



## Spiritual, Moral, Social and Cultural Policy

### **Mission Statement**

This Policy is carried out within the context and spirit of the school’s Mission Statement. It supports and reinforces the aims of Packington Primary School, valuing all children equally and as individuals.

***“At Packington Church of England Primary School we are learning to succeed and achieve our full potential together”***

***and for the pupils***

***“Together we can achieve more – with Jesus as our guiding light***

Packington School is a Church of England Voluntary Controlled School with Christian attitudes and values towards life.

We are committed to:

- Teaching and living the Christian way of life.
- Providing quality education for every child.
- Developing respect and consideration for all members of the community.

The ethos of the school is reflected and expressed through our Christian values and through our spiritual, moral, social and cultural teaching and learning; it derives from the Christian tradition and promotes our beliefs and values, which are clearly set out in the School Prospectus and School Website.

Our Christian values are an important element of our Collective Worship, enabling pupils to understand the impact of the Bible, the life of Jesus and the nature of God on our daily lives.

### **Introduction**

In contrast to the policies for specific curriculum subjects, this policy relates to the whole life of the 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.

- Spiritual, moral, social and cultural development should be promoted not only through all the subjects of the curriculum but also through the ethos of the school and collective worship.

### **RATIONALE - LEGAL**

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 Section 48 inspectors.

- All maintained school – including church schools – must provide a daily act of collective worship for all registered pupils.

**We aim to:**

- Provide opportunities for pupils to understand the impact that our Christian values have on our daily lives.
- Provide a broad, balanced curriculum including the National Curriculum, and a wide range of extra curricular activities.
- Provide equality of opportunity and access to the curriculum.
- Provide a wide and appropriate range of learning experiences and teaching styles.
- Maximise the use of facilities and resources in and around the school.
- Provide a stimulating, caring and stable environment where children feel happy and confident.
- Ensure a balance of skills and expertise in staff, and support staff development.
- Encourage creativity and initiative in all members of the school community.
- Celebrate positively the achievements of individuals and the whole school.
- Respect and value children’s home background and the contribution their parents can make, by willingly accepting the support parents can offer and by making realistic expectations of that support.

**We aim to give children the opportunities to:**

- Reflect on the impact of stories from the Bible, the life of Jesus and the nature of God on their daily lives.
- Develop a caring and responsible attitude to themselves and each other.
- Develop respect for people and property.
- Learn to value and respect the environment.
- Learn to use a variety of behaviours appropriately.
- Help each child to achieve the standards of which they are capable, especially using language, numbers and scientific skills effectively.
- Learn about and respond to a technological society.
- Develop a wide range of skills.
- Experience and value the Arts and the world around us.
- Develop an awareness and respect for cultural diversity and other religions.
- Develop the ability to ask and answer questions and to solve problems.
- Learn how to develop a healthy and active lifestyle.
- Develop according to individual needs, fulfilling their potential in positive ways.
- Develop a feeling of self-esteem and worth.
- Make informed choices.
- Develop autonomy.
- Make mistakes in a safe environment.

**RATIONALE – RELIGIOUS / EDUCATIONAL**

- 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**

### **Spiritual Development**

At Packington we have agreed a clear and simple definition of spirituality to enable us to have a shared interpretation of spirituality across the school community:

**Spirituality means knowing how to live with meaning and purpose, with an awareness that there is something far greater than we are.**

*It is about the development of the non-material of a human being which animates and sustains us. It is about the development of a sense of identity, self worth, personal insight, meaning and purpose. It is about the development of a person's 'spirit'. Some people may call it the development of a person's 'soul'; others as the development of 'personality' or 'character'.*

As a church school, we place special emphasis on the specific teaching and beliefs of the Christian faith, both within the daily life of the school and through the curriculum to guide our pupils and enable them to live their lives with meaning and purpose.

#### **Pupil's spiritual development is shown by:**

- Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values.
- Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences.

