



Spiritual, Moral, Social and Cultural Development Policy

March 2022

Our school values and expectations underpin the Spiritual, Moral, Social and Cultural development of our pupils.

School Values

- Kind
- Ambitious
- Honest
- Independent
- Resilient
- Creative

Our 'Stowlawn Six' values lie at the heart of everything we do. They were selected by the school community and reflect our ethos across school. Through our teaching of these values, pupil's spiritual, moral, social and cultural understanding and skills are developed.

Expectations

'Ready, Respectful, Safe'

Our expectations are that the whole school community are ready for the challenge of each new day and are prepared for all activities and challenges they face. Having respect for everyone is central to all that we do and ensuring everyone's safety allows pupils to learn in a nurturing and challenging environment.

All adults model and promote expected behaviour, treating all people as unique and valuable individuals. Pupils are taught to differentiate between right and wrong and consider how their actions affect other people. They are encouraged to value themselves and others – showing respect for all. Pupils understand the need for rules and the need to abide by rules for the good of everyone. Our expectations of being ready, respectful and safe encompass how children behave in all aspects of school life. Children's achievements, linking to the school values and expectations, are celebrated in assemblies and children earn rewards for demonstrating the expectations.

Intent

At Stowlawn Primary School, we aim for our pupils to be successful, confident learners who develop into responsible citizens, in preparation for life in modern Britain. We put equal emphasis on the academic and personal development of our children, with the well-being of every child being central to all we do. We recognise that the personal development of pupils, including nurturing their spiritual, moral, social and cultural understanding, plays a significant part in their ability to learn and achieve. We provide a wide range of opportunities that develop the children's spiritual, moral, social and cultural learning, including the promotion of being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic well-being. We enable our pupils to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures. All members of the school community are encouraged to develop into responsible citizens through the implementation of Fundamental British Values. Fundamental British Values are shared through the thoughtful and wide-ranging promotion of the children's SMSC development, enabling them to thrive in a supportive, highly cohesive learning community.

Our Curriculum

All curriculum areas contribute to nurturing the children's spiritual, moral, social and cultural development and opportunities are identified for this in all subject areas. Through the RE curriculum and collective worship, spiritual and religious values of a variety of different faiths are explored, developing understanding, respect and tolerance of other's beliefs, whilst allowing pupils to learn about diverse and alternative views.

Spiritual Development

Spiritual development enables pupils to look within themselves at their human relationships, experiences and at the wider world. It is about having the ability to acquire and be reflective about their own beliefs, religious or otherwise that inform their perspective on life. It encourages an interest in and respect for different peoples' faiths feelings and values. Spiritual Development 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 and considers feelings, emotions, attitudes and beliefs.

Provision for the spiritual development of pupils includes developing their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, 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
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Moral Development

Moral development includes knowing what is right and wrong and how to deal with moral conflict. Children develop the skills, understanding, qualities and attitudes to make responsible moral decisions and act on them. Children are encouraged to understand the need for a common code. From this basis they may develop the ability to make judgements and to become increasingly responsible for their own actions and/or behaviour and understand the consequences of these. It is about being willing to do what is right out of concern for others.

Provision for the moral development of pupils includes developing their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, 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.

Social Development

Social development addresses the need to have an understanding of our rights and responsibilities of living in a community; of being a “responsible citizen”. It builds and develops the 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. 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.

Provision for the social development of pupils includes developing 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 of 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 will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

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, respect and tolerance regarding the cultural traditions and beliefs of others. Cultural development covers the acquisition of knowledge and understanding of others' cultural traditions and the influences these have on self and society so that pupils are prepared for life in modern Britain. Children acquire the ability to respond to a variety of aesthetic experiences, having a curiosity about differences and showing an interest and curiosity in others' ways of doing things. It includes knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.

