



Midsomer Norton Schools Partnership

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SMSC POLICY

This policy supports and reinforces the vision of the Trust, valuing all students equally and as individuals.

This policy relates to the whole life of the Trust School's and their role in promoting spiritual, moral, social and cultural development (SMSC) through:

- Relationships between students.
- The entire curriculum.
- Pastoral support, and respectful relationships modelled by staff.
- Extra-curricular activities and teams.
- Trips.
- Visiting workshops and speakers.

The Trust strives to build a community which encourages all its members to develop a healthy respect for each other, and active tolerance of each other's beliefs.

As part of the SMSC policy, the Trust also promotes fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs (or none).

Where relevant please refer to additional individual School procedures added as appendices:

[Dundry](#)

[High Littleton](#)

[Norton Hill Primary School](#)

[Shoscombe Church School](#)

[St John's](#)

[St Julian's Church School](#)

[St Mary's Church or England School](#)

[Trinity Church School](#)

1. Spiritual Development

Spiritual development relates to that aspect of inner life through which students acquire insights into their personal existence that are of enduring worth. Spiritual is not synonymous with religious; all areas of the curriculum may contribute to students' spiritual development. It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose.

Objectives: Students will be provided with opportunities to develop their spiritual understanding by experiencing a curriculum which will:

- Develop their self-esteem, self-knowledge and belief in themselves.
- Allow them to develop a range of personal values and beliefs based on a sense of curiosity and respect towards their own and other beliefs.

- Explore the spiritual values of others through, in particular, literature, plays, drama activities, music, art and Philosophy and Belief, but also including other departments.
- Allow them to express themselves in a variety of ways and give them time to reflect on their own experiences.
- Allow them to understand, express, use and control feelings and emotions as well as encouraging empathy in terms of relationships with others.

In Practice

- A Philosophy and Belief study programme which develops self-esteem and knowledge and an ability to reflect on and develop individuals' own spiritual values.
- A PSHE programme which covers all 'content' required through both SMSC and fundamental British Values (such as understanding how citizens can influence decision-making through the democratic process).
- An assembly programme covering 'big issues' and responding to national / global events which give rise to questions of purpose and identity.
- A pastoral support structure that, whilst focused on learning and providing appropriate information advice and guidance for students, also provides opportunities to explore pathways of development.
- Educational enrichment trips, creative partnerships and visiting speakers which provide students with a range of experiences that may promote a sense of awe and wonder about the world.
- A reflective approach to learning through formative assessment techniques – students having ownership and understanding of where they are, where they need to get to and how they are to do it; (in particular, the use of 'purple pen' records, students' reflections and improvements).
- A rewards system developing student self-esteem through merits, commendations, non-uniform days and working towards their personal success chart.
- Displays of student work to bring a sense of pride in the work students produce and therefore a sense of expressing the talents of the individual.
- The use of school council to involve students in the life of the school.

2. Moral Development

Moral development is about building a framework of moral values for students, which regulates their personal behaviour. It is also the development of students' understanding of society's shared and agreed values; including an understanding that there are contentious issues where there is disagreement, and that society's values change. It is also about pupils gaining an understanding of the range of views and the reasons for the range; and developing an opinion about the different views.

Objectives: to promote the concept of excellent behaviour by being:-

- Kind and considerate.
- Helpful to others and listening to what they have to say.
- Quiet and respectful around the school.
- Observant of school and classroom rules.
- Supportive of a healthy, safe and environmentally friendly school.
- Committed to looking neat, clean and tidy with a pride in the school uniform.
- Equipped and ready for learning.
- A participant in restorative justice.
- To raise awareness and promote respect for civil and criminal law.

In practice

Clear models of good behaviour from staff and reinforcement of school and classroom rules, both inside and outside of lessons.

- A PSHE programme covering 'right and wrong', as well as understanding, and respecting, relevant aspects of civil and criminal law.
- Assembly themes on moral issues, developed and reinforced during tutor and class time.
- Fundraising activities for nominated charities, in addition to national charity events which give rise to discussion around morality.

- The use of students in teams across the school; student council; sports leaders, peer mentoring and other roles of responsibility.
- Supervised and filtered access to the Internet together with regular assemblies focused on the safe use of the internet and related issues.

3. Social Development

Social development is about helping young people to work effectively with each other and to participate successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together; and functioning effectively in a multi-racial, multi-cultural society. It also involves the development of the interpersonal skills needed for successful relationships.

Objectives: students will be encouraged to:

- Maintain and develop relationships within the school, working successfully with other students and adults in the school community.
- Respond to the opportunities being offered, to show initiative and to take responsibility for their own learning in the school community.
- Gain an understanding of the wider society through their family and carers, the school, local and wider communities.
- Actively participate in the school community and beyond into the wider community outside of school.

In Practice

- Interact with all staff in school and with external partners of the school in an appropriate and outstanding manner.
- The use of students in teams across the school: student council, sports leaders, peer mentoring and other roles of responsibility.
- Elect a school council representative to feedback views, ideas and concerns to their tutor/class groups and to the senior leadership team.
- Experience, in programmes of study, the development of skills in speaking, listening and key reflective work where students have the ability to learn both with teacher interaction and support, but increasingly with more independent study.
- PSHE programme for all years encouraging group interaction through circle time.
- Participate in the wider community through work experience in year 10 and volunteer support work in the local community.
- Work experience in Year 10.
- Participation in the Duke of Edinburgh Award.
- A wide range of trips across the curriculum, some of these shared across Trust schools.
- Wide range of extra-curricular activities.
- Charity fundraising.
- Community Links e.g. Nursing Homes
- Links between Trust and other local schools bring different age groups and schools together to participate in:
 - Sport
 - Subject Master Classes
 - Summer school

4. Cultural Development

Cultural development is about students' understanding their own culture, other cultures in their town and region and in the country as a whole. It is about understanding cultures represented in Europe and elsewhere in the world; about understanding and feeling comfortable in a variety of cultures and being able to operate in the emerging world culture of shared experiences provided by television, travel and the internet. Young people need to understand that cultures are always changing and be able to cope with this.