Understanding of self and others is at the heart of spiritual development and is not linked solely to a particular doctrine or faith. As a Christian school we believe spiritual development is, therefore, accessible to everyone. All areas of the curriculum should contribute to pupils' spiritual development.

### **Moral Development**

At Packington we have agreed a clear and simple definition of moral development to enable us to have a shared understanding across the school community:

**Moral development is about understanding society's shared and agreed values, especially the difference between good and bad or right and wrong. It is about understanding that forgiveness and reconciliation is at the centre of the Christian message.**

*It is about understanding that there are issues where there is disagreement and it is also about understanding that society's values change. Moral development is about gaining an understanding of the range of views and the reasons for the range. It is about developing an opinion about the different views.*

Moral development is concerned with pupils' ability to make judgements about how they should behave and act and the reasons for such behaviour. It refers to their knowledge, understanding, values and attitudes in relation to what is right or wrong. Moral development teaches and models biblical values; truth, justice, trust, love, peace, compassion, forgiveness, reconciliation, redemption and self control.

## **Morality**

At Packington we believe that to develop children morally we need to help them to understand that forgiveness is at the centre of the Christian message. As such our behaviour policy is based on forgiveness and reconciliation.

### **Pupil's moral development is shown by their:**

- Ability to recognise the difference between right and wrong and their readiness to apply this understanding to their own lives.
- Understanding of the consequences of their actions.
- Interest in investigating and offering reasoned views about moral and ethical issues.

The system of rules and codes of behaviour established in our school is an important early introduction to the issues of fairness for all and to the consequences of operating outside the accepted rule system. Pupils are encouraged to understand the need for a common code and to follow it from conviction rather than because of consequences or sanctions. Moral development, based on Christian principles, should enable pupils to become increasingly responsible for their own actions and behaviour.

## **Social Development**

At Packington we have agreed a clear and simple definition of social development to enable us to have a shared understanding across the school community:

**Social development is about the development of the skills, qualities and Christian values necessary to live and work together in harmony and to make a positive contribution to society.**

*It is about functioning effectively in a multi-racial, multi-cultural society and developing into a tolerant and helpful human being. It involves growth in knowledge and understanding of society in all its aspects. This includes understanding people as well as understanding society's institutions, structures and characteristics, economic and political principles and organisations, roles and responsibilities, and life as a citizen, parent or worker in a community. It involves the development of inter-personal skills necessary for successful relationships.*

Social development refers to the development of abilities and qualities that students need to acquire if they are to play a full and active part in society. It also relates to the growth of knowledge and understanding of society in all its aspects.

The Bible teaches us about the importance of relationships and being part of a local, national and global community. As part of a community we have a responsibility to live with all its members and to do our part to support the community showing attitudes of friendship, patience, endurance, peace, trust, compassion, generosity and justice.

### **Pupil's social development is shown by their:**

- Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.
- Willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively.
- Interest in, and understanding of, the way communities and societies function at a variety of levels.

The school, but in particular the classroom, provides a suitable environment for promoting social development within a Christian context. Pupils learn to lead, to use their initiative and to use individual skills and strengths when working together towards a common goal. The ability to be led, to

support others and to recognise the different skills of other group members can be developed when children work co-operatively. Our Citizen's Award encourages pupils to show generosity and service to others and to make a positive contribution to our community.

### **Cultural Development**

At Packington we have agreed a clear and simple definition of cultural development to enable us to have a shared understanding across the school community:

**Cultural development is about us understanding our own culture and that of others both near and far so that we can follow the messages within the Bible to value others and live together in peace and harmony.**

*It enables us to appreciate cultural influences; participate in cultural opportunities and to understand, accept, respect and celebrate diversity. It is about understanding and feeling comfortable in a variety of cultures and being able to operate in the emerging world culture of shared experiences provided by television, art, theatre, travel and the internet. It is about understanding that cultures are always changing and coping with change. Promoting cultural development is intimately linked with valuing cultural diversity and preventing racism.*

Cultural development refers to the development of knowledge and understanding of differing cultural beliefs, customs and traditions. It is an increasing appreciation of the systems of values and attitudes, which form the basis of identity and cohesion within societies and groups.

