

# Hadnall C.E.Primary School

## Spiritual, Moral, Social and Cultural Policy

Subject Leader - Headteacher

Governor - Rev Rob Haarhoff

### Introduction

Hadnall C of E. Primary School promotes a Christian ethos, and, by example and direct teaching, follows and promotes the teachings of Jesus, whilst recognising that not all of its members will be practising Christians.

We recognise that the personal development of pupils, spiritually, morally, socially and culturally, 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 other cultures.

This is a whole school issue.

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.

The integrity and spirituality of other faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views.

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

All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teacher's planning and purchasing decisions.

## **Legal Requirements**

The legal requirements were first identified in the 1944 Education Act alongside the moral, the aesthetic, the linguistic, the mathematical, the technological and the physical. Its importance is promoted through the OfSTED framework, where judgements are made on how pupils are responding to this area of experience and how schools are accounting for provision and enabling spiritual sensitiveness to be fostered.

## **General Aims**

- To enable pupils to develop an understanding of their individual and group identity.
- Develop positive relationships throughout the school based on respect, acceptance and the value of others;
- Learn to live with others and to develop an understanding of friendship and the school as a family;
- 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.
- 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 foster the spiritual, moral, social and cultural development of each pupil, regardless of age, ability, sex or cultural background;
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience

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### **Spiritual Development**

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

- Sustain their self-esteem in their learning experience.
- To value the inner self;
- To foster reflection and meditation;
- To value each individual's spiritual journey;
- To foster empathy for others as feeling, thinking individuals;
- 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.
- To foster a sense of meaning, purpose and direction in life;
- Form and maintain worthwhile and satisfying relationships.
- Reflect on, consider and celebrate the wonders and mysteries of life.
- To encourage imagination, creativity and a sense that there is "more to life than meets the eye";
- Recognise and reflect on Christian approaches to Spiritual Development.

### **Moral development**

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

- Recognise the unique value of each individual.
- Recognise the challenge of Jesus' teaching.
- 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 judgments.

### **Social Development**

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

- Develop an understanding of their individual and group identity.
- Learn about service in the school and wider community.
- Begin to understand the Christian imperative for social justice and a concern for the disadvantaged.

### **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.
- Recognise Christianity as a world faith.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

### **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.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible. Opportunities need to be planned in, but will also occur spontaneously.

Class discussions will give pupils 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 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 — eg empathy, respect, open mindedness, sensitivity, critical awareness
- Identify issues of spiritual significance and to explore the Christian response to them;
- Learn to live with success and failure for themselves and with others;
- Respond to the ultimate questions of life;
- Begin to have some understanding of God the Father, Son and Holy Spirit; of prayer and of sacred texts.

### **Current Practice**

The spiritual, moral, social and cultural curriculum is recognised in all areas of school life, particularly in:

- Worship;
- Assembly;
- Values and relationships;
- Whole school curriculum;
- Mission statement;
- Church/School ethos links - Church services,
- Vicar's worship once a week
- Lessons in PSHE & C

Many curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals.
- Agree and disagree.
- Take turns and share equipment.
- Work cooperatively and collaboratively.

## **Promoting opportunity for spiritual, moral, social and cultural learning throughout the school**

- Inspirational/thought provoking posters on display when appropriate.
- Inspirational/thought provoking books included in the library.
- A "quiet" space in school. This area shall be located in the library.
- Relationships:
  - Value given to each individual;
  - Value given to others (eg: charities);
  - Celebrating success - Golden Leaf Assembly.
- Quality of outside environment: Children are able to use the seating area around the planters in the garden for a quiet reflective time.
- School Council/pupil views.
- Mission statement/aims/values.
- Collective Worship.
- Visits - new experiences: awe and wonder.
- Artist in residence and other visitors.
- Calming environment in the library area.

## **Links with the wider community**

Visitors are welcomed into school.

Links with the Church are fostered through links with the local churches and the Diocesan Board of Education.

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

Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.

## **Monitoring and Evaluation**

Provision for SMSC is monitored and reviewed on a regular basis.

This is achieved by:

- Coordinators will monitor resource provision, identifying shortfalls.

- The Head Teacher shall have oversight of this policy and monitor the provision of SMSC.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Policy has been reviewed in Spring 2010

Due to be reviewed again in Spring 2013.