Objectives: the students will be encouraged to:

- Appreciate, understand and respect aspects of their own and other cultural environments in terms of beliefs, values, attitudes, customs, knowledge and skills.

- Recognise that similarities and differences may exist between different societies and groups.
- Experience a range of cultural activities in terms of literature, music, technology, art and design, dance, drama, sport and other media.
- Broaden, develop and enrich their interests and insights through interacting with opportunities the school and the wider community provides.

In Practice

- Educational visits at home and, where appropriate, overseas to experience other cultures and ways of life.
- Educational visits to places of interest such as: libraries; museums; galleries; theatres; places of worship and other educational establishments – schools colleges and universities – in order to better understand other cultures and ways of life.
- Art/MFL/Historical visits to other countries.
- For assemblies to have – a themed approach that give rise to many opportunities to explore SMSC and cultural diversity. Other events are also celebrated with drama, art, dance and presentations along with specific services such as Remembrance, annual carol concert.
- Duke of Edinburgh Gold (Sixth Form).
- Shoe Box Appeal.
- Cultural workshops in school.

Role of Senior Leaders and Key Staff

- To undertake audits and observations of department developments in SMSC provision.
- To promote and facilitate enrichment events in school.
- To organise themes for the weekly focus in an assembly programme.
- To promote student “voice” opportunities and the related teams in order to maximise student participation.
- To encourage staff and students to be involved in enrichment activities which are spiritually, morally, socially and culturally engaging both inside and outside the classroom.
- To raise parental awareness of SMSC and British Values.
- To promote a willingness to participate and volunteer.

How do we measure impact?

- Time Outs/Pupil Behaviour Logs
- High participation in extra-curricular activities and community support. (FSI identified to audit and track).
- Merits and Prizes.
- Feedback from community engagement.
- Involvement in mock election.
- Amount raised for charities.
- Low racist incidents.
- Low homophobic incidents.
- Attendance.
- Student voice.
- Involvement in extra-curricular.
- Shu Survey.
- PASS Survey.
- Reflection Journals.
- Results in Philosophy and Belief.
- Uptake at KS5 in Philosophy and Belief.
- Results in languages at GCSE.
- Community work e.g. – old people music concerts, tea and coffee.
- Behaviour in lessons – demonstrating respect, and acceptance of routines.
- Low incident of bullying that is persistent.
- Parents’ Forum.
- Active travel to school – Regional Champion.
- Letters of praise.

Encouraging Tolerance and Avoiding Radicalisation - MNSP Britishness Statement

The Government and DFE have clarified for schools the key British Values that all schools should be helping children and young adults to understand. Schools must promote the values of:

- Democracy.
- Rule of law.
- Tolerance.
- Mutual respect.
- Understanding of different faiths and beliefs.

All MNSP Trust Schools subscribe to the importance of learning about these key British Values and have the following provision in place to support learning:

- All students undertake GCSE RE full course.
- All students have PSHE or Learning for Life lessons dealing with aspects relating to Britishness.
- All students are involved in weekly assemblies dealing with such topics as avoiding radicalisation, recognising and preventing prejudice, etc.
- All students take part in a series of break out days challenging prejudice.
- All students have access to peer mentors or anti-bullying mentors who are trained to support with bullying.
- All students and staff have stickers on their planners to help them know who to contact if they are worried about any aspect of safeguarding.

In addition to the above, all staff are trained to recognise the possible signs of radicalisation, the possible effects of female genital mutilation, the possible effects of bullying, etc. this training supplements the regular health and safety and safeguarding training that staff undergo.



DUNDRY CHURCH OF ENGLAND PRIMARY SCHOOL

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT POLICY

“The most significant lessons in school have nothing at all to do with numeracy or literacy, but rather occur when the children learn about themselves, who they are, and where they fit into the great scheme of things..... The spiritual dimension has everything to do with who and what our pupils are and who and what they will become. This is essentially a lifelong process that is not framed within normal attainment targets, nor can it be tested or measured at intervals.” (Alison Farnell – Opening Windows 2002)

Rationale:

At Dundry the spiritual, moral, social and cultural development of the child is recognised as being of fundamental importance for the education of all children by governors, staff and parents and contributes significantly to our skills based and holistic approach to learning. It is taught through all subjects of the curriculum in particular RE, worship, PSHE and the Arts. It supports all areas of learning and can contribute to the child’s motivation to learn. It is recognised that such development will be most successful when the values and attitudes promoted by the staff provide a model of behaviour for the children. In later years it can enrich the individual’s appreciation of life’s experiences and their relationships with others. We aim to provide all children with the opportunity to experience a feeling of spirituality – that sense of awe and wonder children feel when thinking about the world in which they live and grow.

As a church school, we expect our moral standards to be those of all communities trying to live a Christian life. Socially we would wish the children to establish friendship groups both within school and within Dundry and wider communities. We will endeavour to enrich their lives by developing a sense of pride in the rich and diverse culture of our country. We recognise that our children have a limited experience of socialising with adults and children from ethnic minority groups, therefore wherever possible we aim to maximise opportunities for raising awareness of multicultural diversity.

SPIRITUAL DEVELOPMENT

Spiritual development is a process of growth. An important part of this development is becoming aware of and reflecting on experiences, and interpreting them in a way that allows self-knowledge, personal views and insights to grow, and applying past experiences to life.

