



## Morley Memorial Primary School

### Spiritual, Moral, Social and Cultural Development Policy

<b>POLICY NAME:</b>	Spiritual, Moral, Social and Cultural Development Policy
Status	Recommended
Frequency of review:	3 Years
Reviewed On:	Jan 2021
Reviewed By:	K Kowalska
Next review (date):	Jan 2024

The aim of this policy is to provide a framework for the development of the spiritual and moral, social and cultural (SMSC) aspects of children's education at Morley Memorial Primary School.

At Morley we want children to grow and develop as independent, motivated and resilient learners who have a strong sense of community and of self. We believe that achieving our goal is a shared responsibility between our children, their families, staff, governors and the wider community. It is within this framework that our children's spiritual and moral, social and cultural development takes place.

**The Spiritual Development of children may be shown by their:**

- ability to be reflective about their own beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings, values and faiths
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

**The Moral Development of children may be shown by their:**

- ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives. To have a respect for the civil and criminal law of England.
- understanding of the consequences of their behaviour (see Behaviour Policy)
- interest in investigating, and offering reasoned views about, moral and ethical issues. Able to accept, respect and appreciate that others may have a different viewpoint.

**The Social Development of children may be shown by their:**

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- willingness to volunteer
- interest in, and understanding of, the way communities and societies function at a variety of levels
- acceptance and engagement with the fundamental British Values of democracy, the rule of law, respect and tolerance of those with differing faiths and beliefs.

**The Cultural Development of children may be shown by their:**

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- understanding and appreciation of the wide range of different cultures within school and further afield as an essential element of their preparation for life

- interest in exploring, understand of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

### **Planning for SMSC Development**

When planning, teachers are aware of the need to provide opportunities to develop a wide variety of spiritual, moral, social and cultural knowledge and skills. Areas of the curriculum such as PSHCE, RE and assemblies make an overt contribution to children’s personal development, many opportunities are also provided by cross-curricular activities which allow for moral debate and personal reflection. The curriculum should be taught with sensitivity for the values and beliefs of others.

### **How we make provision for children’s Spiritual, Moral, Social and Cultural Development across the school**

<b>Spiritual Development</b>	
<b>Provision</b>	<b>How it is evidenced</b>
Religious Education Curriculum Assemblies with a values basis Opportunities for quiet reflection Outdoor learning and opportunities to learn about care for our environment	RE curriculum plans, include a multi-faith approach based upon the Cambridgeshire Agreed Syllabus for RE Visiting places of worship or receiving visits from local religious leaders Whole school assemblies and celebrations of how our values are practically seen in our behaviour, ideas and principles Residential visits (Y6) Harvest, Christmas and Easter celebrations Time to reflect upon learning and experiences

Planned opportunities for spiritual development in all subjects can be seen across the school.

Children are given opportunities to reflect upon the meaning of spiritual experiences.

Examples of experiences commonly regarded as spiritual may include:

- Curiosity and questions
- Awe and wonder
- Connection and belonging
- Heightened self-awareness
- Deep feelings of what is felt to be ultimately important
- A sense of security, well-being, worth and purposefulness

The school has developed a climate within which all children can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals.

Moral Development	
Provision	How it is evidenced
School Behaviour Policy	Regular reviews of Behaviour Logs
Religious Education	Celebration of children's achievements and positive behaviours
Pupil Voice	Anti-bullying activities
Taking part in charitable projects and fundraising	E-Safety teaching
PSHE Curriculum (Cambridgeshire Personal Development Programme)	Whole school Assemblies and the explicit discussion of school values
	Weekly celebration certificates for children in assembly and published in school newsletter
	Circle times
	Child participation in a range of pupil groups: School Council, sports teams and clubs
	Charity appeals and fundraising
	Supporting local groups such as the local wardened-accommodation for the elderly

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

Our school develops pupil moral development by:

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- Promoting racial, religious and other forms of equality
- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
- Developing an open and safe learning environment in which pupils can express their views and practice moral decision making
- Rewarding expressions of moral insights and good behaviour
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community
- Encouraging pupils 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 assemblies; reinforcing the school's values through images, posters, classroom displays, etc.

Social Development	
Provision	How it is evidenced
PSHE Curriculum (Cambridgeshire Personal Development Programme) Working together in teams Pupil Voice Extra-curricular activities Outdoor learning opportunities PE curriculum Cross phase working such as Buddies	Pupil Groups including: School Council, Young Sports Leaders programme Residential visit in Year 6 and other educational visits Afterschool clubs including: French, football, chess, Code Club etc Participation in Musical events: choir concerts Buddies Participation in Charity support: e.g. Children in Need, Red Nose Day Participation in Sporting and other team events

At Morley Memorial Primary School we recognise that pupils who are becoming socially aware are likely to be developing the ability to:

- Adjust to a range of social contexts by appropriate and sensitive behaviour
- Relate well to other people's social skills and personal qualities
- Work successfully, as a member of a group or team
- Share views and opinions with others
- Resolve conflicts maturely and appropriately
- Reflect on their own contribution to society
- Show respect for people, living things, property and the environment
- Exercise responsibility
- Understand how societies function and are organised in structures such as the family, the school
- Understand the notion of interdependence in an increasingly complex society

Our school develops pupils' 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 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	
Provision	How it is evidenced
School Visits Participation in the Expressive Arts curriculum Participation in musical and performance events MFL Participation in Artsmark Award scheme Shakespeare in Schools (Y5)	School visits to museums, galleries, cinema, theatre visits Meeting authors Opportunities to take part in school productions and performances Music lessons for individuals and through Charanga for all children and CIMA for individuals EYFS Fine Art Friday Participation in national initiatives such as the Take One Picture project from the National Gallery Visits from people of different cultures such as parent story telling etc MFL teaching in KS2 Afterschool French Club Sports Day

Children learn about and experience the diversity of other cultures both within modern Britain and throughout the world.

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, museum and gallery visits

### **Learning Dispositions**

In addition to the curriculum links outlined above, children's SMSC development at Morley Memorial Primary School is closely aligned to the school focus on developing the learning dispositions of: being collaborative, courageous, motivated, curious, reflective and resilient. We endeavor to weave opportunities to use and develop these dispositions throughout our school provision for all children.

### **Record Keeping and Assessment**

No formal record keeping system is in place for pupil's spiritual development, although comments pertaining to this area are often made through annual reports or parent consultations. Some children will have aspects for development highlighted through SEN provision.

Children's social development is assessed and recorded as part of the PSHE curriculum provision, as children's cultural development and learning is recorded through the art and music curriculum.