

CRESTWOOD PARK PRIMARY SCHOOL



Policy for Spiritual, Moral, Social and Cultural Education

Policy Owner: CPPS

Reviewed By: Governors

Date of Last Review:

Frequency of Review:

Rationale

The spiritual, moral, social and cultural development of the child is recognised as being of fundamental importance for the education of all children by Governors, staff and parents of our school. It is taught through all subjects of the curriculum and in particular RE, RSE and PHSE. It supports all areas of learning and can contribute to the child's motivation to learn. It is recognised that such development will be most successful when the values and attitudes promoted by the staff provide a model of behaviour for the children. It can enrich the individual's appreciation of life's experiences and their relationships with others.

School Ethos

The values and attitudes promoted by the staff influence the behaviour and attitudes within the school. The quality of relationships and the atmosphere within the school reflect an appreciation of their shared values. Our school will promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Our Aims

- To enable pupils to develop their self-knowledge, self-esteem and self-confidence.
- To enable our pupils to distinguish right from wrong and to respect the civil and criminal law of England.
- To encourage pupils to accept responsibility for their behaviour, show initiative, and understand how they can contribute positively to the lives of those living and working in the locality of the school and society more widely.
- To promote tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation and respect for their own and other cultures.
- To encourage respect for other people and democracy.
- Our Curriculum overview details our aims in more detail, particularly emphasizing that we want to ensure our pupils are positive, proud, hard-working, curious, reliable, reflective and independent.

What is Spiritual, Moral, Social and Cultural Development?

Spiritual Development is about:

- The non physical aspect of a person concerned with profound thoughts, relating particularly to deities and inspirational leaders of faiths and beliefs for instance God, Jesus and the Bible,
- That which moves people
- Feelings, experiences, emotions
- A sense of purpose
- A sense of awe, wonder, mystery and timeless questions.
- Insights into a personal existence which are of enduring worth
- Valuing a non-material dimension to life
- The relationship between belief and behaviour
- A sense of heightened perception or awareness
- A sense of being part of a greater whole
- A search for meaning and purpose
- The attribution of meaning to experience

In addition through spiritual development children should recognise the rights of all to express their beliefs and debate within the context of mutual respect.

Moral development is about:

- Knowing of the codes and conventions of conduct agreed by society
- Having the will to behave morally as a point of principle
- Being able to articulate attitudes and values
- Recognising the moral dimension to situations
- Developing a set of socially acceptable values and principles
- Recognising that values and attitudes change over time
- Making judgements on issues by applying moral principles, insights and reasoning
- Taking responsibility for ones' own actions
- Understanding the consequences of actions for self and others
- Behaving consistently in accordance with principles
- Recognising the greater needs which extend beyond self-interest and recognises the rights and aspirations of others.

Social development is about:

- The progressive acquisition of the competencies and qualities needed to play a full part in society
- Understanding of the institutions, structures and processes of society
- Understanding of how individuals relate to each other
- Being able to adjust to a range of social contexts by appropriate and sensitive behaviour
- Being able to make a personal contribution to the well-being of groups
- The ability to exercise responsibility and initiative
- Being able to participate cooperatively and productively in the community
- Knowing how societies function and are organised
- Understanding how what is learnt in the curriculum relates to life in society
- Being able to take on the roles of team leader and team worker

Cultural development is about:

- Recognising the essential elements of their own culture
- Understanding of beliefs, customs, values, knowledge and skills which form the basis for
 - identity and cohesion in society
- Recognition of and respect for the rights of others to exercise a cultural influence
- Knowledge of the nature and roots of cultural traditions
- The key features of major cultural groups within society
- Personal response and accomplishment
- The capacity to relate what is learnt to an appreciation of wider cultural aspects of society
- Developing and strengthening the cultural interests of pupils
- Exposing pupils to a breadth of stimuli in order to allow them to develop new interests
- Extending horizons beyond the immediate to the highest artistic, musical and literary
 - achievements
- Understanding the diversity of religious, social, aesthetic, ethnic and political traditions and practices
- Being able to evaluate the quality and worth of cultural achievements

Equal opportunities

Refer to Crestwood Park Primary School Equality and Diversity policy.

Putting ideas into practice

To ensure that the things described in the statements can happen, we will:

- Have an ethos of the school, which creates the climate within which Social, Moral, Spiritual and Cultural development can flourish.
- Provide pastoral support for students which reflects the aims.
- Ensure elements of our curriculum explores SMSC where appropriate. (The grid in the appendix further evidences our promotion of pupil's spiritual, moral, social and cultural development at Crestwood Park)

The policy of the school is that all subjects can and should contribute to the Spiritual, Moral, Social and Cultural development of pupils

The curriculum is the framework on which a school is built and so it is through the curriculum that schools can have a major influence.

What does it look like in our classroom?

All classrooms/phase areas will have a display of the British values. We partake in regular, planned circle times which allow and plan for the moral development of our pupils. We acknowledge and learn about a range of Religions, thus promoting cultural development. Our curriculum studies also, with their 'Stunning Starts', 'Marvellous Middles' and 'Fab Finishes', develop in particular our pupils' spiritual and social development. Our class school councillors establish an environment whereby the voice of each pupil is heard and pupils develop an understanding of how they can influence decision-making through a democratic process.

Collective Worship

Daily worship is vital in the promotion of spiritual, moral, social and cultural issues in school. Many of these issues highlighted in the curriculum aspects are equally valid when considering spiritual, social, moral and cultural aspects of collective worship. Crestwood Park Primary School holds a collective gathering every day: four days involving acts of specific collective worship and one day when we celebrate the achievements of our school and the individuals within it.

Visitors are invited to attend and lead our assemblies as appropriate these include representatives from two local churches each half term.

We have designated themes for each half –term. These promote the five ways to well-being, our SPARKS behaviour rules, British values and learning about other faiths.

(See table below)

Term	Way to well-being	SPARKS	British Value	Learning About A Faith
Aut 1	Connect	Smart	Democracy	Special Symbols
Aut 2	Give	Polite	Individual Liberty	Celebrations
Spr 1	Take Notice	Aware	Individual Liberty	Places of Worship
Spr 2	Keep Learning	Respectful	Mutual respect and tolerance	Our Wonderful World/Creation
Sum 1	Be Active	Kind	Mutual respect and tolerance	Beliefs
Sum 2	5 ways to Well-being-all!	Safe	Rule of Law	Special Leaders

There may be some exceptions to this timetable, particularly if we decide to celebrate a national day or event.

Roles

Teachers must:

- be aware of their responsibilities
- know how respective curriculum areas might be used
- plan accordingly
- be alert to the many everyday, unplanned and incidental opportunities that can provide important starting points.

Governors have a responsibility to maintain and understand how the school is developing SMSC and promoting British Values.

Parents are the first teachers of their children and so the school will give parents opportunities to understand the purpose and content of this policy, which can be viewed on our website.

APPENDIX-

Promotion of SMSC

	The spiritual development of pupils is shown by their:	At Crestwood Park we:
SPIRITUAL	<ul style="list-style-type: none">▪ 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.	<p>...have weekly Religious Education lessons and learn about faiths in our whole-school assemblies.</p> <p>...ensure we have visits and visitors that help to enhance our curriculum.</p> <p>...deliver a broad and ambitious curriculum.</p> <p>...have weekly circle times.</p>
	The moral development of pupils is shown by their:	At Crestwood Park we:
MORAL	<ul style="list-style-type: none">▪ ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England▪ understanding of the consequences of their behaviour and actions	<p>...follow SPARKS- rules that underpin our values.</p> <p>...adopt a clear 'ladder' behaviour system.</p>

	<ul style="list-style-type: none"> ▪ 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 	<p>...deliver a progressive Computing, RSE and PSHE curriculum</p>
	<p>The social development of pupils is shown by their:</p>	<p>At Crestwood Park we:</p>
<p>SOCIAL</p>	<ul style="list-style-type: none"> ▪ 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 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. 	<p>...have a School Council, Reading Ambassadors, Digital Ambassadors and Anti- bullying Ambassadors.</p> <p>...hold many school community events such as: Macmillan Coffee Morning, Bake off, Class assemblies, Mother’s Day Service, Productions and Y6 Enterprise.</p> <p>...have displays dedicated to British Values and promote these through our assembly themes, school council elections and pupil voice surveys.</p>

	The cultural development of pupils is shown by their:	At Crestwood Park we:
CULTURAL	<ul style="list-style-type: none"> ▪ 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. ▪ 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 ▪ knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain 	<p>...incorporate a Local Area Study every year as part of our Curriculum</p> <p>...link our assembly themes to well-being, our values, the British values and differing faiths.</p> <p>...hold school council elections and make decisions in a democratic manner.</p>

	<ul style="list-style-type: none">• willingness to participate in and respond positively to artistic, sporting and cultural opportunities	...host cluster sporting events, offer a wide-ranging programme of extra-curricular clubs. Have been awarded 'Excellent' status for the Active Black Country Commitment Award.
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