

## Policy for Spiritual, Moral, Social and Cultural Development (SMSCD)

### Introduction

We recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. This is a whole school issue.

We therefore aim to provide an education that provides pupils with opportunities to explore and develop British Values alongside their own values, beliefs and spiritual awareness. The school community is, therefore, a place where pupils can find acceptance for themselves as unique individuals.

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.

Emphasis is placed on SMSC via our “Monthly Values” and incorporates the fundamental British values.

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 the teaching and learning. Each classroom has a tree display incorporating our monthly values. The value of the month is also talked about in assemblies and shared with parents via our newsletter. Whole school displays focus on themes such as democracy so that the pupils are immersed in a culture that enriches their understanding about themselves, others and the wider world.

This policy should be used in conjunction with the school's policies for Safeguarding , which details child protection procedures and PSHCEE.

Our values are as follows:

September:	Mutual respect
October:	Democracy
November:	Tolerance
December:	Harmony
January:	Forgiveness
February:	Perseverance
March:	Honesty
April:	Kindness
May:	Responsibility
June:	Individual liberty
July:	The rule of law

### General Aims

We aim to ensure:

- That everyone connected within the school is aware of our values and principles.
- A consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- That a child's education is set within the context that is meaningful and appropriate to their age, aptitude and background.
- That children have a good understanding of their responsibilities.

Through classroom discussions we will give the children opportunities to:

- Share their achievements and successes with others.
- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, e.g. bullying, death etc.
- Explore relationships with friends/family/others.
- Consider the needs and behaviour of others.

- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable children to develop socially, morally, spiritually and culturally e.g. empathy, respect, open-mindedness, sensitivity, critical awareness etc.

Many curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals, accepting people who are different because of physical and learning difficulties.
- Agree and disagree.
- Experience good role models.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

### **Spiritual Development**

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

- A set of values, principles and beliefs, which inform their perspective on life and their patterns of behaviour.
- An awareness, understanding and tolerance of their own and others' faiths and beliefs.
- A respect for themselves and for others.
- A sense of empathy with others, concern and compassion.
- An increasing ability to reflect and learn from this reflection.
- An ability to show courage and persistence in defence of their aims, values, principles and beliefs.
- A readiness to challenge all what would constrain the human spirit: for example poverty of aspiration, lack of self-confidence and belief, moral neutrality or indifference, force, fanaticism, aggression, greed, injustice, narrowness of vision, sexism, racism and other forms of discrimination.
- An appreciation for the intangible: for example beauty, truth, love, goodness, order
- A respect for insight as well as for knowledge and reason.
- An expressive and creative impulse.
- An ability to think in terms of the "whole": for example, concepts such as harmony, interdependence, scale and perspective.
- An understanding of feelings and emotions, and their likely impact.

### **Moral Development**

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

- An ability to distinguish right from wrong
- An understanding and respect for the law (civil and criminal) of England.
- An awareness that freedom to choose and hold other faiths and beliefs is protected in law.
- An understanding of democracy and its process.
- A confidence to act consistently in accordance with their own principles.
- An ability to think through the consequences of their own and others actions.
- An ability to accept responsibility for their own behaviour.
- A willingness to express their views on ethical issues and personal values.
- An ability to make responsible and reasoned judgements on moral dilemmas.
- A commitment to personal values in areas which are considered right by some and wrong by others.
- A considerate style of life.
- A respect for others' needs interests and feelings, as well as their own.
- A desire to explore their own and others' views.
- An understanding of the need to review and reassess their values, codes and principles in the light of experience.

## **Social Development**

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

- Adjust to a range of social contexts 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.
- Challenge, when necessary and in appropriate ways, the values of a group or wider community.
- Share views and opinions with others and work towards consensus.
- Resolve conflicts and counter forces against inclusion and unity.
- Reflect on their own contribution to society and to the world of works.
- Show respect for people, living things, property and the environment.
- Benefit from advice offered by those in authority or counselling roles.
- Exercise responsibility.
- Appreciate the rights and responsibilities of individuals within the wider social setting.
- Understand how societies function and are organised in structures such as the family, the school and local and wider communities.
- Contribute positively to the lives of those living and working in the locality of the school, participating in activities relevant to the community and wider society.
- Understand the notion of independence in an increasingly complex society.

## **Cultural Development**

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

- An ability to recognise and understand their own cultural assumptions and values.
- An understanding of the influences which have shaped their own cultural heritage.
- An understanding of the dynamic, evolutionary nature of cultures.
- An ability to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, thereby challenging racism and valuing race equality.
- An openness to new ideas and a willingness to modify cultural values in the light of experience.
- An ability to use language and understand images - for example, in music, art, literature - which have significant meaning in a culture.
- A willingness to participate in, and respond to, artistic and cultural enterprises.
- A sense of personal enrichment through encounter with a cultural media and traditions from a range of cultures.
- A regard for the heights of human achievement in all cultures and societies.
- An appreciation of the diversity and interdependence of cultures.

## **Monitoring and evaluation**

Provision for SMSCD is monitored and reviewed on a regular basis. This achieved by:

- Monitoring of teaching and learning by SMSCD co-ordinator/senior management/ head teacher/governors.
- Regular discussions at staff and governors' meetings.

This policy will be monitored and reviewed by the SMSCD co-ordinator on an annual basis.

Policy written: April 2020

Staff responsible: Rhian Johnson

This policy was ratified by the Governing body/Local Authority on:

Signed on behalf of the Governing Body: \_\_\_\_\_ (signature)

\_\_\_\_\_ (printed)