

LYDIARD MILLICENT CE PRIMARY & RIDGEWAY FARM CE ACADEMY

SOCIAL, MORAL, SPIRITUAL & CULTURAL (SMSC) POLICY

Member of staff responsible	Lisa Trinder
Committee responsible	Performance
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Date discussed with pupils	Worship Committee December 2017
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Frequency of policy review	Triennial
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Document Version Control

Issue Number	Issue Date	Summary of changes
1.0	Sep 2012	Changes to SMSC Maps
1.1	Feb 15	Changes in line with recommended Salisbury Diocese policy
1.2	January 18	Amended to reflect both sites

LYDIARD MILLICENT CE PRIMARY & RIDGEWAY FARM CE ACADEMY

Spiritual, Moral, Social and Cultural Development Policy

(Please read this in conjunction with our other policies: RE, Collective Worship, Learning and Teaching, SEND, Behaviour & Anti-bullying, & Equality Policy & Scheme)

Introduction

At Lydiard Millicent CE Primary & Ridgeway Farm CE Academy, we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to deliver an education that provides pupils with opportunities to explore and develop their own values and beliefs. This can include spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

Rationale

1. All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development.
2. All adults should model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.
3. The school community is a place where pupils can find acceptance for themselves as unique individuals, and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.
4. Pupils learn to differentiate between right and wrong in as far as their actions affect other people.
5. Pupils are encouraged to value themselves and others.
6. Pupils understand the need for rules and the need to abide by rules for the good of everyone.
7. School values and classroom rules reflect, reiterate, promote and reward good behaviour and provide opportunities to celebrate pupils' work and achievements.
8. All curriculum areas seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible.

Aims

- ❖ To ensure that everyone connected with the school is aware of our values and principles.
- ❖ To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- ❖ To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- ❖ To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- ❖ To enable pupils to develop an understanding of their individual and group identity.
- ❖ To enable pupils to begin an understanding of their social and cultural environment, and an appreciation of the many cultures that now enrich our society.

- ❖ To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.
- ❖ To promote positive and effective links with the local community.

Teaching and Organisation

Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle. All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Class discussions and circle time will give pupils opportunities to:

- ❖ Talk about personal experiences and feelings.
- ❖ Express and clarify their own ideas and beliefs.
- ❖ Speak about difficult events, e.g. bullying, death etc.
- ❖ Share thoughts and feelings with other people.
- ❖ Explore relationships with friends/family/others.
- ❖ Consider others' needs and behaviour.
- ❖ Show empathy.
- ❖ Develop self-esteem and a respect for others.
- ❖ Develop a sense of belonging.
- ❖ Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally, e.g. empathy, respect, open mindedness, sensitivity, critical awareness etc. (for comprehensive list see attached sheet).

Many curriculum areas provide opportunities to:

- ❖ Listen and talk to each other.
- ❖ Learn an awareness of treating all as equals, and accepting people who are physically or mentally different.
- ❖ Agree and disagree.
- ❖ Take turns and share equipment.
- ❖ Work co-operatively and collaboratively.

Please look at the attached SMSC maps that show examples of how we provide for all round development. Teachers also complete grids that show how we provide for spiritual development in the areas of self, others, beyond and the world and beauty. An example in one area from Class 3 can be seen below.

Links with the wider community

- ❖ Visitors are welcomed into school.
- ❖ Links with the church are fostered through links with the local church and the Diocesan Board of Education. For Lydiard, this is the Lydiard Parish and for Ridgeway this is with the Lydiard Parish and Purton Parish.
- ❖ The development of a strong home/school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the pupil.
- ❖ Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.

Defining spiritual, moral, social and cultural development

The spiritual development of pupils 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.

The moral development of pupils is shown by their:

- ❖ ability to recognise the difference between right and wrong, 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
- ❖ interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

The social development of pupils is shown by their:

- ❖ use of a range of social skills in different contexts, including working and socialising with pupils, 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; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The cultural development of pupils is shown by their:

- ❖ understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that 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.

Our following SMSC maps will show how we aim to cover all the aspects that children need to learn about at school. Spiritual Development is often the hardest to pin point - at Lydiard we think about the following:

- ❖ **Spiritual Capacities:** recognition that all human beings are capable of spiritual growth through capacities such as self awareness, reflection, empathy, imagination and creativity.
- ❖ **Spiritual Experiences:** ways in which pupils can encounter the spiritual dimension of life
- ❖ **Spiritual Understanding:** the need to have developed an understanding to make sense of the spiritual experiences encountered and capacities exercised
- ❖ **Spiritual responses:** how this experience and understanding impacts on our lives and shapes the way in which we live our lives.

