

Moulton Primary School  
Spiritual, Moral, Social and Cultural Development Policy  
September 2015

---

### **Definition**

At Moulton Primary School the promotion of pupils' spiritual, moral, social and cultural education is considered to be 'a whole school priority'. Spiritual, Moral, Social and Cultural Development is promoted not only through all the subjects of the curriculum but also through the ethos of the school and through the development of positive attitudes and values and planned time for reflection. This policy supports and reinforces the aims of Moulton Primary School, valuing all children and staff equally and as individuals.

### **Principles**

Spiritual, Moral, Social and Cultural Development is crucial for individual pupils and it is crucial for society as a whole. We believe it is the heart of what education is all about - helping pupils grow and develop as people.

Spiritual, Moral, Social and Cultural Development is cross curricular and promotes the aims and principles of the policies for PSHE, RE, Inclusion, Safeguarding, Sex and Relationships Education, The Equality Policy and Plan. These policies all underpin the Curriculum model as putting the child at the centre of all we do.

It is an expectation at Moulton Primary School that all staff, in all subjects, can and should make a contribution to the Spiritual, Moral, Social and Cultural Development of pupils through the taught curriculum and through the use of appropriate teaching and learning strategies e.g. discussion, reflection, pupil participation, circle time, collective worship, pastoral interventions and programmes etc.

The importance of relationships between all school staff, parents and governors is crucial. These relationships will be characterised by mutual respect, by positive attitudes, by the willingness to listen and be listened to and by the valuing of all pupils.

### **General Aims for Spiritual, Moral, Social and Cultural Development**

#### **Moulton Primary School aims towards ensuring a broad and balanced curriculum:**

- To promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society;
- To prepare pupils for the opportunities, responsibilities and experiences of adult life;
- To promote respect and consideration for differences in gender, race, religion;
- To help each pupil achieve their full potential across all areas of the curriculum;
- To develop the individual strengths of all pupils and to help and provide support in areas for development;
- To inspire and stimulate the pupils in order to foster a love of learning and enquiry, to reason rationally and to apply themselves to tasks and physical skills;
- To help our pupils towards independent learning and to equip them with all life skills in order for them to take their place in a fast changing society;
- To ensure there is continuity and progression in skills, knowledge and understanding in all areas of the curriculum;

- To develop respect for religious and moral values and understanding of other races, religions and ways of life;
- To help the pupils understand the world in which they live;
- To develop a sense of responsibility, consideration for others, self-respect and self-confidence;
- To promote good relationships between home, school and the local and wider communities.

### **Spiritual Development**

This 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. It has to do with feelings, emotions, attitudes and beliefs. It is not linked solely to a particular doctrine or faith and spiritual development is therefore accessible to everyone.

### **Aims for Spiritual Development**

- The ability to listen and be still;
- The ability to reflect;
- The ability to sense wonder and mystery in the world;
- The ability to sense the special nature of human relationships.

### **Objectives for Spiritual Development**

- To develop the skill of being physically still, yet alert;
- To develop the skill to use all ones senses;
- To develop imagination;
- To encourage times for quiet reflection throughout the school day;
- To develop individual self-confidence.

### **PROVISION:**

Staff provide a role model for the children by sharing in the joy of discovery and in the mystery of creation. As individuals, they may share something of their own spirituality with both colleagues and pupils.

### **Within the Curriculum, pupils will be able to explore:**

- an imaginative approach to the world;
- a spirit of enquiry and open-mindedness;
- an approach to the holy or the sacred;
- an awareness of order and pattern in the world. The school will:
  - encourage pupils to express their creativity and imagination;
  - foster a sense of respect for the integrity of each person;
  - create an atmosphere which enables pupils and staff to speak freely about their beliefs.