Cultural development provides the opportunity to teach children about the diversity of Christianity as a world-wide multi-cultural faith and to learn from this and the beliefs of those from other faiths.

#### **Pupil's cultural development is shown by their:**

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage.
- Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.
- Interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio economic groups in the local, national and global communities.

In order to make provision for cultural development existing knowledge, interests and experiences are strengthened and then built upon further. In this way pupils gain a deeper understanding of their own culture and the factors which influence it and gain a broader understanding of other cultures and cultural influences. All areas of the curriculum can be used to promote and develop cultural awareness, although the arts, literature, music, dance, drama and art are those used the more frequently.

### **Christian Distinctiveness**

Packington is a voluntary controlled school with Christian attitudes towards life and strong Christian values.

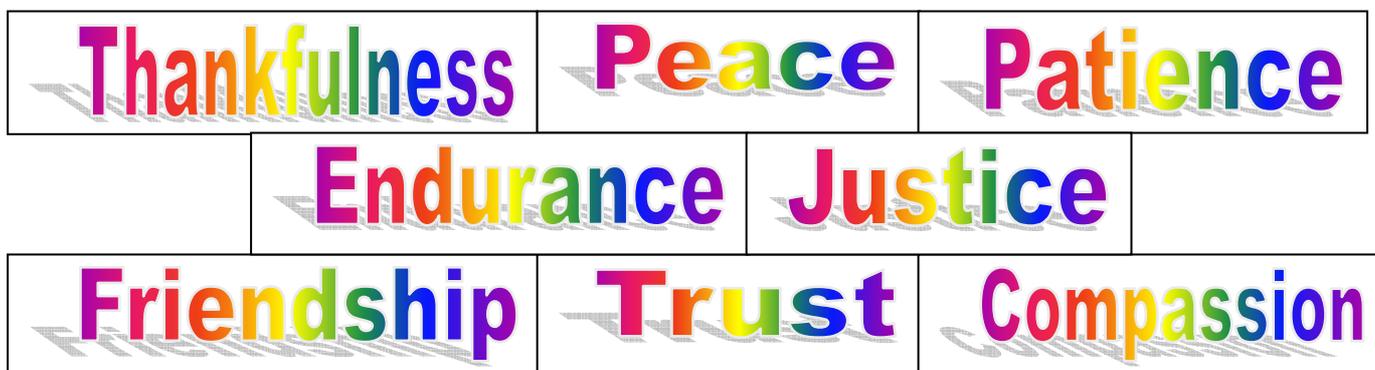
We are committed to:

Teaching and living the Christian way of life.

Providing quality education for every child.

Developing respect and consideration for all members of the community

The Christian ethos of our school is underpinned by values which are distinctly Christian in character, in addition to being shared human values. They are the values we develop through our understanding of the Bible, the life of Jesus and the nature of God. As a school we initially chose eight key Christian values through which the members of our school community were enabled to understand and to apply them to their daily lives. These are the building blocks we use in our drive to make achievement and spiritual, moral, social and cultural development outstanding at our school. As time has progressed we have extended the different values that we discuss through our RE work, Collective worship, curriculum and other themes e.g Our Year of Courage.



## **SPIRITUAL DEVELOPMENT**

### **Aims for Spiritual Development**

- The ability to listen and be still
- The ability to transcend the mundane
- The ability to sense, the sacred, the holy, the Divine
- The ability to reflect
- The ability to sense wonder and mystery in the world
- The ability to sense the special nature of human relationships

### **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 and awareness of and enjoyment in using one's imaginative potential
- To encourage quiet reflection during a lesson or assembly
- To develop individual self-confidence in expressing inner thoughts in a variety of ways
- To consider the mystery of God and the wonder of His world
- To find an inner confidence and peace

