

# SIR JOHN MOORE C.E. (A) PRIMARY SCHOOL

## 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 Sir John Moore C E (A) Primary School, valuing all children equally and as individuals.

Sir John Moore School is a Christian School, developing confident, caring children.

We encourage everyone to become independent and creative learners, who work hard to achieve their full potential.

We have high expectations of behaviour and care for one another, rooted in the Christian ethos.

### 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.

- The development of positive values and attitudes is considered to be intrinsically linked with spiritual, moral, social and cultural development.

### 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 23 inspectors, although the latter will concentrate more upon the spiritual and moral aspects.
- All maintained schools – including church schools – must provide a daily act of collective worship for all registered pupils.

### 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.

### **Spiritual development**

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

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.

### **Moral development**

Acquiring a knowledge and understanding of what is right and wrong is central to moral development. It is the basis upon which the pupils may develop the ability to make judgements about how to behave and it is the standpoint from which to consider the behaviour of others in school and society in general.

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**

Development in this area enables pupils to become conscientious participants in firstly, the society of the family and then, progressively, the class, the school and the wider community. Provision for social development should balance the positive, satisfying elements of belonging to a group or society with the demands and obligations such membership requires.

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.

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, music, dance, drama and art are those used the more frequently.

### **Christian Distinctiveness.**

'To provide a Christian environment which will enable pupils to become aware of and reflect upon their own experiences and those of others; and to discover meaning and value in such experiences which might reveal the love and presence of God.'

Sir John Moore Primary is a Church of England Aided School with Christian attitudes towards life. We consider it important to foster a personal, caring and happy environment.

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.

Our aims are to:

- help each child to achieve the standards of which s/he is capable, especially using language, numbers and scientific skills effectively;
- develop each child's strengths and provide support for any weaknesses;
- ensure that there is progression and continuity in the skills, knowledge and understanding which the children acquire;
- inspire and stimulate the children in order to foster a love of learning and inquiry, to argue rationally and apply themselves to tasks and physical skills;
- assist the children to become efficient learners – a life skill essential for our fast changing society;
- to develop respect for religious and moral values and understanding of other races, religions and ways of life;
- to help pupils to understand the world in which they live and the interdependence of individuals, groups and nations;
- to help pupils appreciate human achievements and aspirations;
- to develop a sense of responsibility, consideration for others, self-respect and self-confidence;
- to promote good relationships between the home, the local community, the school and the church.'

## SPIRITUAL DEVELOPMENT

### **Aims for Spiritual Development**

- the ability to listen and be still
- 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 ability to use all ones senses
- to encourage quiet reflection during a lesson or assembly
- 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.

**Within the Curriculum**, pupils will be able to explore:

- an imaginative approach to the world;
- 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.

**Within RE, Worship and PSHE**, the school will:

- allow pupils to investigate and reflect upon their own beliefs and values;
- 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.

**Beyond the Formal Curriculum**, the school will:

- treat pupils, staff and governors with respect, regardless of personal feelings;

- invite close involvement with the church, and regular participation in church services.

### **Assessment in Spiritual Development**

- becoming aware of and reflecting on experience
- 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 for Moral Development**

- 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 develop high expectations
- to develop positive attitudes
- to conform to rules and regulations for the good of all

### **Provision for Moral Development**

#### **Within the Curriculum**

- developing responsibility in learning and setting personal targets

#### **Within RE, Worship and PSHE**

- religious education lessons emphasise the Christian perspective whilst offering appreciation and respect for other faiths

### **Beyond the Formal Curriculum**

- the school will set high expectations through group 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 in class and around the school.

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

## **SOCIAL DEVELOPMENT**

### **Aims for 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 work co-operatively with others
- to exercise personal responsibility and initiative
- to understand that, as individuals, we depend on family, school and society

### **Objectives for 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, 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 for Social Development**

#### **Within the Curriculum**

- listening to the viewpoints and ideas of others

#### **Within RE, Worship and PSHE**

- good behaviour is praised positively and rewarded publicly through the Achievement Assembly, Superstar, Stickers and Certificates each week

#### **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 for 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 a love of learning
- to appreciate the values and customs of other ethnic and faith groups which make up modern British society, and the world beyond

### **Provision for Cultural Development**

#### **a) Within the Curriculum**

- acquiring a code of behaviour when visiting a place of worship for study
- learning about another culture presented through a cross-curricula approach

#### **a) Within RE, Worship and PSHE**

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

#### **a) Beyond the Formal Curriculum**

- Life Education Bus

### **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, while understanding the positive contribution of other cultures, past and present

## LINKS WITH OTHER POLICIES

|  |                                   |
|--|-----------------------------------|
| Personal, Social and Health 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
- engaging an appropriate inspector to carry out the Section 23 Inspection of a Church School.

**The School Development Plan** should include a section on SMSC development which gives an indication of planned developments in all four aspects and arrangements 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. There should, however, be some arrangement whereby formal discussion and evaluation can take place, at least on a termly basis, ensuring that all staff participate.

## ROLE OF CO-ORDINATOR

The named co-ordinator 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.

## RESOURCES

Resources are kept centrally in Yews' classroom.

## EQUAL OPPORTUNITIES / MULTI CULTURALISM / ANTI-RACISM

The school has policies on the above which can be obtained from the office.

## REVIEW

The Governing Body will review this policy, formally, two years from the date of its adoption. Informal Review may be necessary in the interim and should take place as and when required.

Reviewed November 2017

Next review- Nov 2020