

**Belmont Church of England Voluntary
Controlled Primary School**

**Policy for Spiritual, Moral, Social and
Cultural Education**

Belmont CE (Cont.) Primary School

Policy for Spiritual, Moral, Social and Cultural Education

In the light of our Mission Statement, we seek to develop an ethos in our school whereby the spiritual, moral, social and cultural needs of all within the school community are supported. This will be expressed through our response to the gospel call to 'love'.

Introduction:

This policy is carried out within the context and spirit of the school's Mission Statement. It supports and reinforces the aims of Belmont CE (Cont.) Primary School, valuing all children equally and as individuals. The staff, governors and head teacher work together to create a happy, challenging, stimulating and caring environment in which pupils can enjoy their time at school and celebrate their achievement. 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. 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 Belmont CE (Cont.) Primary School spiritual, moral, social, and cultural development is taught through all areas 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. The family atmosphere within the school encourages children to support others and help less able or younger children. This atmosphere ensures children do not support bullying. School sanctions encourage reflection on how situations can be improved.

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.

Rationale:

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 SIAMS inspectors.
- All maintained schools - including church schools – must provide a daily act of Collective Worship for all registered pupils.
- 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:

What is Spiritual, Moral, Social and Cultural Development?

Spiritual development

We strive to support the children in the development of their spiritual life so that through reflection, they will acquire insights and attribute meaning and purpose to personal existence. Children's spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material well-being. We believe that this begins with a personal, experiential encounter with the living Christ and that once experienced needs to be fostered and developed through:

- Personal and community prayer
- A sense of God's presence permeating the life of the school
- A curriculum that creates a sense of awe and wonder
- The ability to listen and be still with quiet times of reflection

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 our imagination and to develop curiosity and a questioning approach – discussing issues and themes
- To encourage quiet reflection during a lesson or Collective Worship, reflecting on good things and what can be improved
- To reflect on own behaviour and situations which are disturbing them
- To consider the mystery of God and the wonder of his world
- To promote self-image and develop positive self-esteem, respect for themselves and find an inner confidence and peace
- To have the opportunity to develop personal beliefs
- To explore the opportunity to pray
- To know own strengths and acknowledge that can't do everything but will be better at something
- To promote the ability to keep trying and seeking success

Moral development

At the heart of the Church's and the school's moral teaching lies the understanding that we love because we are first loved by God. We are called to reflect God's love for us in our relationships with others and, since His love is unconditional and freely given, we have been given the freedom to respond to His love or reflect Him. How we understand and use this gift of freedom is crucial to our moral development. Pupils' moral development involves pupils acquiring an understanding of the difference between right and wrong and/or moral conflict, a concern for others and the will to do

what is right. They are able and willing to reflect on the consequences of their actions and to learn how to forgive themselves and others. They develop the knowledge, skills, understanding, qualities and attitudes they need in order to make responsible moral decisions and to act on them.

Aims for Moral Development:

- To understand that love is at the heart of the Christian understanding of morality
- 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 respect honesty and fairness and to tell the truth
- To respect the rights and property of others and themselves
- To respect loyalty
- To help those less fortunate or able than ourselves and be aware of other people's needs
- To treat others as they would wish to be treated themselves
- To respect and value other people and their feelings and act considerately towards others
- To take responsibility for one's own actions
- To exercise self-discipline and control own behaviour and attitudes
- To consider consequences of actions and effect on others
- To develop positive attitudes and grow in understanding of what is right and what is wrong
- To respect the environment and the world
- To conform to rules and regulations for the good of all and become law abiding citizens
- To consider moral dilemmas
- To understand that consequences are followed through and there is a consistency of rules and expectations of behaviour

Social development

It is part of the school's responsibility to support pupils and their families in the formation of good social attitudes. The school community will nurture our pupils to:

Aims for Social Development:

- To relate positively to others and learn about the obligations, constraints and satisfaction that go with membership of a group or community
- To become aware of their own identity as individuals and to take account of the feelings of others
- To participate fully and take responsibility in the classroom and in the school
- To use appropriate behaviour, according to situations
- To participate in a supportive way in group and school activities so as to develop co-operative skills that will help all to live with each other
- To learn what it means to be a responsible citizen.

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 consider other people's point of view
- To develop feelings of trust in others and to be able to be trusted themselves by ensuring promises are fulfilled and commitments are followed through
- To work collaboratively as part of a group, team
- 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 respect other people and their differences
- To develop selflessness
- To understand that saying sorry also needs to be accompanied by a change in behaviour
- To realise there are things each person can do well.
- To show politeness, cheerfulness, friendliness and actively want to do the right thing
- To develop skills to deal with conflict
- To relate appropriately to people in different situations

Cultural development

Cultural development is the increasing understanding and command of those beliefs, values and customs, knowledge and skills which taken together form the basis of identity and cohesion in groups and societies. Cultures grow and change; features of the past influence the present and will shape its future form.

