

**St Levan Primary School**  
where all children **SHINE**-for life

**Spiritual, Moral, Social and Cultural Policy –  
September 2016**

**Philosophy**

At St Levan Primary School, we believe that the personal development of children- spiritually, morally, socially and culturally is fundamental to their growth as 'whole' people and plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides children with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures. These dimensions underpin the curriculum and the ethos of St Levan.

**The aims of our Spiritual, Moral, Social and Cultural (SMSC) development policy are:**

- To create a learning environment which is based on a sense of community and shared values
- To help our children to develop a value system which distinguishes right from wrong and to encourage our children to take responsibility for their own actions
- To ensure the curriculum at St Levan Primary School is holistic – developing spiritual, moral, social and cultural development alongside academic aspects of learning
- To prepare our children to contribute to society throughout their lives by enabling them to participate actively and positively in the life of the school, their local community and wider society.
- To encourage children to value themselves and their unique contributions to their own and others' lives, and in turn to appreciate the diversity and richness of other people
- To promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs

## **What is Spiritual, Moral, Social and Cultural development?**

### **The Spiritual Development of children is shown by their:**

- ability to be reflective about their own beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings, values and faiths.
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

Our provision for the spiritual development of our children is outlined in our policy for the teaching of Religious Education and is based on the Cornwall Agreed Syllabus for Religious Education (See RE Policy). Through the planned curriculum, Collective Worship, Circle Time and aspects of the 'hidden curriculum' we give our children varied opportunities to develop spiritually.

### **The Moral Development of children is shown by their:**

- ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives. To have a respect for the civil and criminal law of England
- understanding of the consequences of their behaviour
- interest in investigating, and offering reasoned views about, moral and ethical issues. Able to accept, respect and appreciate that others may have a different viewpoint.

At St Levan we help our children to understand the difference between right and wrong and to begin to develop a set of moral values as a basis for their behaviour. We follow the 'Jenny Mosely' approach to behavior and Golden Rules (see Positive Behaviour Policy), which is developed with the children at the start of each academic year. The children follow the Golden Rules which explain the expectations for behavior and learning in school. This is reflected in the way in which staff respond to the children and to each other and in our high expectations of everyone to be treated fairly.

### **The Social Development of children is shown by their:**

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- willingness to volunteer
- interest in, and understanding of, the way communities and societies function at a variety of levels
- acceptance and engagement with the fundamental British Values (see below) of democracy, the rule of law, respect and tolerance of those with differing faiths and

beliefs. Their attitudes towards these British values allows the children to participate fully in and contribute positively to life in modern Britain.

From the earliest stage our children are taught to share games and equipment, to co-operate and collaborate in their work and play, to be fair and to abide by the rules of games. Through our daily lessons, assemblies and Circle Times we strive to create the ethos of a close school 'family' - every member of which is of equal value and has equal opportunities to reach the full extent of his/her potential. We have an 'Open Door' policy towards our parents, who are partners in their child's education.

**The Cultural Development of children is shown by their:**

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- understanding and appreciation of the wide range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

We believe that we have a responsibility to prepare our children for life in a society where they will live and work alongside people of a wide range of cultural backgrounds, traditions, beliefs and practices. This is a particularly important task for us at St Levan as we are conscious that our pupil intake does not reflect the cultural diversity found in other areas. We plan carefully through our topics to make cultural links through the arts and RE. For example, we have had African drummers lead dance workshops, explored Iranian culture through story-telling, learned about Hinduism and Islam with Daya and took part in a 'Songfest' celebrating traditions from around the world.

**SMSC Planning, Teaching and Learning**

As a school we aim to embed SMSC throughout all curriculum areas and on a day to day basis. SMSC is delivered through cross-curricular activities as well as specific ***PSHE, Assembly, The Agreed RE Syllabus for Cornwall and Circle Time activities***. In planning daily lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. We also invite visitors to our school to enhance our pupils learning and celebrate cultural diversity. Visitors play an important role in the development of SMSC for our pupils through sharing their cultural experiences, values and religious beliefs. School visits and residential activity days are used to enhance the SMSC development for our pupils.

