



‘Transforming lives through inspirational learning’

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| POLICY NAME: | Spiritual, Moral, Social and Cultural Development Policy |
| Frequency of review: | Every two years |
| Reviewed On: | June 2022 |
| Reviewed By: | Kerry Darby and Emma Hawes |
| Next review (date): | June 2024 |

**The Pines Primary School
Spiritual, Moral, Social and Cultural Development Policy**

Statement of Policy:

The school is committed to offering students the opportunities to:

- identify, reflect on and explore experiences and distinguish between right and wrong
- discuss moral issues develop and talk about their own attitudes and values
- take responsibility for their own decisions
- develop an understanding of social responsibilities and citizenship
- celebrate a diversity of cultures
- understand and promote British values

We want our pupils to be successful learners (who enjoy and achieve), confident individuals (who are able to make good life-style choices) and responsible citizens (who care for others – locally, nationally and globally).

The academic and personal development and well-being of every child in our school is of paramount importance to us. This includes recognising the importance of providing a range of opportunities for our pupils to respond to, that supports their spiritual, moral, social and cultural development. Fundamental to our school's ethos is the belief that by educating the 'whole child' we are enhancing their life chances and preparing pupils not just for their next stage in education but for life beyond.

Academic excellence is important in everything we do in order to help our pupils maximise their achievement. We are aware that a focus on personal development in general and spiritual, moral, social and cultural development in particular, contributes to academic achievement, since it raises motivation and self-esteem and leads to a better learning environment in which our pupils will flourish. We are committed to empowering our pupils to be confident, healthy, happy, reflective and well informed people who are able to make informed choices and decisions.

Spiritual, moral, social and cultural development

Whilst each dimension is outlined below separately there is a great deal of overlap between the four areas.

Spiritual development

At The Pines Primary and Pine Cones Pre-school we are committed to fostering pupils' spirituality by encouraging the following:

- encouraging pupils to have a sense of enjoyment and fascination in learning about themselves, others and the world around them.
- developing pupils willingness to reflect on their experiences.
- giving pupils the opportunity to explore values and beliefs including religious beliefs and the way in which they affect people's lives;
- enabling pupils to develop a set of values, principles and beliefs;
- encouraging pupils to explore and develop what animates and inspires themselves and others;
- encouraging pupils to express innermost thought and feelings through for example, art, music, literature and crafts, exercising the imagination, inspiration, intuition and insight;
- promoting teaching styles which:
 - value pupils questions and give them space for their own thoughts, ideas and concerns;
 - enable pupils to make connections between aspects of their learning;
 - encourage pupils to relate their learning to a wider frame of reference;
 - encourage pupils to consider and respect a diversity of opinions.

Moral development

Knowing what is right and wrong and acting on it accordingly.

We are committed to empowering our pupils with the ability to recognise what is right and wrong and act upon it accordingly. We are committed to encouraging them to take personal responsibility for their actions. Everyone is expected to abide by our behaviour policy which is written for all members of the school community and which provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people (Behaviour Policy).

The Pines Primary and Pine Cones Pre-school pupils who are becoming morally aware are likely to be developing some or all of the following characteristics:

- An ability to distinguish right from wrong;
- An ability to think through the consequences of their own and others actions;
- A willingness to express their views on ethical issues and personal values;
- A respect for others' needs, interests and feelings as well as their own;
- A sense of participation in charity fundraising and community events.

Consequently we reject all forms of bullying, cruelty, dishonesty, falsehood, rudeness, irresponsibility, violence and discrimination.

Social development

We aim to enable the individual to meet his/her responsibilities towards themselves and others through:

- Providing varied opportunities to use a range of social skills in different contexts, for example working and socialising with other pupils, including those from different backgrounds
- Fostering the skills and qualities of team building through the development of self-confidence, co-operation, sensitivity to others, reliability, initiative and understanding
- Providing an environment where pupils can take responsibility for themselves and others in school and in the wider society (local, national, global)
- Providing positive and effective links with the world of work and the wider community.
- Develop understanding of British values (see below)

Cultural development

Knowledge and understanding of own and others' cultural traditions.

