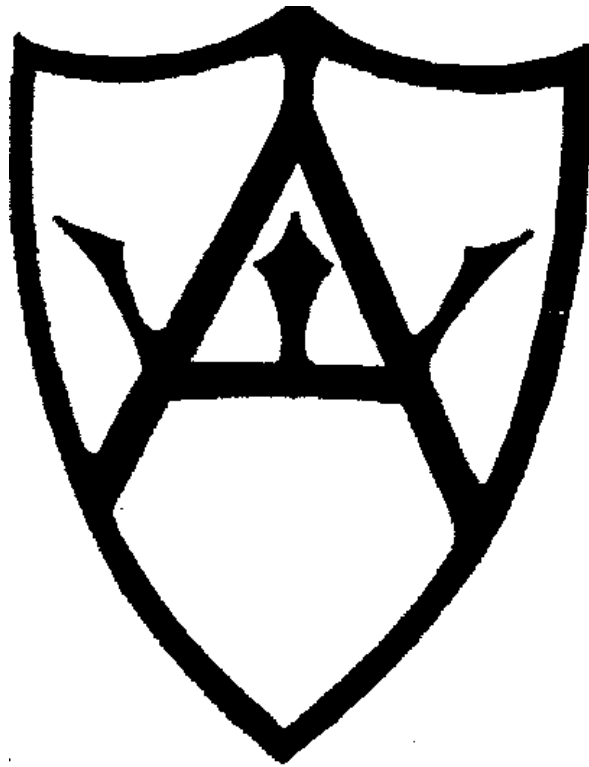


Alfriston School



Spiritual, Moral, Social & Cultural Development Policy

Date of policy: April 2015

Date for review: April 2017

At Alfriston School we recognise that the personal development of pupils, spiritually, morally, socially and culturally (SMSC) plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop:

- their own values and beliefs;
- 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 the cultures.

SMSC is a dimension of the whole school experience which makes the curriculum relevant, stimulating, creative and fun. It enriches each subject and the ethos of Alfriston School and is an essential ingredient of school success. The SMSC policy provides the school with the opportunity to meet our Public Sector Equality Duty (PSED) to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and those who do not;
- Foster good relations between people who share a protected characteristic and those who do not.

Guidelines

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned.

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.

The school community will be 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.

Pupils should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.

All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teacher's planning and purchasing decisions.

General Aims

- To ensure that everyone connected with the school is aware of our (British) 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 ensure that pupils know what is expected of them and why.
- 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 to develop 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.

SPIRITUAL DEVELOPMENT

At Alfriston Primary School we recognise that pupils who are developing spiritually are likely to develop some or all of the following characteristics:

- a set of values, principles and beliefs, which may or may not be religious, which inform their perspective on life and their patterns of behaviour;
- an awareness and understanding of their own and others' beliefs; a respect for themselves and for others;
- a sense of empathy with others, concern and compassion;
- an ability to show courage in defence of their beliefs;
- a readiness to challenge all that would constrain the human spirit, for example, poverty of aspirations, lack of self-confidence and belief, moral neutrality or

indifference, fanaticism, aggression, greed, injustice, narrowness of vision, self-interest, sexism, racism and other forms of discrimination;

- an appreciation of the intangible – for example, beauty, truth, love, goodness, order, as well as for mystery, paradox and ambiguity;
- a respect for insight as well as knowledge and reason;
- an ability to think in terms of the ‘whole’ for example, concepts such as harmony, interdependence, scale, perspective; and an understanding of feelings and emotions and their likely impact.

Our School aims to encourage spiritual development by:

- giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples’ lives;
- encouraging pupils to explore and develop what animates themselves and others;
- giving pupils 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 pupils can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals;
- promoting teaching styles which; a) value pupils’ questions and give them space for their own thoughts, ideas and concerns; b) enable pupils to make connections between aspects of their learning; c) encourage pupils to relate their learning to a wider frame of reference – for example, asking ‘why’, ‘how’ and ‘where’ as well as ‘what’; and monitoring in simple, pragmatic ways, the success of what is provided.

