

Policy for Spiritual, Moral, Social and Cultural Development of our Pupils

1 Introduction

The promotion of our pupils' Spiritual, Moral, Social and Cultural development is considered a federation objective and is found at the heart of each school's aims and ethos within our federation. Each school in our federation is founded on Christian values and in particular on the unique worth of each individual. Through this policy we aim to concentrate on the development of our pupils as individuals, each with their unique personalities. By treating pupils as individuals we aim to enrich, extend and broaden their attitudes and beliefs, not only within the school environment but also in their future lives.

As adults, teachers, support staff and school governors we will promote pupil's Spiritual, Moral, Social and Cultural development through the curriculum, quality of relationships and daily Collective Worship.

SMSC is embedded in the whole school curriculum planning and in enrichment opportunities such as educational visits, themed days, learning together days across our federation and links to our local and wider community. Teachers' planning involves an overview of this dimension. SMSC is included in the school's overall effectiveness and is evaluated in each school SEF.

2 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 reflect this and contribute to a pupil's spiritual development. Our audit of provision across our curriculum and the examples we provide each year for every area of the National Curriculum tries to reflect this. (See our federation website for these documents).

3 Moral Development

Acquiring knowledge and understanding of what is right and wrong is central to moral development. It is the basis upon which pupils 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, across our federation and society in general. Our behaviour policy, monitoring of behaviour and general monitoring takes into account SMSC at all times.

4 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, while at the same time satisfying elements of belonging to a group or society with the demands and obligations such membership requires. We try to provide a wide range of social development opportunities across our federation and in each school, these include House Team Systems, Head Boy and Girl, Ethos Group, residential activities, shared learning days and out of school clubs.

5 Cultural Development

In order to make provision for cultural development existing knowledge, interests and experiences are strengthened and then built on. In this way pupils gain a deeper understanding of their own culture and the factors that influence it, while simultaneously gaining a broader understanding of other cultures and cultural influences. Most areas of the curriculum can be used to promote and develop cultural awareness, although the arts, music, dance, drama and art are those used most frequently. Our annual audit identifies where are strengths currently lay in this and gaps for us to strive to fill in the coming year of teaching and learning opportunities.

6. Teaching Aims and Objectives

Spiritual Development Aims

- *Our aim is to provide pupils with the ability to be still, to listen and reflect upon a sense of wonder and mystery for the world they live in.*
- *For children to develop a sense of personal worth.*
- *To foster children's appreciation of the significance, quality and awe and wonder of life*
- *To help children to develop an awareness of their spirituality.*
- *To develop the ability to use all ones senses.*
- *To promote an awareness of and enjoyment in using ones imagination.*
- *To encourage quiet reflection during a lesson or collective worship.*
- *To celebrate children's efforts and successes inside and outside school.*
- *To draw attention to children's personal qualities.*
- *To provide opportunities for children to show that they value and appreciate each other.*
- *To develop individual self-confidence by expressing inner thoughts in a variety of ways.*
- *To consider the mystery of God and the wonders of the world.*
- *To find an inner confidence and peace.*

Within the Curriculum we will strive to show an imaginative approach to the world and encourage a spirit of enquiry and open-mindedness. We will also encourage pupils to express their creativity and imagination whilst fostering a sense of respect for the integrity of each person. We will create an atmosphere, which enables the pupils and teachers to speak freely about their beliefs and 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.

We will always invite a response and never coerce.

Moral Development Aims

- *To be able to understand the difference between right and wrong.*
- *To understand the principles behind decisions and actions.*
- *To be able to make moral decisions for themselves.*
- *To assume moral responsibility through belief and conviction.*
- *To tell the truth.*
- *To take responsibility for ones own actions.*
- *To exercise self discipline.*
- *To keep a promise.*
- *To respect the rights and property of others.*
- *To develop positive attitudes.*

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- *To understand and conform to the rules and regulations for the good of all.*
- *To act considerately towards others.*
- *To help children explore ideas of fairness, sharing, respect and empathy.*
- *To help those less fortunate than ourselves.*
- *To develop high expectations from themselves.*

Within the Curriculum we will encourage pupils to develop a personal view on ethical questions raised in science. We will expect children to take responsibility in learning and setting personal targets. In RE lessons, emphasise the Christian moral perspective, whilst also offering models of morality in other faiths and live these values in their daily life in school.

Social Development Aims

- *To understand that, as individuals, we depend on family, school and society.*
- *To use appropriate behaviour, according to the situation.*
- *To participate fully and take responsibility in the classroom and in the school.*
- *To relate positively to others.*
- *To exercise personal responsibility and initiative.*
- *To engage successfully in partnership with others.*
- *For children to function co-operatively and productively in the school and federation community.*
- *To realise there are things that each person can do well.*
- *To show care and consideration for others by sharing and taking turns.*
- *To provide opportunities for children to discuss, express and listen to opinions.*
- *To develop an understanding of citizenship and to experience being part of a whole caring community.*
- *To work as part of a group.*
- *To show sensitivity to the needs and the feelings of others.*
- *To interact positively with others through contacts outside school, e.g. sporting activities, visits, church services etc.*
- *To provide opportunities for children to develop initiative and independence.*
- *To provide opportunities to explore relationships within families.*

Within the Curriculum we will ensure children listen to the viewpoints and ideas of others. Have insightful opportunities to welcome visitors and be advocates for our federation and school. Observe and experience pastoral care from all staff.

Cultural Development Aims

- *To develop a sense of belonging for the pupils own culture and to be proud of their own cultural background.*
- *To respond to cultural events by understanding codes of behaviour, fitting to cultural tradition.*
- *To respect and tolerate different cultural traditions*
- *To share different cultural experiences through participation.*
- *To develop an awareness and recognition of cultural development in terms of music, art, drama, literature etc.*
- *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 as well as the world's beyond.*
- *To develop the ability to value current cultural enthusiasms, icons, music and media, critically and independently of peer pressure.*

- *To present sensitively a range of stories from other cultures.*
- *To provide positive role models from other cultures through visits and visitors from the local and wider community.*
- *To challenge and eradicate cultural myths.*

Within the Curriculum will agree to and follow an appropriate code of behaviour when visiting places of worship being studied. They will learn about other cultures presented through a cross-curricula approach which will include visitors from other faiths represented in the UK and world. Pupils will have opportunities to discuss and explore differences, similarities, equal rights, peer pressure and discrimination in a safe and non-threatening environment.

7 Monitoring and Evaluation.

Monitoring and Evaluation is carried out in line with the federation's monitoring plan set out each term, linked to the current SIDP. This will include:

- Ethos Learning Walks (with governors)
- Collective Worship Monitoring (with Ethos Group)
- Lesson observations to collect SMSC examples
- Work Scrutiny
- REQM Surveys
- General Questionnaires
- Pupil Interviews
- Staff Meetings
- SLT Meetings
- Governor monitoring records

Monitoring takes account of SMSC throughout the school day and activities.

Links with other policies

The following policies are linked with our Spiritual, Moral, Social and Cultural Policy

- Collective Worship
- Single Equalities Behaviour
- RE
- Behaviour
- Teaching for Learning

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