

William Gilpin C.E.V.A. Primary School

Spiritual, Moral, Social and Cultural Development (SMSC) Policy

1 Aims and Objectives

1.1 At William Gilpin C.E. Primary School 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 children 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.

1.2 Spiritual development is to do with the experience of the search for meaning in life. It includes beliefs, values, attitudes and experiences; the spiritual is not the same as religious but is connected with it.

1.3 Our principal aims in terms of spiritual development are:

- an appreciation for the importance of beliefs and values in human affairs;
- respect for the beliefs and values of others;
- a sense of wonder about the nature and purpose of the world, human life and self knowledge.

Our principal aims in terms of moral development are:

- to learn the difference between right and wrong;
- to develop a concern for the well-being of others.

Our principal aims in terms of social development are:

- to foster good relationships between members of the school and wider community;
- to encourage children to become responsible individuals able to show both initiative and co-operation.

Our principal aims in terms of cultural development are:

- to provide an opportunity to widen the personal interests and experiences of the children;
- to provide a range of activities that would not otherwise be accessed by the children;
- to foster an understanding of different cultures and religions.

1.4 We also aim to ensure:

- that everyone connected with the school is aware of our values and principles.
- that there is a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- that a child's education is set within the context that is meaningful and appropriate to their age, aptitude and background.
- that children know what is expected of them and why.

2 Teaching and learning styles

2.1 All adults will model and promote expected behaviour, treating all people as valuable individuals and showing respect for pupils 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 should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this are planned through topics where appropriate.

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 the teacher's planning and learning resources.

2.2 Through classroom discussions children will be given 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;
- evaluate their own ideas and methods, as well as the work of others, and say what they think and feel about them;
- 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.

2.3 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.

2.4 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 e.g. class monitors, register monitors, worship committees, delivering messages and looking after younger children;
- encouraging teamwork in PE and games;
- showing appreciation of the performances of other children regardless of ability;
- hearing music from different composers, cultures and genres;

- meeting people from different cultures and countries;
 - participation in a variety of different educational visits;
 - participation in live performances;
 - use of worship themes to explore important aspects of our heritage and other cultures e.g. 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;
 - opportunities to make and evaluate food from other countries;
 - opportunities in music to learn songs and play a range of instruments from different cultures;
 - studying the contributions to society that certain famous people have made.
- 2.5** We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child and offering appropriate support.

3 Links with the wider community

3.1 We encourage links with the wider community by:

- welcoming visitors into our school;
- fostering links with the local church;
- by arranging visits to places of worship of other faiths to support the understanding of different cultures;
- supporting the work of a variety of charities;
- the development of a strong home-school agreement. This is regarded as very important, enabling parents and teachers to work in an effective partnership to support the children;
- teaching the children to appreciate and take responsibility for their local environment;
- liaising with the local secondary and private schools to support the primary curriculum e.g. modern foreign languages, creative and expressive arts, PE and games.

4 Monitoring and reviewing

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

- monitoring of teaching and learning and work scrutiny by RE co-ordinator / Senior Leadership / Head teacher/ Governors;
- regular formal or informal discussions at staff and governors' meetings;
- audit of policies and units of study including the school's approach to collective worship;
- RE/PSHE subject development plans and when relevant inclusion in the SIP.

Policy date: July 2010.

Review date: Summer Term 2015 or in light of new legislation.

Signed: