



Sunningwell C of E Primary School

WHOLE SCHOOL POLICY FOR

Policy for Spiritual, Moral, Social and Cultural Development

Rationale

We aim to offer a wide range of opportunities for the personal development of all children within and beyond the curriculum. We recognise that personal development has many aspects and we accept that descriptions of spiritual, moral, social and cultural development are often in dispute and are conditioned by each person's perspective. We work, therefore, with broad descriptions while recognising that the school will continue to debate the meanings of these aspects of personal development. What is core to our philosophy, however, is the uniqueness of the individual, the belief that we are all created in God's image and we all are shaped by our life experiences and upbringing. The developing child will be "exposed" to many things, but their final destiny lies within their own hands.

We understand these aspects of personal development to mean:

- **Spiritual development** enables people to look within themselves, at their relationships, and at the wider world with characteristics such as courage, hope and love, so that they can better face the challenges and opportunities of life. Spirituality involves everyone; being a person will involve a spiritual dimension, whether this is expressed in religious terms or not, so that spiritual development is for all.
- **Social development** enables people to relate to others, successfully developing social skills and characteristics such as tolerance, respectfulness, and a willingness to get involved, so that they can play a full and fulfilling part in their community and society as family members, citizens, workers and learners.
- **Moral development** enables people to take a thoughtful view of what is right and wrong, to recognise the interests of others as well as themselves and develop characteristics such as unselfishness, kindness, truthfulness and commitments to justice and integrity, so that they can live in ways that respect the well being and rights of others.
- **Cultural development** enables people to develop their own place and identify in society and appreciate and participate in their own culture, and the cultures of others by developing their appreciation of, for example, the arts, sport, music and other aspects of culture so that they can participate in the cultural life of their communities and society for their own and others' enrichment.

Aims

In the light of these definitions, our agreed aims are:

- To raise pupils' awareness of issues related to aspects of SMSC and help the children develop positive attitudes and values by providing opportunities through the whole curriculum, with class discussions
- To use our collective worship programme to enable all children to reflect on their own personal development and in particular spirituality and their unique relationship with God
- To make provision for children who wish to talk confidentially with a member of staff about any personal problem
- To encourage children to be active participants in a wide variety of social and cultural activities e.g. charity work, drama, music, art, sport, community and religious events
- To give children an understanding of human impact upon the environment and encourage a responsible attitude towards the use of the earth's resources
- To help children develop into "citizens of the world" with an understanding of the following values:

- Appreciation, Caring, Co-operation, Courage, Freedom, **Friendship, Forgiveness, Happiness, Honesty, Hope, Humility, Love, Patience, Peace, Trust, Perseverance, Quality, Respect, Responsibility, Simplicity, Thoughtfulness, Tolerance, Trust, Understanding and Unity**

The emboldened values are a particular focus for the school having been chosen by the school community to reflect those values that we would like to explore and develop more deeply). Children should also be able to explain **'TOBY'** which means 'Think of Others Before Yourself'.

We reject:

- Any attempt to require children to be involved against their will in any of these opportunities
- Any sense that the school has a right to invade the privacy of individuals - for example, we don't think children's 'progress' in SMSC can be assessed.
- Any view of SMSC that is coercive, or that pressurises young people to take on particular beliefs or attitudes.

Guidelines

In order to consider SMSC at Sunningwell it is important to consider the Curriculum and Teaching and Learning, as these are the background to much of what we believe and try to do. They give an overview of areas we are developing through the curriculum and our collective worship, in order to give children an appropriate sense of attitudes and values to accompany their acquisition of knowledge and skills.

The most important times for SMSC is seen as collective worship; however, although important, there are many other opportunities for children to learn about aspects related to this area of development:

- Class discussions
- Adults and older children modelling appropriate behaviour
- Our one to one dealings with children
- School Council meetings and feedback
- Teacher led class debates about key issues and values
- Personal Social Health and Economic Education (PSHE) times

Spiritual Education will be promoted by developing:

A positive attitude to life based on:

- A development of personal beliefs, including religious beliefs
- An appreciation that people have both individual and shared beliefs on which they base their lives
- A growing awareness of the way in which personal understanding contributes to personal identity – our individuality
- An understanding that a person's inner resources provide the ability to rise above everyday experiences

A sense of awe, wonder and creativity inspired by:

- The natural world
- Mystery
- Human achievement with the arts and science

A search for meaning and purpose in life by:

- Developing appropriate responses to the challenging experiences of life such as beauty, suffering and death
- Being concerned by injustice and aggression and their effect on others
- A growing awareness of when it is important to control emotions and feelings and how to use such feelings as a source of growth and human experience

Self-awareness and relationships by:

- Developing self respect

- Fostering an appreciation of the individuality of others
- Recognising that every individual has worth
- Building up relationships with others
- Fostering a sense of community

Moral Education will be promoted by:

Fostering positive school values which include:

- Honesty
- Reliability
- Respecting the rights and property of others
- Acting considerately and courteously towards others
- Helping those less fortunate
- Taking personal responsibility for one's actions
- Self discipline

Rejecting and reflecting on negative attitudes which include:

- Bullying
- Dishonesty and cheating
- Racism
- Deceit
- Cruelty
- Irresponsibility

Social Education will be promoted by:

- Grouping of children to give opportunities for paired, small group, large group, year group and whole class involvement
- Working alongside adults in a variety of groupings

In these differing contexts children will be encouraged to develop:

- Co-operation
- Partnership
- Leadership
- Responsibility
- Initiative

The children will:

- Be involved with raising money for charity
- Take an active part in collective worship and services held at St. Leonard's Church
- Take part in school productions
- Take part in school trips
- Take part in Partnership events – learning and sporting
- In Year Six, visit their secondary schools
- Have visits from our Community Police liaison Officer and School Nurse
- Work with volunteer helpers in the school

Cultural education will be promoted by:

- Developing the cultural interests the children already possess
- Exposing the children to a range of stimuli to allow them to develop new interests
- Including the history of other cultures within the curriculum
- Valuing the contribution to arts and science made by other cultures

- Encouraging participation in a range of cultural activities allowing pupils to develop personal responses and a sense of achievement

We believe the work undertaken in this area of school life will help children develop into citizens who are ready to face the challenges of our future society. Education is certainly a preparation for adult life, but it is more than that. It is about the fulfilment of childhood; it should be fascinating, challenging and inspiring and should be as much about attitudes and values as it is about skills and knowledge.

Date Agreed: Oct 2018
Head Teacher: **Anita Leech**
Chair: **Bob Evans**