



Spiritual, Moral, Social and Cultural Development Policy



Stour Federation

1. INTRODUCTION

- 1.1 Shipston Primary School and Acorns Primary School nurture the very best in each individual, providing high standards of learning. Our values encourage care for all, mutual respect, responsibility and strong partnerships between school, home and the local and wider communities.
- 1.2 We strive to promote the Spiritual, Moral, Social and Cultural development of our children and prepare them for the opportunities, responsibilities and experiences of adult life.
- 1.3 The staff and governors value the best possible partnership between parents/carers and the wider community and recognise the importance of promoting the support they offer, to the benefit of all our children.
- 1.4 Spiritual, Moral, Social and Cultural Development is promoted not only through all the subjects of the curriculum but also through the ethos of each school and through the development of positive attitudes and values and planned time for reflection.
- 1.5 This policy supports and reinforces the aims of schools in the Stour Federation, valuing all children and staff equally and as individuals.

2. PRINCIPLES

- 2.1 Spiritual, Moral, Social and Cultural Development is crucial for individual pupils and it is crucial for society as a whole. We believe it is the heart of what education is all about - helping pupils grow and develop as people.
- 2.2 Our vision for schools in the Stour Federation is ***Learn, grow, succeed together.*** This reflects a passionate commitment to learning and recognition of the uniqueness of individual learners. It is driven by our desire to offer the best possible education for our pupils in partnership with parents and the local community.
- 2.3 It is an expectation in the Stour Federation that all staff, in all subjects, can and should make a contribution to the Spiritual, Moral, Social and Cultural Development of pupils through the taught curriculum and through the use of appropriate teaching and learning strategies.
- 2.4 The importance of relationships between all school staff, parents and governors is crucial. These relationships will be characterised by mutual respect, by positive attitudes, by the willingness to listen and be listened to and by the valuing of all stakeholders.

3. VALUES

- 3.1 Values are fundamental expressions of what we think and believe. As a Federation we encourage children to think about personal and social values, to become aware

of, and involved in the life and concerns of their community and society, and so develop their capacity to be active and effective future citizens.

- 3.2 We have a key value at each school every half-term. These are selected by the school community and promoted in assemblies, lessons, events and publications, with Values Tickets the reward for children that demonstrate excellent social, moral, spiritual and cultural responsibility. Examples of values are below.






Shipston-on-Stour Primary School Values







Remember your manners
Encourage everybody
Share with each other
Play sensibly and happily
Everyone is important
Care for each other and our school
Trust one another and be truthful










4. DEFINING SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

- 4.1 We recognise that the spiritual, moral, social and cultural elements of children's development are inter-related. We are aware there is much overlap between them, not least in respect of spirituality and its links to children's attitudes, morals, behaviour in society and cultural understanding.
- 4.2 There could be many discussions around defining spiritual, moral, social and cultural development; however these discussions are not easy to turn into practical teaching strategies with clear, educational outcomes. Schools and teachers need to understand clearly what they are seeking to achieve. In evaluating our success, we need clarity of how and what should be judged. Therefore the definitions below are taken from Ofsted guidance published in August 2016.

Ofsted guidance advises that:

4.3 The spiritual development of pupils is shown by their:

- Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.
- Sense of enjoyment and fascination in learning about themselves, others and the world around them.
- Use of imagination and creativity in their learning.
- Willingness to reflect on their experiences.

4.4 The moral development of pupils is shown by their:

- Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England.
- Understanding of the consequences of their behaviour and actions.
- Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

4.5 The social development of pupils is shown by their:

- Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds.
- Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.
- Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

4.6 The cultural development of pupils is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others.
- Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.

- Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

4.7 During an Ofsted Inspection, inspectors will consider the climate and ethos of the school and what effect this has on enabling pupils to grow and flourish, become confident individuals, and appreciate their own worth and that of others. They will also reflect on the school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables pupils to thrive.

4.8 In considering how well the school promotes pupils' SMSC, inspectors will take into account the impact of the range of opportunities provided for children to develop their self esteem and confidence, which might occur both within the classroom, in terms of: teaching that encourages participation, creativity, reflection and independence; assessment and feedback that values pupils' work and/or effort; and activities that develop teamwork, leadership skills and self-reliance.

5. SPIRITUAL, MORAL, SOCIAL AND CULTURAL PROVISION

5.1 Each school ethos underpins the promotion of SMSC with Religious Education, Collective Worship, Achievement Assemblies and PSHE (including Protective Behaviours and Relationships & Sex Education) making a significant contribution to children's development in this area.

