

Spiritual, Moral, Social and Cultural Development Policy

This policy should be taken and used as part of Batheaston Church of England Primary School's overall strategy and implemented within the context of our vision, instrument of government aims and values as a Church of England school.

Vision Statement

At Batheaston CEVC Primary School, the children and their learning are at the very heart of every decision made. We aim to develop learners who are passionate, take ownership of their learning and are proud of their achievements.

The ethos of our school is such that all people who come into our school, 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 respect and responsibility.

Rationale

The school will help the students to develop an inner discipline and will encourage pupils to not just 'follow the crowd' - they will make up their own minds and be ready to accept 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.

As a school in Britain, we have a duty to promote the British values of respect and tolerance in pupils for all faiths, races and cultures. We must ensure that we do not place religious laws ahead of the British judicial system or teach anything that undermines the rule of English civil and criminal law. Every school has to follow the aims of the Equality Act 2010:

- To eliminate unlawful discrimination
- To advance equality of opportunity to all females and males
- To foster good relations between people

We have a very broad and balanced curriculum and do our best to teach good citizenship, preparing children for life in modern Britain whilst actively promoting British values.

The foundations of spiritual, moral, social, cultural and community development are laid at home. The school programme for promoting pupils' spiritual, moral, social and cultural development is seen as complementing and supporting the work of parents and carers.

Definitions

Spiritual Development

Pupils' spiritual development is shown by their:

- beliefs, religious or otherwise, which inform **their perspective on life & their interest in & respect for different people's feelings & 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 to **reflect** on their **experiences**

Moral Development

Pupils' **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

Pupils' **social development** 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
- **interest in**, and understanding of, the way **communities** and societies **function** at a variety of levels

Cultural Development

Pupils' **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 of the Curriculum

In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. A vast majority will be delivered through cross curricular activities as well as specific PSHE, RE and Circle Time activities.

Spiritual Development

These behaviours, attributes and abilities are:

- Excitement, generosity of spirit, reflection, creativity, enthusiasm, happiness, wonder, imagination, exhilaration and pride.
- They share thoughts, feelings and views in conversation and make perceptive comments.
- Address the questions of life, grasp the idea of wonder, experience deep feelings about what happens to them and understand how beliefs and values shape motivation.

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 individuals.

These can occur during any part of the school day, eg. when listening to music, discussing the care needed for animals, exercising empathy or creativity, how we live, contemplating the future, etc.

Spiritual development is not the same as religious development, though religious education and collective worship – because of their focus on beliefs and values – will have particularly important roles in play in school.

Examples of ways in which our school life and curriculum promote spiritual development are through:

- the PSHE and RE curriculum;
- daily collective worship;
- enrichment opportunities, including Forest School, and extra curricular clubs;
- providing and encouraging a positive ethos;
- the values and attitudes the school identifies, upholds and fosters;
- encouraging children to have a positive self-esteem;
- focusing on positive 'success' rather than negative 'failure';
- giving children the opportunity to reflect and to experience times of quiet (including during collective worship);
- encouraging children to listen to and consider the ideas and experiences of others.

Moral Development

These behaviours, attributes and abilities are:

- Honourable, respectful, ethical and fair.
- They recognise the need for rules to govern right and wrong conduct.
- Appropriate questioning of all that goes on around them.

Our school promotes moral development when there is a clear code of behaviour, when high personal standards are expected, and when children are given the opportunity to think about issues concerning right and wrong. In that they often focus on such issues, religious education and collective worship will have a particularly important role to play.

Examples of ways in which our school life and curriculum promote moral development are through:

- making it clear what kinds of behaviour are expected (see the school's Behaviour Code);
- highlighting examples of high standards of behaviour, truthfulness, integrity and honesty; rewarding expressions of moral insights and good behaviour;
- adults explaining, whenever possible, why certain behaviour is acceptable or unacceptable;
- 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 and assemblies;
- giving the children an opportunity to think about how the environment should be treated;
- learning about the roles of rules and codes of behaviour;
- listening to, and discussing, stories which raise issues about right and wrong;

Teachers always discuss with their classes the values held by the school. 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, social skills groups and SEAL/PSHE sessions. We are interested in the development of the whole child and will endeavour to raise their self-esteem through praise, stickers, Teacher's Award and other means that highlight both academic and social achievements (please refer to our Behaviour Policy).

