

The John Moore Primary School

Spiritual, Moral, social and cultural development policy

| Title: | SMSC policy |
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| Status: | Final |
| Version: | 1.1 |
| History: | Written and agreed by staff November 2015 |
| Owner | Staff / Governors / Stakeholders |

The John Moore Primary School spiritual, moral, social and cultural policy

School Vision:

Our vision is to provide an excellent education for all, which enables each individual to achieve their very best in an environment where everyone is valued and respected.

(Written by pupils, parents, staff and governors – reviewed 2014)

1. Introduction

There is a duty for schools to promote spiritual, moral, social and cultural development under the Education and Inspections Act 2006.

At John Moore Primary School the promotion of pupils' spiritual, moral, social and cultural development is considered to be a whole school issue. We aim to promote it through the following:

- the ethos of the school
- all subjects of the curriculum have a contribution to make, with particularly strong links to R.E. and P.S.C.H.E
- collective worship
- positive role models from all adults in school
- pastoral care
- extra curriculum activities

2. What is spiritual, moral, social and cultural development?

Spiritual development

Definition

This relates to a person's inner life (which may be described with words such as soul, spirit or personality) and the way that these inner feelings, beliefs, values and reflections are expressed. It involves an appreciation of a non material dimension to life and gives a person a sense of purpose. Spiritual development is not linked solely to a particular doctrine or faith and is, therefore, accessible to everyone. All areas of the curriculum should contribute to children's spiritual development.

Aims for spiritual development

- encourage pupils to express feelings of wonder and to ask big questions
- promote opportunities for pupils to empathise and consider the viewpoints of others
- provide pupils with opportunities to express their own beliefs in a variety of ways e.g. discussions, poetry, art
- to highlight examples of how beliefs and values influence person actions
- to provide opportunities for quiet reflection

Moral development

Definition

This concerns children's ability to make personal judgements about how they should behave and act and the reasons for such behaviour. Children should develop a sense of right and wrong based on their own personal values, rather than consequences or sanctions. It should result in them making informed choices about their behaviour and lifestyle.

Aims for moral development

- develop an atmosphere which encourages honesty
- Golden rules and class rules are followed for the good of all
- provide opportunities to support charity work, both local and global
- pupils are encouraged to be responsible for their own actions

Social development

Definition

This refers to the development of attitudes and qualities that enable children to become responsible members of the class, school and wider community.

Aims for social development

- all members of the school community relate positively to others
- all children are encouraged to participate fully in school life
- encourage awareness and tolerance of the needs of others

Cultural development

Definition

This involves an awareness, appreciation and tolerance of customs, traditions and cultural identity, both their own and those of others.

Aims for cultural development

- provide opportunities to share a wide range of cultural experiences
- develop a sense of belonging to one's own culture
- to develop a knowledge and understanding of other cultures which will encourage tolerance

The policy of the school is that all aspects of school life promote SMSC development. All subjects can and should make a positive contribution.

The promotion of spiritual development includes:

Daily acts of collective worship promote the school's values, explore social and moral themes, encourage reflection and develop a community spirit. A programme of weekly themes is planned by SK each term.

Visitors, including the "Open the Book "team, are welcomed to our school.

We value our natural surroundings through forest school, our wildlife area and our garden.

Positive behaviour which prompts a "That's the spirit" response is recognised and encouraged.

The promotion of moral development includes:

Children are encouraged to behave appropriately at all times.

Our Golden rules are on display and discussed in assembly and circle times.

Class rules are negotiated by each class and are displayed in each class.

An effective monitor system is employed for milk, fruit, register and lunch time.

The promotion of social development includes:

Children have the opportunity to work in a wide range of groupings, e.g. talk partners, group work, cross key stage activity days, clubs, and teams.

We promote links with the local community e.g. visitors, visits, athletics and games with other local primary schools

The promotion of cultural development includes:

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Visitors receive a warm welcome to our school including music teachers (who organise performances by pupils) and faith visitors (Mrs Sahdev, Lynn Satchell) Our school produces regular plays and visits Tewkesbury's theatre for the pantomime.

4. Monitoring

Provision for SMSC is monitored and reviewed on a regular basis. This is achieved by

- Regular discussions in staff meetings
- Review of policy
- Audit

Spiritual, moral, social and cultural development Audit (complied by staff meeting November 2015)

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