

Middleforth C of E Primary School



Spiritual, Moral, Social and Cultural Policy

Date of Policy: March 2020

Review Date: March 2022

Mission Statement
“Let your light shine”
Matthew 5:16

We seek to promote:
Faith
Resilience
Independence
Curiosity
Communication
Aspiration

At Middleforth Church of England Primary School the promotion of pupils’ spiritual, moral, social and cultural education (SMSC) is considered to be fundamental to the life of the school. Spiritual, Moral, Social and Cultural Development is promoted across the curriculum through all the subjects. Through the ethos of the school, all children and staff are encouraged to ‘Let your light shine’.

Context

At Middleforth Church of England Primary we strive to create a learning environment which promote respect, diversity and self-awareness and equips all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives. We therefore aim to provide an education provision that provides children with opportunities to explore and develop:

- Their own values and beliefs
- Their own spiritual awareness
- Their own high standards of personal behaviour
- A positive, caring attitude towards other people
- An understanding of a range of social and cultural traditions and choices
- A comparative understanding of their personal culture and social norms with those of others

SMSC plays a significant part in ability to learn and to achieve. All curriculum areas have a contribution to make to the child’s SMSC development. Values, principles and spirituality will be explored in the curriculum, especially through PSHE Education, RE and Collective Worship. Cultural traditions will be recognised and celebrated, integrity and spirituality of other faith backgrounds will be respected and platforms for exploration of the rights and respects of others explored, ensuring children are given access to explore alternative views and to develop their own.

All adults will model and promote expected behaviour, treating all people as valuable individuals and showing respect for children and their families. Children will learn to differentiate between what is right and what is wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

We want our children to become responsible, active citizens who participate in democracy and public life with respect for diversity and a commitment to working towards greater community cohesion. The PSHE curriculum emphasises the difference between right and wrong and respecting and tolerating differences in a very diverse and modern Britain.

Spiritual Development

Spiritual development focuses on an individual's own personal beliefs and values and their resulting behaviours. Through spiritual development, children are able to understand their own feelings and emotions and this enables them to reflect and to learn. Read in conjunction with the Spirituality Policy.

Curriculum opportunities enable pupils to:

- Be curious and to express feelings of delight and wonder, (scientific investigations, new life, the global landscape).
- Empathise and consider the viewpoints of others, (debates, drama activities, discussing feelings and empathising with characters in familiar stories).
- Consider how a belief can change people's lifestyles, (R.E, investigating communities and faiths, historical case studies).
- Discuss what they think they have achieved and what they need to do to be successful in the future, (self-assessment, target setting activities).

Moral Development

Moral development means exploring, understanding and recognising shared values and considering the issues of right and wrong. We work towards children developing an understanding of what is morally right and wrong. From this basis pupils are supported to develop the ability to make judgements and to become increasingly responsible for their own actions and/or behaviour.

Curriculum opportunities promote moral development through:

- Codes of conduct and the golden rules in line with the school's behaviour policy.
- Clear and consistent rewards and sanctions that children understand and believe to be fair.
- Class and school worships that discuss moral values and cite expectations.
- Activities that enable pupils to give opinions and show their values.
- Discussing the choices made by the pupils and others and the resulting outcomes, character studies, studies of historical figures).
- The values of 'Justice' and 'Forgiveness' are modelled throughout the school.

Social Development

Social development involves learners working effectively together and participating successfully in the school community as a whole. During a pupil's social development they gain interpersonal skills that allow them to form successful relationships and to become a positive team member.

At Middleforth Church of England Primary school social skills are developed through:

- Modelling of positive social behaviour by all staff
- Breakfast and After school clubs
- Sporting activities
- Pupil voice groups
- Buddy and team games at play times and lunch times
- Turn taking and team building activities
- Pair and small group work within the classroom
- Working with others across the local community

Cultural Development

Cultural development enables learners to develop an understanding of their own culture and of other cultures locally, nationally and internationally. It also means learning to feel comfortable in a variety of cultures and valuing cultural diversity.

Our learning environment and curriculum introduces children to a regional and global perspective in life through:

- Stories from different cultures.
- First hand experiences through local visits, theatre, art and artists.
- Visitors from the local and international community.
- Being part of National and International fund-raising events.
- Studies of a different lifestyle including different food, dress, festivals and places of worship.
- Learning about other cultures when raising money for charity.
- Children are taught to understand the lifestyles and choices made by different cultures and faiths.

Monitoring and review

The planning and coordination of SMSC are the responsibility of the Head Teacher supported by the RE Subject Leader who also:

- Supports colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a strategic lead and direction for SMSC;
- Uses specially allocated, regular management time to review planning of SMSC across the curriculum and to observe elements of SMSC across the school.

Review of Policy:

This policy will be reviewed on a two-year rolling cycle by the Governing Body and Head Teacher.