Social Development

These behaviours, attributes and abilities are:

- Politeness, courtesy, self-discipline, self-awareness and caring.
- They value others and understand the need to be able to work with others.
- Address their own difficulties and the difficulties of others.

Our school promotes social development when it encourages people to relate positively to others, provides in its own life a model of a purposeful and harmonious community, encourages pupils to take responsibility, and gives children an understanding of their role within the wider community.

Examples of ways in which our school life and curriculum promote social development are through:

- adults setting high standards in their relationships with each other;
- learning the obligations and constraints, but also the satisfaction, that goes with being a member of groups;
- showing how groups of people have much in common;
- encouraging teamwork and co-operation;
- 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
- providing positive experiences to reinforce our values as a school community – for example, through assemblies, team building 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, interdependence, self-respect and an awareness of others' needs
- providing opportunities for engaging in the democratic process and participating in community life
- providing opportunities for pupils to exercise leadership and responsibility, e.g. Year 6 duties

Cultural Development

These behaviours, attributes and abilities are:

- Awareness of their own culture and of other cultures. Recognition of the interaction between cultures.
- They are able to apply their learning to different cultural circumstances.
- Recognise their own need and the needs of others for a wide intellectual development.

Our school promotes cultural development when it gives pupils opportunities to engage in a wide range of cultural activities and to appreciate aspects of their own and other people's cultural traditions.

Examples of ways in which our school life and curriculum promote cultural development are through:

- encouraging a knowledge of the children's own cultural traditions and practices and those of other cultural groups within society;
- adopting the view that diversity makes the world a richer place;
- teaching children how to express themselves in a variety of ways;
- valuing and encouraging children's own cultural interests and achievements;
- organising visits to places of cultural interests;
- 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
- reinforcing the school's cultural links through displays, posters, exhibitions, etc. As well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits

Community Cohesion

Ways the school promotes community cohesion:

- curriculum, and teaching approaches that promote common values and demonstrate a positive attitude to diversity
- lessons which encourage pupil articulacy, especially in the area of stereotyping and prejudice
- curriculum enrichment opportunities e.g. visits, speakers
- EAL support, working alongside KickStart
- consideration of pupils' special educational needs and/or disabilities
- prioritising of opportunities to engage our students with local, national and global themes
- fostering partnerships with local, national and global schools
- communicating with other communities via mail, email, etc.
- participating with other educational institutions in meaningful intercultural activities like sport, dance, drama, etc.
- encouraging community members to visit school and work with pupils
- maintaining close links with other local agencies, like the police, health professionals, social services, therapists, etc.
- provision of extended services and community use of facilities for services that take place out of school hours,
- engaging with the governing body and parent groups by means of meeting, informal events, etc.
- local police partnerships
- activities planned to promote enjoyment, creativity, learning, and opportunities to work together
- visits to places to enrich the curriculum.

Pupil Voice

The term 'Pupil Voice' describes how pupils give their input to what happens within the school and classroom. 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.

Roles and Responsibilities

Governors will:

- Monitor and evaluate this policy in conjunction with the Subject Leader responsible for leading SMSC

Head Teacher will:

- Ensure SMSC remains at the heart of school improvement and decision-making
- Provide advice and support to Subject Leader responsible for SMSC

Subject Leader will

- Auditing the quality and nature of opportunities for pupils to extend their spiritual, moral, social and cultural development across the curriculum in collaboration with the subject leaders of PSHE, RE, Collective Worship & Pupil Voice
- Provide strategic lead and direction for SMSC from EYFS to Year 6
- Write an annual Action Plan for the Head Teacher / Deputy Head Teacher evaluating strengths, areas for development and any planned whole school events
- Monitor in simple, pragmatic ways, the success of what is provided

Teachers will:

- Know the SMSC Policy
- Create and maximize opportunities to teach and develop SMSC awareness throughout the year at age-appropriate levels
- Listen carefully to children who may raise questions and involve external agencies if appropriate, following advice from Head Teacher
- Monitor children's understanding, participation and skills in terms of SMSC.

