



Caldecote Primary School

Spiritual, Moral, Social & Cultural Development

October 2021

This Policy is carried out within the context and spirit of the school's Mission Statement which is to be a 'Happy, Healthy and High Achieving' school. It supports and reinforces our aims, where we value all children equally and as individuals.

Our aims at Caldecote Primary School are that all pupils:

- reach their full potential and meet the high expectations set for them
- celebrate their successes together
- feel happy and secure in their learning and play
- are enthusiastic, committed and engaged in all areas of school life
- fuel their learning with healthy, balanced diets and activity
- work collaboratively as a community showing respect, consideration and support for each other

To enable pupils to achieve these aims, the staff are committed to:

- using different teaching and learning styles which are inclusive of all
- nurturing independent and motivated learners
- creating a positive, supportive learning environment
- providing a range of opportunities for pupils to develop their skills and interests
- listening to our pupils and responding positively to their needs

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. At Caldecote School we believe that the development of positive values and attitudes is considered to be intrinsically linked with spiritual, moral, social and cultural development.

Rationale

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

Definitions

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.

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 that we all agree 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.

Aims

Spiritual Development

Aims for Spiritual Development

All children should be able to

- listen and be still
- transcend the mundane
- sense the sacred, the holy, the Divine

- sense wonder and mystery in the world
- sense the special nature of human relationships
- to reflect

Our objectives for Spiritual Development

For children to

- develop the skill of being physically still, yet alert
- develop the skill of being mentally still, concentrating on the present moment
- develop the ability to use all ones senses
- promote an awareness of and enjoyment in using one's imaginative potential
- encourage quiet reflection during a lesson or assembly
- develop individual self-confidence in expressing inner thoughts in a variety of ways
- consider the mystery of God and the wonder of his world
- 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. We create opportunities for all to develop their spirituality at different times throughout the day.

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

Within RE, Worship, PSHE and Philosophy

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 the exploration of inner space, possibly through reflection or silence
- encourage a balance of music, speech, silence and the creative arts when exploring spiritual development.
- explore the case of symbol, image, allegory and metaphor in the curriculum
- explore what commitment means
- always invite a response and never coerce

Beyond the Formal Curriculum

The school will:

- encourage pupils in personal conversations and during discussions in lessons, to express such feelings as wonder, awe, change, 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 community, including local church groups, and participation in community events
- encourage a sense of empathy with others, concern and compassion
- encourage a range of possible responses and interpretations
- encourage the expression of personal views and insights and develop a grasp of the intangible

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

Moral Development

Aims for Moral Development

All children should be able to

- understand the principles lying behind decisions and actions
- take moral decisions for themselves
- assume moral responsibility through belief and conviction
- distinguish between right and wrong

Objectives for Moral Development

For children to

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

Provision for Moral Development

Within the Curriculum

We will be active in

- encouraging pupils to develop a personal view on ethical questions raised across the curriculum
- developing responsibility in learning and setting personal targets
- developing an understanding of moral principles which allow them to tell right from wrong
- valuing respect for other people, truth, justice and property

- developing an ability to stand moral ground in the face of peer pressure

Within RE, Worship, PSHE and Philosophy

- religious education lessons emphasise the Christian moral perspective whilst also offering models of morality in other faiths
- discussions in RE, PSHE and philosophy sessions provide children with the opportunity to discuss moral issues and explore key principles such as truth and justice

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

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

Social Development

Aims for Social Development

Our children will be able to

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

Objectives for Social Development

For children to

- share such emotions as love, joy, hope, anguish, fear and reverence
- show sensitivity to the needs and feelings of others
- work as part of a group
- interact positively with others through contacts outside school, eg. sporting activities, visits, church services, music festivals etc.
- develop an understanding of citizenship and to experience being part of a whole caring community
- show care and consideration for others by sharing and taking turns
- realise there are things each person can do well

Provision for Social Development

Within the Curriculum

- listening to the viewpoints and ideas of others
- opportunities to develop social relationships in both work and play
- to provide opportunities to engage in physical activities that help foster a healthy lifestyle

Within RE, Worship, PSHE and Philosophy

- good behaviour is praised positively and rewarded publicly through our weekly Celebration Assemblies
- children engage in discussion and are encouraged to listen to and value others' ideas and viewpoints during philosophical discussions

Beyond the Formal Curriculums

- pastoral care from all staff gives pupils the chance to see caring in action, particularly in our Care and Holiday Club settings
- opportunities to welcome or give a vote of thanks to visitors or when making a visit

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'. We support pupils to

- develop a sense of belonging to pupils' own culture and being proud of their cultural background
- respond to cultural events
- share different cultural experiences
- respect different cultural traditions
- 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**Within the Curriculum**

We offer all children the opportunity to

- learn about another culture presented through a cross-curricula approach
- acquire a code of behaviour when visiting a church, churchyard or similar religious place

Within RE, Worship, PSHE and Philosophy

- There will be opportunities to discuss and explore differences, similarities, equal rights, peer pressure and discrimination.

Beyond the Formal Curriculum

Visits by groups who help develop understanding of different cultural issues e.g. The Life Education Bus for anti-drugs

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.

Philosophy at Caldecote

Children are given regular opportunities to discuss spiritual, moral, social and cultural issues, ideas and principles during philosophy sessions. These include whole school and key stage assemblies and class based sessions. Children are encouraged to show key qualities highlighted above, including: listening to others and valuing their opinions and ideas, engaging in active discussions where everyone's viewpoint is respected and developing thoughts and views on key relevant and current world and British issues.

Links with other policies

Personal, Social and Health Education Policy
Behaviour Policy
Equal & Race Equality Policy
Teaching and Learning Policy
RE Policy Collective Worship
Equalities Act 2010

Assessment, Monitoring and Evaluating

Role of leader

The leader has responsibility for overseeing the planning, the provision and the monitoring and evaluation of SMSC development. The leader 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. They will understand the impact that good spiritual, moral, social and cultural development can have on the school as a whole.

The leader is responsible for undertaking a SMSC audit annually. The actions from the audit will feed into the SMSC subject leader action plan.

Review

The Policy statement will be reviewed in line with the rolling programme of Policy reviews.

Headteacher: Date:.....

Chair of Governors: Date: