



**The Federation of  
North Petherwin and Werrington Community Primary Schools**



Spiritual, Moral, Social and Cultural (SMSC) Policy

This policy is underpinned by the following articles from the CRC:

3: The best interests of the child take priority.

12: Every child has the right to say what they think in all matters affecting them and to have their views taken seriously.

29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Definitions:

Spiritual development:

Pupil's spiritual development is shown by their:

Beliefs, religious or otherwise, which informs their perspective on life and their interest in and respect for different people's feelings and values.

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 on their experience.

Moral development:

Pupil's moral development is shown by their:

Ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives.

Understanding of the consequences of their actions.

Interest in investigating, and offering reasoned views about moral and ethical issues.

Social Development:

Pupil's social development is shown by their:

Use of a range of social skills in different contexts, including working and socialising with pupils from different religion, ethnic and socio-economic backgrounds.

Willingness to participate in a variety of social settings, cooperating well with other and being able to resolve conflicts effectively.

Interest in and understanding of the way communities and societies function at a variety of levels.

#### Cultural:

Pupil's cultural development is shown by their:

Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage.

Willingness to participate in and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.

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.

#### Aims:

The ethos of the federation is such that all people who come into the schools, whether staff, pupil, parent or visitor, are valued as individuals in their own right. They should set and be entitled to expect from others, good standards of behaviour, marked by mutual respect. Pupils, staff and visitors are expected to follow charters which set out expected behaviours. The school will help children to develop an inner discipline, to be able to make up their own minds and take responsibility for what they do. They will grow through making choices and holding to the choices that they have made. They will want to be honest with themselves and with others. The school will develop a climate or ethos within which all pupils can grow and flourish respect others and be respected; accommodating difference and respecting the integrity of others.

#### Planning:

When planning lessons, teachers plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. A vast majority will be delivered through cross curricular activities, specifically RE and PSHE lessons.

Spiritual development:

Planned opportunities for spiritual development in all subjects can be seen across the school.

Children are given opportunities to reflect upon the meaning of spiritual experiences.

Examples of experiences commonly regarded as spiritual include:

Curiosity and mystery

Awe and wonder

Connection and belonging

Heightened self-awareness

Prayer and worship

Deep feelings of what is felt to be ultimately important.

A sense of security, well-being, worth and purposefulness.

These can occur during any part of the school day, e.g. when listening to music, discussing the care needed for animals, exercising empathy or creativity etc.

### Moral Development:

A morally aware pupil will develop a wide range of skills, these can include the following:

Distinguish right from wrong, based on knowledge of the moral codes of their own and other's cultures.

Develop an ability to think through the consequences of their own and other's actions.

Have an ability to make responsibility and resonated judgements

Ensure a commitment to personal values

Have a respect for other's needs, interests and feelings, as well as their own.

Develop a desire to explore their own and other's views and an understanding of the need to review and re-assess their values, codes and principles in the light of experience.

Our school develops pupil moral development by:

Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school.

Respecting their own rights and the rights of others through our UNICEF Rights Respecting School work.

Promoting racial, religious and other forms of equality.

Giving pupils opportunities across the curriculum to explore and develop moral concepts and values- for example, truth, justice, equality of opportunity, right and wrong.

Developing an open and safe learning environment in which pupils can express their views and practice moral decision making.

Rewarding expression of moral insight and good behaviour.

Recognising and respecting the codes and moral of the different cultures represented in the school and wider community.

Encouraging pupils to take responsibility for their own actions, for example, respect for property, care of the environment, and developing codes of behaviour, providing models of moral virtue through all curriculum areas, as well as assemblies; reinforcing the schools values through images and posters classroom displays etc.

Teachers always discuss the class charters with their classes, which is based on the articles of the CRC. We teach the children to be aware of their own actions, take responsibility for their own bodies and encourage independence. We will help the children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable. This is done through collective worship, circle time, PSHE and THRIVE. We are interested in the development of the whole child, and will endeavour to raise their self-esteem through praise, stickers, Star of the Week, Rights Child of the Week and other means that highlight both academic and social achievements.

### Social development:

At our schools, we recognise that pupils who are becoming socially aware are likely to be developing the ability to:

Adjust to a range of social context 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

Resolve conflicts maturely and appropriately

Reflect on their own contribution to society

Show respect for people, living things, property and the environment

Exercise responsibility

Understand how societies function and are organised in structures such as the family and school

Understand the notion of interdependence in an increasingly complex society

We also develop pupil social development through:

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

Providing positive experiences to reinforce our values as a school community- for example, through assemblies, team building activities, residential experiences and school productions

Helping children develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, interdependence, independence, self-respect and an awareness of other's needs

Providing opportunities for engaging in the democratic process and participating in community life

Providing opportunities for children to exercise leadership and responsibility

Providing positive and effective links with the world of work and the wider community

Monitoring in simple and pragmatic ways, the success of what is provided

### Cultural development:

Children should be made aware of the diversity of other cultures both within modern Britain and throughout the world. This can be done through Music, Geography, Art, and many other curriculum

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

An ability to reflect on important questions of meaning and identity

An understanding of cultural diversity

An understanding of British culture and values has been shaped

An understanding of cultures can change over time

A regard for achievement in different cultures

An awareness of how their life has been/ can be enriched through cultural experiences

Our schools develop pupils' cultural development by:

Extending pupils' knowledge and use of cultural imagery and language

Encouraging them to think about special events in life and how they are celebrated

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

Emphasising cultural achievements through displays, posters, exhibitions etc. As well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness.

Providing opportunities for children to learn about global cultures.

Building an awareness of the historical elements that have built British culture

Building an awareness of the diversity of British culture and the richness it brings

Pupil Voice:

The term 'pupil voice' describes how pupils give their input to what happens within the school and classroom, for example through the School Council, e-safety working party and the RRSA steering group. Our desire is for pupils to know that their expertise, opinions and ideas are valued in all aspects of school life. Pupil voice permeates all levels of our work together, from pupils participating in small group classroom conversations to students establishing procedures, events and contributing to the overarching ethos of the school.

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