Children will:

- (Be given the opportunity and encouragement to) Participate in age-appropriate SMSC opportunities and be encouraged to play a full part in the life of our school

Parents / Carers will:

- Take a lead role in the spiritual, moral, social and cultural development of their child(ren)
- Have access to this policy

Monitoring and Evaluating

- Topic webs will be analysed for opportunities to develop spiritual, moral, social and cultural awareness three times a year
- Report to Governors once annually (if requested)
- Policy reviewed annually

Associated Policies:

PSHE

Behaviour

Anti-Bullying

Child Protection

SEN

Collective Worship

Relationships & Sex Education

Review Date: September 2016

Appendix 1 - Lovely Uplifting Quotes for Children and Adults



It is our choices ... that show what we truly are, far more than our abilities.
J. K. Rowling (Harry Potter and The Chamber of Secrets)



To thine own self be true. William Shakespeare



Remember always that you not only have the right to be an individual, you have an obligation to be one. Eleanor Roosevelt 1884 - 1962
(wife of Franklin D Roosevelt, American President 1933-1945)



Always stay true to yourself and never let what somebody else says distract you from your goals. Michelle Obama (wife of Barack Obama, American President)



Value your own opinion more, and others' opinions less. Jonathan Lockwood Huie
(American Author of Self-Awareness Books and collector of Quotes)



Do to others what you wish them to do to you. (The Bible – Luke 6:31)

Appendix 2 - Suggested structure and timings for SEAL units

| Theme number and time of year | Theme title | Key social and emotional aspects of learning addressed |
|---|----------------------------|--|
| 1. September/October | New beginnings | <ul style="list-style-type: none"> • Empathy • Self-awareness • Motivation • Social skills |
| 2. November/December | Getting on and falling out | <ul style="list-style-type: none"> • Managing feelings • Empathy • Social skills |
| 3. One to two weeks in the autumn term (to coincide with national anti-bullying week in November) | Say no to bullying | <ul style="list-style-type: none"> • Empathy • Self-awareness • Social skills |
| 4. January/February | Going for goals! | <ul style="list-style-type: none"> • Motivation • Self-awareness |
| 5. February/March | Good to be me | <ul style="list-style-type: none"> • Self-awareness • Managing feelings • Empathy |
| 6. March/April | Relationships | <ul style="list-style-type: none"> • Self-awareness • Managing feelings • Empathy |
| 7. June/July | Changes | <ul style="list-style-type: none"> • Motivation • Social skills • Managing feelings |

Appendix 3 - Teaching and Learning Styles for SEAL and PSHE

The learning opportunities suggested in this resource have been devised so that social and emotional learning forms the subject matter of learning intentions set out by the teacher. This is the part of the curriculum where social, emotional and behavioural skills are made explicit ('taught'). These classroom sessions complement the rest of the child's school or setting experiences where social, emotional and behavioural skills are more likely to be implicit – 'caught'.

A range of teaching strategies is used to motivate both those who learn primarily through verbal channels and those whose preferred learning style may be more visual or kinaesthetic.

Much of the learning will necessarily take place through experiential activities, as developing social, emotional and behavioural skills involves engaging the heart as well as the head. Many of the suggested learning opportunities are exploratory and open-ended to reflect the nature of much of the subject matter. Children are



encouraged to take responsibility for their own learning, and to enquire together to ensure that they reach a deeper and more meaningful understanding of the complex issues involved in developing social, emotional and behavioural skills. They are also encouraged to learn through participating in groups of different sizes, and problem-solving together.

Wherever possible, teachers/practitioners will want to relate the subject matter of the classroom sessions not just to the assembly/Foundation stage group time, but to recent, concrete experience – a playgroup child who fetched an adult when he noticed a new child was distressed, for example, or an incident in the playground or a dispute in class. A personal story or object of interest can also generally be counted upon to promote children's active engagement.