



**SPRITUAL, MORAL, SOCIAL AND CULTURAL
POLICY FOR SCHOOLS WITHIN
THE KEYS FEDERATION ACADEMY TRUST**

**St. Peter's C. of E. Primary School, Hindley
Hindley Green Community Primary School
St. John's C. of E. Primary School, Hindley Green
St. John's C. of E. Primary School, Abram**



March 2017

SMSC Policy

‘Spirituality is like a bird, if you hold it too tightly it chokes, if you hold it too loosely it flies away.’ Rabbi Hugo Gryn

Spirituality does not fit neatly into RE lessons and all staff are expected to, and are capable of, ensuring that as opportunities do arrive, they are used to ensure that the child is given opportunities to develop.

All spiritual development takes place within the context of Christian belief and practice. Our church schools offer opportunities for all in our school communities to develop a relationship with God through Jesus.

Spiritual development is only possible when the environment allows children (and adults) to feel accepted, to question and to explore. Spiritual development needs time to reflect and absorb issues, to reflect theologically and to spend time in awe and wonder.

Whilst RE and Worship times are obvious areas to look for Spiritual Development it can also be found in all curriculum areas and in play situations.

At St. Peter’s, Hindley, St. John’s Hindley Green and St. John’s, Abram, we work towards the aspects of Spirituality as identified in Blackburn Diocese Religious Education Syllabus and we aim to promote Spiritual Development within a context of Christian beliefs, values and worship. We seek to provide pupils with opportunities to explore the Christian Faith and develop a relationship with God.

Guidelines for Spiritual, Moral Social and Cultural development

Spiritual – the growth of the spirit, understanding strengths and weaknesses, self-respect, creativity, will to achieve own potential and the ability to ask, and try to find out answers to, life’s major questions, including questions about the existence and nature of God in order to foster non-material well being throughout life

Moral – the development of understanding of the difference between right and wrong, understanding of moral dilemmas, the will to do that which is right, a willingness to consider others with concern and the ability to cope with moral conflict

Social – the development of understanding of the responsibilities and rights of being members of families and various communities (local, national and international) and the ability to relate to, and work with, others for the common good and to live up to these responsibilities and exercise these rights. The development and demonstration of skills and attitudes that will allow pupils to participate fully in and contribute positively to life in modern Britain by acceptance and engagement with the fundamental British values and mutual respect and tolerance of those with different faiths and beliefs.

Cultural – the development of understanding of how people of different cultures think, feel, create, behave and live. Its aim is to develop pupils’ sense of belonging within, value for and engagement with local, regional, and national cultures.

At the heart of cultural development lies the encouragement of pupils to question, analyse, evaluate and reflect on their responses and the responses of others within a range of different cultural contexts and aesthetic experiences.

See Appendix 1 attached.

Guidelines for Moral Education

We recognise the unique of each individual as a child of God. In our Church schools we have a commitment to live out the challenge of Jesus' teaching as well as exploring the commonly agreed norms in society. We must equip our pupils to recognise and evaluate what is being presented to them and continually work towards a structure and framework for their own beliefs and behaviour. We need to use the experience of others to support and prepare us for life's journey.

We are vibrant, Christian, caring, family friendly schools and our schools' values are:

- ❖ Telling the truth
- ❖ Keeping promises
- ❖ Respecting the rights and property of others
- ❖ Acting considerately towards others
- ❖ Helping those less fortunate and weaker than ourselves
- ❖ Taking responsibility for our own actions
- ❖ Self discipline

We use a constant approach across all curricular areas that allows pupils to practise these skills and gain an understanding of a variety of specific moral issues as well as a formal approach to moral issues in general.

Provision for Social development

At schools within The Keys Federation we look to educate the whole child, therefore we make provision for Social development both in the hidden and the open curriculum.

We ensure that

- ❖ Children are given time to play at lunch time, the older children are trained as play leaders and the Lunchtime Organisers have been trained in play
- ❖ We have an Eco committee which ensures that we relate to and work for the common good of our community
- ❖ Our yearly Lent appeal enables us to work for our global community, either locally, nationally or internationally
- ❖ We take parts of our Christmas celebrations to the local Hospice and local nursing homes, again to help us to relate to others in differing situations
- ❖ In upper KS2 children are given the opportunity to experience a residential 'holiday' to develop, amongst other things, social skills
- ❖ We run after school discos to enable social interaction to take place

- ❖ There are class and school councils to aid the understanding of the rights and responsibilities of being part of a community and to make decisions effecting the running of the school.

Provision for Cultural Development

Our schools have a proactive approach to cultural development. We aim to enrich pupils' knowledge and experience of their own and other cultural traditions, through the curriculum, visits and other activities. Our duty under community cohesion now reflects our philosophy within this area.

