



**Redlands Primary
& Nursery School**

**Spiritual, Moral, Social and
Cultural Development Policy**

Rationale

Many aspects of spiritual, moral, social and cultural education (SMSC) are intangible and therefore difficult to plan through the curriculum. Clearly cultural education may be taught through religious education, history, art and music. Where aspects of SMSC are more intangible, the values that Redlands School hold in high esteem are central to this area of development. With these values, a sense of consistence, fairness and collective responsibility are needed. For a real sense of purpose in this policy (which encapsulates all that we believe), the values relate very closely to the aims of the school.

Aims

At Redlands School we aim to provide:

- An educational experience of the highest standards and quality;
- Rich, various and appropriate experiences and opportunities;
- A challenging, lively and stimulating environment;
- A solid foundation of skills and sound preparation for the next stage of education.

We intend that every pupil will have equal opportunity to achieve their maximum potential through:

- A broad, balanced curriculum appropriate to the Foundation Stage and Key Stage 1 and 2 National Curriculum;
- The enjoyment of learning;
- Excellent and appropriate resources to support learning and creativity.

Recognising the development of the individual child, we encourage:

- Self esteem and independence;
- Co-operation, partnership, tolerance and a respect for others;
- An awareness of personal growth, achievement and progression.

Our school aims to be recognised for its value and worth within the global community, and to forge links with all sections of the local community.

Core Values

At Redlands School we value:

- High academic attainment with all children working to their full potential;
- Maximum effort and a determination to succeed;
- Attributes of tolerance, care, thoughtfulness, perseverance, patience, appreciation and understanding;
- People's differences and similarities, their hopes and their fears;
- A caring and supportive environment that engenders a sense of responsibility and respect;
- A sense of enjoyment in the learning process and each other's company;
- Good discipline and self-discipline based on socially accepted values and principles; Curiosity and enthusiasm to learn about the world, the people in it and the cultures they reflect;
- A sense of awe and wonder that encourages reflection and questioning on the nature of the world and our place in it.

Spiritual Development

This aspect involves us by:

- Fostering self-awareness in children as individuals and as an important part of larger groups;
- Fostering an awareness in ourselves in terms of thoughts, feelings, emotions, responsibilities and experiences;
- Encouraging the expression of creativity and imagination;
- Helping individuals to acquire beliefs, values and opinions that are not just of a religious nature;
- Developing self-respect and self-esteem, leading to the respect of others;
- Fostering the awareness and value of reflection of various experiences and changes;
- Recognising that each of us is different and independent of each other, and to respect these differences;
- Searching for the meaning, purpose and values by which we live.
- Raising the awareness of hurt caused by injustice, aggression or rejection;
- Encouraging respect for the environment and looking for meaning, order, pattern, mystery and the origin of the natural world.

Practically, the children's spiritual development is addressed through collective worship and relevant parts of the curriculum. The regular use of praise and acknowledgement of a pupil's contribution are very important.

In our work with children we should be willing to:

- Discuss matters of personal concern.
- Allow children to experience silence, and encourage them to reflect upon their experiences and the world beyond;
- Give children help in understanding decisions that are made to affect the lives of others;
- Encourage children to question why they do not understand;
- Develop a sense of community;
- Encourage children to listen to others and to provide opportunities to develop an awareness of the thoughts and experiences of others through the curriculum;
- Encourage children to talk about feelings and emotions and to experience a sense of awe, wonder and mystery.

Moral Development

This aspect involves us by ensuring that children:

- Distinguish between right and wrong;
- Acquire the knowledge of acceptable moral standards within society and school;
- Have the ability to recognise that they are responsible for their own set of acceptable values and principles.

In our work with children we should:

- Ensure that the school rules are clear and applied consistently;
- Demonstrate that actions lead to consequences or rewards, some being intangible;
- Set a good example ourselves by demonstrating acceptable moral values and principles;
- Be caring and considerate of others and be tolerant of their views, encouraging the children to do the same;
- Encourage the children to be responsible and self-disciplined through positive reinforcement;
- Encourage children to be honest in thought, word and action, being able to distinguish good from bad, right from wrong.

Social Development

At Redlands School we should aim to:

- Provide an environment where children gain skills and personal qualities such as – co-operation, pride, tolerance; to follow rules, listen to others, show respect for authority and lead by example;
- Provide an education that leads to an increase in knowledge and understanding of society.

In our work with children we should:

- Offer opportunities for children to take part in groups other than their normal classes;
- Use different techniques of classroom organisation and management to encourage the children to work together in out of friendship groups;
- Provide pupils with a variety of learning both inside and outside the classroom;
- Involve everybody in all aspects of school by helping pupils to respect authority, celebrate the achievements of others and show a sense of fairness.

Cultural Development

At Redlands School we should aim to:

- Help pupils to identify and appreciate their own cultural identity;
- Develop and extend the range of cultural interests that children already possess;
- Give children a range of new stimuli to enable them to develop new interests and understanding;
- Encourage our children to be aware of and respect other cultural groups and recognise that we live in a multi-cultural society.

In our work with children we should:

- Ensure that our work in the curriculum offers a range of cultural opportunities to extend the children's experiences, for example religious education, history, art, physical education and technology;
- Ensure that through our assemblies, systems, values and principles that we demonstrate the way the school operates as a community;
- Encourage our children to express opinions without encountering rejection or prejudice, whilst also encouraging them to listen to opinions they may not share;
- Recognise children's achievements outside school;
- Use contacts with members of the local community (visits or visitors to school) to reinforce the children's local cultural identity.

The various aspects of the policy for Spiritual, Moral, Social and Cultural Development require a collective ownership from all the school's partners. The relationship that exists at Redlands School needs to be soundly based on the values outlined in the policy set alongside the aims of the school. Many of these values are not easily measured, although collectively they form the kind of ethos, social order and school development that can be easily recognised by everyone.

Review date March 2015 C Sharpe