



Policy for Spiritual, Moral, Social and Cultural Education

Rational

Our school aims to provide the opportunity for all children to learn and to achieve. We recognise that the personal development of children plays a very significant part in their ability both to learn and to achieve and so we aim also to promote their spiritual, moral, social and cultural development alongside their intellectual development. These aims are interdependent and prepare children for the responsibilities and experiences of life.

Purpose

The purpose of this policy is to inform staff and stakeholders of the different ways that the school promotes SMSC both within lessons and in the wider school curriculum. This includes provisions of PSHE and the promotion of British Values.

Spiritual Development

As a church school an emphasis is placed on self-reflection and the promotion of tolerance and compassion. Daily worship is centred around the teaching of the Christian Church and in particular the Anglican aspects.

Worship is led monthly by both the C of E incumbent and the Methodist minister.

Children are encouraged to lead worship, say grace and sing their class prayer at the end of the day.

Visits to other places of worship are part of the RE curriculum and aspects of worship and reflection are highlighted and promoted.

Both classrooms have a designated space for quiet reflection and there are outdoor spaces as well. Children are encouraged to take care of the school grounds and to engage with nature, taking time to wonder at the complexity of the natural world. This is developed further through gardening, litter picking and care of the school chickens.

Both the church and the chapel are used for activities such as harvest thanksgiving, carol services and other celebrations. Children are given opportunities 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
- Prayer and worship
- Deep feelings of what is felt to be ultimately important

Moral Development

The school has a pupil behaviour policy that promotes and rewards good behaviour.

Examples of moral values are shared in Religious Education lessons. These cover all faiths, but with an emphasis on Christian ideals and the teachings of Jesus.

The importance of caring for those less fortunate is highlighted through regular fundraising for charity (in particular Comic Relief, Sport Relief and Children in Need).

Anti-bullying is promoted throughout school through assemblies and circle time activities.

School rules promote the need to look after other people and treat them with respect. Children are publically rewarded for examples of moral behaviour in line with the school behaviour policy.

We support children to:

- Distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures
- Develop an ability to think through the consequences of their own and others' actions
- Have an ability to make responsible and reasoned judgements
- Ensure a commitment to personal values
- Have respect for others' needs, interests and feelings, as well as their own
- Develop a desire to explore their own, and others', views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience

Social Development

Children's voice is used to promote a feeling of social interdependence - this is through class circle time, school council, Eco committee and Esafety committee.

Children are encouraged at all times to help each other in their learning and find ways to resolve difficulties or conflict.

A residential visit at the end of Year 4 is offered to all children.

After school clubs are arranged to help children learn to work together.

These include two multi-sport sessions a week and a music club.

Children are taught how society works, with emphasis on democracy in Britain, and the role the family play within this. This includes work on 'families' in Class 1 and 'healthy me' in Class 2.

Children are given opportunity to make connections with the wider school community through performances in the village.

Classrooms and the wider school environment has a welcoming feel and effort is made to give children a sense of ownership of their school. Children are given a variety of 'jobs' around the school to enhance their feeling of ownership.

Links with middle schools are closely maintained and there is a wide range of enrichment activities provided through the Leek Education Partnership. A transition week is provided for all children to get a taste of the next stage in their education.

Our school develops pupil 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
- Challenging of opinions or beliefs that are counter to accepted British values.
- Encouraging pupils to work co-operatively
- Encouraging pupils to recognise and respect social differences and similarities
- Providing positive experiences to reinforce our values as a school community -for example, through assemblies, team building activities, residential experiences, school productions
- Helping pupils develop personal qualities, which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and awareness of others' needs
- Providing opportunities for engaging in the democratic process and participating in community life
- Providing opportunities for pupils to exercise leadership and responsibility
- Providing positive and effective links with the world of work and the wider community

Cultural Development

Children are taught the cultural heritage of the UK through history and geography curriculums. A sense of Britishness is fostered through these lessons and links in worship to wider issues.

Democracy is promoted through votes for positions on the school council and other committees.

Links to foreign schools helps to foster children's understanding of contrasting cultures and to gain knowledge of the challenges faced in other parts of the world.

Visits to museums and other places of educational interest are used to enhance further the cultural activities experienced in school.

Children who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- An ability to reflect on important questions of meaning and identity
- An interest in exploring the relationship between human beings and the environment

Our school develops cultural development by:

- Extending pupils' knowledge and use of cultural imagery and language
- Encouraging them 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, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
- Reinforcing the school's cultural links through displays, posters, exhibitions, etc. As well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits

Monitoring

The PSHE Co-ordinator supports colleagues in the promotion of SMSC. The headteacher reports SMSC as part of the termly whole school self-evaluation.

Conclusion

Personal, social and emotional development of children lies at the heart of our school. It is achieved through the school ethos and environment, the staff relationships with pupils, extra curricular provisions and the partnership with the community. This policy will enable staff to ensure they are contributing to the school aim of developing this positive attitude in our children.

Agreed by Staff:

Agreed by Governors:

Date:

To be reviewed: