

Cherry Dale Primary School

Cudworth Barnsley



POLICY FOR SPIRITUAL, MORAL, SOCIAL  
AND CULTURAL DEVELOPMENT

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# **Spiritual, Moral, Social and Cultural Policy**

## Foreword

Significant national initiatives in personal, social and health education citizenship (PSHCE), sex and relationship education, drug education, inclusion and racial equality, all link to the development of SMSC.

## Introduction

SMSC is at the heart of the personal development of our children. This policy highlights the ways in which we can promote SMSC. We recognise that there are four main areas where this can take place.

- 1/ Through the values and attitudes our school upholds.
- 2/ Through the ethos and climate of our school and links with the community.
- 3/ Through RE and Collective Worship.
- 4/ Through the whole curriculum.

The ethos of the school should be reflected in how we treat children and qualities such as truthfulness, consideration, loyalty, sharing, gratitude, thankfulness and good manners should be encouraged.

Collective worship, RE lessons and the SEAL curriculum are the most obvious areas for the promotion of SMSC. However, we endeavour to develop SMSC in all areas of the curriculum. School will ensure that what is taught and how it is taught is contributing as fully as possible to all aspects of our children's personal development. The teaching process contains numerous opportunities for encouraging moral developments and subject matter itself is stepped in moral issues, e.g. evolution, pollution. We provide opportunities to discuss questions relating to life, death, truth, humanity and the universe. We also endeavour to encourage children to discuss and reflect on these issues as and when they occur.

Some aspects of a pupil's development are subject to outside influences over which school has no control but will reflect on the pupil's development in school. This should not deter us from trying to guide the child on conforming to the schools' established criteria. Individuals develop at different rates and in different ways and it is not necessarily related to a pupil's age.

## Aim

- To enhance the personal development of our pupils in preparation for adult life in the wider world.
- To ensure that children feel safe, secure and valued as individuals and collectively within the community of the school.
- To develop feelings of self worth, confidence to contribute in a positive way as a citizen in the community and the wider world.

## **The Spiritual, moral, social and cultural elements of pupils' development are inter-related.**

### **Spiritual Development**

There are many definitions of spiritual development. In order to avoid confusion there are three identified principle elements.

Spiritual development involves:

- The development of insights, principles, beliefs, attitudes and values which guide and motivate us. For many pupils, these will have a significant religious basis;
- A developing understanding of feelings and emotions which causes us to reflect and to learn;
- For all pupils, a developing recognition that their insights, principles, beliefs, attitudes and values influence, inspire or guide them in life.

**In sum, spiritual development is the development of the non-material element of a human being which animates and sustains us and, depending on our point of view, either ends or continues in some form when we die. It is about the development of a sense of identify, self-worth, meaning and purpose. It is about the development of a pupils 'spirit'. Some people may call it the development of a pupil's 'soul'; others as the development of 'personality' or 'character'.**

Pupils who are developing spiritually are likely to be developing some or all of the following characteristics:

- A set of values, principles and beliefs, which may or may not be religious, which inform their perspective on life and their patterns of behaviour;
- An awareness and understanding of their own and other's beliefs;
- A respect for themselves and for others;
- A sense of empathy with others, concern and compassion;
- An ability to show courage in defence of their beliefs;
- A readiness to challenge all that would constrain the human spirit, for example, poverty of aspiration, lack of self-confidence and belief, moral neutrality or indifference, force, fanaticism, aggression, greed, injustice, narrowness of vision, self-interest, sexism, racism and other forms of discrimination;
- An appreciation of the intangible – for example, beauty, truth, love, goodness, order as well as for mystery, paradox and ambiguity;
- A respect for insight as well as knowledge and reason;
- An expressive and/or creative impulse;
- An ability to think in terms of the 'whole' -for example, concepts such as harmony, interdependent, scale, perspective;
- An understanding of feelings and emotions and their likely impact.

We do not expect children to develop spiritually in a logical progression as each child will have his/her individual responses according to background and experience. In our school we hope to offer an environment and a curriculum which promotes the following:-

- a) the development of personal beliefs;
- b) a sense of awe and wonder;
- c) a sense that we can be more than we are;
- d) an ability to respond positively to challenges;
- e) self-awareness;
- f) building and valuing relationships;
- g) being aware of and in control of emotions.

We hope that the children would manifest their increased spiritual awareness by:-

- a) recognising themselves as independent from others;
- b) learning from experience by questioning and reflecting;
- c) beginning to understand that people respond differently to situation;
- d) beginning to apply personal insights to their own lives.

### **Moral Development**

The school has a well defined system for recognising and establishing standards of acceptable behaviour. This is supported by codes of conduct and appropriate rewards and sanctions. The Behaviour Policy sets out the standards of behaviour which are considered acceptable.