Aspects of the curriculum such as history, geography, art music, dance, drama, PSHE, Citizenship, literature and RE can all positively contribute to cultural development.

We also:

- ❖ Visit Museums and art galleries
- ❖ Work with artists, authors and performers
- ❖ Develop openness towards, and value the music and dances of different cultures
- ❖ Appreciate the natural world through art and literature
- ❖ Study other living faiths

This policy and guidance was reviewed with due regard to the Equality Act 2010 during the Spring Term 2017 and Directors are aware of its contents.

Signed
Chief Executive Officer

Appendix 2

Ways of promoting Spiritual, Moral, Social and Cultural development within and across subjects

The teaching of subjects can support SMSC development in two main ways, that is either through what is taught or how it is taught.

This document considers each area separately, in order to highlight specific examples, but in classroom practise there may be greater interdependence.

We aim to develop:

- ❖ A set of Christian personal beliefs and values by which to live
- ❖ A sense of transcendence – that there is more to life than ‘meets the eye’ – more than a physical existence
- ❖ An awareness of order, pattern, meaning and purpose in the world leading to an understanding that, for Christians, creation is a revelation of God’s loving purposes
- ❖ A capacity for awe, wonder and mystery; an awareness of uncertainty and paradox
- ❖ A sense of personal identity and self worth
- ❖ An ability to value others as created in God’s image
- ❖ Self knowledge and an awareness and growth of feelings, emotions and imagination
- ❖ An understanding of Christian teaching on life and death, on suffering, grief and loss
- ❖ An awareness that life involves choices between good and evil
- ❖ An awareness of God’s love and care for them personally
- ❖ An understanding of the Christian belief of Jesus Christ as Saviour

We provide opportunities in Worship time and throughout the curriculum and life of the school for pupils to:

- ❖ Be quiet and reflect on life and the world, and ‘wait on God’
- ❖ Become familiar with traditional forms of Christian prayer and worship
- ❖ Give thanks to God for their creation, preservation, salvation and the promise of eternal life
- ❖ Use a variety of prayer forms and techniques, and to use their own prayers
- ❖ Question, explore, discuss and give an account of their own beliefs
- ❖ Understand and evaluate Christian responses to life
- ❖ Consider other world faiths and their similarities/differences
- ❖ Use their gifts of imagination and creativity
- ❖ Explore and express feelings and emotions
- ❖ Develop respect for others as independent, thinking, feeling people
- ❖ Face difficult or distressing matters in a context of loving Christian teaching and support

We believe that there are similarities between Christian Spiritual development and other forms of spirituality. We perceive these to be:

- ❖ Coming to know self
- ❖ Learning to reflect on experiences
- ❖ Exploring important questions of how to live our lives
- ❖ Exploring important questions of how to treat others
- ❖ Owning a set of beliefs by which to guide our lives

There are six strands, this list is purely for guidance, when aware of areas where Spiritual development has occurred, staff may add to this list and share their ideas with others.

God and the World

- ❖ A sense of transcendence, of 'otherness', of there being more to life than 'meets the eye'
- ❖ Obtaining a glimpse of that otherness to life, (which all faiths claim exists)
- ❖ A willingness to join in the search for God
- ❖ Understanding that, for Christians, the world is a revelation of God and points to God.
That there is a meaning beyond ordinary things
- ❖ A capacity for awe and wonder
- ❖ A sense of there being mystery at the heart of life and an awareness of ultimate questions
- ❖ An awareness of there being order, pattern and sequence in creation
- ❖ An attitude towards the world that is enquiring and curious
- ❖ An imaginative approach to life
- ❖ The ability to be still and 'wait on God'
- ❖ The ability to reflect on life and on the world
- ❖ The ability to use all one's senses fully in paying attention to the world, really seeing and focusing.

The Bible

- ❖ The relevance and authority of the Bible

Self and others

- ❖ Developing as a person
- ❖ An awareness of one's own inner life
- ❖ An awareness of one's own uniqueness, worth and identity
- ❖ A sense of self esteem
- ❖ The ability to be 'at ease' with oneself
- ❖ Developing empathy for others
- ❖ A sense of others as feeling, thinking persons
- ❖ The exercise of compassion for those in need
- ❖ Developing a respect for others, and a willingness to learn from their insights
- ❖ The ability to communicate one's insights, thoughts and emotions to others
- ❖ The ability to relate to others appropriately

Values and choices

- ❖ An appreciation of and acceptance of the worth of values such as truth, beauty, love, compassion, goodness and self-sacrifice
- ❖ An awareness that life involves choices between good and bad
- ❖ An awareness of the dark side of life, of suffering, evil, pain, decay and loss, and the capacity to cope with them
- ❖ The capacity to accept both joy and sadness as part of life
- ❖ The capacity to live with uncertainty, pardon and unanswered questions
- ❖ A desire to develop and make use of one's creative gifts and skills

