



# SMSC Policy

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**Person Responsible: Mr Paul Henery (Headteacher)**

**Date for review: March 2020**

## **INTRODUCTION**

*'Spiritual, Moral, Social and Cultural Development (SMSC) is crucial for individual pupils and it is crucial for society as a whole. Most teachers would see it as the heart of what education is all about - helping pupils grow and develop as people. This importance has repeatedly been recognised by legislators; schools are required by law to promote pupils' SMSC development and inspectors are required to inspect it.'* (Ofsted)

## **RATIONALE**

Spiritual, moral, social and cultural development should be promoted not only through all the subjects of the curriculum but also through the ethos of the school and collective worship. The development of positive values and attitudes is considered to be intrinsically linked with spiritual, moral, social and cultural development.

At Acle St Edmund C of E Primary School, we aim to help all our pupils develop appropriate skills and attitudes so that they can make the most of their abilities in every area. We believe the personal development of children, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. Because of these beliefs and the balance of education provision that it implies, we view this Policy and its implementation as an embodiment of our school aims as stated in our prospectus. These beliefs and aims underpin our curriculum and the ethos of our school.

Our ethos is such that all people who enter or are associated with our school, whether pupil, staff, governor, parent or visitor, are valued as individuals in their own right.

## Spiritual development

**Definition** – Gaining an understanding of ourselves and others, and of our place in the world, is at the heart of spiritual development. It encompasses a sense of awe, wonder and mystery – for example, being inspired by the natural world or by human achievement. It considers issues beyond the material, addressing ‘big questions’ about causation, meaning, transcendence and purpose. Spiritual development need not be specifically religious, and is therefore relevant to everyone, whatever their beliefs or background.

*As a church school, our approach to children’s spiritual development is informed by the beliefs and practice of the Christian faith, with its rich tradition of spirituality. The methods we use, however, do not have an overtly doctrinal component and are not linked to any specific religious practice.*

**Aims** - In order to develop the spiritual aspects of a pupil’s life, we aim to provide opportunities for pupils to:

- Listen, reflect and use thinking skills
- Consider their own feelings, likes and dislikes, and evaluate them
- Develop personal beliefs and values
- Begin to show insights into deep questions about life, change and death
- Engage in activities which involve questioning, valuing, creating, envisioning, empathising, imagining
- Become fully engaged in their learning, through a variety of activities and teaching styles
- Develop an understanding of their relationships with those near and far
- Enjoy exploring diversity and difference
- Develop a sense of awe and wonder about the world around them

## Moral development

**Definition** – is concerned with pupils’ ability to make judgements about how they should behave and act and the reasons for such behaviour. It refers to their knowledge, understanding, values and attitudes in relation to what is right or wrong. *The rules and codes of behaviour established in our school is an important early introduction to issues of fairness for all and to the consequences of operating outside the accepted rule system. Pupils are encouraged to understand the need for a common code and to follow it from conviction rather than because of consequences or sanctions. Moral development, based on Christian principles, should enable pupils to become increasingly responsible for their own actions and behaviour.*

**Aims** - In order to develop the moral aspects of a pupil’s life, we aim to provide opportunities for pupils to:

- Develop a sense of right and wrong
- Examine motives for action

- Be aware of the needs of others
- Formulate and review their own values
- Reflect on moral principles and “codes”
- Begin to understand the principles of equal opportunities, rights and responsibilities

## **Social development**

**Definition** - we understand this to be the developing understanding of how to be responsible and caring citizens within a diverse, multi-cultural world. It also relates to the growth of knowledge and understanding of society in all its aspects.

*The school, but in particular the classroom, provides a suitable environment for promoting social development with a Christian context. Pupils learn to lead, to use their initiative and to use individual skills and strengths when working together towards a common goal. The ability to be led, to support others and to recognise the different skills of other group members can be developed when children work co-operatively.*

**Aims** - In order to develop the social aspects of a pupil’s life, we aim to provide opportunities for pupils to:

- Begin to understand the importance of relationships, why they sometimes go wrong and how to put them right
- Begin to explore the relationship between beliefs, values and actions and the acceptance of rules of behaviour
- Show concern for those with differing needs to themselves
- Work in a range of groups in a co-operative way
- Come to terms with their own experiences
- Explore aspects of citizenship
- Recognise the need to live harmoniously in a multi cultural society
- Communicate with others with increased confidence
- Engage in activities which benefit others
- Consider issues from others’ points of view, listening with respect
- Use spoken language effectively in a wide range of contexts
- Write for a range of purposes and audiences
- Reflect on personal and social issues
- Take responsibility and show initiative

## **Cultural development**

**Definition** – we understand this to be the development of knowledge, understanding and appreciation of different beliefs and cultures, as well as the pupils’ own, and how these influence individuals and societies. In our school we believe that all areas of the curriculum can be used to promote and develop cultural awareness and understanding.

