

SMSC

Spiritual, Moral, Social and Culture Development



**Providing the rich soil that enables
our children to develop deep roots and flourish.**

Chair of Governor: J Gegg and M Anderson

Approved by: Standards

Approved on: Autumn term 2024

Other relevant policies: Collective Worship, Safeguarding, PSHCE, RSE

AMBERLEY PAROCHIAL SCHOOL

POLICY FOR SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

At Amberley Parochial School we believe that it is the responsibility of the school, in partnership with parents, carers and our local church, to promote the spiritual, moral and cultural development of our pupils through a rich and diverse curriculum.

Rationale

The spiritual, moral, and cultural development of the child is recognised as being of fundamental importance for the education of all children by Governors, staff and parents of Amberley Parochial School. It can enrich the individual's appreciation and understanding of life's experiences and their relationships with others. It is taught across the curriculum but in particular through RE and PHSCE.

Definitions

Spiritual development relates to pupil's feelings and emotions, attitudes and beliefs. It is these that inform their perspective on life as well as their interest in and respect for different people's feelings and values. It is associated with the inner dimension of human life and goes beyond the material. The term 'spiritual' is not necessarily synonymous with religion. Understanding of self and others is at the heart of spiritual development and is not necessarily linked to one doctrine or faith; however as a Church school we place particular emphasis on the teaching of the Christian faith and use this to support the human values we promote within our children, as they consider their connection with the 'beyond'.

Moral development is concerned with the pupils' 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 and wrong. Again, the use of the Christian faith enables us to further enrich this aspect of learning.

Social development relates to how well children can work and socialise with their peers and adults from differing religious, ethnic or socio-economic backgrounds. Through providing a range of learning opportunities, skills such as cooperation and resolving conflict can be developed.

Cultural development refers to the development of knowledge and understanding of differing cultural activities and beliefs, customs and traditions. World faiths, including but not limited to Christianity, are explained through the curriculum and through Collective Worship, in order to provide children with an understanding and appreciation of the rich variety that can co-exist in the world today.

SPIRITUAL DEVELOPMENT

Aims

Through developing spirituality in pupils, we aim to encourage children to:

- listen and be still
- reflect
- develop wonder and mystery in the world
- develop self confidence in expressing inner thoughts
- consider the wonder of God's world.
- find inner confidence and peace.

Provision

Within the curriculum children are encouraged to ask questions and express opinions about their understanding of the world in which they live. They are encouraged to explore an imaginative approach to the world and to develop a spirit of enquiry and open-mindedness.

Within RE, Collective Worship and PSHE, the school provides opportunities for pupils to reflect upon their own beliefs and values and to discuss what is meaningful and significant to them. Children are encouraged to demonstrate respect for the integrity of each person and to create an atmosphere which enables pupils and staff to speak freely.

Beyond the formal curriculum, the school encourages pupils in conversations about spiritual feelings and emotions whilst treating all members of the school community with respect, regardless of personal feelings. The school also invites close involvement with the Church and regular participation in church services.

Staff provide a role model for children by sharing experiences of their own spirituality with pupils.

MORAL DEVELOPMENT

Aims

Through developing morality in children, we aim to encourage children to:

- tell the truth
- respect others
- keep a promise
- help others
- act considerately towards others
- take responsibility for their own actions
- exercise self-discipline
- have positive attitudes
- conform to rules

Provision

Within the curriculum pupils are encouraged to develop personal opinions on ethical questions raised in topic work. Pupils are also encouraged to take responsibility for their own learning, setting appropriate goals and targets and working responsibly and considerately individually and in groups.

Within RE, Collective Worship and PSHE religious education lessons emphasis the Christian moral perspective and morality in other world views. Collective Worship often focuses on moral issues and stories.

Throughout their daily life in school, pupils are encouraged to keep to the school's agreed positive behaviour handbook rules which encourage them to behave appropriately around the school according to our Christian values. The school sets high expectations and raises awareness of high moral standards both inside and outside the classroom.

SOCIAL DEVELOPMENT

We aim to develop in children the skills and knowledge of:

- cooperation
- listening to others
- appreciating opinions
- working in small and large groups
- conflict resolution
- understanding of how the school and wider community works together

Provision

Within the curriculum pupils are given opportunities across subjects and across activity types to work with others on a daily basis. Pupils are encouraged to take responsibility where appropriate for how groups work together, assigning roles and responsibilities where needed. The learning power of co-operation is greatly valued.

Within RE, Collective Worship and PSHCE children are given opportunities to reflect on values such as cooperation, respect, friendship and trust, all of which firmly support the development of social skills needed.

On a daily basis, children are encouraged to follow the school's Christian values, which further enhances their ability to interact in social situations as well as to understand the needs and rights of others.

CULTURAL DEVELOPMENT

Aims for Cultural development

- to develop a sense of belonging to pupils' own culture
- to respond to and appreciate cultural events
- to share different cultural experiences
- to respect differing cultural traditions and world views
- to understand codes of behaviour, fitting into cultural tradition
- to develop an understanding of British cultural tradition, including Christianity
- to develop an awareness of what a 'cultured person' appreciates in terms of music, art, drama, literature etc.

All SMSC education is also taught through our British Values which are individual liberty, democracy, the rule of law and mutual respect for and tolerance of those with different world views, faiths and beliefs and for those without faith.

Provision

Within the curriculum pupils are encouraged to experience and appreciate different kinds of art, music, drama, dance and literature and discuss different events and how they feel about them

Within RE, collective worship and PSHE children are given opportunities to discuss and explore differences and similarities between cultures

Assessment

Children's understanding in Spiritual, Moral Social and Cultural development is assessed by staff through discussions in lesson time and through children's written reflections.

Teachers will report judgements made about Spiritual, Moral and Cultural development through termly parents' evenings and the Annual School Report.

Monitoring of Spiritual, Moral, Social and Cultural development

Monitoring is carried out by the RE and PSHE co-ordinator, and Headteacher through scrutiny of work, lesson and playground observations and discussions with children and staff. The Governors for RE and PSHE are also involved in discussions with the appropriate co-ordinators and Headteacher.