

Lockington CE VC Primary School



Spiritual, Moral, Social and Cultural (SMSC) Policy

Mission Statement

Our distinctive church school is committed to developing lively, enquiring minds in a happy, safe and caring environment, based on Christian values, which encourages all to show respect, acceptance and understanding of others.

Introduction

We recognise the valuable contribution every pupil can make to the life of their school and community, locally, nationally and globally. It is our statutory duty to promote their social, moral, spiritual and cultural development. Although we separate these elements for the purpose of identifying where they occur, there is much overlap between them, especially in respect of spirituality and its links to pupils' attitudes, morals, behaviour in society and cultural understanding.

Values and Ethos

We seek to promote the core Christian values of:

- Creativity, Compassion and Perseverance

We also promote the Christian values of:

- Friendship
- Service
- Generosity
- Courage
- Thankfulness
- Justice
- Truthfulness
- Respect and reverence
- Forgiveness

Curriculum

We recognise the importance of teaching SMSC education to our pupils and it is therefore a feature of every curriculum area.

Spiritual Development

Spiritual development is a journey in which an individual seeks to know and understand their inner-self and continues to search for truth.

Spiritual development is encouraged by:

- giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the ways these impact on peoples' lives;
- encouraging children to explore and develop what animates themselves and others;
- giving children the opportunity to understand human feelings and emotions and the way these impact on people and how an understanding of these can be helpful;
- developing a climate or ethos in which all children can flourish, enjoying individual liberty and mutual respect;
- accommodating difference and respecting the integrity of individuals, including those with different faiths and beliefs;
- promoting learning opportunities which value children's questions encourage deeper questions and give them space for their own thoughts, ideas and concerns.

Spiritual development of pupils can be shown by their:

- ability to reflect upon their own beliefs, religious or otherwise, which inform their perspectives on life;
- interest in and respect for different people's feelings, values and faiths;
- sense of enjoyment and fascination in learning about themselves, others and the world around them;
- use of imagination and creativity in their learning;
- ability to reflect upon experiences.

Moral Development

Our aim is to enable pupils to build a framework of moral values which regulates their personal behaviour. We help them to understand the expectations of society, including the fundamental British values of:

- democracy;
- the rule of law;
- individual liberty;
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

We recognise the need to help pupils to balance their right to an opinion and freedom of speech with the respect and tolerance of others' values and beliefs.

Moral development is encouraged by:

- providing opportunities for reflection and the development of their own opinions;
- helping them to recognise and resolve moral dilemmas implicit in a given context;
- enabling them to make and act upon informed choices, taking right and wrong into account;

- helping them to understand that where there may be disagreement or conflict, it is important to respect right of others to have a view;
- encouraging them to take pride in themselves and their work;
- developing the personal skills and qualities necessary to manage situations, such as being able to: make decisions; reflect upon and change personal behaviour; resist peer pressure; show respect and compassion for themselves, others and the environment; challenge behaviour such as dishonesty, injustice, discrimination and misuse of power; play fairly and be good winners and losers.

Moral development of pupils can be shown by their:

- ability to recognise the difference between right and wrong and their readiness to apply this understanding to their own lives;
- respect of rules and laws;
- understanding of the consequences of their behaviour;
- interest in investigating and offering reasoned views about moral and ethical issues;
- ability to accept, respect and appreciate others may have a different viewpoint.

Social Development

Our aim is to develop in pupils a growing understanding of the part they play in their school community and the wider society, now and in the future. We encourage pupils to relate positively to others, participate fully in the community and develop understanding of good citizenship.

Social development is encouraged by:

- developing understanding and respect for others, their opinions, beliefs and customs;
- developing understanding of societies institutions, structures and characteristics, including democracy and the rule of law;
- encouraging a sense of pride in the community;
- nurturing interpersonal skills necessary for successful relationships;
- helping them use restorative approaches with their peers increasingly independently;
- encouraging them to reflect upon the impact their actions have on others;
- developing good team working skills through opportunities to cooperate and share;
- expecting good manners and courteous behaviour;
- providing opportunities for children to develop self-confidence.

Social development of pupils can be shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different backgrounds;
- willingness to participate in a various social settings, cooperating well with others and being able to effectively resolve conflicts;
- willingness to volunteer;
- interest in and understanding of the way communities and societies function on a variety of levels;

- engagement with fundamental British values, enabling them to participate fully and contribute positively to life in modern Britain.