Making sense

- ❖ An understanding of Christian beliefs about God
- ❖ An understanding of Christian beliefs about Jesus
- ❖ An understanding of Christian beliefs about the Holy Spirit
- ❖ An awareness of the nature of prayer
- ❖ An understanding of Christian responses to life
- ❖ The ability to give account of one's own beliefs and values
- ❖ Understanding and using religious language, metaphor and symbolism

Prayer

- ❖ The ability to pray and use one's own prayers
- ❖ The ability to find peace within oneself
- ❖ The ability to use a variety of prayer forms and techniques
- ❖ Familiarity with traditional Christian prayers and worship
- ❖ Ability to be quiet and reflective

Experiences which promote Spiritual, moral, social and cultural development

Pupils could be helped to	Spiritual	Moral	Social	Cultural
Analyse, evaluate and reflect – (think critically)	On their own and others' experiences and life's fundamental questions, on their own significance and value	On the consequences of their actions and the actions of others	On the difference between fact and opinion On the evidence for and against both sides of a debate	On how different cultural influences affect the way they and others think, feel, create, behave and live; on how each individual is affected by a range of cultural influences at a local regional and international level
Discuss and debate	Insights, beliefs, ideas, emotions, feelings and experiences, including the insights of great teachers and philosophers	Moral rules, shared values, the qualities of a good human being and the complexity of moral issues. Ideas of right and wrong in relation to current issues.	The powerful influences on public opinion represented by the political parties, the church and other faith communities, the media and key organisations	The connections between cultures from different times and places, how and why aspects of culture change or remain the same
participate	In prayer, worship and reflection; seeking meanings for themselves; By exercising intellectual curiosity	By making real decisions about how they should act and then acting on them	In democratic processes In the life of the school and community	By recognising their own contribution to the cultures within which they live. By experiencing and appreciating various form of artistic expression – their traditions and established repertoire

<p>Develop appropriate values, qualities and attitudes</p>	<p>By experiencing a sense of awe and wonder</p> <p>By exercising imagination and intuition</p>	<p>By developing constructive qualities and attitudes and self discipline</p> <p>By exercising moral reasoning</p>	<p>By developing values and attitudes that enhance willingness to participate and to help others participate</p>	<p>By developing aesthetic sensitivity and vocabulary</p> <p>By developing a sense of their own identity and respect for the identities and cultures of others</p>
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Subject Specific Examples

Art can promote:

- ❖ **Spiritual development** through helping pupils record what they see, feel touch, and imagine; learning to understand themselves and make sense of their experiences in a unique and personal way; looking at different kinds of art, making connections with their own experiences and the experiences of others as reflected in images and artefacts. Also by analysing how a work of art can communicate beliefs and feelings.
- ❖ **Moral development** through helping pupils exercise responsibility in the choices and decisions they, and others, make as part of the creative process, e.g. selecting materials and technology which help to maintain a sustainable environment
- ❖ **Social development** through helping pupils learn to value different ideas and contributions and to develop respect for the ideas and opinions of others, e.g. working in groups on collaborative projects making the most of different strengths and interests within the team
- ❖ **Cultural development** through helping pupils recognise how images and artefacts can have an affect on how the way people think and feel; experiencing and understanding artworks which leads to an understanding of the ideas, beliefs and values behind the making of the images or artefacts, e.g. the use of icons in religious art, corporate advertising: relating art, craft, design to its cultural context

Design and Technology can promote:

- ❖ **Spiritual development** through helping pupils recognise their own creativity and the creativity of others in finding solutions to problems, recognising the tension between material needs and wants
- ❖ **Moral development** through discussing the moral dilemmas posed by introducing new technology within different value systems
- ❖ **Social development** through helping pupils recognise the impact of new technology on communities
- ❖ **Cultural development** through exploring the contribution of products to the quality of life within different cultures

English can promote:

- ❖ **Spiritual development** through helping pupils represent, explore and reflect on their own and others inner life in drama and poetry
- ❖ **Moral development** through exploring questions of right and wrong, values and conflicts between values found in literature
- ❖ **Social development** through helping pupils collaborate with others to create or present devised or scripted drama and to reflect on the personal commitment, teamwork and responsibility involved
- ❖ **Cultural development** through considering the work of writers from different cultures and how the cultures are represented, comparing that representation with the pupils' own experiences

PSHE and Citizenship can promote

- ❖ **Spiritual development** through analysing the needs of others, and the wonder of the human body
- ❖ **Moral development** through debating ethical issues and considering assumptions behind strongly held views, undertaking moral reasoning, evaluating arguments
- ❖ **Social development** through analysing the difference between fact and opinion; debating pros and cons of today's issues e.g. NHS
- ❖ **Cultural development** through discussing an ethical viewpoint of differing cultures; considering how changing methods of communication will impact on culture e.g use of the internet

