

Glenmere Langmoor Primary School Academy Trust

Social, Moral, Spiritual and Cultural Policy

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Signed

INTRODUCTION

At Glenmere Langmoor Primary School we recognise that the personal development of children, 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 children with opportunities to explore and develop:

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

SMSC plays a significant part in ability to learn and to achieve. All curriculum areas have a

contribution to make to the child's spiritual, moral, social and cultural development.

Values, principles and spirituality will be explored in the curriculum, especially in RE and Collective Worship. The integrity and spirituality of other faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and children will be given access to alternative views as represented by the pupil / staff population.

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

Children should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules will reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate children's work and achievements.

All curriculum areas will use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teachers' planning and learning resources.

School assemblies play a key part in promoting SMSC throughout the school.

AIMS OF SMSC

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 child's education is set within the context that is meaningful and appropriate to their age, aptitude and background

To ensure that children know what is expected of them and why

To give each child a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience

To enable children to develop an understanding of their individual and group identity

To enable children 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 child the opportunity to explore social and moral issues and develop a sense of social and moral responsibility

LEARNING AND TEACHING

Spiritual Development – as a school we aim to provide learning opportunities that will enable children 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
- reflect on, consider and celebrate the wonders and mysteries of life.

Moral Development – as a school we aim to provide learning opportunities that will enable children to:

- recognise the unique value of each individual
- recognise the challenge of religious teaching particularly that of Jesus
- 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 children to:

- develop an understanding of their individual and group identity
- learn about service in the school and wider community
- begin to understand the need for social justice and a concern for the disadvantaged

Cultural Development – as a school we aim to promote opportunities that will enable children to:

- recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society
- recognise religions of the world and their impact on cultural development
- develop an understanding of their own social and cultural environment

Development in SMSC will take place across all curriculum areas. SMSC has particularly strong links to Religious Education, Collective Worship and Personal, Social, Health and Citizenship Education. Within all curricular activities, children will be encouraged to reflect on the significance of what they are learning, to recognise any challenges to their own attitudes and lifestyle and to recognise a spiritual dimension to their lives.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Through classroom discussions we will give the children opportunities to:

- talk about personal experiences and feelings
- express and clarify their own ideas and beliefs
- speak about difficult events, eg bullying, death etc
- share thoughts and feelings with other people
- 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

Practical activities to develop SMSC will include:

working together in different groupings and situations
encouraging the children to behave appropriately at meal times
taking responsibility eg class monitors, lunch monitors, register monitors, assembly monitors, cloakroom monitors, delivering messages and looking after younger children
encouraging teamwork in PE and games
appreciation of and respect for the work and performance of other children regardless of ability
hearing music from different composers, cultures and genres e.g. composer of the month
meeting people from different cultures and countries
participating in a variety of different educational visits
participation in live performances
use of assembly themes to explore important aspects of our heritage and other cultures, eg festival days, the patron saints and national celebrations
studying literature and art from different cultures supported by visits from writers and artists and participating in workshops
opportunities for the children to hear and see live performances by professional actors, dancers and musicians
participation in traditional English country dancing as well as dance from other cultures
opportunities to make and evaluate food from other countries
opportunities in music to learn songs from different cultures and play a range of instruments including steel pans and samba
studying the contributions to society that certain famous people have made.

LINKS WITH THE WIDER COMMUNITY

Visitors are welcomed into our school.

Links with the local churches are fostered.

Visits to places of worship of other faiths will be arranged to support the understanding of different cultures.

The school supports the work of a variety of charities.

The development of a strong home-school agreement is regarded as very important, enabling parents and teachers to work in an effective partnership to support the children.

Children will be taught to appreciate and take responsibility for their local environment.

Liaison with local secondary schools to support the primary curriculum and effective transition, takes place regularly.

MONITORING AND EVALUATION

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

monitoring of RE and PSHE&C teaching and learning by the appropriate curriculum

leader regular discussions at staff and governors' meetings

RE/PSHE&C development and, when relevant, inclusion in the SDP

Inderjit Sandhu June 2014

APPENDIX A

DEFINITIONS

Spiritual development

Understanding of self and others is at the heart of spiritual development and is not linked solely to a particular doctrine or faith. Spiritual development is, therefore, accessible to everyone. All areas of the curriculum should contribute to children's spiritual development.

Moral development

Is concerned with children's 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 or wrong. Moral development should enable children to become increasingly responsible for their own actions and behaviour.

Social development

Refers to the development of abilities and qualities that children need to acquire if they are to play a full and active part in society. It also relates to the growth of knowledge and understanding of society in all its aspects. Children learn to lead, use their own initiative and to use individual skills and strengths when working together towards a common goal. The ability to be led, to support others and to recognise the different skills of other group members can be developed when children work cooperatively.

Cultural development

At the heart of cultural development lies the necessity to develop a sense of personal identity, whilst at the same time, acquiring awareness, understanding and tolerance regarding the cultural traditions of others.