



# SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT POLICY

Policy reviewed: July 20~~20~~18

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Signed:   
Chair of Staffing and Curriculum

## **MISSION STATEMENT**

This Policy is carried out within the context and spirit of the school's Mission Statement It supports and reinforces our aims at St. Peter's C E Primary School, in relation to promoting mutual respect and care.

## **INTRODUCTION**

This policy relates to the whole life of the school and is supported and complemented by the PSHE, RE and Early Years Foundation Stage policies. Of particular importance in promoting spiritual, moral, social and cultural development (SMSC) is the example set by adults in the school, the quality of relationships and the standard of daily collective worship.

- At St Peter's the promotion of pupils' spiritual, moral, social and cultural development is considered to be a 'whole school' issue.
- Spiritual, moral, social and cultural development should be promoted not only through all the subjects of the curriculum, but also through the ethos of the school and collective worship.
- The development of positive values and attitudes is considered to be intrinsically linked with spiritual, moral, social and cultural development.

## **RATIONALE - LEGAL**

The Education Reform Act (1988) requires the curriculum of a maintained school to 'promote the spiritual, moral, cultural, mental and physical development of pupils at the school.'

- Provision for SMSC development will be inspected by both OFSTED and SIAMS inspectors, although the latter will concentrate more upon the spiritual and moral aspects.
- All maintained schools - including church schools - must provide a daily act of collective worship for all registered pupils.

## **RATIONALE- RELIGIOUS/EDUCATIONAL**

- The connection between good results in the curriculum and high standards in SMSC development is widely acknowledged and is evident in OFSTED reports.
- The SMSC aspects of education concentrate on the development of the pupil as an individual personality and as part of a community. We aim to enrich and extend the human existence of each child in relation to the development of its values, attitudes and beliefs.

## **DEFINITIONS**

**Spiritual development** relates to the quest for individual identity and the search for meaning and purpose in our existence. It is associated with a dimension of life which is not necessarily experienced through the physical senses, but has much to do with feelings and emotions, and attitudes and beliefs. The term 'spiritual' need not be synonymous with 'religious.'

All areas of the curriculum should contribute to pupils' spiritual development. The school should seek to promote a sense of awe and wonder through, for example, the creative arts and environmental aspects of learning.

As a church school, we place special emphasis on the specific teaching and beliefs of the Christian faith, both within the daily life of the school and through the curriculum.

**Moral Development** Acquiring a knowledge and understanding of what is right and wrong is central to moral development. It is the basis upon which the pupils may develop the ability to make judgments about how to behave and it is the standpoint from which to consider the actions of others in society in general.

The system of rules and codes of behaviour established in our school is an important early introduction to issues of fairness for all and to the consequences of operating outside the accepted rule system. Pupils are encouraged to understand the need for a common code and to follow it from conviction rather than because of consequences or sanctions. Moral development, based on Christian principles, should enable pupils to become increasingly responsible for their own actions and behaviour.

**Social development** refers to the development of abilities and qualities that pupils 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.

The school provides a suitable environment for promoting social development within a Christian context. Pupils learn to lead, to use their 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 co-operatively and care for others.

**Cultural development** refers to the development of knowledge and understanding of differing cultural beliefs, customs and traditions. It is an increasing appreciation of the systems of values and attitudes which form the basis of identity and cohesion within societies and groups. 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.

In order to make provision for cultural development existing knowledge, interests and experiences are strengthened and then built upon further. In this way pupils gain a deeper understanding of their own culture and the factors which influence it and gain a broader understanding of other cultures and cultural influences. All areas of the curriculum can be used to promote and develop cultural awareness, although art, music, dance, drama and MFL are those used the more frequently.

### **Christian Distinctiveness**

At St. Peter's, the Christian distinctiveness will permeate the four definitions of S, M, S, C development and the objectives of all other policies. This distinctiveness should be a natural extension of the school's mission statement and aims.