In developing the spirituality of children, we help them to become aware of:

- The human search for the meaning and purpose of life which may lead to an understanding and belief in God and establishes personal identity
- The joy of being alive
- The beauty of the natural world
- The mystery and wonder of existence
- The world of imagination and creativity
- The value of the non-material dimension of life
- The need to understand oneself and one’s feelings
- The need to recognise the feelings and achievements of others

In this way, spiritual development encourages:

- Self awareness
- Reflection
- Reasoning
- A sense of enduring identity
- Good relationships
- Co-operation and empathy
- The formation of long term ideals

The school will promote spiritual development through:

- Fostering high self-esteem by encouraging children to take risks or face challenges in their learning within a secure and positive environment
- Demonstrating its appreciation for work of the child's imagination and provide opportunities for them to use their own creativity and imagination
- Offering opportunities for aesthetic experience in art, music, dance and literature
- Making time for stillness (in body and mind) and reflection (to sit and ponder) which may lead to children coming to the threshold of prayer
- Making use of the Sensory garden as a place of quiet reflection
- The allocation of time to be able to focus and concentrate on the present moment, to use the senses and to encourage alertness to the natural world and all its beauty
- Posing questions that encourage children to develop a spirit of enquiry, to consider issues of meaning and purpose
- Developing good listening skills in the children: these skills are reciprocal and actively promoted by adults within our school
- Showing that it is not always possible to provide an absolute answer and at such times it is a positive experience to value a variety of interpretations and responses
- Improving co-operation and understanding in relationships, providing opportunities such as group activities where children have constructive and enjoyable interaction with others
- Fostering emotional well-being by encouraging children to express their feelings using a range of medium and to have the ability to control their emotional behaviour.
- Developing the capacity for evaluative reasoning and critical thought by encouraging children to look beyond the surface to draw out meaning from stories, symbols, paintings, artefacts etc.

These opportunities appear across the whole curriculum as well as at less structures times when children have the opportunity to raise issues for discussion.

MORAL DEVELOPMENT

This relates to the child's developing understanding of what is "right", "wrong" and "fair". The school will try to build on the moral training within the home while accepting that there might be different approaches between home and school. The standards of behaviour expected at Dundry are those which reflect our values and are set out in the Behaviour Policy.

Moral development is concerned with:

- Developing the child's awareness and understanding of the moral code of the communities in which they live
- Helping the child to realise that to enjoy rights we have 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 point of principle and not out of the fear of sanctions
- Giving the child the knowledge and ability to question and to reason so that they are capable of deciding on the most appropriate action after considering the consequences of an action
- Develop the skills necessary to explain their own behaviour
- Value physical well-being, privacy, feelings, beliefs and rights of others

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

- Having a consensus of values that are stated clearly and owned by everyone (Friendship, Hope, Trust, Compassion, Community and Creativity)
- Offering opportunities to understand and experience the moral dimension of the Christian faith
- Placing an emphasis on citizenship as a way of learning to live in harmony with their world
- Giving meaningful opportunities for collective and individual responsibilities within a framework of clearly

defined boundaries

- Encouraging everyone within the school to behave in an acceptable way
- Training children in understanding the consequences of their actions
- Showing respect to all members of our community

Opportunities to promote moral development will be provided during Circle Time, R.E. lessons, Acts of Worship and Assemblies.

At Dundry, our Moral Code is underpinned by our Behaviour Policy and those actions identified through our Golden Rules.

SOCIAL DEVELOPMENT

In order to develop the social aspects of a child's life, the school will provide opportunities for pupils to:

- Develop skills such as co-operation, collaboration, responsibility, teamwork and initiative
- Understand and experience the rights and responsibilities of individuals within the social setting
- Recognise the need to live harmoniously in society
- Communicate with others with increased effectiveness
- Engage in activities which benefit others
- Use appropriate language in a range of groups and contexts

Within the school, there are many groups and clubs where children have the chance to increase knowledge, have fun and form friendships. There are also opportunities which allow individuals to take on a wealth of social responsibilities.

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 that group. The child needs to appreciate the distinctive features of their own culture and those of others. This will help children to answer the questions "Who am I" and "Where do I fit in?" We need to be aware, that cultures are dynamic and are constantly being re-shaped.

The school will promote cultural development through:

- Exposing children to a wealth of stimuli from their own culture and those of others. This will be taught through the whole curriculum but in particular RE, English, Music, and Art. Visits out of school and visitors to the school will support this learning
- Encouraging participation in and appreciation of the wealth of cultural traditions and the beliefs associated with these
- Encouraging tolerance and appreciation of the beliefs, value and customs of different cultures

Opportunities to nurture the cultural development of the child exist in all areas – PSHE, RE and Collective Worship



HIGH LITTLETON CHURCH OF ENGLAND PRIMARY SCHOOL

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT POLICY

Rationale

At High Littleton Church of England Primary School, the spiritual, moral, social and cultural development of the child is recognised as being of fundamental importance for the education of all children by governors, staff and parents and contributes significantly to our approach to learning. It is taught through all subjects of the curriculum in particular Religious Education, Collective Worship, PSHE and the Arts. It supports all areas of learning and can contribute to the child's motivation to learn.

Spiritual Development

Spiritual development encourages:

- Self-awareness
- Reflection
- Reasoning
- A sense of enduring identity
- Good relationships
- Co-operation and empathy
- The formation of long term ideals

The school will promote spiritual development through:

- Fostering high self-esteem by encouraging children to take risks or face challenges in their learning within a secure and positive environment
- Providing opportunities for them to use their own creativity and imagination
- Offering opportunities for aesthetic experience in art, music, dance and literature
- Making time for stillness (in body and mind) and reflection (to sit and ponder)
- The allocation of time to be able to focus and concentrate on the present moment, to use the senses and to encourage alertness to the natural world and all its beauty
- Posing questions that encourage children to develop a spirit of enquiry, to consider issues of meaning and purpose
- Developing good listening skills in the children: these skills are reciprocal and actively promoted by adults within our school
- Showing that it is not always possible to provide an absolute answer and at such times it is a positive experience to value a variety of interpretations and responses
- Improving co-operation and understanding in relationships
- Fostering emotional well-being by encouraging children to express their feelings using a range of medium
- Developing the capacity for evaluative reasoning and critical thought by encouraging children to look beyond the surface to draw out meaning from stories, symbols, paintings, artefacts etc.

Moral Development

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

- Having a consensus of values that are stated clearly and owned by everyone
- Offering opportunities to understand and experience the moral dimension of the Christian faith
- Placing an emphasis on citizenship as a way of learning to live in harmony with their world
- Giving meaningful opportunities for collective and individual responsibilities within a framework of clearly defined boundaries
- Encouraging everyone within the school to behave in an acceptable way
- Training children in understanding the consequences of their actions

- Showing respect to all members of our community opportunities to promote moral development will be provided during Circle Time, through team meetings, R.E. lessons, Collective Worship and assemblies. At High Littleton Church of England Primary School, our Behaviour Policy underpins those actions identified through our Golden Rules.

Social Development

In order to develop the social aspects of a child's life, the school will provide opportunities for pupils to:

- Develop skills such as co-operation, collaboration, responsibility, teamwork and initiative
- Understand and experience the rights and responsibilities of individuals
- Recognise the need to live harmoniously in society
- Communicate effectively with each other
- Engage in activities which benefit others
- Use appropriate language in a range of groups and contexts.

Cultural Development

The school will promote cultural development through:

- Exposing children to a wealth of stimuli from their own culture and those of others. This will be taught through the whole curriculum but in particular RE, literature, music, and the arts. Visits out of school and visitors to the school will support this learning
- Encouraging participation in and appreciation of the wealth of cultural traditions and the beliefs associated with these
- Encouraging tolerance and appreciation of the beliefs, value and customs of different cultures. Opportunities to nurture the cultural development of the child exist in all areas – PSHE, RE and Collective Worship



NORTON HILL PRIMARY SCHOOL – SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) POLICY

This policy should be read in conjunction with the following policies:

- Behaviour Management Policy
- PHSE Policy

We recognise that every child has a valuable contribution to make to the life of our school. It is our intention to create good local, national and global citizens, who develop good character, resilience and prepared for the demands of the 21st Century.

The spiritual, moral, social and cultural elements of pupils' development are inter-related. Although we separate these elements for the purpose of identifying where they occur, it should not be forgotten that there is much overlap between them, not least in respect of spirituality and its links to pupils' attitudes, morals, behaviour in society and cultural understanding.

At Norton Hill Primary School we seek to create a cohesive, compassionate community, in which children can develop relationship skills, emotional literacy, health and wellbeing. Our aim is to develop:

- An understanding of Self.
- Managing Relationships.
- Develop a resilience and understanding for the demands of the 21st Century.
- Develop an understanding of cultural differences within Norton Hill Primary School and the local community.

We recognise the importance of specifically teaching SMSC education to our children and it therefore features in our every curriculum.

Spiritual Development

Spiritual development is not the imposition of a religious faith or to religion in general. However, spiritual development may lead to the acceptance of a faith or it may not. The development of an individual's own personal spirituality is a journey or a quest which seeks to know, develop and understand one's own inner self.

At Norton Hill Primary School, we will encourage children's spiritual development by:

- Giving children the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives.
- Encouraging children to explore and develop what inspires themselves and others.
- Giving children the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful.
- Developing a climate or ethos within which all children can grow and flourish, enjoying individual liberty and mutual respect.
- Accommodating difference and respecting the integrity of individuals, including tolerance of those with different faiths and beliefs.
- Promoting learning opportunities which value children's questions, encourage deeper questions and give them space for their own thoughts, ideas and concerns.

Moral Development

At Norton Hill Primary School, we aim to enable pupils to build a framework of moral values which regulates their personal behaviour. We also help them to understand the expectations of society's shared and agreed values, including democracy, justice and the rule of law and how these change over time. We recognise the need to help our pupils to balance their right to an opinion and to freedom of speech, with their respect and tolerance of others' values and beliefs. At Norton Hill Primary School, we will encourage children's moral development by:

- Providing opportunities for reflection and the development of their own opinions.
- Helping them to recognise and resolve the moral issues and dilemmas implicit in a given context.
- Enabling them to make and act upon informed choices, taking right and wrong into account.
- Understanding that there are issues where there is disagreement or conflict and respecting others' views.

- Encouraging them to take pride in themselves and their work.

Developing the personal skills

We aim to support children to manage situations, such as being able to:

- Make decisions.
- Reflect on and change personal behaviour.
- Resist peer pressure.
- Show respect and compassion for themselves, others and the environment.
- Challenge behaviour which does not reflect this code, such as dishonesty, injustice, discrimination and the misuse of power.
- Being aware of “fair play”, being good winners and losers, in games, rules and life.

Social Development

We attempt to develop in our children a growing understanding of the part that they play within the school community and wider society, both now and in the future. Through their social development, we encourage children to relate positively to others, participate fully in the community and develop an understanding of good citizenship.

We will encourage children’s social development by:

- Developing an understanding and respect of others, their opinions, beliefs and customs.
- Developing an understanding of society’s institutions, structures and characteristics, including democracy and the rule of law.
- Encouraging them to have a sense of pride in their community.
- Nurturing the development of the inter-personal skills necessary for successful relationships.
- Helping them to use restorative approaches with their peers increasingly independently.
- Encouraging them to think about the impact of their own and others’ actions on others.
- Developing good teamwork skills through opportunities to co-operate and share.
- Expecting good manners and courteous behaviour.
- Providing opportunities for children to develop self-confidence.
- Providing opportunities for the development of interpersonal skills.