Cultural Development

Our aim is to develop an understanding and appreciation of pupils' own culture and other cultures in the community locally, nationally and globally. It is an exploration of how we are the same and different; how we came to be the way we are and how we are changing. Cultural development is pivotal in understanding community cohesion and having pride as well as curiosity and wonder at the world. Promoting cultural development is closely linked to our schools attempts to value cultural diversity and prevent racism.

Cultural development is encouraged by:

- helping pupils understand and feel comfortable in a variety of cultures and be able to operate in the emerging world culture of shared experiences provided by television, travel and the internet;
- helping pupils understand that cultures are evolving and coping with change;
- providing pupils with knowledge and appreciation of the key features of their own cultural traditions and practices and of other major cultural groups;
- developing an understanding of, celebrating and embracing, the diversity of cultural, spiritual, moral and social traditions and practices within their community and the wider world;
- developing the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture in the form of music, art, drama, literature and faith;
- providing opportunities to nurture the cultural development of our pupils in all creative areas across the curriculum;
- encouraging a personal response to a range of cultural activities;
- exposing pupils to a wealth of stimuli from their own culture and those of others, taught and through the whole curriculum with visits and visitors to support their teaching.

Cultural development of pupils can be shown by their:

- understanding and appreciation of the wider range of cultural influences that have shaped their own heritage and that of others;
- willingness to participate in cultural opportunities: e.g. sporting, musical, artistic, mathematical, technological, scientific etc.;
- understanding and appreciation of the range of cultures in school and further afield as an essential element of their preparation for life in modern Britain;
- interest in exploring, understanding and respect for cultural diversity and the extent to which they understand, respect and celebrate diversity as shown by their attitudes towards different religious, ethnic and socio-economic groups in local, national and global communities.

Planning

In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. A vast majority will be delivered through cross-curricular activities as well as specific PSHE and RE activities.

How we make provision for SMSC development across the school:

Planned opportunities for spiritual development in all subjects can be seen across the school. Examples of experiences commonly regarded as spiritual include: curiosity and questions; awe and wonder; connection and belonging; heightened self-awareness; prayer and worship; sense of security, well-being, worth and purposefulness. This can be evidenced through, for example, curriculum planning documents, educational visits and visitors; collective worship and celebration assemblies; time for reflection and opportunities for outdoor learning.

Planned opportunities for moral development include: the provision of a clear moral behaviour code through our behaviour policy and promotion of explicit Christian values; promotion of equality and diversity; curriculum opportunities; the development of an open and safe learning environment in which pupils can express their views and practice moral decision making; providing moral role models through the curriculum and collective worship reinforcing these through, for example, images, posters and displays.

Planned opportunities for social development include: fostering a sense of community with common, inclusive values; promoting racial, religious and other forms of equality; encouraging pupils to work cooperatively; providing opportunities to reinforce our values, for example, through assemblies, team building activities, educational visits, residential experiences, school productions and clubs; providing opportunities to be involved in the democratic process and participating in community life; providing opportunities for pupils to exercise leadership and responsibility; providing positive links with the wider community, including charitable giving and enterprise projects.

Planned opportunities for cultural development include: extending pupil's 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, art, dance, music, craft and other cultural events and encouraging pupils to reflect upon their significance; reinforcing the school's cultural links through displays, posters, exhibitions etc.; developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits.

Roles and Responsibilities

The Governing Body determines, supports, monitors and reviews the SMSC policy.

The Headteacher provides support for staff; monitors learning and teaching; monitors planning; supports staff development through training and provision of resources.

The SMSC Leader provides a strategic lead and direction of SMSC in the school; supports and advises staff; remains informed about current developments; supports staff development; monitors standards; considers the progress of planned actions, including in the school development plan;

oversees the choice, purchase and organisation of resources and liaises with the named linked governor.

Class teachers plan and provide pupils with purposeful activities and opportunities linked to curriculum content and the SMSC policy. They assess pupils work; update their own knowledge and take advantage of training opportunities.

Monitoring and Review

The headteacher will monitor the implementation of this policy.

The governing body may, at any time, request from the headteacher a report about the way SMSC is promoted in the school.

The policy will be reviewed every three years or more often if necessary.

Date: April 2016

Signed: _____ Headteacher

Signed: _____ Chair of Governors

This policy will be reviewed in the spring term 2019.