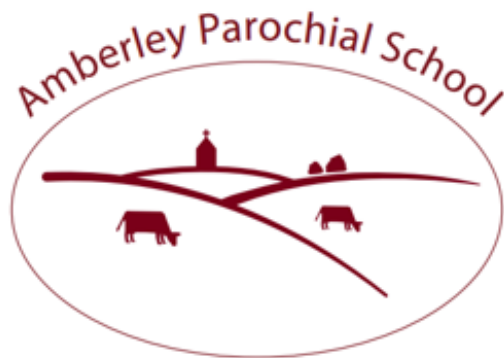


SMSC

Spiritual, Moral, Social and Culture Development



**Providing the rich soil that enables
our children to develop deep roots and flourish.**

Chair of Governor: Dr Holmes

Approved by: Standards

Approved on: Spring Term 2022

Review Date: Spring Term One 2024

Other relevant policies: Collective Worship, Safeguarding, PSHCE, SRE

AMBERLEY PAROCHIAL SCHOOL

POLICY FOR SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

At Amberley Parochial School, we believe that it is the responsibility of the school, in partnership with parents, carers and our local church, to promote the spiritual, moral and cultural development of our pupils through a nurturing environment, and a rich and diverse curriculum.

Rationale

The spiritual, moral, and cultural development of the child is recognised as being of fundamental importance for the education of all children by Governors, staff and parents of Amberley Parochial School. It can enrich the individual's appreciation and understanding of life's experiences and their relationships with others. It is taught across the curriculum but in particular through RE, PHSCE and dedicated spirituality sessions.

As a Church school, we identify Christian Values that underpin the whole school and the wider community. These values inform our school's vision, aims and ethos, and form part of the 'rich soil' that we provide. The values that relate particularly to this policy are compassion, love, respect and trust.

Definitions

Spiritual development relates to pupil's feelings and emotions, attitudes and beliefs. It is these that inform their perspective on life as well as their interest in and respect for different people's feelings and values. It is associated with the inner dimension of human life and goes beyond the material to include a sense of connection to something bigger than ourselves. Spiritual growth is not, for all people, centred around religious beliefs and is not necessarily linked to one doctrine or faith; however, as a Church school, we place particular emphasis on the teaching of the Christian faith and use this to support the human values we promote.

Moral development is concerned with the pupils' ability to make judgements about how they should behave and act and the reasons for such behaviour. It refers to their knowledge, understanding, values and attitudes in relation to what is right and wrong. Again, our Christian faith enables us to further enrich this aspect of learning as examples of Jesus' teachings are used to reinforce moral guidance.

Social development relates to how well children can work and socialise with peers and adults from differing religious, ethnic or socio-economic backgrounds. Through the provision of rich learning opportunities and a supportive culture that celebrates diversity, skills such as cooperation and conflict resolution can be developed.

Cultural development refers to the development of knowledge, understanding of and respect for differing cultural activities and beliefs, customs and traditions. World faiths, including, but not limited to, Christianity, are explained through the curriculum and through Collective Worship, in order to provide children with an understanding and appreciation of the rich variety that can co-exist in the world today.

SPIRITUAL DEVELOPMENT

Aims

By aiding spiritual growth, we aim to provide children with the deep roots they need to flourish. This is achieved by encouraging children to:

- listen and be still
- reflect
- develop a sense of awe, wonder and appreciation of God's world
- develop self confidence in expressing inner thoughts
- develop resilience and the means to cope with times which take more strength.
- find inner confidence and peace.

Provision

Within the curriculum children are encouraged to ask questions and express opinions about their understanding of the world in which they live. They are encouraged to explore an imaginative approach to the world and to develop a spirit of enquiry and open-mindedness.

Our Vision Wheel incorporates the different elements we combine to empower the members of our school community to reach their potential. It includes the Christian Values which underpin our philosophy and link us beyond ourselves, to our community and the wider world; the Learning Powers which encourage independent learning, and our overarching Vision to help children to flourish, as they become reflective, independent, and aspirational learners for life. Children may, for example, acknowledge the fact that they found a particular activity challenging, but by working cooperatively, they were able to persevere. By developing our ability to reflect, ask questions and offer responses, we allow our spirituality to grow, and strengthen our ability to cope with all that life may bring us.

Within RE, Collective Worship and PSHCE, the school provides opportunities for pupils to reflect upon their own beliefs and values and to discuss what is meaningful and significant to them. Children are encouraged to demonstrate respect for the integrity of each person and to create an atmosphere which enables pupils and staff to speak freely. Understanding of self and others lie at the heart of spiritual development and, here at Amberley, we use the words 'ourselves, our community and our world' to aid in children's reflection. Throughout our school day, term and year, we offer opportunities for children and adults to reflect on their experiences and interactions, and their growing understanding and appreciation of the world around them.