Cultural Development

Cultural development is about children understanding and appreciating their own culture and other cultures in their community, Britain and throughout the world. It is an exploration of how we are the same and how we are different; how we came to be the way we are and how we are changing. Cultural development at our school is key to developing community cohesion and pride as well as curiosity and wonder at the world. Promoting pupils’ cultural development is intimately linked with our schools’ attempts to value cultural diversity and prevent racism.

We will encourage children’s cultural development by:

- Helping children to understand and feel comfortable in a variety of cultures and be able to operate in the emerging world culture of shared experiences provided by television, travel and the internet.
- Helping children to understand that cultures are always evolving and coping with change.
- Providing pupils with the knowledge of and appreciation of the key features of their own cultural traditions and practices and of other major cultural groups within their own community and the wider world.
- Developing an understanding of, as well as celebrating and embracing, the diversity of cultural, spiritual, social and moral traditions and practices within their community and the wider world.
- Developing the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture in the form of music, art, drama, literature and faith.
- Providing opportunities to nurture the cultural development of our children in all creative areas across the curriculum.
- Encouraging a personal response to a range of cultural activities.

- Exposing children to a wealth of stimuli from their own culture and those of others, taught through the whole curriculum with visits and visitors to support this teaching.
- Encouraging participation in and appreciation of the wealth of cultural traditions and the beliefs associated with different communities.



Shoscombe Primary School

Rationale

'For a human being, especially a child or young person, to have a full quality of life, spirituality in all its aspects must be nurtured and affirmed' (John Bradford).

Our vision statement states that we 'Inspire everyone to shine'. A key part of that belief is to nurture children's spiritual awareness and develop each child's spiritual character.

What is Spirituality?

Spirituality concerns a person's relationship with themselves, with others, with God (or the transcendent), and with nature and the environment. These four elements: self; others; transcendence and beauty form the basis of our work with children in developing a strong sense of spirituality.

It is also vital that all of the adults in our school actively pursue the development of their own spirituality for their own wellbeing, so that they can effectively support and help our children and each other.

The four elements - what these consist of:

Self

- Awareness of feelings; ability to reflect and express
- Awareness of our uniqueness; happiness with who we are
- Gratitude for the things we have and the person we are
- Exploration of personal faith
- Development of imagination and creativity

Others

- Empathy and understanding; respect, tolerance
- To love and be loved (loving your neighbour)
- Making a difference; duty

Transcendence (Beyond)

- Encountering/experiencing God (having a sense of what lies beyond the material/physical)
- Ability to formulate and discuss the 'Big Questions' (eg about life, death, suffering, nature of God)
- Opportunities for prayer, connecting with God
- Making sense of the world

Beauty

- Developing a sense of awe and wonder
- Enjoying the miracles of everyday life
- Taking time for what really matters
- Appreciating beauty in art, music, nature

Aims

To develop in each child:

- A sense of self-worth stemming from the recognition that they are created in the image of God
- A sense of being in relationship with others and a growing understanding of what it means to belong to a community
- An involvement with others in the wider world and an appreciation of difference and diversity
- A response to the distinctive ethos of a Church school and the content, language and symbolism of the Christian faith as a way of understanding our meaning and purpose in life
- A willingness to explore Christian beliefs and values through knowledge of Bible stories and Christian teaching in order that these might become a firm foundation for life
- The ability to reflect upon experiences of awe, compassion, beauty etc

- The ability to realise that experiences of disappointment, failure and loss can be occasions for spiritual growth and development
- A capacity to value the natural world and a commitment to care for creation
- A willingness to explore the ultimate questions and mysteries of life

We will achieve this by:

- Having regular time in the day for quiet and reflection (i.e. Listening to a story, lighting a candle)
- Providing many opportunities through the curriculum for creativity and imagination
- Valuing play opportunities
- Singing often, especially with others
- Ensuring regular time for prayer (Including being thankful; saying sorry)
- Providing frequent opportunities for children to explore, express and share feelings. We use the Jigsaw structure to support this across the school
- Constantly reaffirming the importance of relationships; how we talk to and relate to each other
- Providing opportunities to express awe and wonder, appreciate beauty in all its forms, and appreciate the connections and unity in the world
- Encouraging each other to admit mistakes and to say sorry; recognising this as an important healing and redemptive process
- Encouraging children to show kindness, caring and compassion, and to express these in practical ways. (eg: how we treat each other every day; charitable works; looking after pets)
- Exploring the 'Big Questions' – particularly through our RE programme
- Reading often to children, giving them opportunities to discuss and reflect on both secular and religious texts
- Planning a programme for daily Collective Worship which maps out themes across the year, based on our school values
- Placing displays and pictures around the school continually celebrating and encouraging reflection and spirituality
- Maintaining a Spirituality Garden which offers a dedicated space to reflect on the four elements
- Providing enrichment through external visits and inviting visitors to our school

The Indicators of Effective Spiritual Development

Pupils who are developing spiritually are likely to be developing some or all of the following characteristics:

- a set of values, principles and beliefs, which may or may not be religious, which inform their perspective on life and their patterns of behaviour
- an awareness and understanding of their own and others' beliefs
- an ability to understand the idea of community and to see themselves in relation to a variety of communities
- a respect for themselves and for others
- a sense of empathy with others, concern and compassion
- an understanding of feelings and emotions; a growing ability to articulate them effectively
- an increasing ability to reflect and learn from this reflection
- an ability to show courage and persistence in defence of their aims, values, principles and beliefs
- an appreciation of the intangible – for example, beauty, truth, love, goodness, order – as well as for mystery, paradox and ambiguity
- an interest and delight in the world around them
- open to what lies beyond the material (this may manifest itself in faith/belief in God)
- a sense of joy and wonder in discovering new skills
- a respect for insight as well as for knowledge and reason

Monitoring and Evaluation

Opportunities offered to children for Spiritual Development will be monitored and evaluated in the following ways:

- Monitoring of lesson plans and teaching and learning by co-ordinator/senior management/head teacher/governors

- Audit of policies and schemes of work
- Regular discussion at staff and governor meetings
- Sharing of classroom work and practice
- Evidence from pupils' work
- Regular inclusion in SEF



ST JOHN'S PRIMARY SCHOOL – SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) POLICY

Rationale:

At St John's Church of England Primary School, the spiritual, moral, social and cultural development of the child is recognised as being vital for the education of all children by governors, staff and parents and contributes significantly to our approach to learning. It is taught through all subjects of the curriculum in particular Religious Education, Collective Worship, PSHE (Jigsaw) and the Arts. It supports all areas of learning and can contribute to the child's motivation to learn.

We therefore aim to provide an education that provides pupils with opportunities to;

- explore and develop their own values and beliefs
- develop their spiritual awareness
- adhere to high standards of personal behaviour
- develop a positive, caring attitude towards other people
- understand social and cultural traditions
- develop an awareness and appreciation of other cultures

This policy should be read in conjunction with the following policies:

- Behaviour Management Policy
- PHSE Policy

Intent

The Jigsaw scheme we follow at St John's brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.

Implementation

The school uses the scheme 'Jigsaw' for SMSC and PSHE. Designed as a whole-school approach, Jigsaw PSHE / Health and Well-being provides a detailed and comprehensive scheme of learning for all year groups. Jigsaw is a unique, spiral, progressive and effective scheme of work, aiming to prepare children/young people for life, helping them really know and value who they are and understand how they relate to other people in this ever-changing world.

As a school we aim to provide and promote learning opportunities that will enable pupils to:

Spiritual Development

- Sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought.
- Foster their emotional life and express their feelings, understanding oneself and one's feelings.
- Experience moments of stillness and reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships, recognising the feelings and achievements of others
- Reflect on, consider and celebrate the wonders and mysteries of life.

Moral Development

- Recognise the unique value of each individual.
- Listen and respond appropriately to the views of others.
- Gain the confidence to cope with setbacks and learn from mistakes.

- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong and behave in an acceptable way.
- Show respect for the environment.
- Make informed and independent judgements, reflecting on own actions.

Social Development

- Develop an understanding of their individual and group identity.
- Learn about service in the school and wider community.
- Develop skills such as co-operation, collaboration, responsibility, teamwork and initiative
- Understand and experience the rights and responsibilities of individuals
- Communicate effectively with each other
- Engage in activities which benefit others
- Use appropriate language in a range of groups and contexts.

Cultural Development

- Recognise the value and richness of cultural diversity in Britain, and how these influenced individuals and society.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.
- Be tolerant and appreciate the beliefs, values and customs of different cultures. Opportunities to nurture the cultural development of the child exist in all areas of the curriculum



St Julian's Primary School

Rationale

'For a human being, especially a child or young person, to have a full quality of life, spirituality in all its aspects must be nurtured and affirmed' (John Bradford).

Our vision statement states that we '**aim high - believe - succeed**'. A key part of that belief is to nurture children's spiritual awareness and develop each child's spiritual character.

What is Spirituality?

Spirituality concerns a person's relationship with themselves, with others, with God (or the transcendent), and with nature and the environment. These four elements: self; others; transcendence and beauty form the basis of our work with children in developing a strong sense of spirituality.

It is also vital that all of the adults in our school actively pursue the development of their own spirituality for their own wellbeing, so that they can effectively support and help our children and each other.

The four elements - what these consist of:

Self

- Awareness of feelings; ability to reflect and express
- Awareness of our uniqueness; happiness with who we are
- Gratitude for the things we have and the person we are
- Exploration of personal faith
- Development of imagination and creativity

Others

- Empathy and understanding; respect, tolerance
- To love and be loved (loving your neighbour)
- Making a difference; duty

Transcendence (Beyond)

- Encountering/experiencing God (having a sense of what lies beyond the material/physical)
- Ability to formulate and discuss the 'Big Questions' (eg about life, death, suffering, nature of God)
- Opportunities for prayer, connecting with God
- Making sense of the world

Beauty

- Developing a sense of awe and wonder
- Enjoying the miracles of everyday life
- Taking time for what really matters
- Appreciating beauty in art, music, nature

Aims

To develop in each child:

- A sense of self-worth stemming from the recognition that they are created in the image of God
- A sense of being in relationship with others and a growing understanding of what it means to belong to a community
- An involvement with others in the wider world and an appreciation of difference and diversity
- A response to the distinctive ethos of a Church school and the content, language and symbolism of the Christian faith as a way of understanding our meaning and purpose in life
- A willingness to explore Christian beliefs and values through knowledge of Bible stories and Christian teaching in order that these might become a firm foundation for life
- The ability to reflect upon experiences of awe, compassion, beauty etc
- The ability to realise that experiences of disappointment, failure and loss can be occasions for spiritual growth and development
- A capacity to value the natural world and a commitment to care for creation
- A willingness to explore the ultimate questions and mysteries of life

We will achieve this by:

- Having regular time in the day for quiet and reflection (i.e. Listening to a story, lighting a candle)
- Providing many opportunities through the curriculum for creativity and imagination
- Valuing play opportunities
- Singing often, especially with others
- Ensuring regular time for prayer (Including being thankful; saying sorry)
- Providing frequent opportunities for children to explore, express and share feelings. We use the Jigsaw structure to support this across the school
- Constantly reaffirming the importance of relationships; how we talk to and relate to each other
- Providing opportunities to express awe and wonder, appreciate beauty in all its forms, and appreciate the connections and unity in the world
- Encouraging each other to admit mistakes and to say sorry; recognising this as an important healing and redemptive process
- Encouraging children to show kindness, caring and compassion, and to express these in practical ways. (eg: how we treat each other every day; charitable works; looking after pets)
- Exploring the 'Big Questions' – particularly through our RE programme
- Reading often to children, giving them opportunities to discuss and reflect on both secular and religious texts
- Planning a programme for daily Collective Worship which maps out themes across the year, based on our school values
- Placing displays and pictures around the school continually celebrating and encouraging reflection and spirituality
- Maintaining a Spirituality Garden which offers a dedicated space to reflect on the four elements
- Providing enrichment through external visits and inviting visitors to our school