To make it easier for children to access and understand we ask children to think of the following:



The Doughnut represents the Whole Child. The outer ring is the tangible (Mind and Body), the hole represents the intangible (Spirit) but if there was no hole it wouldn't be a doughnut. This remains perhaps the best definition of spiritual development; it is the exploration and development of that hole in our center that makes us whole.

In worship time we use the following to help children think and reflect - often leading to spiritual thought:



Windows: Opportunities to look out on the world to gaze and wonder: The 'Wow' and 'Ows' moments. The things we find amazing and bring us up short. Encounter: The learning about life



Mirrors: Giving opportunities for children to reflect, to look inward to consider some of the big questions of life: To explore their own insights and those of others.
Reflection: The learning from



Doors: Giving opportunities to children to respond, to do something to go through the door of a creative expression of their own thoughts and convictions.
Transformation: The learning to live by putting into action what they believe.

In curriculum time we encourage children to think of spirituality in 4 ways:

Ourselves

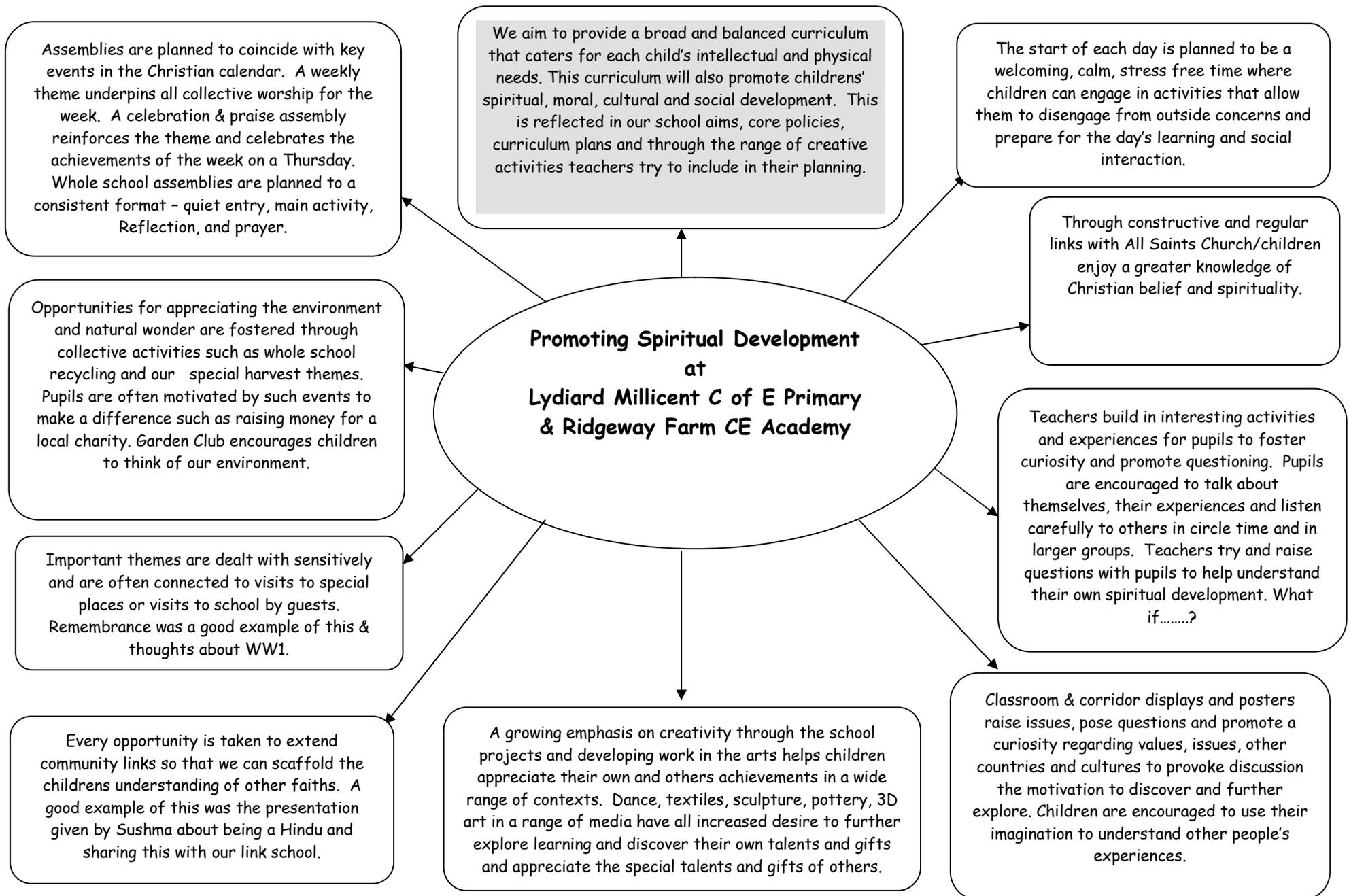