Children should be made aware of the diversity of other cultures both within modern Britain and throughout the world. This can be done through exploring British values, R.E, music, P.E, art and many other curriculum areas.

We value and celebrate the cultural diversity of our school, our society and the world in general by:

- Promoting an appreciation of our own cultural traditions and encouraging an appreciation of other people's cultural traditions including those represented in school as well as local, national and global communities and develop an ability to recognise and value the things we share in common;
- Celebrating the richness of different faiths and cultures;
- Addressing discrimination on the grounds of race, religion, gender, sexual orientation, age and other criteria and promoting racial and other forms of equality;
- Developing a knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain;
- Recognising and nurturing particular gifts and talents;
- Providing opportunities for pupils to participate in cultural events;
- Developing partnerships with outside agencies and individuals to extend pupils cultural awareness.

We recognise the importance of British Values and believe that they sit well within our school ethos and our SMSC learning. To see how they relate to our school, see below:

What are British Values? Our Approach

Democracy: making decisions together

We aim encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help. When appropriate demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands/votes.

We can support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued

Rule of law: understanding rules matter as cited in Personal Social and Emotional development

As part of the focus on managing feelings and behaviour:

We can ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong

We can collaborate with children to create the rules and the codes of behaviour.

Individual liberty: freedom for all

As part of the focus on self-confidence & self-awareness and people & communities as cited in PSE (FS) / PSHE and Knowledge and Understanding the World / Geography etc: Children should develop a positive sense of themselves. We can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, forest school, mixing colours, talking about their experiences and learning.

We should encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions.

Mutual respect and tolerance: treat others as you want to be treated

As part of the focus on people & communities, managing feelings & behaviour and making relationships as cited in Personal Social and Emotional development and Understanding the World (FS), RE and other National Curriculum subjects:

We should create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.

Children should acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.

We should encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.

We should promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

What is not acceptable is:

- actively promoting intolerance of other faiths, cultures and races;
- failure to challenge gender stereotypes and routinely segregate girls and boys
- isolating children from their wider community;
- failure to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.

We promote SMSC through:

- The Pines learning behaviours;
- assemblies and collective acts of worship;
- the Personal, Social, Health and education (PSHE) curriculum;
- Religious Education;
- cross-curricular activities and events;
- maintaining positive relationships with parents;
- the teaching and learning environment;
- learning support;
- the Curriculum;
- Special events such as Sports Day and productions;
- displays;
- fundraising for charity;
- School Council;
- a wide range of visits and visitors;
- the induction and transition procedures for pupils;

- the act of Remembrance ;
- The Pines Primary and Pine Cones Pre-school monitors, mentors and play leaders.

In light of this we will:

- Ensure that the spiritual, moral, social and cultural development of our pupils is taken seriously and appropriately promoted across the curriculum and in the wider life of the school;
- Provide an appropriate range of effective teaching and learning strategies that enable pupils to reflect on and respond to issues of spiritual, moral, social and cultural importance and concern; encouraging them to learn how to be physically still and yet mentally alert as they think deeply about (reflect on) such issues; using their senses and developing their curiosity, imagination and creativity;
- Encourage all our children to act responsibly and take responsibility for themselves and others; maintaining a positive climate in school in which all are valued and respected and expected to make positive contributions to school life;
- Support all staff in an understanding of these important dimensions of human development as part of the educational process; identifying training and resource needs; ensuring that staff new to the school are inducted into our policy and practice surrounding these areas of personal development;
- Encourage all teachers to plan for and respond to opportunities to encourage children to address these issues within the context of different subject's/area's programmes of study; expecting curriculum leaders to take into consideration spiritual, moral, social and cultural development issues as part of subject planning and monitoring processes;
- Recognise the importance of our assembly and collective worship programme in supporting and encouraging pupils to respond to these issues;
- Ensure that the head teacher has oversight of spiritual, moral, social and cultural development across the school.