The Indicators of Effective Spiritual Development

Pupils who are developing spiritually are likely to be developing some or all of the following characteristics:

- a set of values, principles and beliefs, which may or may not be religious, which inform their perspective on life and their patterns of behaviour
 - an awareness and understanding of their own and others' beliefs
 - an ability to understand the idea of community and to see themselves in relation to a variety of communities
 - a respect for themselves and for others
 - a sense of empathy with others, concern and compassion
 - an understanding of feelings and emotions; a growing ability to articulate them effectively
 - an increasing ability to reflect and learn from this reflection
 - an ability to show courage and persistence in defence of their aims, values, principles and beliefs
 - an appreciation of the intangible – for example, beauty, truth, love, goodness, order – as well as for mystery, paradox and ambiguity
 - an interest and delight in the world around them
- open to what lies beyond the material (this may manifest itself in faith/belief in God)
 - a sense of joy and wonder in discovering new skills
 - a respect for insight as well as for knowledge and reason

Monitoring and Evaluation

Opportunities offered to children for Spiritual Development will be monitored and evaluated in the following ways:

- Monitoring of lesson plans and teaching and learning by co-ordinator/senior management/head teacher/governors
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St Mary's Church of England School

In our school our Christian vision shapes all we do.

"Mary treasured up all these things and pondered them in her heart" Luke 2:19

Like St Mary we are a warm, nurturing safe place for the children who attend our school.

We are an inclusive school that welcomes children of all faiths and none. We celebrate difference and diversity, and all individuals are valued.

We seek to inspire a lifelong love of learning, through nurturing all abilities, enabling every student to prosper and fulfil their potential.

We are at the heart of Timsbury village, serving local families, but we also reach out to collaborate with our partners in the wider educational community.

We are proud we share our patron saint with our parish church and we have an excellent relationship with our church. This is a school that cares passionately about our environment, protecting God's creation, and all decisions we make are made with that in mind.

Introduction

As a Church of England primary school, St Mary's CE Primary School takes its duty to promote the spiritual, moral, social and cultural (SMSC) development of pupils seriously, including the duty to promote British Values.

Church of England schools have a distinctive identity and ethos, popular with parents and families, where the development of social, spiritual and emotional intelligence is as important as academic achievement. (www.churchofengland.org/education).

'Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England/Church in Wales and in partnership with the Churches at parish and diocesan level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its pupils.' (National Society Ethos Statement)

The school's vision and values underpin all of the work that we do at St Mary's not only through all the subjects of the curriculum but also through the ethos of the school and through the development of positive attitudes to learning and behaviour.

Defining spiritual, moral, social and cultural development

The spiritual development of pupils is shown by their:

- Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- Sense of enjoyment and fascination in learning about themselves, others and the world around them
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences

The moral development of pupils is shown by their:

- Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- Understanding of the consequences of their behaviour and actions
- Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues

The social development of pupils is shown by their:

- Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The cultural development of pupils is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
 - Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
 - Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
 - Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
 - Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.
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Principles

Spiritual, Moral, Social and Cultural Development is crucial for individual pupils and important for society as a whole. It is the heart of what education is all about – helping pupils grow and develop as people and effective participants in modern Britain. Spiritual, Moral, Social and Cultural Development is cross curricular and promotes the aims and principles of the policies for, Religious Education, Collective Worship, PSHE, Sex and Relationships Education, and Equal Opportunities These policies all underpin the Curriculum model, putting the child at the centre of all we do.

It is an expectation that all staff, in all subjects, can and should make a contribution to the Spiritual, Moral, Social and Cultural Development of pupils through the curriculum and through the use of appropriate teaching and learning strategies e.g. discussion, reflection, pupil participation, circle time and also through their own conduct.

The importance of relationships between all school staff, parents and governors is vital. These relationships will be characterised by mutual respect, by positive attitudes, by the willingness to listen and be listened to and by the valuing of all pupils.

General Aims for Spiritual, Moral, Social and Cultural Development

We aim to:

- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and in society
 - Prepare pupils for the opportunities, responsibilities and experiences of adult life
 - Enable pupils to distinguish right from wrong, to respect the civil and criminal law of England and to appreciate the rule of law is essential for well-being and safety
 - Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in Britain and to respect and support participation in the democratic process
 - Promote respect and consideration for differences in gender, race, religion
 - Help each pupil achieve their full potential across all areas of the curriculum
 - Develop the individual strengths of all pupils and to help and provide support in areas for development
 - Inspire and stimulate the pupils in order to foster a love of learning and enquiry, to reason rationally and to apply themselves to tasks and physical skills
 - Help our pupils towards independent learning and to equip them with all life skills in order for them to take their place in a fast changing society.
 - Ensure there is continuity and progression in skills, knowledge and understanding in all areas of the curriculum
 - Develop respect for religious and moral values and understanding of other races, religions and ways of life while challenging opinions, stereotyping or behaviours in school that are contrary to British values
 - Help the pupils understand the world in which they live
 - Develop a sense of responsibility, consideration for others, self-respect and self confidence
 - Promote good relationships between home, school and the local and wider communities
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Spiritual Development

This relates to the quest for individual identity and the search for meaning and purpose in our existence. It leads towards the understanding of self and others. It has to do with feelings, emotions, attitudes and beliefs. It is not linked solely to a particular doctrine or faith and spiritual development is therefore accessible to everyone.