5.2 Through Building Learning Power, schools in the Stour Federation promote opportunities to be reflective in their learning, as well as resilience, resourcefulness and reciprocity.

5.3 The planned curricula in the Stour Federation (National Curriculum through Cornerstones, wider curriculum such as Forest Schools and school clubs at lunchtime and after school) promote and sustain a thirst for knowledge and a love of learning. They cover a wide range of subjects and provide opportunities for academic, technical and sporting excellence, which has a very positive impact on all pupils' behaviour and safety, and contributes very well to pupils' academic achievement, their physical wellbeing, and their spiritual, moral, social and cultural development.

5.4 When planning each curriculum topic every half-term, teachers consider and plan opportunities to promote aspects of social, moral, social and cultural development.

5.5 The Stour Federation's work undertaken through additional accreditations such as Eco-Schools, E-Cadets, International School Award, School Games and 360° Safe Award further supports SMSC development.

6. TEACHING AND ORGANISATION

- 6.1 Development in SMSC takes 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.
- 6.2 All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.
- 6.3 Where political issues are brought to the attention of pupils, staff must make every effort to ensure that a balanced presentation of opposing views is evident at all times.
- 6.4 Class discussions and circle times 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.
 - Articulate their feelings and justify them through discussion and debate.
 - 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.
- 6.5 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.

7. LINKS WITH THE WIDER COMMUNITY

- 7.1 Visitors are welcomed into school, including those from public institutions and services in Britain. We have strong links with the local churches. Clergy make regular visits to lead collective worship and we frequently visit the church for services and as part of learning about Christianity. Visits are made to other places of worship.
- 7.2 The development of a strong home-school link is regarded as very important, enabling parents/carers and teachers to work in an effective partnership to support the child.

- 7.3 Children are taught to appreciate their local environment (both indoors and in the outdoor environment) and to develop a sense of responsibility to it; Forest Schools is delivered in specific year groups as a curriculum-linked experience.
- 7.4 The talents and expertise of professional and amateur artists, musicians, performers, sports people, historians etc. are drawn upon to enhance curriculum provision.
- 7.5 Pupils have the opportunity to link with the wider world through national and international links and charity/awareness events agreed by School Council and through pupil leadership initiatives.

8. MONITORING AND EVALUATION

- 8.1 Provision for SMSC is monitored and reviewed on a regular basis. This will be achieved by:
- Monitoring of planning and teaching and learning
 - Regular discussion at staff and governors' meetings.
 - Audit of policies and schemes of work.
 - Sharing of classroom work and practice.
 - Collective Worship policy and set weekly themes.
 - Collation of evidence in pupil's work in Curriculum Teams portfolios.
 - Regular evaluation for SEF.
 - Regular inclusion in the LIP.

Spiritual, Moral, Social and Cultural Development Audit

| Spiritual | | |
|---|--|-----------------|
| Pupils' Development | Examples of Provision | Evidence |
| Beliefs (religious or otherwise) which inform their perspective on life, interest in and respect for different people's feelings and values | Opportunities to explore values and beliefs, including religious beliefs and to understand human feelings and emotions and the way they impact on people | |
| Sense of enjoyment and fascination in learning about themselves, others and the world, including the intangible | Encouraging pupils to explore and develop what animates themselves and others | |
| Use of imagination and creativity in their learning | Opportunities to use imagination and be creative | |
| Willingness to reflect on their experiences | Opportunities to reflect | |

| Moral | | |
|---|---|-----------------|
| Pupils' Development | Examples of Provision | Evidence |
| <p>Ability to recognise the difference between right and wrong and readiness to apply this understanding in their own lives</p> | <p>Ensuring a clear moral code as a basis for behaviour, and respect for the different cultures represented in the school and wider community</p> | |
| <p>Understanding the consequences of their actions</p> | <p>Enabling an open and safe learning environment in which pupils can express their views and practise moral decision-making</p> | |
| <p>Interest in investigating, and offering reasoned views about, moral and ethical issues</p> | <p>Opportunities to explore and develop moral concepts and values e.g. personal rights and responsibilities, truth, justice</p> | |

| Social | | |
|---|--|-----------------|
| Pupils' Development | Examples of Provision | Evidence |
| Use of a range of skills in differing contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds | Providing opportunities for pupils to mix, take responsibility and exercise leadership with pupils from a range of different backgrounds | |
| Willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively | Enabling pupils to work and play cooperatively and to resolve tensions between their own aspirations and those of other children | |
| Interest in, and understanding of, the way communities and societies function at a variety of levels | Helping pupils to engage in the democratic process and participate in community life | |

