



# Spiritual, Moral, Social and Cultural Policy

<b>Governor Review Date</b>	Autumn 2017
<b>Review Frequency</b>	Annual
<b>Date for Next Review</b>	Autumn 2018
<b>Head Teacher Approval</b>	
<b>Governor Approval</b>	

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

SMSC is a dimension of the whole school experience, which makes the curriculum relevant, stimulating, creative and fun. It enriches each subject and the ethos of Caedmon Primary School, and is an essential ingredient of school success.

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.

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.

The school community will be a place where pupils can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.

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. School rules reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.

All curriculum areas seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This is reflected in teachers planning across the curriculum, and links made with the local community to enhance our children's learning experiences.

### **General 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

### **Moral Development**

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

- Recognise the unique value of each individual.
- 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 judgements.

### **Social Development**

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

- Develop an understanding of their individual and group identity.
- Make links with children and adults from other communities.

### **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.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

*As a school we recognise the importance of these values because:*

- People, staff as well as pupils, achieve better when they feel valued.
- Our beliefs and values influence the way we behave and the community that we live in.
- Education is about the development of the whole person.

## **Teaching and Organisation**

Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle. Teachers will inspire pupils through the enthusiasm for, and modelling of learning. Teachers at Caedmon Primary will use creative strategies and challenging questions to engage pupils in their learning and relate it to their own experiences. 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, e.g. 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 – 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, and accepting people who are physically or mentally different.
- Agree and disagree.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

### Extra-Curricular Activities

Personal development is also enriched through a wide range of extra-curricular activities which provide opportunities for SMSC and for inspiring pupils to broaden their experience and horizons.

### **Links with the wider community**

- Visitors are warmly welcomed into school as well as the children experiencing visits into the local community. This includes the local priest, members of the fire brigade, The RNLI and many more.
- The development of a strong home-school link is regarded as very important, enabling parents, teachers and the wider community to work in an effective partnership to make sure that we give our pupils the best possible environment in which to grow, flourish and learn. The Head teacher, Deputy Head teacher and all teaching staff, are available to speak to parents and carers at the beginning and end of each school day.
- Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it. This includes the Eco-Council organising a litter pick

in the local community and food donations being collected for the local food bank.

***Every care has been taken in the compilation of this policy and the information provided is correct at the time of publication.***

***Any policies that have been referred to in this policy are available on the school website ([www.caedmonprimaryschool.co.uk](http://www.caedmonprimaryschool.co.uk)) or are available upon request from the school office. Written information that is normally provided by the school can be provided in alternative forms.***

