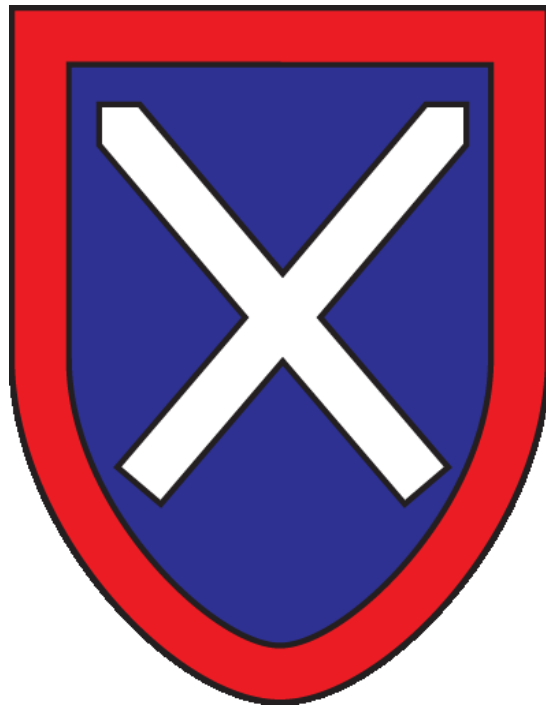


St Andrew's C.E (Aided) Primary School



Spiritual, Moral, Social and Cultural Policy

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Spiritual Moral Social and Cultural Policy

The children's spiritual, moral, social and cultural (SMSC) development plays a significant role in their ability to achieve and learn, as well as their ability to contribute to the local and wider community. The curriculum is planned to engage our pupils, have a positive impact on their behaviour and safety and help them to attain highly in all areas of their learning. All areas of the curriculum will make a contribution to the child's spiritual, moral, social and cultural development. We want our pupils to flourish as reflective, thoughtful and responsible individuals who are curious about the world around them.

St Andrew's Principles

At St Andrew's C.E. Primary School, we recognise that the personal development of pupils, spiritually, morally, socially and culturally (SMSC), plays a significant part in their ability to learn and achieve.

We therefore aim to provide an education that provides pupils with opportunities to explore and develop

- ☒ their own values and beliefs
- ☒ their own spiritual awareness,
- ☒ their own high standards of personal behaviour
- ☒ a positive caring attitude towards other people
- ☒ an understanding of their social and cultural traditions
- ☒ an appreciation of the diversity and richness of other cultures.

SMSC at St Andrew's

- ☒ All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum.
- ☒ Christian values, principles and spirituality will be explored in the curriculum, especially in RE and Collective Worship. The integrity and spirituality of pupils from other faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views.
- ☒ All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.
- ☒ Pupils should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.
- ☒ Pupils should understand the need for rules and the need to abide by rules for the good of everyone. As a UNICEF Rights Respecting School, an emphasis will be placed on the rights of all children and the responsibilities which individuals must accept to ensure all rights are met.
- ☒ School, classroom and playground charters should reflect, reiterate, promote and reward acceptable and responsible behaviour and provide opportunities to celebrate pupils' work and achievements.
- ☒ All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teacher's planning and learning resources.

St Andrew's Aims

- ☒ To ensure that everyone connected with the school is aware of our values and principles.
- ☒ To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- ☒ To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- ☒ To ensure that pupils know what is expected of them and why.
- ☒ To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- ☒ To enable pupils to develop an understanding of their individual and group identity.
- ☒ To enable pupils to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.
- ☒ To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

Spiritual Development

As a school we aim to provide learning opportunities that will enable pupils to:

- ☒ Sustain their self-esteem in their learning experience.
- ☒ Develop their capacity for critical and independent thought.
- ☒ Foster their emotional life and express their feelings.
- ☒ Experience moments of stillness and reflection.
- ☒ Discuss their beliefs, feelings, values and responses to personal experiences.
- ☒ Form and maintain worthwhile and satisfying relationships.
- ☒ Reflect on, consider and celebrate the wonders and mysteries of life.
- ☒ Recognise and reflect on Christian approaches to Spiritual Development.

Moral development

As a school we aim to provide learning opportunities that will enable pupils to:

- ☒ Recognise the unique value of each individual.
- ☒ Recognise the challenge of religious teaching, particularly that of Jesus.
- ☒ Listen and respond appropriately to the views of others.
- ☒ Gain the confidence to cope with setbacks and learn from mistakes.
- ☒ Take initiative and act responsibly with consideration for others.
- ☒ Distinguish between right and wrong.
- ☒ Show respect for the environment.
- ☒ Make informed and independent judgments.