| Cultural | | |
|---|---|-----------------|
| Pupils' Development | Examples of Provision | Evidence |
| <p>Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage</p> | <p>Opportunities for pupils to explore their own cultural assumptions and values and of the influences that have shaped their cultural heritage</p> | |
| <p>Willingness to participate in, and respond to, artistic, sporting and cultural opportunities</p> | <p>Opportunities to participate in literature, drama, music, art and other cultural events</p> | |
| <p>Interest in exploring, understanding of and respect for cultural diversity and the extent to which they understand, accept, tolerate, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities</p> | <p>Opportunities to present authentic accounts of the attitudes, values and traditions of diverse cultures, addressing racism and promoting race equality</p> | |

Examples of Promoting SMSC Across the Curriculum

ENGLISH contributes to children's SMSC development through:

- Encouraging a sense of awe and wonder and the world outside themselves through literary texts.
- Developing confidence and expertise in language, which is an important aspect of individual and social identity.
- Enabling pupils to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television.
- Developing pupils' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film.
- Helping pupils to understand how language changes over time, the influences on spoken, and written language and social attitudes to the use of language.

MATHS contributes to children's SMSC development through:

- Enabling pupils to acknowledge the important contribution made by mathematics by non-western cultures.
- Promoting a sense of wonder in the exactness of mathematics in the exploration of infinity, pi, complex numbers and real world examples.
- Investigating and researching cross cultural patterns e.g. tessellation, islamic tiling.

SCIENCE contributes to children's SMSC development through:

- Encouraging pupils to reflect on the wonder of the natural world.
- Awareness of the ways that science and technology can affect society and the environment.
- Consideration of the moral dilemmas that can result in scientific developments.
- Showing respect for differing opinions, on creation for example.
- Co-operation in practical activity.
- Raising awareness that scientific developments are the product of many different cultures.

COMPUTING contributes to children's SMSC development through:

- Preparing the children for the challenges of living and learning in a technologically-enriched, increasingly inter-connected world.
- Making clear the guidelines and etiquette about the ethical use of the internet.
- Acknowledging advances in technology and appreciation for human achievement.
- Exploring creativity and imagination in the design and construction of digital products.

HISTORY contributes to children's SMSC development through:

- Looking at the creation and evolution of British society.
- Enabling children to reflect on issues such as slavery, the holocaust and Imperialism.
- Showing an awareness of the moral implications of the actions of historical figures.

GEOGRAPHY contributes to children's SMSC development through:

- Opportunities for reflection on the creation, earth's origins, future and diversity are given.
- Appreciating the awe and wonder of the natural and manmade environments

- Reflection on the fair distribution of the earth's resources and issues surrounding climate change.
- Studies of people and physical geography gives our children the chance to reflect on the social and cultural characteristics of society.

ART contributes to children's SMSC development through:

- Art lessons develop children's aesthetic appreciation.
- In turn Art evokes feelings of 'awe' and 'wonder'.
- Giving pupils the chance to reflect on nature, their environment and surroundings.
- Studying artists with spiritual or religious theme, issues raised by artists which concerns ethical issues, such as War painting.

DESIGN & TECHNOLOGY contributes to children's SMSC development through:

- Reflection on products and inventions, the diversity of material and ways in which design can improve the quality of our lives.
- Awareness of the moral dilemmas created by technological advances.
- How different cultures have contributed to technology.
- Opportunities to work as a team, recognising others' strengths, sharing equipment.

MUSIC contributes to children's SMSC development through:

- Responding and reflecting on different genres and styles of music.
- Being able to explore the emotions listening and playing music can provoke.
- Use imagination when performing and composing.
- Working as part of a school community through taking part in concerts and shows.
- Performing outside of the school environment and interacting with a variety of people as a result.

SPANISH contributes to children's SMSC development through:

- Children may gain insights into the way of life, cultural traditions, moral and social developments of other people.
- Social Skills are developed through group activities and communications exercises.
- Listening skills are improved through oral/aural work.

PE contributes to children's SMSC development through:

- Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play.
- Exploring the sports and traditions of a variety of cultures.
- Individual activities that provide the opportunity for self-reflection, awareness and challenge.
- Creativity through producing dance and gymnastic routines.
- The use of international examples of different athletes and their achievements.