Provision for the cultural development of pupils includes developing their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- 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. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

Implementation

The implementation of SMSC is the responsibility of all staff. We ensure that the SMSC development of our pupils is promoted across the curriculum and in the wider life of the school by:

- ensuring that everyone connected with the school is aware of our values and principles.
- providing an appropriate range of effective teaching and learning strategies that implement our intention and commitment to SMSC
- providing an appropriate range of effective teaching and learning strategies that

enables pupils to reflect on and respond to the issues of SMSC importance and concern

- ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- ensure that a child's education is set within the context that is meaningful and appropriate to their age, aptitude and background.
- ensure that children know what is expected of them and why.
- give each child a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience; to express and clarify their own ideas and beliefs; to speak about difficult events
- enable children to develop an understanding of their individual and group identity and develop a sense of belonging.
- enable children to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that enrich our society.
- give each child the opportunity to explore social and moral issues and develop a sense of social and moral responsibility.
- maintain a positive climate in school in which all are valued and respected and expected to make a positive contribution
- encouraging teachers to plan for and respond to opportunities to develop SMSC development and to ensure subject leaders have an understanding of SMSC education in their subject
- recognising the importance of our collective worship programme in supporting and encouraging SMSC development
- reviewing the effectiveness and impact of our policy and practice as part of our cycle
- raise awareness of treating all as equals, accepting people who are different because of physical and learning difficulties.

Practical activities to develop SMSC will include:

- 1 Decision PSHE programme including the sharing of thoughts and feelings with others, exploring relationships with friends, family and others, considering the needs of others and behaviour, showing empathy and developing self-esteem.
- Young Citizens programme to support the teaching of Fundamental British Values.
- Listening and talking to each other
- Experiencing good role models
- Turn taking and sharing equipment
- Working co-operatively and collaboratively
- Working together in different groupings and situation.
- Encouraging the children to behave appropriately at meal times.
- Taking responsibility e.g. expectations, Pupil Leadership Team, Eco-Council etc.
- Encouraging teamwork in PE, when playing games and when working collaboratively

- Appreciation of and respect for the work and performance of other children regardless of ability.
- Hearing music from different composers, cultures and genres e.g. in music for reflection time at the start of collective worship.
- Meeting people from different cultures and countries
- Participating in a variety of different educational visits
- Participation in live performances
- Use of assembly themes to explore important aspects of our heritage and other cultures e.g. festival days, the patron saints and global events.
- Studying literature and art from different cultures supported by visits from writers and artists and participating in workshops
- Opportunities for the children to hear and see live performances by professional actors, dancers and musicians.
- Opportunities to make and evaluate food from other countries.
- Opportunities in music to learn songs from different cultures
- Studying the contributions to society that certain famous people have made

Links With the Wider community

- Visitors are welcomed into our school
- Links with the local religious groups will be fostered. Members of these will be invited into school.
- The school supports the work of a variety of charities.
- The development of strong home-school links is regarded as very important, enabling parents and teachers to work in an effective partnership to support the children.
- Children will be taught to appreciate and take responsibility for their local environment.
- Liaison with local Secondary schools, to support the primary curriculum and effective transition, takes place regularly.

Inclusion

We have a strong ethos of valuing individuality. We are committed to equality of opportunity regardless of race, cultural background, ability or any physical or sensory disability. We believe that all pupils have a right to experience a real environment in which they can learn that people are not all the same. We believe that inclusion is about the school fitting in around the child. We strive to ensure that we meet the ranging needs of all pupils in the school.

British Values

Schools are required to promote fundamental British Values explicitly across the curriculum. The fundamental British Values are:

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of those with different faiths and beliefs.

As a school, we address fundamental British Values through a range of activities, discussions and debates within a broad curriculum. These often go hand in hand with the children's development of SMSC.

PREVENT Strategy

The Government led strategy should be implemented in schools in order to educate the children about British Values and extremism from an early age to prevent vulnerable children being radicalised. All staff have been trained in the prevent strategy and this also forms part of our Safeguarding policy.