### **Within RE, Collective Worship and PSHE, the school will:**

- allow pupils to investigate and reflect upon their own beliefs and values;
- provide opportunities for pupils to share what is meaningful and significant to them;
- provide opportunities for prayer/reflection/silence, the exploration of inner space;
- encourage a balance of music, speech, silence and the creative arts when exploring spiritual development.
- explore what commitment means;
- always invite a response and never coerce.

### **Beyond the Formal Curriculum, the school will:**

- encourage pupils in personal conversations and during discussions in lessons, to express such feelings as transcendence\*, wonder, transience\* and change, paradox and unease, injustice or inequality whilst listening carefully to others' questions and responses;
- treat pupils, staff and governors with respect, regardless of personal feelings;

### **Assessment in Spiritual Development**

- becoming aware of the possibility of a divine being in one's own life and in the life of others
- becoming aware of and reflecting on experience
- questioning and exploring the meaning of experience
- understanding and evaluating a range of possible responses and interpretations
- developing personal views and insights and a grasp of the intangible
- applying the insights gained with increasing degrees of perception to one's own life
- acquiring a sense of empathy with others, concern and compassion.
- development is best seen through pupil's relationships and conversations with others

*\*transcendence means spiritual or religious state beyond material things e.g when people fast.*

*\* transience means not lasting, brief or fleeting.*

### **Moral Development**

Pupils are encouraged to understand the need for a common code and to follow it from conviction rather than because of sanctions or consequences. This is our Rainbow of Responsibility and The Golden Rules. At Moulton Primary School we work towards an understanding of what is right and wrong. From this basis pupils may develop the ability to make judgements and to become increasingly responsible for their own actions and behaviour.

### **Aims for Moral Development**

- To understand the principles lying behind decisions and actions;
- To be able to distinguish between right and wrong;
- To be able to make decisions, accepting and understanding consequences of their actions;
- To move gradually through a 'taught morality' to taking responsibility for their own moral decisions.

### **Objectives for Moral Development**

- To tell the truth;
- To respect the rights and property of others;
- To help others less fortunate than themselves;
- To be considerate to others;
- To take responsibility for own actions;
- To exercise self-discipline;
- To develop high expectations and a positive attitude;
- To conform to rules and regulations to promote order for the good of all.

### **PROVISION**

#### **Within the Curriculum**

- encouraging pupils to develop a personal view on ethical questions raised in subjects such as science, history and geography.
- developing responsibility in learning and setting personal targets

#### **Within RE, Collective Worship and PSHE**

- religious education lessons explore different moral perspectives whilst also offering

models of morality in other faiths

### **Beyond the Formal Curriculum the school will:**

- set high expectations through formal discussion which will lead to raised awareness of high moral standards inside and outside the classroom;
- guide the children to distinguish right from wrong using scenarios in and out of the classroom;
- provide positive role models;
- guide children in deciding their own class rules;
- establish the whole school core values to be followed with consistent sanctions.

### **Assessment in Moral Development**

Assessment is primarily through observation of pupil behaviour and the views pupils express. Do pupils demonstrate:

- an understanding of moral principles which allow them to tell right from wrong?
- a respect for other people, truth, justice and property?
- an ability to stand moral ground in the face of peer pressure?

Pupils should move gradually from a 'taught morality' to taking responsibility for their own moral decisions.

### **Social Development**

This enables pupils to become conscientious participants in their family, class, school, the local, wider and global community. 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 co-operation such membership requires.

### **Aims for Social Development**

- To relate positively to others;
- To participate fully and take responsibility in class and school;
- To use appropriate behaviour across a range of situations;
- To work co-operatively with others;
- To use own initiative responsibly;
- To understand our place in our family, school and society.

### **Objectives for Social Development**

- To share emotions such as love, joy, hope, anguish, fear and reverence;
- To be sensitive to the needs and feelings of others;
- To work as part of a group;
- To interact positively across a range of situations, e.g. clubs, sports activities, visits, church services, music festivals etc;
- To develop an understanding of citizenship and to experience being a part of a caring community;
- To show care and consideration for others e.g. sharing and turn taking;
- To realise that every individual can do something well and have something to offer.

