

## Spiritual, Moral, Social, Cultural Development Policy



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Our cluster partnership includes Croxton Kerrial CE Primary School, Redmile CE Primary School, Waltham-on-the-Wolds CE Primary School and Wymondham CE Primary School; all schools are academies within the Diocese of Leicester Academies Trust (DLAT). We are a family of schools serving both Church and community where diversity is celebrated and respect and dignity are paramount. Our aspirations are high for the children we serve and we use our combined strengths in wisdom and fellowship to support them and each other to be successful.

Our strong sense of community and collaboration ensures happiness, fulfilment and well-being are key, so that children know they are loved by God and in turn grow to love learning, to love life and to love others. Our ambition is for all our staff, children and schools to flourish, living life in all its fullness.

### Introduction

In our cluster, Spiritual, Moral, Social and Cultural Development (SMSC) are held to be important features of the curriculum we offer and in the life of the school. We ensure that each school provides opportunities for pupils to develop spiritually, morally, socially and culturally.

In order that teachers and those who work with the schools can translate these aims into action, we need to define more closely what we mean by the terms spiritual, moral, social and cultural. The sections which follow describe aspects of learning that may be seen in Spiritual, Moral, Social and Cultural Development in our schools. Each are intended to enable everyone to contribute; they are not exclusive or final. Each interlink with the others.

### What is Spiritual, Moral, Social and Cultural Development?

#### Spiritual Development is about:

- The nonphysical aspect of a person concerned with profound thoughts, relating particularly to God, Jesus, The Bible and other religious faiths
- That which moves people
- Feelings, experiences, emotions
- A sense of purpose
- A sense of awe, wonder and mystery
- Insights into a personal existence which are of enduring worth
- Valuing a non-material dimension to life
- The relationship between belief and behaviour
- A sense of heightened perception or awareness
- A sense of being part of a greater whole
- A search for meaning and purpose
- The attribution of meaning to experience
- Intimations of an enduring reality
- Addressing the questions of life, grasping the idea of wonder, experiencing deep feelings about what happens to them and understand how beliefs and values shape motivation.

#### Moral development is about:

- Knowing of the codes and conventions of conduct agreed by society
- Having the will to behave morally as a point of principle
- Being able to articulate attitudes and values
- Being honorable, respectful, ethical and fair

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- Recognising the moral dimension to situations
- Developing a set of socially acceptable values and principles
- Recognising that values and attitudes change over time
- Making judgements on issues by applying moral principles, insights and reasoning
- Taking responsibility for ones' own actions
- Understanding the consequences of actions for self and others
- Behaving consistently in accordance with principles
- Recognising the greater needs which extend beyond self-interest
- Engaging with the 'British values' of democracy, the rule of law, liberty, respect and tolerance
- Appreciating the role of Britain's parliamentary system

### **Social development is about:**

- The progressive acquisition of the competencies and qualities needed to play a full part in society
- Understanding of the institutions, structures and processes of society
- Understanding of how individuals relate to each other
- Addressing their own difficulties and the difficulties of others.
- Being able to adjust to a range of social contexts by appropriate and sensitive behaviour
- Being able to make a personal contribution to the well-being of groups
- The ability to exercise responsibility and initiative
- Being able to participate cooperatively and productively in the community
- Knowing how societies function and are organised
- Understanding how what is learnt in the curriculum relates to life in society
- Being able to take on the roles of team leader and team worker
- Resolving conflict

### **Cultural development is about:**

- Understanding of beliefs, customs, values, knowledge and skills which form the basis for identity and cohesion in society
- Recognition of and respect for the rights of others to exercise a cultural influence
- Knowledge of the nature and roots of cultural traditions
- The key features of major cultural groups within society
- Personal response and accomplishment
- The capacity to relate what is learnt to an appreciation of wider cultural aspects of society
- Developing and strengthening the cultural interests of pupils
- Exposing pupils to a breadth of stimuli in order to allow them to develop new interests
- Extending horizons beyond the immediate to the highest artistic, musical and literary achievements
- Understanding the diversity of religious, social, aesthetic, ethnic and political traditions and practices
- Being able to evaluate the quality and worth of cultural achievements

### **Equal opportunities**

Refer to our Equality policies found on the school websites.

