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Policy for Spiritual, Moral, Social and Cultural development

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 Newport CE Primary School, valuing all children equally and as individuals.

Where everyone learns and is treated with respect

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 collective worship.

Rationale – Legal / Religious / Educational

The Education Reform Act (1988) requires the curriculum of a maintained school to 'promote the spiritual, moral, social, cultural mental and physical development of pupils at the school'.

As a church school the development of each child's spiritual and moral awareness, is central to all we do. 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 required during school years.

The connection between good results in the curriculum and high standards of SMSC development is widely acknowledged and is evident in a significant number of OFSTED reports.

Definitions

Spiritual development –relates to the quest for individual identity and the search for meaning and purpose in our existence. It is associated with a dimension of life which is not necessarily experienced through the physical senses, but has much to do with feelings and emotions, and attitudes and beliefs. The term 'spiritual' need not be synonymous with 'religious'.

Moral development – The system of rules and codes of behaviour established in our school is an important early introduction to 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 – 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.

Cultural development – At the heart of cultural development lies the necessity to develop a sense of personal identity, whilst at the same time acquiring awareness, understanding and tolerance regarding the cultural traditions of others.

Christian Distinctiveness

As a Church of England school we aim to provide a learning environment based on Christian values, which enable pupils to become aware of and reflect upon their own experiences and those of others; to discover the meaning and value in such experiences which might reveal a sense and understanding of living a Christian way of life.

CONTENT

Spiritual development

Aims for Spiritual development

- The ability to be listen and be still
- 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 – with others and beyond

Objectives for spiritual development

- To develop the skills 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 an awareness of an enjoyment in using one's imaginative potential
- To encourage quiet reflection during a lesson or collective worship
- 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 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.

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 and integrity of each person
- Create an atmosphere which enables pupils and staff to speak freely about their beliefs.

Within RE, Worship and PSHE – 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
- Provide opportunities for prayers / reflections / silence, the exploration of inner space
- Encourage a balance of music, speech, silence, and the creative arts when exploring spiritual development
- Explore the use of symbol, image, allegory and metaphor in the curriculum
- Explore what commitment means
- Always invite a response and never coerce
- Invite close involvement with the church, and regular participation in church services.

Assessment in 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 experiences
- Understanding and evaluating a range of possible responses and interpretations
- Developing personal views and insights and the 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 Christian Faith.

Moral Development

Aims for Moral development

- To understand the principles lying behind decisions and actions
- To be able to make moral decisions for themselves
- To be able to distinguish between right and wrong

Objectives for 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 conform to rules and regulations for the good of all

Provision for Moral development

Within the curriculum

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

Within RE, Worship and PSHE

- RE theme units emphasise the Christian moral perspective whilst also offering models of morality in other faiths
- Worship themes encourage pupils to develop personal ways of behaving according to a set of Christian values
- PSHE lessons provide the children with opportunities to consider and discuss moral dilemmas and the consequences of actions taken

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

- 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

- 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. Sports activities, visits, services , festivals
- to develop an understanding of citizenship and to experience being part of a 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

Within the curriculum

- listening to the viewpoints of others
- Collaborative challenges / Group tasks are set in lessons
- Games and Sporting competitions are organised

Within RE, Worship and PSHE

- positive attitudes and behaviour is praised and rewarded publicly through the celebration worship each week
- pastoral care from all staff gives pupils the chance to see caring in action
- school involvement in charitable fund raising activities
- praise for good manners whenever shown

Assessment in social development

- observations of pupils growing maturity and self esteem
- the degree to which pupils employ socially acceptable behaviour
- development of relationships in work and play situations
- the degree to which pupils appreciate what constitutes a healthy lifestyle.

The importance of the link between relationships and behaviour is recognised. 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 valuing of pupils

Cultural development

Aims

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

Objectives:

- 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

Within the curriculum

- Acquiring a code of conduct when visiting a place of worship for study
- Learning about other cultures through a cross-curricular approach

Within RE, Worship and PSHE

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

Assessment in cultural development

- Response to stories, videos and artefacts from a range of cultural backgrounds
- Records of work, displays, photographic evidence
- Increased participation in cultural activities
- Attitudes expressed during cultural visits or relating to visitors.

Links with other policies

Single Equalities policy, PSHE policy, Behaviour policy, RE policy, Collective Worship policy.

Responsibilities

The Governing Body is responsible for:

- Ensuring that the Church Foundation of the school is honoured and that the SMSC policy promotes an ethos based on Christian principles and practices
- Ensuring that the SMSC policy is put into practice and monitored by the appropriate link governor through termly visits to the school, and through discussion with staff and pupils.
- Engaging an appropriate inspector to carry out a section23 inspection of a church school

Role of the leader for SMSC development

- Overseeing the planning and provision for SMSC
- In collaboration with the link governor, monitor and evaluate the quality of the pupils SMSC development
- Keep in touch with national developments
- Advise and guide colleagues in provision for SMSC – eg. Lead staff inset, themed events