



All Saints Carshalton, Church of England Primary School

Spiritual, Moral, Social and Cultural (SMSC) Policy

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Next Review: November 2019

Rationale

The spiritual, social, moral and cultural development of the child is of fundamental importance for the education of all in our care. This policy aims to develop positive and life-long skills and attitudes. It is taught through all the areas of learning, though particularly through RE, Collective Worship and Physical, Health and Social and Education (PHSCE). It supports all areas of the syllabus and it is intended both to contribute to the child's motivation to learn, and also to enrich an individual's appreciation of their later life experiences and relationships.

School Ethos

All staff have the responsibility to ensure children develop appropriate values, qualities and attitudes and need to act as good role models to the children at all times. The values and attitudes that are promoted by the staff influence behaviour and attitudes within the school and affect its atmosphere of the school and the quality of the relationships found in it. This is essential to bear in mind, because it is within a caring community that each child will feel fulfilled and be able to achieve their personal best.

Spiritual Development

Spiritual development is relevant to all, and not simply to those who follow a particular religion. We help each child to become aware of

- the human search for the meaning and purpose of life, and the way this leads to an understanding of and belief in God
- the joy of being alive, the beauty of the natural world, and the mystery and wonder of existence
- the world of imagination and creativity
- the value of a non-materialistic outlook on life
- the need to recognize, understand and value oneself, one's own feelings and the feelings and achievements of others

This in turn will encourage:

- reflection and prayer
- self awareness
- reasoning
- a sense of enduring identity
- good relationships
- co-operation and empathy
- the formation of long term ideals

The school will therefore promote spiritual development by:

- providing daily opportunities for stillness, reflection and prayer
- learning about God and his plan for humanity
- fostering high self-esteem by encouraging children to take risks or face challenges in their learning within a secure and positive environment
- appreciating the work of the child's imagination
- providing opportunities for children to use their own creativity and imagination
- offering opportunities for aesthetic experience in art, music, dance, and literature
- posing questions that encourage children to consider issues of meaning and purpose
- developing good listening skills in the children, as for instance paying due and proper heed to the issues they raise through the school council and the 'pupil voice' questionnaires
- showing that it is not always possible to provide an absolute answer, and at such times demonstrating the positive value of a variety of interpretations and responses

- improving co-operation and understanding in relationships, through group activities where children have constructive and enjoyable interaction with others, including with those whom they would not normally choose as partners
- fostering emotional well-being by encouraging children to express their feelings and to develop the ability to control their emotional behaviour
- developing the capacity for evaluative reasoning and critical thought by encouraging children to look beyond the surface
- providing opportunities across all learning, but particularly in Collective Worship, R.E. and the Creative Arts.

Moral Development

This relates to developing the child's understanding of what is "right", "wrong" and "fair". Staff will always try to build on the moral development experienced within the home, whilst also accepting that there may be different approaches between home and school.

Moral development is concerned with:

- developing the child's understanding of the moral code of the communities in which they live, both those that have the support of law and those that do not
- helping the child to realise that to enjoy rights we have also to accept responsibilities
- developing the child's understanding of why rules are necessary
- developing the child's self-discipline so that rules are observed as a matter of principle and not out of fear of sanctions
- increasing the child's knowledge, and from it developing the child's ability to ask questions, consequences and to make moral judgements, so that they are better able to decide on the most appropriate action
- developing the skills necessary to explain their own behaviour
- ensuring that the physical well-being, privacy, feelings, beliefs and rights of others are valued

The school will promote the moral development of the children by:

- ensuring they respect proper authority and do as they are told
- ensuring they show respect to all adults in school : governors, kitchen staff, midday supervisors, office staff, parent helpers, premises staff, teaching assistants teachers, teachers, visitors
- promoting a consensus of values that are clearly owned by everyone, especially by the children, and involving the child in evaluating them
- encouraging everyone within the school to behave in an acceptable way towards one another
- teaching children to understand the consequences of their actions, and ensuring that there is a consistency of approach amongst the staff.
- providing opportunities to promote moral development through collective worship, circle time, R.E. and the school council.

At our school our moral code is underpinned by belief in:

- telling the truth
- keeping promises
- respecting the rights and property of others
- being considerate to one another
- caring for those who are less fortunate
- accepting responsibility for one's own actions
- self-discipline

We will not accept:

- bullying
- cheating
- deceit
- cruelty
- irresponsibility
- dishonesty
- selfishness

Social Development

This relates to developing the child's understanding of the responsibilities and rights of membership of a variety of communities (local, national and global), and the ability to relate to, and work with, others for a common purpose and to live up to these responsibilities and exercise these rights in an appropriate way.

Social Development is therefore concerned with:

- developing the child's awareness and understanding of the social code of the communities in school as well as of those in which they live; these may or may not be statutory
- developing the child's skills for working within a team
- developing the child's listening skills and communication skills including understanding body language
- developing the child's understanding of the reasons for social rules, law and order
- teaching the child's social skills including how to eat and interact at lunch times and how to talk to a variety of adults and peers
- developing the child's understanding of different family structures and developing empathy for differences, e.g. separated parents, single-parent families; looked-after children/families, single-sex households
- giving the child the knowledge and ability to question and to reason, participate and co-operate with others
- developing the skills necessary to explain their own behaviour and understand the behaviour of others in different social circles and situations

The school will promote social development through:

- actively promoting team work through collaborative activities e.g. team games, board games, turn-taking activities, circle time
- working with a variety of class members and paired partners
- promoting good social skills and good role models
- encouraging a variety of pupils' to take on responsibilities
- exploring different family structures and social groups through out the world
- acting out different scenarios through drama and role play followed by discussion
- encouraging tolerance and understanding of different social behaviours and setting
- providing opportunities across all learning, but particularly in drama, the creative arts, P.H.S.C.E. and P.E.

We will not accept:

- peer exclusion of individuals from a group
- any unacceptable behaviour towards an individual
- any unacceptable behaviour towards a specific social group
- intolerance of differences

Cultural Development

Development in this area allows the child to recognise that all cultural groups are distinctive. Culture is the embodiment of shared beliefs, knowledge, customs and values of such a group. Children need to appreciate the distinctive features of their own culture and those of others. This will help them to answer the questions "Who am I" and "Where do I fit in?" It needs to be borne in mind that all cultures are dynamic and that some are constantly being re-shaped.

The School will promote cultural development through:

- exposing children to a wealth of stimuli from their own culture and that of others; this will be taught through all areas of learning but in particular through literature, R.E. and music, and it will be supported by visits out of school and visitors to the school
- encouraging participation in and appreciation of the wealth of cultural traditions and the beliefs associated with them
- encouraging tolerance and appreciation of the beliefs, values and customs of different cultures
- providing opportunities to nurture the cultural development of the child exist in all creative areas - Collective Worship, R.E. and P.S.H.C.E.

Resources

A variety of P.S.H.C.E. and R.E. resources including photographs are available in the form of books, videos, posters/photocards and games.

Organisation

All classes will have regular circle time and P.S.H.C.E. sessions. This policy will be taught throughout the school by means of a variety of learning opportunities. Collective Worship and R.E. play a particular role in promoting S.M.S.C. and are carefully planned by the R.E. subject leader who links them to any appropriate SEAL resources. All Collective Worship has a Christian and often a moral message.

SEN

All children are valued equally, irrespective of ability, race, gender, class and community and will be included in all learning opportunities

Assessment/recording and reporting

Children are assessed in a variety of ways:

- speaking and listening e.g. teachers' questions and pupils' responses, pupils' questions and presentations
- marking work and oral feedback
- self-evaluation