MORAL DEVELOPMENT

At Alfriston Primary School we recognise that pupils who are morally aware are likely to develop some or all of the following characteristics:

- an ability to distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures;
- confidence to act consistently in accordance with their own principles;
- an ability to think through the consequences of their own and others’ actions;
- a willingness to express their views on ethical issues and personal values;
- an ability to make responsible and reasoned judgements on moral dilemmas;

- a commitment to personal values in areas which are considered right by some and wrong by others;
- a considerate style of life;
- a respect for others' needs, interests and feelings, as well as their own;
- 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 aims to encourage pupils' 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;
- modelling, through the quality of relationships and interactions the principles which we wish to promote – for example fairness, integrity, respect for pupils' welfare, respect for minority interests, resolution of conflict, keeping promises and contracts;
- 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. and monitoring in simple ways, the success of what is provided.

SOCIAL DEVELOPMENT

At Alfriston 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, and work towards consensus;
- resolve conflicts;
- reflect on their own contribution to society and to the world of work;
- show respect for people, living things, property and the environment;
- benefit from advice offered by those in authority or counselling roles;
- exercise responsibility;
- appreciate the rights and responsibilities of individuals within the wider social setting;
- understand how societies function and are organised in structures such as the family, the school and local and wider communities;
- participate in activities relevant to the community; and
- understand the notion of interdependence in an increasingly complex society.

Our school aims to encourage 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 corporate experiences – for example, through assemblies, team 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;
- helping pupils resolve tensions between their own aspirations and those of the group or wider society;
- providing conceptual and linguistic framework within which to understand and debate social issues;
- 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;
- monitoring in simple, pragmatic ways, the success of what is provided.

CULTURAL DEVELOPMENT

At Alfriston Primary School pupils who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- an ability to recognise and understand their own cultural assumptions and values and those of others;
- 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 aims to encourage pupils' cultural development by:

- presenting authentic accounts of the attitudes, values and traditions of diverse cultures, addressing racism and promoting race equality;
- 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; developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, concert and gallery visits;
- reinforcing the school's cultural links through displays, posters, exhibitions, etc;
- auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum;
- and monitoring in simple ways, the success of what is provided.

As a school we recognise the importance of SMSC because:

- People (staff as well as pupils) achieve better when they feel valued;
- Our beliefs and values influence the way we behave and the community that we live in;
- Education is about the development of the whole person.

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. Teachers will inspire pupils through the enthusiasm for and modelling of learning. Teachers at Alfriston School will use creative strategies and challenging questions to engage pupils in their learning and relate it to their own experiences.

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.

Extra-Curricular Activities

Personal development is also enriched through a wide range of extra-curricular activities (eg. Sport, Chess, Art) which provide opportunities for SMSC and for inspiring pupils to broaden their experience and horizons.

Links with the wider community

- Visitors are welcomed into school.
- The development of a strong home-school link is regarded as very important, enabling parents, teachers and the wider community to work in an effective partnership to make sure that we give our pupils the best possible environment in which to grow, flourish and learn.
- Pupils are taught to appreciate their local environment and to develop a sense of responsibility for it.

Monitoring and review

The planning and coordination of SMSC are the responsibility of the SMSC subject leader, who also:

- Supports colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a strategic lead and direction for SMSC;
- Gives the headteacher an annual summary report in which she evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement;
- Speaks to the children about different elements of SMSC and uses this to inform future planning.
- Uses specially allocated, regular management time to review planning of SMSC across the curriculum, evidence of the children's work and to observe elements of SMSC across the school.

The quality of teaching and learning in SMSC is monitored and evaluated by the headteacher as part of the school's agreed cycle of lesson observations. This policy will be reviewed at least every two years.