## **SPIRITUAL DEVELOPMENT**

### **Aims for Spiritual Development**

- the ability to listen and be still
- the ability to transcend the mundane
- the ability to sense the sacred, the holy, the Divine
- the ability to reflect;
- the ability to sense wonder and mystery in the world
- the ability to sense the special nature of human relationships

### **Objectives for Spiritual Development**

- to develop the skill of being physically still, yet alert
- to develop the skill of being mentally still, concentrating on the present moment
- to develop the ability to use all ones senses
- to promote an awareness of and enjoyment in using one's imaginative potential
- to encourage quiet reflection during a lesson or assembly
- to develop individual self-confidence in expressing inner thoughts in a variety of ways
- to consider the mystery of God and the wonder of his world
- to find an inner confidence and peace
- to reflect on ones own spiritual journey

### **Provision for Spiritual Development**

Staff provide a role model for the children by sharing in the joy of discovery and in the mystery of creation. As individuals, they may share something of their own spirituality with both colleagues and pupils.

#### **a) Within the Curriculum, pupils will be able to explore:**

- an imaginative approach to the world;
- a spirit of enquiry and open-mindedness;
- an approach to the holy or the sacred;
- an awareness of order and pattern in the world.

The school will:

- encourage pupils to express their creativity and imagination;
- foster a sense of respect for the integrity of each person;
- create an atmosphere which enables pupils and staff to speak freely about their beliefs.

#### **b) Within RE, Worship and PSHE the school will:**

- allow pupils to investigate and reflect upon their own and others beliefs and values;
- provide opportunities for pupils to share what is meaningful and significant to them;
- provide opportunities for prayer/reflection/silence, the exploration of inner space;
- encourage a balance of music, speech, silence and the creative arts when exploring spiritual development;
- explore the case of symbol, image, allegory and metaphor in the curriculum;
- explore what commitment means;
- always invite a response and never coerce.

#### **c) Beyond the Formal Curriculum, the school will:**

- encourage pupil in personal conversations and during discussions in lessons, to express such feelings as transcendence, wonder, transience and change, paradox and unease, injustice or inequality whilst listening carefully to others' questions and responses;
- treat pupils, staff, governors and visitors with respect, regardless of personal feelings;

- invite close involvement with the church, and regular participation in church services;
- provide opportunity for prayer.

## MORAL DEVELOPMENT

### Aims for Moral Development

- to understand the principles lying behind decisions and actions
- to be able to take moral decisions for themselves
- to assume moral responsibility through belief and conviction
- to be able to distinguish between right and wrong

### Objectives for Moral Development

- to tell the truth
- to respect the rights and property of others
- to keep a promise
- to help those less fortunate than ourselves
- to act considerately towards others
- to take responsibility for one's own actions
- to exercise self-discipline
- to develop high expectations
- to develop positive attitudes
- to conform to rules and regulations for the good of all

### Provision for Moral Development

- a) **Within the Curriculum**, the school will
- encourage pupils to develop a personal view on ethical questions raised in science
  - provide opportunities for debate in literacy and across the curriculum
  - develop responsibility in learning and setting personal targets
- b) **Within RE, Worship and PSHE**, the school will
- provide religious education lessons that emphasise the Christian moral perspective whilst also offering models of morality in other faiths;
  - have daily collective worship that promotes Christian morals and values;
  - use circle time to reflect on moral issues and challenges;
  - plan a programme of themes for PSHE to support moral development.
- c) **Beyond the Formal Curriculum**, the school will
- set high expectations which will lead to raised awareness of high moral standards inside and outside the classroom;
  - encourage and recognize moral development through its behaviour policy;

## **SOCIAL DEVELOPMENT**

### **Aims for Social Development**

- to relate positively to others
- to participate fully and take responsibility in the classroom and in the school
- to use appropriate behaviour and language, according to situations
- to engage successfully in partnership with others
- to exercise personal responsibility and initiative
- to understand that, as individuals, we depend on family, school and society

### **Objectives for Social Development**

- to share such emotions as love, joy, hope, anguish, fear and reverence
- to show sensitivity to the needs and feelings of others
- to work as part of a group
- to interact positively with others through contacts outside school, eg. sporting activities, visits, church services, music festivals etc.
- to develop an understanding of citizenship and to experience being part of a whole caring community
- to show care and consideration for others by sharing and taking turns
- to realise there are things each person can do well
- to respect others value and appreciate others