### **Provision for Spiritual Development**

Staff provide a role model for the children by sharing in the joy of discovery and in the mystery of creation. As individuals, they may share something of their own spirituality with both colleagues and pupils.

a) Within the Curriculum, pupils will be able to explore:

- An imaginative approach to the world
- A spirit of enquiry and open-mindedness
- An approach to the holy or the sacred
- An awareness of order and pattern in the world

The School will:

- Encourage pupils to express their creativity and imagination;
- Foster a sense of respect for the integrity of each person;
- Create an atmosphere which enables pupils and staff to speak freely about their beliefs;

b) Within RE, Worship and PSHCE, the school will:

- Allow pupils to investigate and reflect upon their own beliefs and values;
- Provide opportunities for pupils to share what is meaningful and significant to them, including the 'darker' side of life;
- Provide opportunities for prayer/reflection/silence, the exploration of inner space;
- Encourage a balance of music, speech, silence and the creative arts when exploring spiritual development;
- Explore the case of the symbol, image, allegory and metaphor in the curriculum;
- Explore what commitment means;
- Always invite a response and never coerce;

c) Beyond the Formal Curriculum, the school will:

- Encourage pupils in personal conversations and during discussions in lessons, to express such feelings as transcendence, wonder, transience and change, paradox and unease, injustice or inequality whilst listening carefully to others' questions and responses;
- Treat pupils, staff and governors with respect, regardless of personal feelings;
- Invite close involvement with the church, and regular participation in church services;

### **Assessment of Spiritual Development**

- Becoming aware of God in one's own life and in the life of others
- Becoming aware of and reflecting on experience
- Questioning and exploring the meaning of experience
- Understanding and evaluating a range of possible responses and interpretations
- Developing personal views and insights and a grasp of the intangible
- Applying the insights gained with increasing degrees of perception to one's own life
- Acquiring a sense of empathy with others, concern and compassion
- Development is best seen through pupil's relationships and conversations with others

We should aim to encourage pupils to experience all the above within the context and practice of the Christian faith.

## **MORAL DEVELOPMENT**

### **Aims of Moral Development**

- To understand the principles lying behind decisions and actions

- 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 of Moral Development**

- To tell the truth
- To respect the rights and property of others
- To keep a promise
- To help those less fortunate than ourselves
- To act considerately towards others
- To take responsibility for one's own actions
- To exercise self-discipline
- To develop high expectations
- To develop positive attitudes
- To conform to rules and regulations for the good of all

### **Provision for Moral Development**

#### a) Within the Curriculum

- Encouraging pupils to develop a personal view on ethical questions raised in science
- Developing responsibility in learning and setting personal targets

#### b) Within RE, Worship and PSHCE

- Religious Education lessons emphasise the Christian, moral perspective whilst also offering models of morality in other faiths

#### c) Beyond the Formal Curriculum

- The school will set high expectations through formal discussion which will lead to raised awareness of high moral standards inside and outside the classroom

### **Assessment in Moral Development**

Assessment is primarily through observation of pupil behaviour and the views pupils express.

Do pupils demonstrate:

- An understanding of moral principles which allow them to tell right from wrong?
- A respect for other people, truth, justice and property?
- An ability to stand moral ground in the face of peer pressure?

Pupils should move gradually from a 'taught morality' to taking responsibility for their own moral decisions.

# **SOCIAL DEVELOPMENT**

## **Aims of Social Development**

- To relate positively to others
- To participate fully and take responsibility in the classroom and in the school
- To use appropriate behaviour, according to situations
- To engage successfully in partnership with others
- To exercise personal responsibility and initiative
- To understand that, as individuals, we depend on family, school and society

## **Objectives of 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 work as part of a group
- To interact positively with others through contacts outside school, eg sporting activities, visits, church services, fund raising activities, 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 realise there are things each person can do well

## **Provision of Social Development**

### a) Within the Curriculum

- Listening to the viewpoints and ideas of others

### b) Within RE, Worship and PSHCE

- Good behaviour is praised positively and rewarded publicly through the celebration assemblies each week and reward systems such as certificates raffle tickets, House Rewards and 1,2,3 magic..