Geography can promote:

- ❖ **Spiritual development** through helping pupils respond to dramatic environments both physical and human e.g. photographs of the world from space, pictures of natural beauty or disasters

- ❖ **Moral development** through investigating environmental issues e.g. global warming, in which peoples' needs have to be balanced against the needs of future generations
- ❖ **Social development** through investigating differences in development in differing countries and their effect on the quality of life of different groups of people
- ❖ **Cultural development** through studying the way the school's local environment reflects the cultures of its inhabitants

History can promote:

- ❖ **Spiritual development** through helping pupils understand the motivation of individuals who made huge sacrifices for a particular cause
- ❖ **Moral development** through considering the consequences of actions and decisions made e.g. industrial revolution, holocaust. By exploring different interpretations of the past and recognising how they reflect different viewpoints/value systems
- ❖ **Social development** through drawing attention to different political structures e.g. democratic, autocratic, hierarchical
- ❖ **Cultural development** through helping pupils recognise differences and similarities between cultures and within cultures over time exploring a range of sources and different interpretation of what constitutes culture and cultural development

ICT can promote:

- ❖ **Spiritual development** through discussing how the limitations of ICT make us more aware of what makes us human e.g. 'can computers create?'
- ❖ **Moral development** through considering how ICT magnifies the results of our actions and our increased responsibilities as a consequence of this
- ❖ **Social development** through how ICT impacts on ways of life, working and communities, e.g. its impact on employment, social relations and small communities
- ❖ **Cultural development** through discussing how ICT connects local, national and international communities

Mathematics can promote:

- ❖ **Spiritual development** through helping pupils appreciate the beauty and perfection of mathematics – a sense of being more than human; recognising the 'eureka' moments; recognising mathematics as an abstract means of thought which gives rise to eternal truths
- ❖ **Moral development** through helping pupils recognise the moral implications of the power of mathematics as a tool to understand and control the world around us e.g. (probably only for secondary –need a primary example) understanding nuclear processes and harnessing their use for good or evil
- ❖ **Social development** through helping pupils recognise that by using mathematics they are taking part in a communal activity, developed and used by many different societies; making surveys on social issues such as bullying, smoking, areas of hunger in the world etc
- ❖ **Cultural development** through helping pupils recognise the contribution of different civilisations to our knowledge and value the work of individual mathematicians from different cultures

Music can promote

- ❖ **Spiritual development** through helping pupils become engaged in making and responding to a wide range of music developing awareness of the power of music developing awareness of the power of music to take the listener out of the commonplace; using sounds to express and reflect upon their own thoughts and feelings
- ❖ **Moral development** through helping pupils exercise responsibility in the choices and decisions they, and others, make as part of the creative process, e.g. recognising the effect of sound pollution; valuing their own work and the work of others

- ❖ **Social development** through helping pupils share music-making together; developing a sense of social cohesion; recognising the value of different contributions and taking responsibility to support and enrich the work of others; developing different roles in group performance
- ❖ **Cultural development** through helping pupils recognise how music influences and reflects the way people think and feel relating the way people think and feel relating music to the time and place in which it was created and performed; analyse, evaluate and reflect on music from contrasting traditions and identify how and why some aspects change or stay the same

Physical Education can promote:

- ❖ **Spiritual development** through helping pupils gain a sense of achievement and through developing positive attitudes towards self and others
- ❖ **Moral development** through helping pupils gain a sense of honesty and integrity when facing defeat and a sense of fair play; developing positive sporting behaviour
- ❖ **Social development** through helping pupils develop a sense of personal commitment and loyalty to a group and the school; discussing a range of social skills needed to play in a team; considering the social importance of sport in England and in other cultures
- ❖ **Cultural development** through discussing the rituals which surround activities, e.g. three cheers at the end of a game, clapping by spectators, the Maori Haka etc. by discussing how sport can transcend cultural boundaries

Religious Education can promote:

- ❖ **Spiritual development** through exploring questions of meaning of life, e.g. life after death, the nature of creation
- ❖ **Moral development** through exploring issues of right and wrong e.g. human rights, where ideas of right and wrong originate
- ❖ **Social development** through exploring diversity of religious teaching on social issues e.g. women priests, marriage and family life etc.
- ❖ **Cultural development** through exploring influences of religion on identity and conflict e.g. place of women in OT NT and 21st century

Science can promote

- ❖ **Spiritual development** through exploring issues such as when does life start and where does life come from?
- ❖ **Moral development** through helping pupils recognise how the implications of scientific knowledge can have both beneficial and harmful effects
- ❖ **Social development** through drawing attention to the influence and limitations of scientific knowledge in debates on social issues arising from the different ways in which evidence can be interpreted
- ❖ **Cultural development** through drawing attention to how cultural differences will influence the extent to which scientific ideas are accepted, used and valued