Teachers have a significant responsibility for moral education as they are the ones who define for their pupils, standards of behaviour in the classroom and around the school.

They should provide a role model and actively encourage pupils to think about their responsibilities when issues arise.

Moral development relates to:

- the self
- relationships with others
- society (family and society values)
- the environment (our role in its development)

Moral development is therefore the building of moral values which regulate personal behaviour – through teaching and promoting principles rather than through reward or fear of punishment.

We therefore need to:

- extend pupils knowledge and understanding of the values of society;
- develop relevant skills and attitudes to enable pupils to think of the consequences of their actions;
- promote an understanding of the basic moral philosophy linked to contemporary issues.

Pupils becoming morally aware are likely to be developing some or all of the following characteristics:-

- an ability to distinguish right from wrong, based on a knowledge of the moral codes of their own and other cultures;
- a confidence to act consistently in accordance with their own principles;
- an ability to think through the consequences of their own and others' actions;
- a willingness to express their views on ethical issues and personal values;
- an ability to make responsible and reasoned judgements on moral dilemmas;
- a commitment to personal values in areas which are considered right by some and wrong by others, a considerate style of life;
- a respect for others' needs, interests and feelings, as well as their own;
- a desire to explore their own and others' view;
- an understanding of the need to review and re-assess their values, codes and principles in the light of experience.

At Cherry Dale Primary School we endeavour to encourage pupils moral development by:

- providing a clear moral code as a basis for behaviour;
- promoting racial, religious and other forms of equality;
- giving pupils opportunities across the curriculum to explore and develop moral concepts and values;
- developing an open and safe learning environment in which pupils can express their views and practise moral decision making;
- rewarding expressions of moral codes where they arise – both in school and in the wider world;
- modelling, through the quality of relationships and interactions, the principles which they wish to promote – for example, fairness, integrity, respect for persons;
- recognising and respecting the values represented in the school and wider community;
- encouraging pupils to take responsibility for their actions; for example, respect for property, care of the environment, and developing codes of behaviour;
- providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship;
- reinforcing the school's values through images, posters, classrooms displays;
- monitoring what is provided.

We have an obligation to our children to guide them in recognising right from wrong so that moral behaviour becomes their natural choice. The following set of values, applied consistently, seek to do this:-

- a) telling the truth
- b) keeping promises
- c) respecting rights and property of others;
- d) helping those who are less fortunate and weaker than ourselves
- e) taking personal responsibility for one's actions
- f) self discipline
- g) acting considerately towards others

We reject the following:-

- a) bullying
- b) cheating
- c) deceit
- d) cruelty
- e) irresponsibility
- f) dishonesty

### **Social Development**

The quality of our relationships defines the kind of people we are and ultimately, the kind of world we live in.

We aim to 'encourage pupils to take responsibility, show initiative and develop an understanding of living in a community'.

Our children have already experienced life within a community prior to starting school. Their experience will depend upon the family or other units in which they live, the local, national and global societies which they may have accessed either first hand or via ICT.

The school is possibly one of first social communities, the child may experience. As such we should provide a model for living and working together.

The quality of relationships in school is instrumental in forming children's attitudes to acceptable social behaviour and self discipline.

We should aim to give responsibility and provide opportunity for children to work co-operatively and responsibly, and to develop leadership qualities, as well as affecting their educational progress. The decisions we make about how pupils are grouped have an important bearing in developing the skills and personal qualities necessary for living effectively in a multi racial and cultural society. Therefore, strong links are evident with PSHCE, drug education and inclusion which all seek to promote social development.

Pupils who are becoming socially aware are likely to be developing the ability to:

- adjust to a range of social contexts by appropriate and sensitive behaviour;
- relate well to other people's social skills and personal qualities;
- work, successfully, as a member of a group or team;
- share views and opinions with others, and work towards consensus;
- resolve conflicts which militate against inclusion and unity;
- reflect on their own contribution to society and to the world of work;
- show respect for people, living things, property and the environment;
- benefit from advice offered by those in authority or others;
- exercise responsibility;
- appreciate the rights and responsibilities of individuals within the wider social setting;
- understand how societies function and are organised in structures such as the family, the school and local and wider communities;
- participate in activities relevant to the community.

We should encourage pupils' social development by:

- identifying key values and principles on which school and community life is based;
- fostering a sense of community with common inclusive values;
- promoting racial, religious and other forms of equality;
- encouraging pupils to work co-operatively;
- encouraging pupils to recognise and respect social differences and similarities;
- promoting positive corporate experiences – for example, through assemblies, team activities, residential experiences, school productions;
- helping pupils develop personal qualities which are valued in a civilised society.