## **PROVISION**

### **Within the Curriculum:**

- listening to the viewpoints and ideas of others during science investigations and curriculum innovation projects.

### **Within RE, Collective Worship and PSHE:**

- good behaviour is praised positively and rewarded publicly through the earning of 'Golden Time' and in Golden Assembly each week. Also through the earning of Rainbow Rewards.
- Scenarios are discussed in lessons and during Key Stage assemblies.

#### **Beyond the Formal Curriculum:**

- pastoral care from all staff gives pupils the chance to see caring in action
- opportunities to welcome or give a vote of thanks to visitors
- pastoral groups delivered by the Teaching Assistants help children work through decision making in difficult scenarios;
- experiences of the wider world are given through whole school enterprise projects and fund raising events.
- positive interactions are encouraged through talent shows, sporting events, community festivals linked with the feeder secondary schools and visiting specialists.
- theme weeks develop a sense of community and belonging

#### **Assessment in Social Development**

- observation of pupils' growing maturity and self-esteem
- the degree to which pupils employ socially acceptable behaviour
- development of relationships in work and play
- the degree to which pupils appreciate what constitutes a healthy lifestyle

The importance of the link between relationships and behaviour should be emphasised. The quality of relationships between teachers, pupils, support staff, parents and governors, at all levels, is crucial. These relationships will be characterised by mutual respect, by positive attitudes, by the willingness to listen and understand and by the valuing of pupils.

#### **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 and tolerance regarding the cultural traditions and beliefs of others.

#### **Aims for Cultural Development**

- To develop a sense of belonging to pupils' own culture and being proud of their cultural background;
- To respond to cultural events;
- To share different cultural experiences;
- To respect different cultural traditions;
- To understand codes of behaviour, fitting to cultural tradition;
- To develop a balanced approach to retaining the traditions of our Christian society, whilst perceiving in a positive light the contribution of other cultures, past and present.

#### **Objectives for Cultural Development**

- To develop an awareness, recognition and appreciation of the Arts, i.e. Music, Art, Drama, Literature etc.;
- To develop a love for learning;
- To develop an understanding of different cultures and beliefs, including Christianity;
- To appreciate the values and customs of other ethnic and faith groups which make up modern British society, and the world beyond;
- To develop the ability to value these independently.

## **PROVISION**

### **Within the Curriculum**

- acquiring a code of behaviour when visiting a place of worship.
- learning about another culture presented through a cross-curricular approach and culture weeks

### **Within RE, Collective Worship and PSHE**

- opportunities to discuss and explore differences, similarities, equal rights, peer pressure and Discrimination
- we celebrate cultural diversity through learning about key festivals from different faiths.

### **Beyond the Formal Curriculum**

- experience different cultures through theme weeks and visitors assemblies

### **Assessment in Cultural Development**

- response to stories, videos, artefacts
- records of work, displays, photographic evidence
- increased participation in cultural activities
- attitudes expressed during cultural visits or relating to visitors

It is hoped that our children will develop a balanced approach to respecting the traditions of our society, whilst perceiving in a positive light the contribution of other cultures, past and present.

## **ROLE OF CO-ORDINATOR**

Mrs K Sharp has responsibility for overseeing the planning, the provision and the monitoring and evaluation of SMSC development. The co-ordinator will keep in touch with national developments and will act in an advisory capacity, supporting colleagues. Staff meetings may be used for discussion and the update of information. She will understand the impact that good spiritual, moral, social and cultural development can have on the school as a whole.

## **ROLE OF THE HEADTEACHER**

- Lead, manage and monitor the implementation of the SMSCD policy, including monitoring teaching plans and the quality of teaching in classrooms
- Keep the governing body informed about the progress made
- Ensure that SMSCD remains a high profile in the school's development work
- Deploy support staff to maximise support

Written by Mrs K Sharp Sept 2015