### **Putting ideas into practice**

To ensure that SMSC development is integral to our lives, there are three key features which need to be considered by each school:

- The ethos of the school, which creates the climate within which SMSC development can flourish. This is described in the school aims

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- The pastoral support for our children which should reflect these aims, and creates a deliberate structure through which the care and concern for each child can be given
- The curriculum, which sets out to ensure that there is planning to introduce and explore the elements of SMSC where this is appropriate.

We believe that all curriculum subjects can and should contribute to the Spiritual, Moral, Social and Cultural development of pupils. The curriculum is the framework on which our core work is built and so it is through this that we can have a major influence on life long learning.

Teachers must:

- be aware of these responsibilities
- know how respective curriculum areas might be used
- plan accordingly
- be alert to the many everyday, unplanned and incidental opportunities that can provide important starting points.

Appendix A gives a flavour of the opportunities that teachers might consider or be aware of in planning and delivering a curriculum which has an implicit SMSC dimension. It is not definitive and will need to be adapted and considered depending upon the particular situation, age group, ability or focus. It must, however, be part of the planning of all teachers and become an intrinsic element in classroom delivery. Over each key stage, there should be a balance between SMSC but neither should be exclusive of the others.

We very much value the ideas suggestions and opinions of all our pupils and encourage them to become active participants in decision making, responsibilities and generating thoughts for future projects or developments across the school. They do this in various ways, e.g. talking to staff, pupil leadership groups, circle time and class discussions.

Our SMSC objectives are also achieved through the following:

- The overall positive ethos of the school – including our values
- Discrete, age appropriate lessons which focus on aspects of SMSC
- Opportunities in the curriculum and especially for RE, PSHE and Citizenship
- Collective acts of worship including celebration assemblies and Open Worship.
- Responsibilities undertaken by the children e.g., monitors, leadership groups such as school council, RE MPs
- Whole school initiatives such as participation in activities for Anti-Bullying Week or raising money for a specific charity
- Adults as role models
- Clearly defined school rules regarding behavior and attitudes. Reinforcement of these around school, including setting high expectations for good manners, respectfulness and care of one another.
- Opportunities to work with representatives of different faith communities, other cultures or from different countries.
- Participation in events of national importance e.g. Remembrance Day.

This list is not exhaustive; it is reflective of the range of ways in which SMSC is embedded throughout each school.

### Collective Worship

Daily worship is vital in the promotion of SMSC. Each school holds a collective gathering every day: three days involve worship linked to the Diocesan Board of Education schedule, one day involves singing

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and coming together as a school community to develop SMSC through music and one day when we celebrate the achievements of our school and the individuals within it with our families.

Visitors are invited to attend and lead our assemblies as appropriate; our children willingly and eagerly volunteer to participate. These may sometimes take place in church and include parents, relatives and friends of pupils at our school. Children are also given the opportunity to lead worship throughout the term and a list of themes are distributed at the start of each term for the children to sign up to participate in. The older children involve the younger children as much as possible and ensure worship and storytelling is as interactive as possible, as this is what the children have told us they like.

A schedule of weekly themes is published each term by the Leicester Diocese and these are used in planning by the individuals responsible for each assembly. The themes are developed with the following guidelines and considerations in mind:

- Traditional stories with moral standpoints
- Stories which are vital parts of our cultural heritage and which teach us lessons about ourselves and others
- Stories which pass on particular values or beliefs
- Stories which pass on religious belief, heritage and viewpoint
- Times for quiet reflection and thought
- Awareness of and valuing the beliefs of other cultures
- Sharing the 'togetherness' of the whole school or group
- Understanding the beliefs and values of our school community
- Appreciating the value of each individual within our school community and the outside world
- Appreciating the values and beliefs of other faiths
- Learning of our own cultural heritage through great prayers, great hymns and songs, great individuals, great events etc.
- Consideration of basic guidelines for life – honesty, truth, love, concern for others, industry etc.
- Appreciating the important times of the year and the seasons and its cultural aspects e.g. Harvest, Easter, Christmas.
- Learning how to speak to God and learning respectful behaviour during worship – bowing one's head, putting hands together, lighting a candle, stillness – feeling the quietness of prayer and reflection.

Worship Leaders evaluate assemblies to help us plan and prepare for future acts of worship.

### **British Values**

The promotion of British values is an important part of each school's ethos and is used as a means to develop the children's understanding in the following areas:

- an understanding of how citizens can influence decision-making through the democratic process;

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- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be recognised and accepted, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination.