All teachers have responsibility for ensuring that these aspects of their pupils' development are catered for and delivered in their planning and teaching.

### **Areas of the curriculum where SMSC is taught more explicitly:**

- **Religious Education** - based on the Cornwall Agreed Syllabus for Religious Education (See RE Policy)
- **Assembly** – Whole School Virtues. Assembly is a time to reflect on values and virtues. The virtue for the week/month is introduced in a whole school assembly on a Monday. Staff reinforce this virtue throughout the course of the month and pupils are praised for demonstrating the virtue. Some examples of the virtues we focus on include: Honesty, Resilience, Tolerance, Determination and Excellence.
- **PSHE and RSE** (see policies) – We follow the Cornwall Healthy Schools programme of study covering PSHE and RSE. Each week, all children take part in Circle-Time activities where they can work through carefully deigned activities that support a growth mind-set and promote the following:
  - Making and maintaining friendships
  - Developing greater self-esteem
  - Resolving conflict effectively and fairly
  - Solving problems with others and by themselves
  - Learning to handle strong feelings such as anger, anxiety and frustration
  - Adopting calm and optimistic states which promote achievement and goals
  - Becoming resilient, able to recover from setbacks and persist in the face of difficulties
  - Developing friendships through working and playing cooperatively
  - Competing fairly and to win or lose with dignity and respect for others
  - Recognising and standing up for their ideas and respecting the ideas of others
  - Understanding and valuing differences and things in common between people, respecting the right of others to have beliefs and values different from their own
- **British Values** (see policy) – We focus on the five British Values through assembly and the broader curriculum. Throughout the year, the children build on their understanding of these 5 values and how we use them in everyday life. The five values we focus on are:
  - **Democracy** – At the beginning of the academic year, all classes are involved in electing their school council representatives. School councils are held regularly to ensure all pupil voices are heard. The school council is closely linked with our governing body where the school governors are invited to attend any meetings that they are available to be present at.

- **Rule of Law** – All classes begin the year discussing the school rules and agreeing Golden Rules. The anti-bullying and Positive Behaviour policy is regularly reviewed and pupil conferencing is used to gain feedback on how our policy is working in practice. Pupils are taught through PSHE activities such as Circle-Time to respect and understand the rules that keep us safe and happy in school. E-safety lessons and visits from the local police and trips to the local fire station ensure pupils are made aware of the consequences of when laws are broken and how our responsibilities as citizens can keep ourselves and others safe from harm. The laws of e-safety are also reinforced to help children and parents understand how to keep safe.
- **Individual Liberty** – We always aim to ensure our pupils feel safe and confident within the learning environment we create. In doing so, pupils are helped to ensure they have a full understanding of the boundaries within a school setting to enable them to make sensible independent choices. Again, the school actively promotes the importance of ensuring pupils make sensible choices when online if unsupervised when accessing the internet at home. This includes the implications of the inappropriate use of this resource if it affects others.
- **Mutual Respect** – This is promoted throughout the day between children and children, adults and children and adults and adults. Our Circle-Time sessions are also used to promote a mutual respect for one and all where the children learn how their behaviours can have an effect on their own rights and those of others. We start each academic year off with a 'Welcome Supper' for parents, staff, children and governors to begin a mutually agreed partnership between the school and home where expectations are accepted and respected.
- **Tolerance of those of different faiths and beliefs** – Our school works hard to ensure our pupils develop a clear understanding of the diverse world they live in. Assemblies, Circle-Time, regular visitors, online resources, residentials and trips to places of worship are used to enable our children to gain a greater appreciation of different faiths and cultures.

### **Monitoring and review**

The Headteacher is responsible for monitoring the implementation of this policy and for seeking the views of staff, children and parents. The Headteacher will report to the governing body on the effectiveness of this policy.

This policy was approved by the full governing body in September 2016. It is due for review by September 2019.