



Springcroft Primary School

Spiritual, Moral, Social and Cultural Policy

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| Approved | Signature | Date |
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Our Mission Statement:

The place to learn, the place to succeed, the place to make friends,
the place to grow.

Spiritual, Moral, Social and Cultural (SMSC) Policy

Definitions

Spiritual development

Pupils' spiritual development is shown by their:

- Beliefs, religious or otherwise, which form their perspective on life and their interest in and respect for different people's feelings and values
- Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the tangible
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences

Moral development

Pupils' moral development is shown by their:

- Ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives
- Understanding the consequences of their actions
- Interest in investigating, and offering reasoned views about, moral and ethical issues.

Social development

Pupils' social development is shown by their:

- Use of a range of social skills in different contexts, including working and socialising with pupil from different religious, ethnic and socio-economic backgrounds
- Willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- Interest in, and understanding of, the way communities and societies function at a variety of levels

Cultural development

Pupils' cultural development is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- Interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religions, ethnic and socio-economic groups in the local, national and global communities

Aims

At Springcroft Primary School, the children and their learning are at the very heart of every decision made. We aim to develop learners who are passionate and take ownership of their learning and are proud of their achievements.

The ethos of our school is such that all people who come into our school, whether staff, pupil, parent or visitor, are valued as individuals in their own right. They should set, and be entitled to expect from others, good standards of behaviour, marked by respect and responsibility.

The school will help the pupils to develop an inner discipline and will encourage pupils to not just 'follow the crowd' – they will make up their own minds and be ready to accept responsibility for what they do. They will grow through making choices and holding to the choices they have made. They will want to be honest with themselves and with others.

Planning

In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. A vast majority will be delivered through cross curricular activities as well as specific PHSE, RE and circle time activities.

Spiritual Development

Children are given opportunities to reflect upon the meaning of spiritual experiences.

Examples of experiences commonly regarded as spiritual include:

- Curiosity and mystery
- Awe and wonder
- Connection and belonging
- Heightened self-awareness
- Prayer and worship
- Deep feelings of what is felt to be ultimately important
- A sense of security, self being, worth and purposefulness

The school will develop a climate or ethos within which all pupils can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals. These can occur during any part of the school day, e.g. When listening to music, discussing the care needed for animals, exercising empathy or creativity, how we live, contemplating the future etc.

Moral Development

At Springcroft Primary we believe that a morally aware pupil will develop a wide range of skills. These can include the following:

- Distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures
- Develop an ability to think through the consequences of their own and others actions
- Have an ability to make responsible and reasoned judgments
- Ensure a commitment to personal values
- Have a respect for others need, interests and feelings, as well as their own
- Develop a desire to explore their own and others' views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience.

Our school develops pupil moral development by:

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- Promoting racial, religious and other forms of equality

- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
- Developing an open and safe learning environment in which pupils can express their views and practice moral decision making
- Rewarding expressions of oral insight and good behaviour
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community
- Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour, providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the schools values through images, posters, classroom displays , etc. and monitoring in simple ways, the success of what is provided.

Teachers always discuss with their classes a code of conduct for the classroom based on the values held by the school. We teach the children to be aware of their own actions, take responsibility for their own bodies and encourage independence. We help the children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable.

This is done through collective worship, circle time, SEAL, PHSE and circle time sessions. We are interested in the development of the whole child and will endeavour to raise their self-esteem through praise, stickers, Star of the Week, team points and other means that highlight both academic and social achievements (see our Wellbeing, Mental Health and Behaviour for Learning Policy)

Social Development

At Springcroft primary we recognise that pupils who are becoming socially aware are likely to be developing the ability to:

- Adjust to a range of social contexts by appropriate and sensitive behaviour
- Relate well to other people's social skills and personal qualities
- Work successfully, as a member of a group or team
- Share views and opinions with others
- Resolve conflicts maturely and appropriately
- Reflect on their own contribution to society
- Show respect for people, living things, property and the environment
- Exercise responsibility
- Understand how societies function and are organised in structures such as the family, the school
- Understand the notion of interdependence in an increasingly complex society

Our school develops pupil social development by:

- Identifying key issues and principle on which school and community life is based
- Fostering a sense of community, with common, inclusive value
- Promoting racial, religious and other forms of equality
- Encouraging pupils to work cooperatively
- Encouraging pupils to recognise and respect social differences and similarities

- Providing positive experiences to reinforce our values as a school community – e.g. through assemblies, residential experiences, school productions
- Helping pupils develop personal qualities which are valued in a civilised society, e.g. thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and an awareness of others needs
- Providing opportunities for engaging in the democratic process and participating in community life
- Providing positive and effective links with the world of work and the wider community
- Monitoring in simple, pragmatic ways, the success of what is provided

Cultural Development

Children should be made aware of the diversity of other cultures both within modern Britain and throughout the world. This can be done through music, PE, Art and many other curriculum areas. (see medium term plans)

Pupils who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- An ability to reflect on important questions of meaning and identity
- An interest in exploring the relationship between human beings and the environment

Our school develops pupil cultural development by:

- Extending pupils knowledge and use of cultural imagery and language
- Encouraging them to think about special events in life and how they are celebrated
- Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
- Reinforcing the schools cultural links through displays, posters, exhibitions etc. As well as developing partnerships with outside agencies and individuals to extend pupils cultural awareness, e.g., theatre, museum and gallery visits
- Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum in collaboration with subject leaders of PHSE, RE, MFL and the School Council.

Pupil Voice

The term 'pupil voice' describes how pupils give their input to what happens within the school and classroom. Our desire is for pupils to know that their expertise, opinions and ideas are valued in all aspects of school life. Pupil Voice permeates all levels of our work together, from pupils participating in small group classroom conversations to pupils establishing procedures, events and contributing to the overarching ethos of the school. The Headteacher has informal chats with children from across the school throughout the year and a pupil questionnaire is issued annually. The School Council, whose members were elected by their peers, meet fortnightly and are a valuable asset to the school.