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- providing positive corporate experiences – for example through assemblies, team activities, residential experiences, school productions;
- helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles. Independence, inter-dependence, self respect;
- helping pupils resolve tensions between their own aspirations and those of the group or wider society;
- providing a conceptual and linguistic framework within which to understand and debate social issues;
- providing opportunities for engaging in the democratic process and participating in community life;

- providing opportunities for pupils to exercise leadership and responsibility;
- Providing positive and effective links with the world of work and the wider community;
- Monitoring the success of what is provided.

We seek to promote these skills at every stage in their school life:

- through example (adults as role models)
- through play situations (exploring relationships)
- through the whole curriculum (tasks involving co-operation)
- through special activities (drama and music)
- through extra curricular activities
- through appropriate visits and first hand experiences
- through interaction with other adults and schools.

As part of the children's social development we encourage good personal relationships between all adults and children and from child to child. We encourage the following:

- a) courtesy
- b) friendship
- c) co-operation
- d) non-discrimination in respect of gender, disability, race, class or ability
- e) respect for others and their opinions
- f) truthfulness
- g) obedience and regard for rules and directives

We do not tolerate:

- a) bullying
- b) lies
- c) vandalism
- d) physical or verbal abuse
- e) discrimination in respect of gender, race, disability, class or ability.

### **Cultural Development**

'Cultural Development refers to pupils' increasing understanding and command of those beliefs, values, customs, knowledge and skills which taken together form the basis of identity and cohesion in society and groups.

### **Framework for Inspection**

A child's cultural development may incorporate aspects of spiritual. Moral and social development and consists of both a deepening understanding of their own cultural roots and a broadening of their own cultural horizons and aspirations. We need therefore, to introduce our children to the values and customs held within our nations culture, and to those of other significant world cultures, including any which may be represented in our local region.

With this in mind we aim to:

- Help children understand their own culture which gives them a sense of identity. By accepting the culture interests which the children and their families already possess we wish to build and strengthen these interests as the opportunity arises thereby enabling children to understand and explore their own assumptions and values.
- Help children to relate what they learn to an appreciation of the wider cultural aspects of society, how they evolve, change and grow over time.

- Help children understand cultural diversity by bringing them into contact with attitudes, values and traditions of other cultures. Helping them to understand the processes and events that have shaped them.
- Encourage a personal response to a range of cultural customs, icons, images, artefacts, music, painting, sculpture, dance and technology as well as verbal and literacy forms. Providing opportunity to participate in celebrations which mark key ideas or events.

Pupils who are becoming culturally aware are likely to be developing some or all of the following characteristics:-

- an ability to recognise and understand their own cultural assumptions and values;
- an understanding of the influences which have shaped their own cultural heritage;
- an understanding of the dynamic, evolutionary nature of cultures;
- an ability to appreciate cultural diversity and accord dignity to other people's values and beliefs, thereby challenging racism and valuing race equality;
- an openness to new ideas and willingness to modify cultural values in the light of experience;
- an ability to use language and understand images/icons, for example, in music, art, literature which have significance and meaning in a culture;
- a willingness to participate in, and respond to, artistic and cultural enterprises;
- a sense of personal enrichment through encounter with cultural media and traditions from a range of cultures;
- a regard for the heights of human achievement in all cultures and societies;
- an appreciation of the diversity and interdependence of cultures.

We should encourage pupil's cultural development by:

- providing opportunities for pupils to explore their own cultural assumptions and values;
- presenting authentic accounts of the attitudes, values and traditions of diverse cultures, addressing racism and promoting race equality;
- extending pupils' knowledge and use of cultural imagery and language;
- recognising and nurturing particular gifts and talents;
- providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance;
- developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, concert and gallery visits, residential artists, foreign visitors;
- reinforcing the school's cultural values through displays, posters, exhibitions, etc;
- auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum;
- monitoring the success of what is provided.

### **Monitoring SMSC Development**

SMSC development is taught in a cross curricular manner straddled throughout almost all subject areas. It is an implicit part of the values and attitudes that we hope to promote through the ethos of our school.

However, we cannot make an assumption that SMSC development will just happen. With this in mind it is important to recognise the links with other school policies in particular:-

- Collective Worship
- Race Policy
- Equal Opportunities Policy

- Behaviour Policy
- Jigsaw
- PSCHE

In order that common and consistent messages and approaches are given by all members of staff.

All members of staff have a daily role to play in monitoring behaviour both inside the classroom and around the school, where appropriate, challenging attitudes and behaviour which is unacceptable.

It is the role of the planning co-ordinator supported by the Senior Management Team to ensure that SMSC development is built into the curriculum of the school and reflected in practice.

The Planning Co-ordinator is responsible for ensuring the curriculum is mapped out and balanced throughout the planning cycle. Thus ensuring all year groups have a range of provision, opportunities and experiences.

Within the planning the provision for SMSC development is identified as a distinct area, or as a cross curricular strand.

The planning co-ordinator will feedback any issues which may arise as a result of monitoring to the teacher concerned.