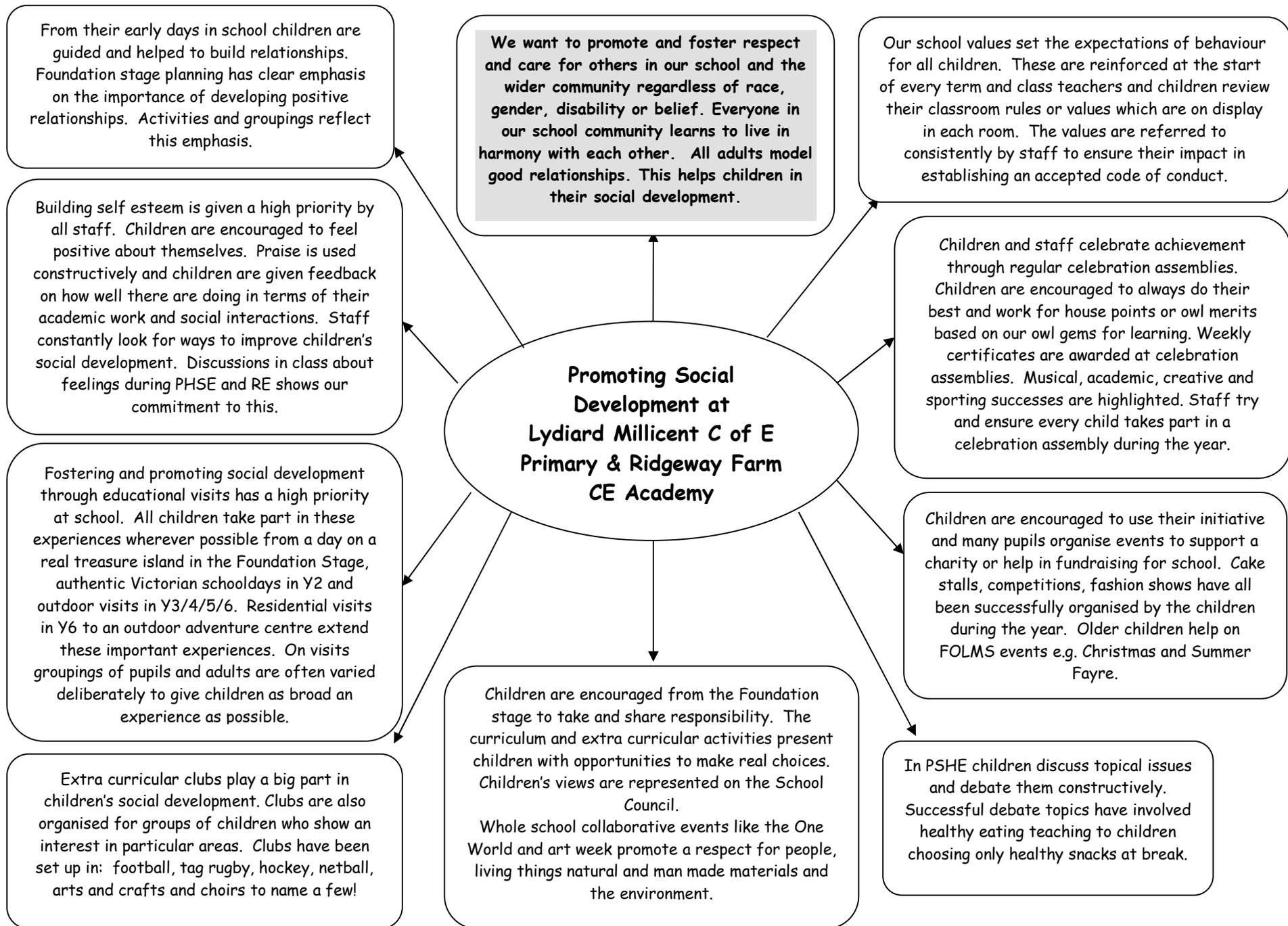
Others

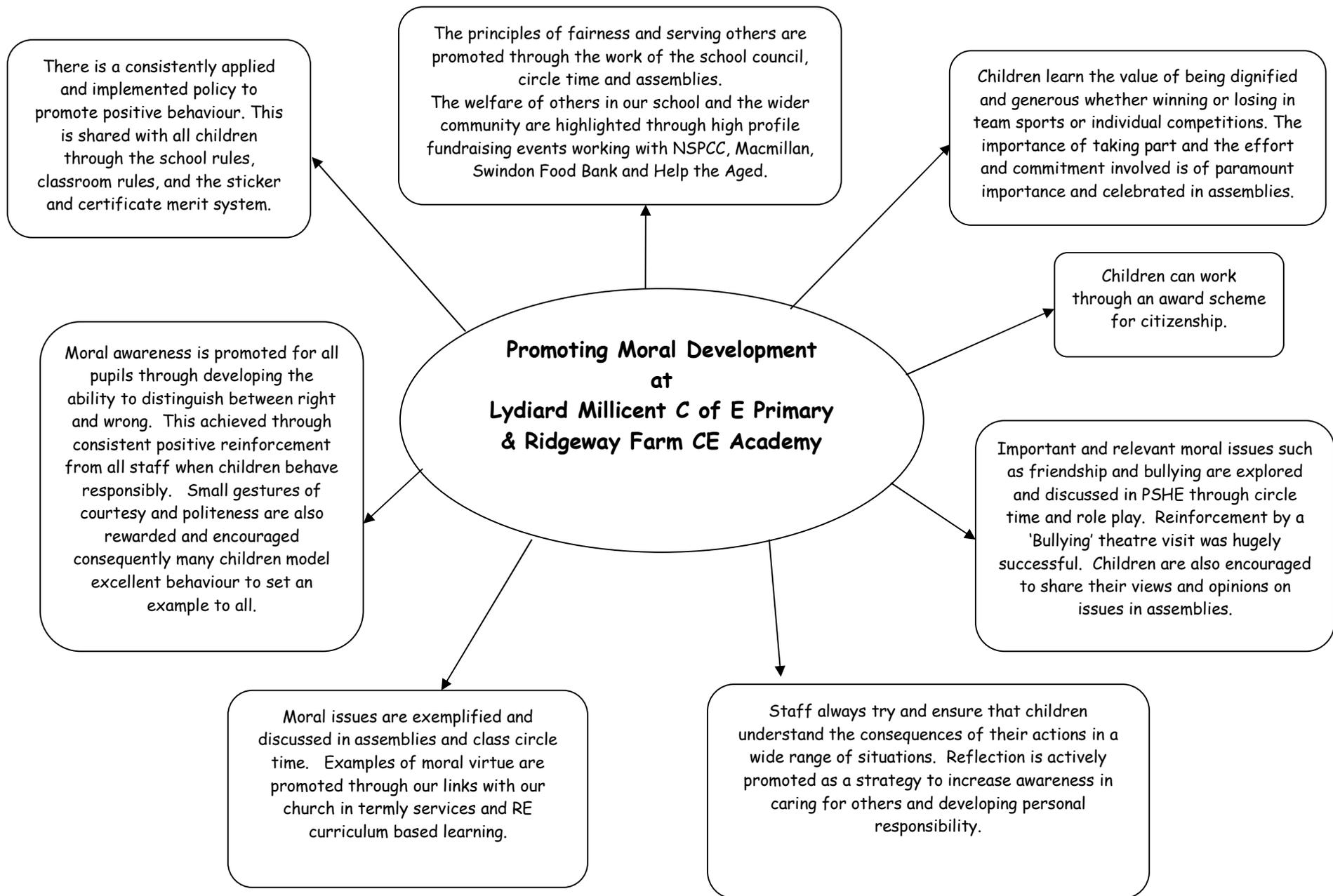


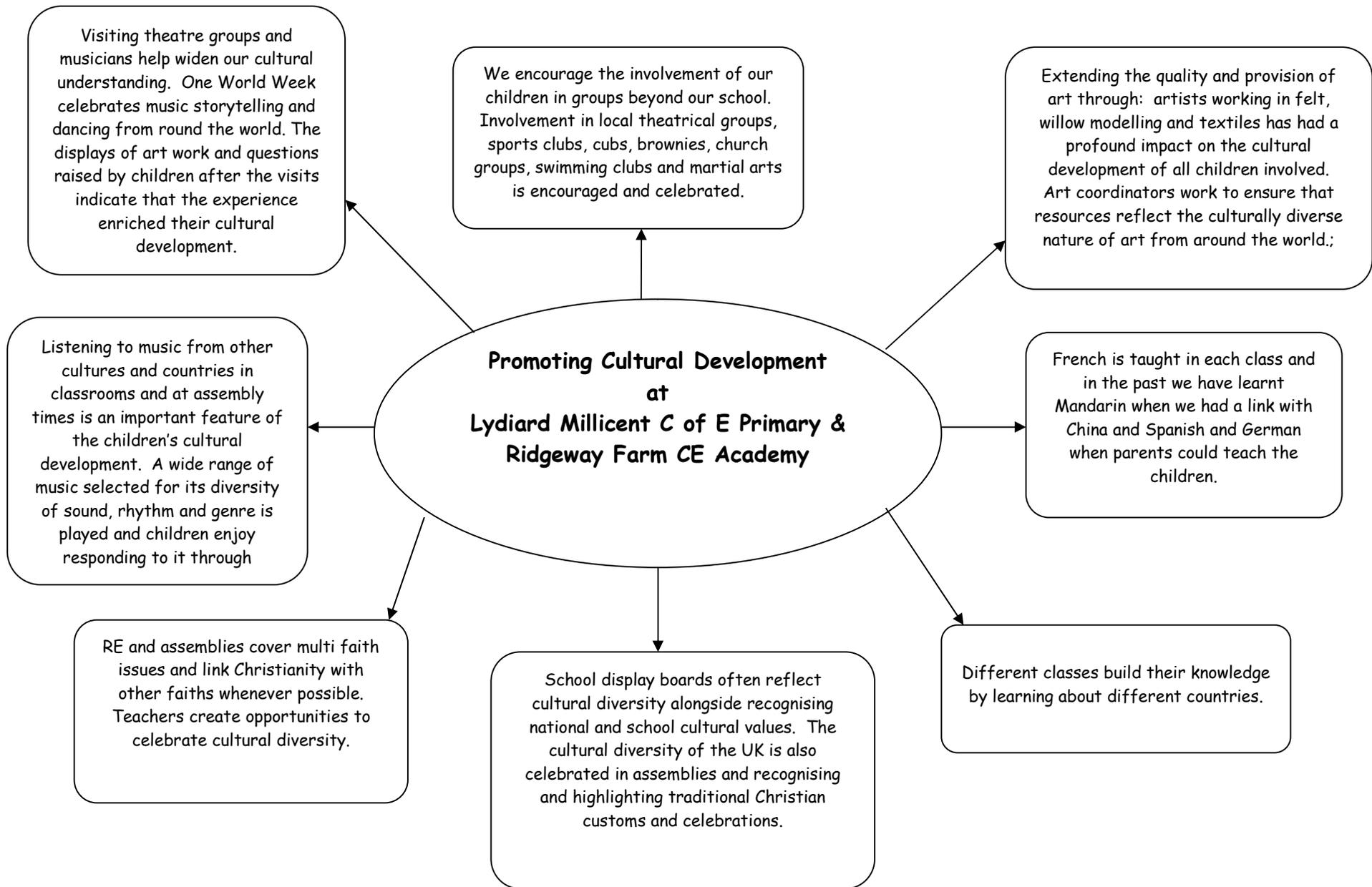
The World

Beyond









Spiritual Development - Self

Spiritual learners become increasingly aware of the concept of self - the inner person and the way that this shapes an individual's perception of themselves as a unique human being. Spiritual learners reflect on the relationship that they have with their sense of being a unique person.

Example
Encounter: Learning about life: providing openings for spiritual development through an exploration of identity and personal values.
RE - inspirational people: what values do Christians say are important - others
Reflection: Learning from life: understanding an inner meaning of self and identity – critical reasoning and big questions.
My own feelings about myself, changes, how we are with other people What I want to be like as an adult. Reflecting on the impact Jesus made on the lives of others. How our beliefs effect others.
Transformation: Learning to live life: responding as a means of expressing an idea of self: developing a personal set of beliefs.
Consider our personality and how our attitude changes as we get older and the attitudes of others towards us. Going for goals.