Aims for Cultural Development:

- To be introduced to the values and customs held within our Anglican, Christian tradition
- To develop a sense of belonging to pupils' national culture and being proud of their cultural background
- To respond to cultural events
- To share different cultural experiences
- To respect the values, customs and cultural heritage of people who belong to other faiths or ethnic cultures

Objectives for Cultural Development:

- To be taught through a curriculum which will enrich, deepen and broaden their experience of all cultural excellence whether aesthetic, mathematical, literal, technological, musical or scientific.
- To develop a love of learning.

Implementation:

The promotion of Spiritual, Moral, Social and Cultural development of each child is seen as the responsibility of all members of staff. Much of this development should be assimilated through the ethos of the school. However, there are many opportunities within cross curricular work to focus on

the aims and objectives outlined. All children regardless of gender, ability or social background will receive the same teaching with each of their views being taken into account.

Ethos:

At Belmont CE (Cont.) Primary School we aim to provide a happy, stimulating and secure environment, reflecting the school's Christian ethos where each pupil is given the challenge and opportunity to develop his/her full potential while enjoying learning and life. We endeavour to provide an environment and ethos in which children and adults can grow and develop in spirituality and where positive attitudes and consistency provide children with good role models, and similarly, older children are expected to demonstrate good behaviour and support to younger children. All children are valued equally whatever their stage of development, and are entitled to maximum success. The ethos encourages safe, sensible behaviour incorporating good manners, consideration, courtesy and respect for others whilst encouraging imagination, inspiration and reflection.

Contexts for Promoting Spiritual, Moral, Social and Cultural Development in our school

It is possible to identify different contexts where suitable opportunities for promoting SMSC arise in many areas of school life. These include:

- Religious Education
- Collective Worship
- National Curriculum subjects
- Non Statutory subjects and aspects of PSHE and Citizenship and environmental
- Teaching and learning strategies
- The quality of relationships between staff and pupils and between pupils
- Teachers and support staff as role models
- The ethos and values of the school
- Aspects such as visits, visitors, extra-curricular clubs and so on.

Aims into Practice

Many of these opportunities and strands are put into practice other than singly. But we list below some of the ways we believe we implement our aims.

Activities	Spititual	Moral	Social	Cultural
Stories and ensuing discussions on these	x	x	x	X
Circle times	x	x	x	X
School council	x	x	x	X
Class rules and our positive reward system for behaviour and achievement		x	x	
Children taking responsibility. For example, as buddies, being helpers and so on.		x	X	
Fundraising for a variety of causes		x	x	x
Links with other schools (including those abroad)			x	x
Curriculum learning and teaching	x	x	x	x
Collective Worship (including pupil participation, class assemblies)	x	x	x	x
Relationships with others (as modelled by staff)		x	x	

Procedures established within the school for dealing with difficulties (e.g. bullying)		x	x	
Procedures and ethos within the school relating to Special Educational Needs		x	x	
Use of music within the classroom and school	x			x
Educational visits (including those to places of worship)	x		x	x
Multicultural events (including visits by parents) planned to enhance the curriculum	x	x	x	x
Use of SEAL in PSHCE lessons	x	x	x	x

Responsibilities:

The Governing Body is responsible for:

- ensuring that the Church Foundation of the school is honoured and that the SMSC Development Policy promotes an ethos based on Christian values, principles and practice.
- ensuring that the SMSC development is put into practice and monitored by the appropriate governor(s).

Monitoring and evaluating spiritual, moral, social and cultural development is an on-going process. There is, however, an opportunity for formal discussion and evaluation, at least on a termly basis, in which all teaching staff participate.

Role of the Subject Leader:

The subject leader (Mrs F. Gardiner) has responsibility for overseeing the planning, the provision and the monitoring and evaluation of SMSC development. The subject leader 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. She will understand the impact that good spiritual, moral, social and cultural development can have on the school as a whole.

Links with other policies:

Other policies closely linked to SMSC development include:

- Collective Worship Policy
- R.E. Policy
- Anti-Bullying Policy
- Behaviour Policy
- Personal, Social, Health Education and Citizenship policy
- Equality Policy and Information

Review

The Governing Body will review this policy, formally, two years from the date of its adoption.

Signed: Head Teacher:

Chair of Governors:

Date: January 2015