**Aims** - In order to develop the cultural aspects of a pupil’s life, we aim to provide opportunities for pupils to:

- Learn from other cultures in a variety of ways
- Engage in discussions on different cultural practices and lifestyles
- Ask questions from within the safety of their own cultural traditions and practices
- Learn open-mindedness, sensitivity and respect
- Begin to challenge prejudice, discrimination and stereotyping

## AIMS INTO PRACTICE

We have listed below some of the ways we believe we implement our aims.

	spiritual	moral	social	cultural
Understanding and responding to our Golden Rules	x	x	x	x
Listening and responding to stories (from range of times and cultures)	x	x	x	x
Circle Times	x	x	x	x
Class council and school council	x	x	x	x
Negotiated rules in every class and our positive reward system for both behaviour and achievement		x	x	
Children taking responsibility, for example, buddies, playground helpers, library duties, other school "jobs"		x	x	
Fundraising for a variety of causes – eg Charity Week		x	x	x
Links with schools through Comenius project / other curriculum initiatives			x	x
Thematic teaching (see values statement for our curriculum)	x	x	x	x
Collective worship – reflection times in class	x	x	x	x
Show and Tell assemblies	x		x	
Teaching and learning principles	x	x	x	x
Relationships as demonstrated within the school		x	x	x
Procedures established within the school for dealing with difficulties, for example, bullying - anti bullying week		x	x	x
Procedures and ethos within the school for dealing with children with special needs		x	x	x
Teaching styles and classroom organisation, for instance, using a variety of groups			x	
Use of music within classrooms at various times of day	x			x
Feelings flowers and other methods of gauging pupils' emotions	x		x	
Field trips – every year in KS2			x	
Drama techniques used throughout curriculum	x	x	x	x
Multicultural visits planned to enhance the curriculum	x	x	x	x

Use of SEAL resources for PSHE lessons in school	x	x	x	x
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## OTHER POLICIES

This Policy should be viewed in conjunction with all others already in place in the school, but in particular: Personal, Social, Health Education; Religious Education; Collective Worship; Teaching and Learning; Anti Bullying; Single Equalities Scheme; Behaviour; British Values statement

## **Appendix 1 (extract from Ofsted Schedule September 2012)**

### **Evidence of pupils' spiritual, moral, social and cultural development can be found, for example, where pupils:**

- are reflective about beliefs, values and more profound aspects of human experience, using their imagination and creativity, and developing curiosity in their learning
- develop and apply an understanding of right and wrong in their school life and life outside school
- take part in a range of activities requiring social skills
- develop awareness of and respect for diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation and disability
- gain a well-informed understanding of the options and challenges facing them as they move through the school and on to the next stage of their education and training
- develop an appreciation of theatre, music, art and literature
- develop the skills and attitudes to enable them to participate fully and positively in democratic modern Britain
- respond positively to a range of artistic, sporting and other cultural opportunities
- understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life.

## Appendix 2

### [A statement on fundamental British values](#)

As a Church of England school, St Edmund's is underpinned by Christian values, and is committed to the values outlined in the Declaration of Universal Human Rights. These values encompass the four areas which have recently been identified as fundamental British values.

## Democracy

Children are offered choices and have many opportunities to make decisions from the earliest age. Throughout the school, their views are actively sought both in formal ways, for example through surveys, and more informally through a continual dialogue about their learning. Elected School Council committees provide a forum for democratic discussion and responsible group action. Through example and through their curriculum studies, children learn that good governance is about service, not the exercise of power. They also develop a sense of pride in who they are, and how they can contribute to the common good of the nation.

## The rule of law

The school is an orderly community which is regulated by consent. Children help to create class and school rules and develop a strong sense of fairness, justice and commitment to the common good. Expectations are clear, and there are effective procedures for tackling behaviour and attitudes which are contrary to the school's moral code. Children are helped to distinguish right from wrong, and to understand the importance of honesty, compassion, forgiveness and reparation.

## Individual liberty

Each child is cherished as an individual, with equality before God. There is strong support for children in developing their self-knowledge, self-esteem and self-confidence. Drama, role-play and philosophy discussions are used to encourage children to articulate and develop their own framework of opinions, beliefs and understandings. Originality and creativity are encouraged, both in class and through a variety of school and out-of-school events. There are effective procedures for ensuring inclusiveness and combating bullying.

## Mutual respect and tolerance

As the school is largely monocultural, particular care is taken to ensure that children learn about the multicultural and multi-ethnic make-up of modern Britain. Opportunities are sought to celebrate diversity, for example through literature, through images in the school environment, or through visits and visitors. Children learn about other religions, cultures and lifestyles in a spirit of enquiry, and gain a sense of understanding of viewpoints and perspectives which are different from their own. Mutual respect and tolerance are recurring themes in assemblies.