look inward to consider some of the big questions of life and to explore own insights and those of others.

Reflection: The learning from. ...

Doors: Opportunities to respond, to make a personal response by going through the door of creative expression and exploring own thoughts and convictions.



Transformation: The learning to live by putting into action what they believe.

Using this approach, identifying and auditing provision becomes far easier. All teachers add a window, mirror or door symbol to their topic web.

Moral development at Stratford-sub-Castle Church of England Primary School is about **encouraging individuals to develop appropriate attitudes and behaviours towards other people in society**, based on our cultural norms, rules and laws. The school implements a system of *Restorative Justice*. This is implemented in an age appropriate, developmentally appropriate way.

Restorative Justice

1. What happened?
2. What were you thinking?
3. Who else has been affected by what's happened?
4. What do you need to do to make things better?
5. What do you need to do to stop this happening again?

In our school we encourage pupils to understand and value their rights and responsibilities. These Rights and Responsibilities form the basis of the school's moral code and a foundation for living and good decision making.

Our Rights and Responsibilities

Right: To be respected and treated fairly.

Responsibility: To respect others and treat others as we wish to be treated.

Right: To be heard and have our ideas respected.

Responsibility: To listen to others and let others have their say.

Right: To learn and play in a safe environment.

Responsibility: To use equipment safely and keep the environment a clean and safe place.

Right: To feel safe.

Responsibility: To make decisions which keep yourself and others safe

Right: To be given independence and responsibility.

Responsibility: To be trustworthy, think for oneself and make good decisions.

Right: To be educated and to receive broad and balanced learning opportunities (the curriculum).

Responsibility: To take charge of one's own learning and to support other people in their learning.

Written by Year 6 in 2013. Reviewed and updated by Year 6 2019.

Social development at Stratford-sub-Castle Church of England Primary School is about **helping our pupils to work together and communicate with other people effectively**. It involves developing good interpersonal skills with peers and people of all ages. It is also about helping pupils to engage effectively with different groups and processes within society and to understand the varied and overlapping roles and responsibilities within society that a person may hold.

We regard behaviour as comprising the actions and responses of each member of our school community. It is how we value and respect ourselves, how we behave towards one another and how we treat our

environment. We believe that each individual is responsible for his or her decision-making and therefore behaviour.

The Christian faith and British Values provide the basis from which we learn how to treat each other and be a community. Our Behaviour for Life and Learning Policy is underpinned by these core truths and values.

(See Promoting British Values Statement)

Cultural development at Stratford-sub-Castle Church of England Primary School is about **encouraging understanding for and feeling comfortable with cultural diversity**. It aims to challenge discrimination whether based on cultural or racial difference. It involves pupils experiencing a range of cultural traditions embedded in arts, crafts, language, literature, theatre, song, music, dance sport, Science, technology and travel.

Cultural development at Stratford-sub-Castle Church of England Primary School is also about **developing cultural capital** for each pupil, so that they may navigate the world around them (now and in the future) effectively.

Our school values 'authentic experiences' and aims to give every pupil the chance to create, compose and perform as well as experience, visit and participate with/in the work of others.

Indicators of Success

By the end of Key Stage 2 we expect our pupils to...

Spiritual Development

- have the ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- are interested in, and show respect for, different people's faiths, feelings and values
- possess a sense of enjoyment and fascination in learning about themselves, others and the world around them
- use their imagination and creativity in their learning
- demonstrate a willingness to reflect on their experiences.

Moral Development

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

Social Development

- are able to use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- demonstrate a 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

- accept and engage 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. They are developing and can demonstrate the skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Cultural Development

- demonstrate an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- show an understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- have the ability to recognise, and value, the things shared in common across cultural, religious, ethnic and socio-economic communities
- possess knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- have a willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- have interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity and things we share in common. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Monitoring and Evaluation

The impact of this policy is monitored and evaluated according to the 'Indicators of Success' outlined above and the smaller steps to success agreed by the staff. Aspects are monitored each term and the Headteacher provides the FGB with a written evaluation on an annual basis as part of the Headteacher's Report to Governors.

Appendix 1 SMSC: Steps to Success

| Spiritual development at Stratford-sub-Castle Church of England Primary School is about enabling the innermost essence of an individual to grow and flourish, in order to become more fully human. | |
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| 1. | Resilience: able to make mistakes and bounce back / bounce back from setbacks. |
| 2. | To be curious about the world. |
| 3. | To have the courage to ask big questions and freedom to explore them. |
| 4. | To be able to imagine what could be. |
| 5. | A sense of awe and wonder about the world around them. |
| 6. | A sense of awe and wonder about human life and all creation. |
| 7. | Feeling nurtured and affirmed and able to nurture and affirm others. |
| 8. | Being a seeker (recognising that life is a journey). |
| 9. | Understanding that we are all seeking the best for each other. |
| 10. | A sense of hope. Being hopeful for oneself and one another. |
| 11. | Developing resilient relationships – learning to forgive and make new starts. |
| 12. | To be able to balance and have a sense of perspective about one’s own needs and the wider community. |
| 13. | Helping each other in handling our fears. |
| 14. | To be able to work through conflict confidently and work for peace in our school community. |
| 15. | To be able to have a thankful heart. |
| 16. | To treasure other people and recognising that life is a precious gift. |
| 17. | To be able to experience joy, contentment and to be joyful for others. |
| 18. | To be able to be still, at ease in one’s own company and to seek out reflective and thoughtful moments. |
| 19. | To be able to recognise one’s conscience and have the courage to put things right. |