Children are given opportunities to reflect upon the meaning of spiritual experiences. Examples of experiences commonly regarded as spiritual include:

- Curiosity and questions
- 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, well-being, worth and purposefulness

Our school supports children's spiritual development by:

- Giving children the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives
 - Encouraging children to explore and develop what animates themselves and others
 - Giving children the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful
 - Developing a climate or ethos within which all children can grow and flourish, enjoying individual liberty and mutual respect
 - Accommodating difference and respecting the integrity of individuals, including tolerance of those with different faiths and beliefs
 - Promoting learning opportunities which value children's questions, encourage deeper questions and give them space for their own thoughts, ideas and concerns
-

Moral Development

Children are encouraged to understand the need for a common code based on the Golden Rule of treating others as they would wish to be treated and the school values. At St. Mary's C.E (A) Primary School we work towards an understanding of what is right and wrong. From this basis they may develop the ability to make judgements and to become increasingly responsible for their own actions or and behaviour.

Our school supports children's 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
 - Challenging stereotyping
 - 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 practise moral decision making
 - Rewarding expressions of moral insights 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 school's values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided
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Social Development

This enables pupils to become conscientious participants in their family, class, school, the local and wider community and make a positive contribution to the lives of others in society. Within this there should be a balance of the positive, satisfying elements of belonging to a group or society along with the demands, obligations and cooperation such membership requires.

Our school develops pupil social development by:

- Identifying key values and principles on which school and community life is based
 - Fostering a sense of community, with common, inclusive values
 - Promoting racial, religious and other forms of equality
 - Encouraging pupils to work co-operatively
 - Encouraging pupils to recognise and respect social differences and similarities
 - Providing positive experiences to reinforce our values as a school community –for example, through assemblies, team building activities, residential experiences, school productions
 - Helping pupils develop personal qualities, which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and awareness of others' needs
 - Providing opportunities for engaging in the democratic process and participating in community life
 - Providing opportunities for pupils to exercise leadership and responsibility
 - Providing positive and effective links with the world of work and the wider community
-

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 and beliefs of others.

Our school develops 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 school's cultural links through displays, posters, exhibitions, etc.
- Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits.



TRINITY CHURCH SCHOOL – SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) POLICY

At Trinity Church School the promotion of pupils' spiritual, moral, social and cultural education is considered to be a whole school issue. Spiritual, Moral, Social and Cultural Development is promoted not only through all the subjects of the curriculum but also through the ethos of the school and through the development of positive attitudes and values. This policy supports and reinforces the aims of our school, valuing all children and staff equally and as individuals.

Aims

- To promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- To promote respect and consideration for differences in gender, race, religion.
- To help each pupil achieve their full potential across all areas of the curriculum.
- To develop the individual strengths of all pupils and to help and provide support in areas for development.
- To inspire and stimulate the pupils in order to foster a love of learning and enquiry, to reason rationally and to apply themselves to tasks and physical skills.
- To help our pupils towards independent learning and to equip them with all life skills in order for them to take their place in a fast changing society.
- To help the pupils understand the world in which they live.
- To develop a sense of responsibility, consideration for others, self-respect and self-confidence.
- To promote good relationships between home, school and the local and wider communities.

Spiritual development

Spiritual development enables people to look within themselves at their human relationships, at the wider world. The Spiritual development of all our children is addressed through the ethos of the school.

As a church school we include Christian Spiritual practices such as: prayer, worship, celebration of festivals and reading/reflection on the Bible.

We are committed to:

- celebrating the religious and non-religious beliefs and values that our pupils bring as part of their family/culture heritage and to building an awareness of and respect for others' spiritual and religious beliefs
- fostering common human values and building spiritual capacities to promote self-worth
- self-esteem and a valuing of others
- helping our pupils to come to an understanding of themselves as unique individuals and encouraging them to reflect on ultimate questions
- developing our pupils' curiosity, imagination, creativity and promoting a sense of awe and wonder

Moral development

Moral development encompasses knowing what is right and wrong and acting on it accordingly. We are committed to encouraging pupils to:

- be truthful and honest
- respect the rights and property of others, their opinions and customs, even when they are different from our own
- help others solve differences of opinion in non-violent ways

Social development

Social development is concerned with developing an understanding of the rights and responsibilities of living in a community and of being a "responsible citizen". We are committed to:

- fostering the skill and qualities of team building through the development of self-confidence, co-operation, sensitivity to others, reliability, initiative and understanding
- providing an environment where pupils can take responsibility for themselves and others in school and the wider society

Cultural development

Cultural development: knowledge and understanding of others' cultural traditions. We value and celebrate the cultural diversity of our school, our society and the world by:

- promoting an appreciation of our own cultural tradition/s and encouraging an appreciation of other peoples' cultural traditions
- celebrating the richness of culture and tradition

Implementation

The promotion of Spiritual, Moral, Social and Cultural development of each child is seen as the responsibility of all members of staff. Much of this development should be assimilated through the ethos of the school. However, there are many opportunities within cross curricular work to focus on the aims and objectives outlined. All children regardless of gender, ability or social background will receive the same teaching with each of their views being taken into account.

Many curriculum areas provide opportunities to:

- listen and talk to each other
- learn an awareness of treating all as equals, accepting people who are different because of physical and learning difficulties
- agree and disagree
- experience good role models
- take turns and share equipment
- work co-operatively and collaboratively

Practical activities to develop SMSC will include:

- working together in different groupings and situations
- encouraging the children to behave appropriately at meal times
- taking responsibility eg playground buddies
- encouraging teamwork in PE and games
- appreciation of and respect for the work and performance of other children

Review

This policy will be reviewed regularly. Its effectiveness will be monitored by the SLT and will be based upon lesson observations, learning walks and pupil consultations. The outcome of the review will influence the future school development plan.