

Stephenson Memorial Primary School



Spiritual, Moral, Social & Cultural Policy

Spiritual, Moral, Social, Cultural (SMSC) Policy

Rationale

At Stephenson Memorial Primary School we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop:

- Their own values and beliefs, spiritual awareness and 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 all cultures.

Aims

1. To ensure that everyone connected with the school is aware of and seeks to embrace our values and principles.
2. To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
3. To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
4. To ensure that pupils know what is expected of them and why.
5. To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
6. To enable pupils to develop an understanding of their individual and group identity.
7. To enable pupils to begin to develop an understanding of their social and cultural environment, and an appreciation of the many cultures that now enrich our society.
8. To give each pupil the opportunity to explore and develop a sense of social and moral responsibility.

Spiritual Development

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

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

Moral Development

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

- Recognise the unique value of each individual.
- Listen and respond appropriately to the views of others.
- Make informed and independent judgements.
- 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.
- Show respect for the environment.
- Respecting the rights and property of other
- Understand the long and short-term consequences of their actions for themselves and others
- Develop for themselves a set of socially acceptable values and principles, and set guidelines to govern their own behaviour
- Recognise that their values and attitudes may have to change over time
- Behave consistently in accordance with their principles

Social Development

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

- Develop an understanding of their individual and group identity.
- Learn about service in the school and wider community.
- Begin to understand the Christian imperative for social justice and a concern for the disadvantaged.
- Establish and build positive relationships.

Cultural Development

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

- Recognise the value and richness of cultural diversity in Britain, and how these influence 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.
- Recognise the nature and roots of their own cultural traditions and practices, whether these are religious, social, aesthetic, ethnic or political, and also of the key features of other major cultural groups within their own society.
- Understand the diversity of religious, social, aesthetic, ethnic and political traditions and practices - nationally and internationally.
- Develop the capacity to relate what they learn to their appreciation of wider cultural aspects of society, and to evaluate the quality and worth of cultural achievements

Guidelines

1. All curriculum areas have a contribution to make to a child's spiritual, moral, social and cultural development and opportunities for this is planned in each area of the curriculum.
2. Development in SMSC takes place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning and reflect on the significance of what they are learning. Through this they may recognise any challenges that there may be to their own attitude and lifestyle.
3. Christian spirituality and Christian values and principles are explored in all curriculum areas, especially in RE/Collective Worship, but the integrity and spirituality of pupils from other faith backgrounds are respected and explored. The diversity of spiritual traditions is recognised, and pupils are given access to alternative views.

4. All adults model and promote expected behaviour, treating all people as unique and valuable individuals and showing care and respect for pupils and their families.
5. The school community is a place where pupils can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of our school.
6. Pupils learn to differentiate between right and wrong in as far as their actions affect other people. They are encouraged to value themselves and others.
7. Pupils are taught to understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules reflect, reiterate, promote and reward acceptable behaviour and there are opportunities to celebrate pupils' work and achievements.
8. All curriculum areas seek to develop the use of illustrations and examples drawn from as wide a range of cultural contexts as possible.
9. Class discussions and circle time give pupils opportunities to:
 - Talk about personal experiences and feelings.
 - Express and clarify their own ideas and beliefs.
 - Speak about difficult events, eg bullying, death etc.
 - Share thoughts and feelings with other people.
 - Explore relationships with others.
 - Consider the needs and behaviour of others.
 - Show empathy.
 - Develop self-esteem and a respect for others.
 - Develop a sense of belonging.
 - Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally.
10. Visitors are welcomed into school. Links with the Church are fostered through our links with the local churches. The development of a strong home-school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the pupil. Pupils are taught to appreciate their local environment and to develop a sense of responsibility to it.
11. The provision for SMSC is monitored and reviewed on an annual basis.