Spiritual, Moral, Social and Cultural Development Policy

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 St. Elisabeth's C.E. Primary School, valuing all children equally and as individuals.

The staff and governors at St. Elisabeth's C.E. Primary School see the main purpose of the school as that of providing an excellent education, both academic and social, in a Christian context for all its pupils.

One of the School's aims is the achievement of high academic standards and a sense of personal worth for all its pupils through encouraging them to do their best and fulfil their individual potential. Subject to its physical capacity our school therefore welcomes all children from the catchment area, whatever their family faith, if parents wish an education in a Christian context for their children.

Aims

The Governing Body Aims for the School are: -

- to provide a broad and well balanced education for all its pupils
- to promote within each child a positive self image
- to encourage the partnership between home, school and community
- to provide equality of opportunity

More specifically, to help pupils:

- to develop knowledge, skills, concepts, interests and abilities
- to the maximum of their capabilities
- to develop lively enquiring minds, the ability to question and argue rationally, and to apply themselves to tasks and physical skills (through involvement in a variety of relevant and challenging first hand experiences).
- to acquire the knowledge and skills relevant to adult life and
- to participate as citizens in a rapidly changing world
- to develop an enjoyment of learning both in and out of the school situation
- to acquire reasoned attitudes, values and beliefs including respect for, and tolerance of, other peoples' religious and moral values and ways of life
- to begin to understand and appreciate the world in which we live and the interdependence of individuals, groups and nations

- to recognise and appreciate the contributions, achievements and aspirations of others

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 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
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 and 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 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
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, 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

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 the arts, music, dance, drama and art are those used more frequently.

SPIRITUAL DEVELOPMENT

Aims for Spiritual Development
- the ability to listen and be still
- the ability to sense wonder and mystery in the world
- the ability to sense the special nature of human relationships
- the ability to reflect

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

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.

Within the Curriculum, pupils will be able to explore:
- an imaginative approach to the world;
- an approach to the holy and the sacred;
- a spirit of enquiry and open-mindedness;
- 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.

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, including the 'darker' side of life;
- 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.

Beyond the Formal Curriculum, the school will:

- encourage pupil in persona; 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 and governors with respect, regardless of personal feelings;
- invite close involvement with the church, and regular participation in church services.

Assessment in Spiritual Development

- becoming aware of God in one's own life and in the life of others
- become 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
- development is best seen through pupil's relationships and conversations with others

We should aim to encourage pupils to experience all the above within the context and practice of the Christian faith.

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 themselves
- to act considerately towards others
- to take responsibility of 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
Within the Curriculum:
- encourage pupils to develop a personal view on ethical questions raised in science and other subjects where relevant
- developing responsibility in learning and setting personal targets

Within RE, Worship and PSHCE:
- religious education lessons emphasise the Christian moral perspective whilst also offering models of morality from other faiths

Beyond the Formal Curriculum:
- the School will set high expectations through formal discussion 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, e.g. 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
Within the Curriculum:
- listening to the viewpoints and ideas of others

Within RE, Worship and PSHE:
- good behaviour is praised positively and rewarded publicly through the 'Good Workers' assembly each week and whole school celebration assemblies each half term.

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 degree to which pupils appreciate what constitutes a healthy lifestyle

The importance of the link between relationships and behaviour should be emphasised. 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

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 an awareness and recognition of what a 'cultural person' appreciates in terms of art, music, drama, literature etc
- 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

Within the Curriculum:
- acquiring a code of behaviour when visiting a church or churchyard for study
- learning about another culture presented through a cross-curricular approach

Within RE, Worship and PSHCE:
- opportunities to discuss and explore differences, similarities, equal rights, peer pressure and discrimination

Beyond the Formal Curriculum:
- visit of an anti-drugs drama group
- visit by members of other religions

Assessment in Cultural Development
- respond to stories, videos, 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
Teaching and Learning
PSHE
Behaviour
Equal Opportunities
Multi-Cultural/Anti-Racist
RE
Collective Worship

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 development policy is put into practice and monitored by the appropriate governor
- engaging an appropriate inspector to carry out the S.I.A.M.S. inspection of a Church School.

Monitoring and evaluating spiritual, moral, social and cultural development is an on-going process. There should, however, be some arrangement whereby formal discussion and evaluation can take place, at least on a termly basis, ensuring that all staff participate.

Role of the Co-ordinator
The named co-ordinator 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.

S/he will understand the impact that good spiritual, moral, social and cultural development can have on the school as a whole.

Resources
Resources can be found on the co-ordinator shelves located outside the hall. Go Givers Scheme of Work supports this policy.

Review
The Governing Body will review this policy, formally, two years from the date of its adoption. Informal Review may be necessary in the interim and should take place as and when required.

Agreed 2019

Review July 2022