| Moral development at Stratford-sub-Castle Church of England Primary School is about encouraging individuals to develop appropriate attitudes and behaviours towards other people in society, based on our cultural norms, rules and laws. | |
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| 1. | To be able to recognise and tell the truth. |
| 2. | To be able to live truthfully. |
| 3. | To have the capacity to weigh up right and wrong. |
| 4. | To know the difference between right and wrong. |
| 5. | To treat people with respect: not manipulating or causing them to fear, listening to people. |
| 6. | To have respect for other people’s possessions. |
| 7. | To understand what it means to earn people’s respect by the choices we make and the behaviour we choose to make. |
| 8. | To be able to regulate one’s feelings and behaviour (Self-control). |
| 9. | To be able to explore the grey areas of life. |
| 10. | To be able to follow rules and understand why rules and guidelines are important. |
| 11. | To stand up for what’s right and help the under-dog or down-trodden. |
| 12. | To have a sense of justice and to be able to verbalise truth / injustice. |

| Social development at Stratford-sub-Castle Church of England Primary School is about helping our pupils to work together and communicate with other people effectively. | |
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| 1. | To be able to make friends and enjoy friendship. |
| 2. | To be able to share and take turns. |
| 3. | To be able to adapt behaviours to different people and social situations. |
| 4. | To use appropriate manners which show respect to other. |
| 5. | To be able to walk away and de-escalate tricky situations. |
| 6. | To be able to respect other peoples' opinions and points of view. |
| 7. | Use acceptable ways to express anger or frustration (e.g., states they are upset or asks to take a break). |
| 8. | Deal with being teased in acceptable ways (e.g., ignore, walk away, tell adult). |
| 9. | Able to self-regulate emotions / energy levels |
| 10. | Accept not being first at a game or activity. |
| 11. | Say "no" in an acceptable way to things s/he doesn't want to do. |
| 12. | Accept losing at a game without becoming upset/angry. (e.g. the child may say, "Maybe next time" or congratulate the winner.) |
| 13. | Deals with winning appropriately |
| 14. | Accept being told "no" without becoming upset/angry. |
| 15. | Able to say "I don't know." |
| 16. | Accept making mistakes without becoming upset/angry |
| 17. | Accept consequences of his/her behaviours without becoming upset/angry |
| 18. | Ignore others or situations when it is desirable to do so. |
| 19. | Accept unexpected changes. |
| 20. | Accept changes in routine. |
| 21. | Continue to try when something is difficult. |
| 22. | Uses appropriate conversation skills (is able to introduce themselves) |
| 23. | Understands appropriate non-verbal communications skills. |
| 24. | Generate solutions (e.g., if water spills, the child can suggest getting a sponge and cleaning it up) |
| 25. | Carry out solutions by negotiating or compromising. |

| Cultural development at Stratford-sub-Castle Church of England Primary School is about encouraging understanding for and feeling comfortable with cultural diversity. | |
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| 1. | To be able to celebrate diversity, food, traditions, clothes etc. |
| 2. | To understand what it means to be a global citizen. |
| 3. | To understand that 'normal' behaviour in one country can be entirely different in another. |
| 4. | To respect that other people are allowed opinions, rights and feelings. |
| 5. | To understand that all families are both similar and different and that people often have their own ways of doing things. |

| Cultural development at Stratford-sub-Castle Church of England Primary School is also about developing cultural capital for each pupil, so that they may navigate the world around them (now and in the future) effectively. | |
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| 1. | To understand that ones' behaviour is different in different places, playground, hall, library. |

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| 2. | To be able to walk into a canteen, choose a seat and sit at a table and eat a meal and chat with friends. Use a knife and fork correctly. |
| 3. | To be able to play board games in a group or pair. |
| 4. | To be able to read a book, do a cross word and ??? |
| 5. | Be able to knock on a door and enter a room politely |
| 6. | To be able to behave appropriately in assembly / Collective worship |
| 7. | Know how to behave in a Church / place of worship. |
| 8. | Know how to behave in and access a library. |
| 9. | Know how to behave and access a museum. |
| 10. | To be able to welcome visitors to school and introduce oneself. |
| 11. | |
| 12. | |