

Oakham Church of England Primary and The Parks School

Passion, Fellowship, Pride, Humility, Perseverance, Hope, Purpose &
Thankfulness



Spiritual, Moral, Social and Cultural (SMSC) Policy

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Executive Head Teacher	Steve Cox
Approved by Chair of Governors	Nick Cooper
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“In loving Christian **Fellowship** we equip everyone to have a **Passion** for life and learning. To have **Pride** in our local community and be **Thankful** for all the parts which make us whole. Building **Hope** and resilience to **Persevere** and develop a sense of **Humility** and **Purpose** in our lives.” Our Vision is at the forefront of our thinking and decision making when writing, reviewing and updating all school procedures and policies.

1 Introduction

- 1.1 As a Church of England primary school, we take our duty to promote Spiritual, Moral, Social and Cultural (SMSC) development of children seriously, including the duty to promote British Values.
- 1.2 Our vision: ‘In loving Christian **Fellowship** we equip everyone to have a **Passion** for life and learning; to have **Pride** in our local community and be **Thankful** for all the parts which make us whole; building **Hope** and resilience to **Persevere** and develop a sense of **Humility** and **Purpose** in our lives.’ Recognises how SMSC underpins all the work that we do at our school not only through the subjects of the curriculum but also through the Christian ethos of the school and through the development of positive attitudes to learning and behaviour.

2 Defining spiritual, moral, social and cultural development

- 2.1 **The spiritual development of children is shown by their:**
 - Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values.
 - Sense of enjoyment and fascination in learning about themselves, others and the world around them.
 - Use of imagination and creativity in their learning.
 - Willingness to reflect on their experiences.
- 2.2 **The moral development of children is shown by their:**
 - Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England.
 - Understanding of the consequences of their behaviour and actions as well as their ability to learn from their mistakes (as reflected in positive behaviour policy).
 - Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.
- 2.3 **The social development of children is shown by their:**
 - Use of a range of social skills in different contexts, for example working and socialising with other children, including those from different religious, ethnic and socio-economic backgrounds.
 - Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.
 - Acceptance and engagement with the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.
- 2.4 **The cultural development of children is shown by their:**
 - Understanding and appreciation of the wide range of cultural influences which have shaped their own heritage and those of others.
 - Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.
 - Knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
 - Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.
 - Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown

by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

3 Principles

- 3.1 Spiritual, Moral, Social and Cultural Development is crucial for individual children and important for society as a whole. It is the heart of what education is all about - helping children grow and develop as people and effective participants in modern Britain.
- 3.2 Spiritual, Moral, Social and Cultural Development is cross curricular and promotes the aims and principles of the policies for, Religious Education, Collective Worship, PSHE, Relationships and Sex Education, and Equal Opportunities. These, along with other policies, all underpin the Curriculum model, putting the child at the centre of all we do.
- 3.3 It is an expectation that all staff, in all subjects, can and should make a contribution to the Spiritual, Moral, Social and Cultural Development of children through the curriculum and through the use of appropriate teaching and learning strategies e.g. discussion, reflection, child participation, circle time and also through their own conduct.
- 3.4 The importance of relationships between all school staff, parents and governors is vital. 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 God's children.

4 General Aims for Spiritual, Moral, Social and Cultural Development

4.1 We aim to:

- Promote the spiritual, moral, cultural, mental and physical development of children at the school and in society.
- Prepare children for the opportunities, responsibilities and experiences of adult life.
- Enable children to distinguish right from wrong, to respect the civil and criminal law of England and to appreciate the rule of law is essential for well-being and safety.
- Enable children to acquire a broad general knowledge of and respect for public institutions and services in Britain and to respect and support participation in the democratic process.
- Promote respect and consideration for differences in gender, race, religion.
- Help each child achieve their full potential across all areas of the curriculum.
- Develop the individual strengths of all pupils and to help and provide support in areas for development.
- Inspire and stimulate the children in order to foster a love of learning and enquiry, to reason rationally and to apply themselves to tasks and physical skills.
- Help our children towards independent learning and to equip them with all life skills in order for them to take their place in a fast changing society.
- Ensure there is continuity and progression in skills, knowledge and understanding in all areas of the curriculum.
- Develop respect for religious and moral values and understanding of other races, religions and ways of life while challenging opinions or behaviours in school that are contrary to British values.
- Help the children understand the world in which they live.
- Develop a sense of responsibility, consideration for others, self-respect and self-confidence.
- Promote good relationships between home, school and the local and wider communities.

5 Spiritual Development

We encourage **Perseverance**; to **stand firm in your faith**, to ensure children have the resilience to learn from their mistakes, to provide a safe, caring environment where children develop morals, with space to develop their spirituality and own beliefs. This gives us our values of **perseverance** and **hope**.

- 5.1 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; feelings, emotions, attitudes and beliefs. It is not linked to a particular faith and is therefore accessible to everyone.
- 5.2 Children are given opportunity to reflect upon the meaning of spiritual experiences. Examples of experiences commonly regarded as spiritual include:
- Curiosity and questions.
 - Awe and wonder.
 - Connection and belonging.
 - Heightened self-awareness.
 - Learning and life skills.
 - Class forum.
 - Prayer and worship.
 - Deep feelings of what is felt to be ultimately important.
 - A sense of security, well-being, worth and purposefulness.
 - Meditation
- 5.3 Our school supports children's spiritual development by:
- Offering regular opportunities for prayer and reflection.
 - Giving children the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives.
 - Encouraging children to explore and develop what animates themselves and others.
 - Giving children the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful.
 - Developing a climate or ethos within which all children can grow and flourish, enjoying individual liberty and mutual respect.
 - Accommodating difference and respecting the integrity of individuals, including tolerance of those with different faiths and beliefs.
 - Promoting learning opportunities which value children's questions, encourage deeper questions and give them space for their own thoughts, ideas and concerns.

6 Moral Development

We encourage our children to be **passionate**; to **be courageous** and have the strength of character to stand up for what they believe to be right, to fight injustice and **stand firm**. This gives us our values of **passion** and **fellowship**.

- 6.1 Children are encouraged, in an age-appropriate way, to understand the need for a common code of acceptable behaviour towards others, in line with our school values.
- 6.2 We work towards an understanding of what is right and wrong. From this basis they may develop the ability to become increasingly responsible for their actions and behaviour.
- 6.3 Our school supports children's moral development by:
- Clear modelling of acceptable behaviour.
 - Promoting, living and demonstrating our Christian Values.
 - Promoting, living and demonstrating the British Values.

- Learning and Life Skills lessons.
- Promoting racial, religious and other forms of equality.
- Giving children opportunities across the curriculum to explore and develop moral concepts and values: personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong.
- Develop an open and safe learning environment in which children can express their views and practise moral decision making.
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community.
- Encouraging children to take responsibility for their actions, for example, respect for property, care of the environment and developing codes of behaviour.
- Providing models of moral virtue through literature, humanities, sciences, arts and collective worship.

7 Social Development

We teach our children to have **Pride** in God's world; **to keep alert** for ways to build up ourselves, our school and our society; to care about the world God has given us, to look after it and ensure it is sustainable and able to provide for the needs of all. This gives us our values of **pride** and **humility**.

- 7.1 This enables children to become conscientious participants in their family, school, the local and wider community and make a positive contribution to the lives of others in society.
- 7.2 Our school develops children's social development by:
- Identifying key values and principles on which school and community life is based.
 - Fostering a sense of community with common inclusive values.
 - Promoting racial, religious and other forms of equality.
 - Encouraging children to work co-operatively.
 - Encouraging children to recognise and respect social differences and similarities.
 - Providing positive experiences to reinforce our values as a school community: collective worship, residential trips, experience days, school productions.
 - Helping children develop personal qualities which are values in society: thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and an awareness of others' needs guided by our Learning Values: Passion, Pride, Perseverance, Purpose, Christian Values: Fellowship, Humility, Hope, Thankfulness, and British Values: Democracy, Rule of law, Individual Liberty, Mutual respect for and tolerance of other faiths.
 - Providing opportunities for engaging in the democratic process (eg House Captains, Eco Committee & Sports Council) and participating in community life.
 - Providing opportunities for pupils to exercise leadership and responsibility (Digital Leaders, House Captains, pupil voice, Sports Council, Eco club, School Ambassadors).

8 Cultural Development

We help children to find their **Purpose** in their world; **to be strong**. We provide a meaningful education and opportunities so that children develop into well-rounded individuals where all abilities, skills and achievements can be celebrated. This gives us our values of purpose and **thankfulness**.

- 8.1 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.
- 8.2 Our school develops cultural development by:
- Encouraging children to think about special events in life and how they are celebrated.

- Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, art, crafts, cooking, gardening.
- Reinforcing the school's cultural links through social media, the school web site and whole school worship, visits to local places of worship and welcoming visitors of different faiths into school.
- Developing partnerships with outside agencies and individuals to extend children's cultural awareness, for example: theatre, museum and gallery visits.
- Providing opportunities for children to participate in activities linked to National cultural events, for example the Olympics, Jubilee, The World Cup etc.