'British Values' have been identified as:

### Democracy:

The ability to understand and communicate are the most important areas of learning. We ensure that pupils are given a 'voice' to communicate. We empower our pupils by giving them opportunities to make choices about the things that they believe to be important. By valuing each 'voice' and by listening and responding to that voice we demonstrate that we support democracy and liberty.

### Rule of Law:

We involve pupils in setting codes of behaviour; helping pupils to make decisions and choices that are acceptable to the school community and society at large. Pupils are helped to learn to manage their behaviour and take responsibility for their actions. Staff are committed to providing a consistent and predictable environment within the school and beyond. We can help many pupils to understand the connection between actions and consequences. This type of environment enables pupils to feel safe and secure; this in turn, promotes the optimum conditions for learning to take place.

### Individual Liberty:

Pupils are encouraged to become good and valued citizens. We do this by supporting each pupil to become as independent as possible. We endeavour to demonstrate that everyone has rights; this includes the right to have one's own views and opinions. Many of our pupils will be able to take responsibility for particular roles and to understand that with certain rights comes certain responsibilities. Learning to do things independently is an important part of learning to understand yourself. We support others by participating in charitable events such as Red Nose Day/Comic Relief and Children in Need. We believe that engendering a caring and helpful environment and being independent can boost and nurture a healthy self-esteem.

### Mutual Respect:

We promote each pupil's inclusion in activities, settings and locations that are appropriate to them individually to meet their needs. Within school, pupils work with a range of people and interactions with others are always positively promoted. The curriculum is personalised and planned for pupils and may include transitioning within the range of resources and places on the site and going into the community to meet with a range of people in a variety of situations which include community events and shared participation. We believe it is important to facilitate opportunities to be part of the community as the pupils, families and staff have much to offer in the development of community cohesion.

### Tolerance of different faiths and beliefs:

We are part of a school and local community where each person is respected and valued equally regardless of ability, disability, gender, sexuality, faith, heritage or race. Cultural appreciation and development forms part of our curriculum. We place great emphasis on providing encounters and participation in events and celebrations to broaden all pupils' experiences and awareness of others. Pupils are encouraged to experience British Culture through our curriculum themes. For example, pupils have visited many local places. As a school, we take part in sporting activities which helps to instil 'fair play' and engender a 'team spirit'.

### Monitoring and review

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The planning and coordination of SMSC are the responsibility of the RE and PSHCE subject leaders, who:

Support colleagues in their teaching, by keeping them informed about current developments in the subject, and by providing a strategic lead and direction for SMSC.

Speak to the children about different elements of SMSC and uses this to inform future planning.

Review SMSC across the curriculum and collects evidence of the children's work to observe elements of SMSC across the school.

Attend training so that they are up-to-date with current thinking and to develop knowledge.

Governors and colleagues support one another when doing learning walks, ensuring that there is a focused element of SMSC under the 'behaviours' section of the proforma.

The Local Governing Body of each school within our cluster have approved this policy and will review it every three years.

### **Appendix A**

## **OPPORTUNITIES FOR INCLUDING SPIRITUAL, MORAL, SOCIAL AND CULTURAL POLICY WITHIN THE CURRICULUM**

### **English**

The studying of different texts – classical, contemporary, serious, funny can provide challenging starting points and give an appreciation of the beauty of great language and literature.

Exposure to great literature and poetry and its place within a culture – appreciating moral or social aspects e.g. Dickens social commentary or knowing that we can learn a lot about other cultures from its writing.

Drama and stories which create opportunities for moral judgements.

Shared activities – shared reading, group drama, corporate writing that lead to an understanding of an appreciation of the importance of the group and other people's point of view.

Knowledge of our language and its influence on our culture and the importance and value of other languages and cultures.

Awareness of traditional tales and their cultural background.

### **Numeracy**

Group work on a shared topic or investigation promoting an appreciation of the input of all members of the group.

An appreciation of the inherent pattern and beauty of mathematics.

Studying the patterns of Islam and their cultural/religious connections.

The promotion of positive attitudes towards mathematics through appropriate groupings.

An understanding that mathematics has an historical and cultural base – Greek, Arabic, Egyptian.

An understanding of the role and importance of these cultures.

### **I.C.T.**

Working together to create a graphic design or study.

Researching religious artefacts on the website.

Setting up e-correspondence with another school from a different country/county/area.

