

Policy:	<b>Policy for spiritual, moral, social and cultural development (SMSC)</b> December 2017 <b>Reviewed Nov 2020</b>	
Status:	Non-Statutory	
Review Date:	3 yearly–November 2023	

### MISSION STATEMENT

This Policy is carried out within the context and spirit of the school's Mission Statement. It supports and reinforces the aims of our School, valuing all children equally and as individuals.

### INTRODUCTION

In contrast to the policies for specific curriculum subjects, this policy relates to the whole life of the school. 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 Botolph's CE Primary School 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 Section 48 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 a significant number of OFSTED reports.
- The SMSC aspects of education concentrate on the development of the pupil as an individual and as a personality, aiming to enrich and extend the human existence of each child in relation to the values, attitudes, beliefs and consequent behaviour acquired during school years.

### DEFINITIONS

**Spiritual development** relates to the quest for individual identity and the search for meaning and purpose in our existence. It has much to do with feelings and emotions, and attitudes and beliefs. The term 'spiritual' need not be synonymous with 'religious.'

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 pupils' spiritual development.

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** is concerned with pupils' 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.

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 (society being their family and then progressively the class, the school and the wider community). It also relates to the growth of knowledge and understanding of society in all its aspects.

The school, but in particular the classroom, 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.

**Cultural development** refers to the development of knowledge and understanding of one's own culture alongside those 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.

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.

### **Christian Distinctiveness**

'St Botolph's is a Church of England (Controlled) School with Christian attitudes towards life. We consider it important to foster a personal, caring and happy environment. Our aims, taken from our Vision Statement, are to:

*Promote a Christian and exciting working environment in order that our pupils will:*

- *enjoy developing lively enquiring minds and healthy bodies*
- *achieve their full potential*
- *behave well and grow in self-esteem*
- *make progress emotionally, morally, physically, socially and spiritually*

- *have respect for other's views and value one another equally so we are able to live and work harmoniously in our multicultural society*

*In order to do this, we will provide:*

- *a Christian ethos which is friendly, caring, supportive and orderly*
- *an innovative curriculum founded upon literacy and numeracy skills*
- *a variety of teaching and learning styles to accommodate the individual child*
- *a range of opportunities and extra-curricular clubs which develop the whole child*
- *a commitment to our ongoing partnership with pupils, parents, governors, the Church and the community*

## **CONTENT:**

### **SPIRITUAL DEVELOPMENT**

#### **Aims for Spiritual Development**

- the ability to listen and be still
- the ability to reflect;
- the ability to sense wonder and mystery in the world

#### **Objectives for Spiritual Development**

- 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

#### **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 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
- 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 feelings of wonder, whilst listening carefully to others' questions and responses
- treat pupils, staff and governors with respect, regardless of personal feelings
- invite close involvement with the church, and regular participation in church services

### **Assessment in Spiritual Development**

Such development is best seen through pupil's relationships and conversations with others

**Are pupils.....**

- becoming aware of God in one's own life and in the life of others?
- becoming aware of and reflecting on experience?
- questioning and exploring the meaning of experience?
- understanding and evaluating a range of possible responses and interpretations?
- developing personal views and insights and a grasp of the intangible?
- applying the insights gained with increasing degrees of perception to one's own life?
- acquiring a sense of empathy with others, concern and compassion?

## 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**

- encouraging pupils to develop a personal view on ethical questions raised in science
- developing responsibility in learning and setting personal targets

#### **b)Within RE, Worship and PSHE**

- religious education lessons emphasise the Christian moral perspective whilst also offering models of morality in other faiths
- AOW and PSHE lessons provide opportunities for children to discuss actions and distinguish between right and wrong

### **c)Beyond the Formal Curriculum**

- the school will set high expectations through the development of its behaviour charter and formal discussions which will lead to raised awareness of high moral standards inside and outside the classroom

### **Assessment in Moral Development**

Assessment is primarily through observation of pupil behaviour and the views pupils express.

### **Do pupils demonstrate:**

- an understanding of moral principles which allow them to tell right from wrong?
- a respect for other people, truth, justice and property?
- an ability to stand moral ground in the face of peer pressure?

Pupils should move gradually from a 'taught morality' to taking responsibility for their own moral decisions.

## **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, 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

### **Provision for Social Development**

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

- listening to the viewpoints and ideas of others
- being active participants in the community, whenever possible linked to the curriculum theme that term

#### **b)Within RE, Worship and PSHE**

- good behaviour is praised positively and rewarded publicly through the Well Done assemblies each week and VIP assembly held monthly
- AOW and PSHE provides opportunities to discuss emotions and behaviour

#### **c)Beyond the Formal Curriculum**

- pastoral care from all staff gives pupils the chance to see caring in action
- opportunities to welcome or give a vote of thanks to visitors or when making a visit

## **Assessment in Social Development**

- observation of pupils' growing maturity and self-esteem
- the degree to which pupils employ socially acceptable behaviour
- development of relationships in work and play - *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.*
- the degree to which pupils appreciate what constitutes a healthy lifestyle

## CULTURAL DEVELOPMENT

### **Aims for Cultural Development**

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

- 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 a love of learning
- 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**

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

- acquiring a code of behaviour within school and when visiting places outside of school
- learning about another culture presented through a cross-curricula approach
- visits to/from different faith groups in order to experience other cultures

#### **b) Within RE, Worship and PSHE**

- opportunities to discuss and explore differences, similarities, equal rights, peer pressure and discrimination

### **Assessment in Cultural Development**

- response to stories, DVDs, artefacts
- records of work, displays, photographic evidence
- increased participation in cultural activities
- attitudes expressed during cultural visits or relating to visitors

It is hoped that our children will develop a balanced approach to retaining the traditions of our Christian society, whilst perceiving in a positive light the contribution of other cultures, past and present.

## **LINKS WITH OTHER POLICIES**

This policy is closely linked to a number of additional policies, namely:

Personal, Social and Health Education Policy

Behaviour Policy

Equal Opportunities Policy

Preventing Extremism and Radicalisation Policy

Teaching and Learning Policy

RE Policy

Collective Worship Policy

Individual Curriculum Policies

## **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 SMSCD is put into practice and monitored by the appropriate governor

**Monitoring and evaluating** spiritual, moral, social and cultural development is an on-going process and reported formally, on an annual basis, within the SEF and SIAS pre-inspection document.

## **ROLE OF CO-ORDINATOR**

The named co-ordinator, Christine Green, has responsibility for overseeing the planning, the provision and the monitoring and evaluation of SMSC development. The co-ordinator 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. She will understand the impact that good spiritual, moral, social and cultural development can have on the school as a whole.

## **EQUAL OPPORTUNITIES**

In the teaching and learning of SMSC, every individual has the right to equal opportunities regardless of their gender, ethnicity or physical/mental ability. We ensure the individual is educated in an environment where she/he feels respected and valued.

## **REVIEW**

This policy will be reviewed in line with the policy review cycle or in the light of changes to legal requirements.