



***Benton Dene Primary
School***

**Spiritual, Moral, Social &
Cultural Policy**

SMSC Leader

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Spiritual, Moral, Social, Cultural (SMSC) Policy

Rationale

At Benton Dene Primary 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 and 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 all cultures.

Aims

1. To ensure that everyone connected with the school is aware of and seeks to embrace our values and principles.
2. To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
3. To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
4. To ensure that pupils know what is expected of them and why.
5. To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
6. To enable pupils to develop an understanding of their individual and group identity.
7. 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.
8. To give each pupil the opportunity to explore and develop a sense of social and moral responsibility.

Spiritual Development

As a school we aim to provide learning opportunities that will enable pupils to:

- Sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought.
- Foster their emotional life and express their feelings; develop feelings about what is ultimately important.
- Experience moments of stillness and reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain satisfying relationships; develop a sense of connection and belonging
- Reflect on, consider and celebrate the wonders and mysteries of life.
- Consider the worth of prayer and worship
- Develop a sense of purposefulness.

Moral Development

As a school we aim to provide learning opportunities that will enable pupils to:

- Recognise the unique value of each individual.
- Develop a desire to explore their own and others' views, and an understanding of the need to review and re-assess their values in the light of experience.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong, based on knowledge of their own culture and the culture of others.
- Show respect for the environment.

- Make informed and independent judgements; think through the consequences of their own and others actions
- Have respect for others' needs, interests and feelings.

Social Development

As a school we aim to promote learning opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity.
- Learn about service in the school and wider community.
- Establish and build positive relationships.
- Develop an ability to think through the consequences of their own actions and those of others.
- Work successfully , as a member of a group or team
- Share views and opinions with others.
- Resolve conflicts maturely and appropriately.
- Exercise responsibility.
- Understand the notion of interdependence in an increasingly complex society.
- Understand how societies function and are organised e.g. the family, school government.

Cultural Development

As a school we aim to promote learning opportunities that will enable pupils to:

- Recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.
- Develop particular gifts and talents ; providing opportunities for pupils to participate in literature, drama, music, crafts and other cultural events and encouraging them to reflect on their significance.

Guidelines

Planned opportunities for spiritual development in all subjects can be seen across the school.

Children are given opportunities to reflect upon the meaning of spiritual experiences.

Examples of experiences commonly regarded as spiritual include:

- Curiosity and mystery
 - Awe and wonder
 - Connection and belonging
 - Heightened self-awareness
 - Prayer and worship
 - Deep feelings of what is felt to be ultimately important
 - A sense of security, well-being, worth and purposefulness
- The school will develop a climate or ethos within which all pupils can grow and flourish, respect others and be respected; accommodating difference and respecting

the integrity of individuals. These can occur during any part of the school day, eg. when listening to music, discussing the care needed for animals, exercising empathy or creativity, how we live, contemplating the future, etc

- Visitors are welcomed into school. Links with the Church are fostered through our links with the local churches, especially St Bartholomew's. Visits to other places of worship are encouraged and other faith leaders are welcomed into the school.

Our school develops pupil moral development by:

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- Promoting racial, religious and other forms of equality
- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
- Developing an open and safe learning environment in which pupils can express their views and practice moral decision making
- Rewarding expressions of moral insights and good behaviour
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community
- Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour, providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the school's values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided

Our school develops pupil social development by:

- Identifying key values and principles on which school and community life is based
- Fostering a sense of community, with common, inclusive values
- Promoting racial, religious and other forms of equality
- Encouraging pupils to work co-operatively
- Encouraging pupils to recognise and respect social differences and similarities
- Providing positive experiences to reinforce our values as a school community – for example, through assemblies, team building activities, residential experiences, school productions
- Helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and an awareness of others' needs
- Providing opportunities for engaging in the democratic process and participating in community life
- Providing opportunities for pupils to exercise leadership and responsibility
- Providing positive and effective links with the world of work and the wider community
- 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
- Providing opportunities for pupils to show respect and care for their environment

Our school develops pupils' cultural development by:

- Extending pupils' knowledge and use of cultural imagery and language
- Encouraging them to think about special events in life and how they are celebrated
- Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
- Reinforcing the school's cultural links through displays, posters, exhibitions, etc. As well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits
- Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum in collaboration with other subject leaders.

The provision for SMSC is monitored and reviewed on an annual basis.

Policy reviewed June 2015