Beyond the formal curriculum, the school encourages pupils in conversations about spiritual feelings and emotions whilst treating all members of the school community with respect, regardless of personal feelings. The school also invites close involvement with the Church and regular participation in church services.

Staff act as role models for children by sharing experiences of their own spirituality with pupils. Our school behaviour policy was written by the school council, who felt that it should be underpinned by the Christian Values we celebrate in school. As a result, when discussing behaviour with children, we endeavour to draw parallels between the teachings of Christ on how we should treat one another, and refer back to the Bible

stories connected to relevant values. Children are reminded of the parable of The Sower, and how, if we listen to God's word and act upon it, we will be able to grow and prosper. Each class has a Spiritual Scrapbook in which children are invited to reflect and respond to images and questions which may move us in different ways. Children may, for example, be shown images that evoke awe and wonder, depictions of current events and topical issues from around the world, or asked to reflect on issues which make us ask 'Big Questions' about life.

MORAL DEVELOPMENT

Aims

Through developing morality in children, we aim to encourage children to:

- tell the truth
- respect others
- keep a promise
- help others
- act considerately towards others
- take responsibility for their own actions
- exercise self-discipline
- have positive attitudes
- conform to rules

Provision

Within the curriculum, pupils are encouraged to develop personal opinions on ethical questions raised in topic work. Pupils are also encouraged to take responsibility for their own learning, setting appropriate goals and targets and working responsibly and considerately individually and in groups. Regular reference is made to the school Vision Wheel in order to help children identify the contributing factors to their growing independence.

Within RE, Collective Worship and PSHCE religious education lessons emphasise the Christian moral perspective and morality in other faiths. Collective Worship often focuses on moral issues and stories.

Beyond the formal curriculum, in their daily life in school, pupils are encouraged to keep to the school's agreed positive behaviour handbook rules which encourage them to behave appropriately around the school according to our Christian values. The school sets high expectations and raises awareness of high moral standards both inside and outside the classroom.

SOCIAL DEVELOPMENT

We aim to develop in children the skills and knowledge of:

- cooperation
- listening to others
- appreciating opinions
- working in small and large groups
- conflict resolution and disagreeing well
- understanding of how the school and wider community works together
- courageous advocacy

Provision

Within the curriculum pupils are given opportunities across subjects and across activity types to work with others on a daily basis. Pupils are encouraged to take responsibility where appropriate for how groups work together, assigning roles and responsibilities where needed.

Within RE, Collective Worship and PSHCE children are given opportunities to reflect on values such as cooperation, respect, friendship and trust, all of which firmly support the development of the social skills needed to flourish.

On a daily basis, children are encouraged to follow the school's Christian values, which further enhance their ability to interact in social situations as well as to understand the needs and rights of others. There is a supportive culture for conflict resolution and learning to agree well, and children are encouraged to ask and give forgiveness in line with Christian teachings.

Beyond the formal curriculum, children are offered opportunities to learn about the lives of those in different social contexts. They are given real life examples of the lives that others live so that they may develop their understanding of modern society within our community and the wider world. Enrichment activities such as Prayer Days, and the charity work encouraged through the Agents for Change initiative, offer children the opportunity to act as courageous advocates for those who need it. Children are encouraged to reflect on what they can do to make a positive change in the world.

CULTURAL DEVELOPMENT

Aims for Cultural development

- to develop a sense of belonging to pupils' own culture
- to respond to and appreciate cultural events
- to share different cultural experiences
- to respect differing cultural traditions
- to understand codes of behaviour, fitting into cultural tradition.
- to develop an understanding of British cultural tradition, including Christianity.
- to develop an awareness of what a 'cultured person' appreciates in terms of music, art, drama, literature etc.

All SMSC education is also taught through the British Values which are: individual liberty, democracy, the rule of law and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Provision

Within the curriculum pupils are encouraged to experience and appreciate different kinds of art, music, drama, dance and literature and discuss different events and how they feel about them. They learn about culturally significant figures associated with different areas of learning.

Within RE, collective worship and PSHCE children are given opportunities to discuss and explore differences and similarities between cultures, making links between cultural and religious values, and celebrate culturally significant events.

Assessment

Children's understanding in Spiritual, Moral Social and Cultural development is assessed by staff through discussions in lesson time and through children's written reflections.

Teachers will report judgements made about Spiritual, Moral and Cultural development through termly parents' evenings and the annual school report.

Monitoring of Spiritual, Moral, Social and Cultural development

Monitoring is carried out by the RE co-ordinator and Headteacher through scrutiny of work, lesson and playground observations and discussions with children and staff. The Governors for RE and PSHCE are also involved in discussions with the appropriate co-ordinators and Headteacher.