



# Castleton C of E Primary School

## Spiritual, Moral, Social and Cultural Policy

**November 2017**

### **Introduction**

At Castleton C of E Primary School we believe that spiritual, moral, social and cultural development is about the values communicated by all members of our school community. Social, moral, spiritual and cultural development is central to the education of all our pupils and permeates the whole curriculum and ethos of the school. We expect all adults within our school to model these values to colleagues, parents and pupils. We want our pupils to grow and flourish, become confident individuals, and appreciate their own worth and that of others.

### **General Aims**

Through our curriculum, in particular religious education and aspects of collective worship, children will be introduced to a wide area of beliefs. We will provide support to the children as they develop their own understanding.

- Social development relates to the development of knowledge and understanding and the acquisition of skills in relating to others. This begins with family and friends and extends to the wider community beyond. Pupils are taught to respect each other and to appreciate each other's similarities and differences. An awareness and understanding of, and respect for, the environments in which they live is also developed.
- Moral development relates particularly to developing knowledge and understanding of right and wrong. Pupils learn to make choices in their behaviour through developing knowledge of boundaries and understanding of consequences. They learn by example and by practising through role-play, story or Godly Play sessions and varied group activities.
- Spiritual development is concerned with the exploration and development of feelings and emotions; personality, individuality and uniqueness; and knowledge and understanding of their own and different beliefs and cultures.
- Cultural development is concerned with encountering the defining aspects of different cultures. Explorations of values, beliefs, customs, foods, artefacts and stories allow the pupils to make comparisons and develop knowledge of lifestyles and choices of others

### **Curriculum Provision**

Pupils will be encouraged to value other people's opinions and develop a questioning mind whilst showing respect for the integrity and spirituality of pupils from other faith backgrounds.

Pupils will have opportunities to explore the diversity of spiritual traditions and alternative views whilst being provided with clear guidance as to what is and what is not acceptable behaviour, so that they can develop a moral code of their own that is socially acceptable.

Pupils will be guided and encouraged in recognising their role as an important element in the different groups in which they become involved. They will be encouraged to see their personal worth as being a group member who can make a valuable contribution to the way in which the group works.

SMSC development is taught through and reflected in all areas of the curriculum and through all aspects of school life. Pupils are provided with the opportunities to gain in knowledge and

understanding and to develop the skills they need to participate in the life of the diverse community in which they live.

## **Social Development**

An excellent adult pupil ratio throughout the whole of the school day, enables the provision of quality opportunities for:

- Developing an understanding of their individual and group identity.
- Developing an understanding of their role in school, the locality and in the wider community, with an emphasis on learning that their actions can have a positive impact on the community.
- Developing understanding of the importance of social justice and a concern for those who are disadvantaged.
- Develop the ability to work together, appreciate the strength in cooperation and show respect for all members in our diverse society.
- Developing an understanding of the need for rules and the need to abide by rules for the good of everyone. School and classroom rules, rewards and sanctions will reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' achievements.

## **Moral Development**

We value the development of the 'whole child' and will endeavour to raise the children's self-esteem through praise, rewards and other means which highlight both academic and social achievements.

We also value the families that the children come from and our 'open door' policy to parents encourages children to see that we are working in co-operation with their parents.

Our PSHE scheme of work has units dealing with issues to do with rules, negotiating difficult situations, emotions, caring for one another, making and keeping friends, living in a community.

Opportunities are provided for:

- Discussion with our pupils to establish a code of conduct for the classrooms based on the values held by the school.
- Recognising the consequences of their own actions
- Taking responsibility for their own bodies and environment encouraging independence.
- The children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable.

## **Spiritual Development**

Opportunities for spiritual development permeate our curriculum and school ethos. For example:

- The RE scheme of work contains units on celebrations, festivals and worship from Christianity, Islam, Hinduism and Judaism.
- Through PSHE and circle time activities, children are helped to gain an understanding of their feelings and emotions and their likely impact on themselves and others. Children are encouraged to be confident and safe in their discussion of their personal anxieties and concerns.
- Our collective worship programme of activities, along with our Godly play sessions, allow times for the exploration of Christian values as well time for reflection and stillness.
- Children are encouraged to take part in periods of reflection at different times throughout the school week through prayers at lunch time, practising mindfulness and periods of quiet at the start of lessons.
- Pupils are encouraged to appreciate the awe and wonder of the world around them whenever appropriate occasions arise e.g. looking at beautiful objects/pictures in an assembly, our extensive outdoor work and school trips that take them beyond the community.

- Our ethos encourages the formation and maintenance of positive and meaningful relationships with their peers and adults in school.

## **Cultural Development**

All pupils are accepted equally and play an active part in the school community regardless of their colour, religion or gender. We make further provision to develop tolerance and respect through developing their cultural understanding by:

- Developing an awareness of the child’s own culture and associated traditions and beliefs.
- Introducing the children to other cultures, traditions and beliefs in order to facilitate awareness, understanding, tolerance and respect for other cultures both in this country and across the world.
- Establishing a link with a school in another country
- Our curriculum provision through PSHE, BV, Geography and RE encompasses work on other cultures and religions.
- Visitors to the school and trips beyond the community, are part of our curriculum breadth and enable first-hand experience of a range of different cultures.

## **Links with the wider community**

Where relevant and appropriate we will work with other agencies and forums to provide support for the children’s SMSC development. We will invite speakers into the classroom to inform learning through the curriculum and also into acts of collective worship and whole school or group meetings to share information, celebrations, worship and reflections. Our links with community groups in the immediate environment, such as parents, churches, pre school groups, community groups and nearby schools will be developed, maintained and used to enhance provision and outcomes for our children.

## **Monitoring and Evaluating**

Evaluation of the effectiveness of the Social Moral and Cultural Policy will be done through:

- An annual audit through staff and pupil questionnaires
- Monitoring of children’s work through learning walks and scrutinising exercise books
- Involvement of Governors in the monitoring and evaluating of the work in school
- Feedback from visitors
- Feedback from places where the children have been on educational visits

**Signed: Headteacher** ..... **Date:**.....

**Signed: Chair of Governors** ..... **Date:**.....

**Review: Autumn 2020**

**Policy reviewed Autumn 2017**

**Policy Developed Autumn 2014**