### **Provision for Social Development**

a) **Within the Curriculum**, the school will

- listen to the viewpoints and ideas of others
- enable children to work in a variety of different groups
- encourage pupils to respond positively
- promote anti-bullying strategies and support.

b) **Within RE, Worship and PSHE**, the school will

- ensure good behaviour is praised positively and rewarded publicly
- encourage speaking and listening skills through PSHE including circle time

c) **Beyond the Formal Curriculum** the school will

- give pupils the chance to see caring in action and pastoral care from all staff
- give opportunities to welcome or give a vote of thanks to visitors or when making a visit
- provide opportunity for children to plan charity activities
- invite drama group in to address bullying

The importance of the link between relationships and behaviour should be emphasized. The quality of relationships between teachers, pupils, support staff, parents and governors, at all levels, is crucial. These relationships will be characterised by mutual respect, by positive attitudes, by the willingness to listen and understand and by the valuing of pupils.

## CULTURAL DEVELOPMENT

The aims and objectives of cultural development relate to differing aspects of the word 'culture.'

### **Aims for Cultural Development**

- to develop a sense of belonging to pupils' own culture and being proud of their cultural background
- to respond to cultural events
- to share different cultural experiences
- to respect different cultural traditions
- to understand codes of behaviour, fitting to cultural tradition

### **Objectives for Cultural Development**

- to develop an awareness and recognition of what a 'cultured person' appreciates in terms of music, art, drama, literature etc
- to develop an understanding of British cultural tradition, including Christianity
- to appreciate the values and customs of other ethnic and faith groups which make up modern British society, and the world beyond
- to develop the ability to value current cultural enthusiasms, icons, music and media, critically and independently of peer pressure

**Provision for Cultural Development**, the school will

#### **a) Within the Curriculum**

- enable pupils to acquire a code of behaviour when visiting a church or churchyard for study
- learn about another culture presented through a cross-curricular approach
- provide resources from other cultures and across the world
- provide other opportunities to learn a modern foreign language
- encourage the sharing of experiences.

#### **b) Within RE, Worship and PSHE, the school will**

- provide opportunities to discuss and explore differences, similarities, equality, peer pressure and discrimination
- look at and appreciate different styles of worship from around the world
- provide religious artifacts and examine the practices of other religions

#### **c) Beyond the Formal Curriculum, the school will**

- offer modern foreign language clubs;
- invite in musicians, artists, story teller, dancers (etc.) from a range of cultural traditions;
- make visits to encourage cultural development e.g. France, Museums other place of worship and art gallery



## **LINKS WITH OTHER POLICIES**

Other policies are closely linked to SMSC development:

- e.g.
- PSHE
  - Behaviour Policy
  - Equal Opportunities Policy
  - Racial Equality Policy
  - Teaching and Learning Policy
  - RE Policy
  - Collective Worship Policy
  - Individual Curriculum Policies
  - Anti bullying Policy
  - Sex and Relationships Policy

## **RESPONSIBILITIES**

**The Governing Body** is responsible for:

- ensuring that the Church Foundation of the school is honoured and that the SMSC Development Policy promotes an ethos based on Christian principles and practice.
- ensuring that the SMSC is put into practice and monitored by the Governors' Committee
- engaging an appropriate inspector to carry out the Section 48 Inspection of a Church School.

The School Development Plan should include a section on SMSC development which gives an indication of planned developments in all four aspects and arrangements for review.

## **MONITORING AND EVALUATING**

Spiritual, moral, social and cultural development is an on-going process. This could include observations, work scrutiny, pupil interviews, staff discussions, looking at the school environment and feedback from parents, visitors and governors. The school will self-review materials such as West Sussex and Ofsted to monitor, evaluate and assess SMSC.

## **ROLE OF CO-ORDINATOR**

The Headteacher and Senior Leadership Team have responsibility for overseeing the planning, the provision and the monitoring and evaluation of SMSC development. They will keep in touch with national developments and will act in an advisory capacity, supporting colleagues. Staff meetings may be used for discussion and the update of information. They will understand the impact that good spiritual, moral, social and cultural development can have on the school as a whole.