Following the Internet and Computer Acceptable use policy.

### **Science**

The development of an understanding of our place in the great scheme of things by studying space or life processes.

An appreciation of moral questions as scientific knowledge increases e.g. the use of animals for research.

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An awareness of the cultural background of science e.g. the Wise Men from the East who charted the birth of Jesus or the ancient Greek scientists.

Consideration of moral, environmental and citizenship issues when considering our role in caring for the environment e.g. efficient ways of feeding the world, intensive farming, the pollution of the planet.

Health, drugs, smoking – an understanding of the social and scientific issues involved and an awareness of everyone's point of view.

### **Design Technology**

The aesthetic aspect of good design is an important area, as is the question 'How will this affect the environment?'

Appreciating design in nature.

The study of technologies from different cultures – historical and geographical – and how these have evolved provides important lessons in cultural awareness.

Group working – sharing of equipment and designing together.

Promoting equality of opportunity and providing an awareness of areas that have gender issues e.g. activities that are historically female such as textile studies, encouraging girls to use equipment that has been traditionally male dominated.

### **History**

The study of artefacts, buildings, churches etc. gives children a sense of their place in the historical scheme of things. It also helps to develop an awareness of beauty and aesthetics.

Moral issues can be considered. For example, was it right that war was fought or that children were forced to work in factories and mines in Victorian Britain, or that Anne Frank was forced into hiding?

Studying the cultures of other times – Egyptians, Romans etc. builds an awareness of the value and importance of other societies and cultures and the relative value and importance of our own. It also stresses the interdependence of cultures.

### **Geography**

The study of different localities helps children to understand the background, way of life and values etc. of different people and cultures. The Inuit's and their way of life and values are to a large degree the result of habitat – as is our own.

Tolerance of other people's differences, overcoming stereotyping, racism and prejudice can all be highlighted through the study of different peoples and their way of life.

Local studies will encourage an awareness of the child's place, family, home, dependency upon other individuals, people and cultures and needs in the great scheme of things.

Environmental issues and concerns can be discussed – what are the effects and the issues involved in urbanising an area.

### **Art**

Studying great works of art can give an insight into the culture of other people and provide a strong link with the past.

Art can provide a valuable tool to study the past and make social or moral comment on it for example, what do the people in works by Lowry tell us about the social conditions of the time?

Multicultural art, the art of different religions, the art of ancient societies all reinforce the value of societies other than our own and help us to appreciate their value and the value of our own.

The appreciation of great works of art and the appreciation of our own attempts helps to build up an awareness of aesthetics and gives an uplifting experience.

### **Music**

Listening to music, performing, joining in with it gives pleasure, lifts spirits and has an emotional dimension that children need to experience. Music experienced in our services and assemblies helps the pupils in their spirituality.

Listening to and appreciating the great music of our culture and its folk music builds an important awareness of our culture and that of other lands. Music of other cultures is important for the same reasons.

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Music of the fields, sea shanties, slave songs etc. can be used to build an awareness of the importance of music and its place in social history and the accompanying moral and social questions that arise out of it.

Group music making is an important social activity – working together and experiencing the same feelings together.

### **Physical Education**

Caring for our bodies and respecting the health of others.

Obeying the rules of the game, being a 'good sport', learning to be a good winner and a good loser, learning to take part and doing one's best is important.

Appreciating the aesthetic beauty of the movements of gymnastics or dance.

Building team spirit, being a good team member, valuing the contributions of others to the team.

Learning that sport is an important element of many cultures – Ancient Greeks, Romans, the history of great sporting events such as the Olympics or the Ashes.

Appreciating that different individuals or groups have different skills because of their background or habitat e.g. Austrian skiers, Dutch speed skaters.

### **Personal, Social, Health Education/Citizenship**

Listening to others in Circle Time and 'R' Time.

Holding debates and discussions leading to written work.

Drama and role play linked to choices.

Drawing pictures of feelings and emotions.

### **Religious Education**

The exploration of moral and spiritual questions by discussing, for example, Bible stories or stories from other religions.

Appreciating and valuing other faiths and beliefs of both groups and individuals.

Learning about being a member of a pluralist society and respecting and tolerating others and their belief and needs.

Knowing about the historical, social and religious aspects of our own culture and that of others – Harvest, Christmas, Easter, May Day, Jewish New Year, Divali etc. - appreciating and respecting the values of the cultures concerned.