Social Development

As a school we aim to promote opportunities that will enable pupils to:

- ☒ Develop an understanding of their individual and group identity.
- ☒ Learn about service in the school and wider community.
- ☒ Begin to understand the need for social justice and a concern for the disadvantaged.

Cultural Development

As a school we aim to promote opportunities that will enable pupils to:

- ☒ Recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society.
- ☒ Recognise Christianity as a world wide faith.
- ☒ Develop an understanding of their social and cultural environment.
- ☒ Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

Teaching and Organisation

Development in SMSC will take place across all curriculum areas. SMSC has particularly strong links to Religious Education, Collective Worship, Personal, Social, Health and Economic Education. It is demonstrated through Unicef Rights Respecting Schools work and Civic Award activities. Within all curricular activities, children will be encouraged to reflect on the significance of what they are learning, to recognise any challenges to their own attitude and lifestyle and to recognise a spiritual dimension to their lives.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Class discussions and circle time will give pupils opportunities to:

- ☒ Talk about personal experiences and feelings.
- ☒ Express and clarify their own ideas and beliefs.
- ☒ Speak about difficult events, eg bullying, death etc.
- ☒ Share thoughts and feelings with other people.
- ☒ Explore relationships with friends/family/others.
- ☒ Consider others' needs and behaviour.
- ☒ Show empathy.
- ☒ Develop self-esteem and a respect for others.
- ☒ Develop a sense of belonging.
- ☒ Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally — eg empathy, respect, open mindedness, sensitivity, critical awareness

Many curriculum areas provide opportunities to:

- ☒ Listen and talk to each other.
- ☒ Learn an awareness of treating all as equals.
- ☒ Agree and disagree.
- ☒ Experience positive role models
- ☒ Take turns and share equipment.
- ☒ Work cooperatively and collaboratively.

Links with the wider community

Visitors are welcomed into school.

The development of a strong home-school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the pupil.

Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.

The School supports the work of a variety of charities, both local and national

Liaison with local secondary schools to support the primary curriculum and effective transition, takes place regularly.

Practical activities to develop SMSC will include

- ☒ Working together in different groupings and situations eg Houses
- ☒ Encouraging appropriate behaviour at mealtimes
- ☒ Taking responsibility eg House Captain, School Council representative, Worship Committee, Eco Council representative.
- ☒ Looking after younger children – Buddy system
- ☒ Encouraging teamwork in PE and Games
- ☒ Appreciation and respect for work and performance of other children regardless of age and ability
- ☒ Hearing music from different composers and cultures
- ☒ Meeting people from different cultures/ countries
- ☒ Rights Respecting Schools Week/ Science Week/ Sports Week
- ☒ Art Days
- ☒ Opportunities to see, hear and participate in live performances
- ☒ Participation in Educational visits
- ☒ Opportunities to play a range of instruments
- ☒ Studying the contributions to society that people have made
- ☒ Through our Foreign Language teaching and cultural studies, examine culturally different settings

Collective Worship and School Assemblies

School assemblies may be led by a member of SLT class teachers or visitors e.g. members of the local Churches, charity workers etc. The themes of the assemblies are planned across the year and reflect the school's values and different festivals throughout the year. Opportunities for collective worship and / or reflection time happen daily either within classes, key stages or during whole school assemblies.

Monitoring and Evaluation

Provision for SMSC is monitored and reviewed on a regular basis.

This is achieved by:

- ☒ Monitoring of RE and PSHE teaching and learning
- ☒ Regular discussions at staff and governors meetings
- ☒ Identification of opportunities to develop SMSC in planning across the curriculum
- ☒ Collation of evidence in a school portfolio

Implementation of policy

The implementation of this policy and the planning and teaching of SMSC is the responsibility of all staff.

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

APPENDIX

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 children's spiritual development.

Moral development

Is concerned with children's ability to make judgements about how they should behave and act and the reasons for such behaviour. It refers to their knowledge, understanding, values and attitudes in relation to what is right or wrong. Moral development, based on Christian principles, should enable children to become increasingly responsible for their own actions and behaviour.

Social development

Refers to the development of abilities and qualities that children need to acquire if they are to play a full and active part in society. It also relates to the growth of knowledge and understanding of society in all its aspects. Children learn to lead, use their own 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 cooperatively.

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.