### c) Beyond the Formal Curriculum

- Pastoral care from all staff gives pupils the chance to see caring in action
- Opportunities to welcome or give a vote of thanks to visitors or when making a visit

## **Assessment in Social Development**

Observation of pupils' growing maturity and self-esteem

The degree to which pupils employ socially acceptable behaviour

Development of relationships in work and play

The degree to which pupils appreciate what constitutes a healthy lifestyle

The importance of the link between relationships and behaviour should be emphasised. The quality of relationships between teachers, pupils, support staff, parents and governors, at all levels, is crucial. These relationships will be characterised by mutual respect, by positive attitudes, by the willingness to listen and understand and by the valuing of pupils.

# **CULTURAL DEVELOPMENT**

## **Aims of Cultural Development**

The aims and objectives of cultural development relate to differing aspects of the word 'culture'.

- To develop a sense of belonging to pupils' own culture and being proud of their cultural background
- To respond to cultural events
- To share different cultural experiences
- To respect different cultural traditions
- To understand codes of behaviour, fitting to cultural tradition

## **Objectives for Cultural Development**

- To develop an awareness and recognition of what a 'cultured person' appreciates in terms of music, art, drama, literature etc
- To develop a love of learning
- To develop an understanding of British cultural tradition, including Christianity
- To appreciate the values and customs of other ethnic and faith groups which make up modern British society, and the world beyond
- To develop the ability to value current cultural enthusiasms, icons, music and media, critically and independently of peer pressure

## **Provision for Cultural Development**

### a) Within the Curriculum

- Acquiring a code of behaviour when visiting a church or churchyard for study or place of worship of another faith e.g. visiting the Gurdwara, Buddhist Temple, Jain temple
- Learning about another culture presented through a cross-curricular approach/ stories and poems.

### b) Within RE, Worship and PSHCE

- Opportunities to discuss and explore differences, similarities, equal rights, peer pressure and discrimination

### c) Beyond the Formal Curriculum

- Visit of drama/ dance groups.
- Links with Rwanda, France, Germany and the Czech Republic.
- Visits from parents of different faiths/ cultures

## **Assessment in Cultural Development**

Response to stories, videos, artefacts

Records of work, displays, photographic evidence

Increased participation in cultural activities

Attitudes expressed during cultural visits or relating to visitors

It is hoped that our children will develop a balanced approach to retaining the traditions of our Christian society, whilst perceiving in a positive light the contribution of other cultures, past and present.

## **LINKS WITH OTHER POLICIES**

The following policies are closely linked to SMSC development:

Personal, Social, Health and Citizenship Education Policy  
Behaviour Policy  
Equal Opportunities Policy  
Multi-Cultural / Anti Racist Policy  
Teaching and Learning Policy  
RE Policy  
Collective Worship Policy  
Individual Curriculum Policies

## **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 principles and practice.
- Ensuring that the SMSCD is put into practice and monitored by the appropriate governor

The School Development Plan should include a section on SMSC development which gives an indication of planned developments in all four aspects and arrangement for review. The following may be mentioned, where appropriate:

- Themes and approaches
- Staff training and support
- Development of resources
- Whole school INSET

Monitoring and evaluating spiritual, moral, social and cultural development is an on-going process. It also takes place formally in staff meetings and in the head teacher's reports to the governing body.

## **ROLE OF CO-ORDINATOR**

The head teacher has responsibility for overseeing the planning, the provision and the monitoring and evaluation of SMSC development. The co-ordinator 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. S/he will understand the impact that good spiritual, moral, social and cultural development can have on the school as a whole.

This policy has been formally adopted by the Governing Body of Packington C E Primary School. It will be reviewed by the Governors, the Head teacher and the SMSC Co-ordinator in conjunction with all staff three years from the date of the signature below.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Chair of Governors

