# Spiritual, Moral, Social and Cultural Development Sample Policy

# (Including British Values)

**To be read in conjunction with:**

Curriculum, PSHE, RE, Drugs Education, Relationships and Sex Education and Health , and the Equalities policy

**Introduction**

At XXXXXX School the promotion of pupils’ spiritual, moral, social and cultural education is considered to be ‘a whole school issue’.

Spiritual, Moral, Social and Cultural Development is promoted not only through all the subjects of the curriculum but also through the assemblies and ethos of the school and through the development of positive attitudes and values.

This policy supports and reinforces the aims of our school, valuing all children and staff equally and as individuals of unique worth.

**Principles**

Spiritual, Moral, Social and Cultural Development is crucial for individual pupils, staff and for society as a whole. We believe it is the heart of what education is all about - helping pupils grow and develop as people.

It is an expectation at XXXXXXX school that all staff, in all subjects, can and should make a contribution to the Spiritual, Moral, Social and Cultural Development of pupils through the taught curriculum and through the use of appropriate teaching and learning strategies e.g. discussion, reflection, pupil participation etc.

The importance of relationships between all school staff, parents and governors is crucial. These relationships will be characterised by mutual respect, by positive attitudes, by the willingness to listen and be listened to and by the valuing of all people.

**General Aims for Spiritual, Moral, Social and Cultural Development**

In accordance with the Education Reform Act 1988; XXXXXX school aims to ensure a broad and balanced curriculum:

* To promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
* To prepare pupils for the opportunities, responsibilities and experiences of adult life
* To promote respect and consideration for differences in gender, race, religion
* To help each pupil achieve their full potential across all areas of the curriculum
* To develop the individual strengths of all pupils and to help provide support in all areas to enable the full development of each individual
* To inspire and stimulate the pupils in order to foster a love of learning and enquiry, to reason rationally and to apply themselves to tasks and physical skills
* To help our pupils towards independent learning and to equip them with all life skills in order for them to take their place in a fast changing society
* To ensure there is continuity and progression in skills, knowledge and understanding in all areas of the curriculum
* To develop respect for religious and moral values and understanding of all races, religions and ways of life
* To help the pupils understand the world in which they live
* To develop a sense of responsibility, consideration for others, self respect and self confidence
* To promote good relationships between home, school and the local and wider communities

**Spiritual Development**

We strive to support the children in the development of their spiritual life so that through reflection, they will acquire insights and attribute meaning and purpose to personal existence. Children’s spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life’s fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material well-being.

At XXXXXX SMSC will be experienced within the context of a shared belief in the purpose of education: to allow each child to have a full life. We hope to help pupils to develop their characters through exploring shared values exemplified through shared stories and inspiration offered in assemblies, some of which will come from religious traditions..

**Objectives for Spiritual Development:**

* The 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
* To have a sense of enjoyment and fascination in learning about themselves, others and the world around them
* To be able to use imagination and creativity in their learning
* Be willing to reflect on their experiences
* To consider the possibility of a spiritual dimension to life and ponder upon the possibility of a God or a higher power.
* To be reflective and appreciative about the wonder in nature and in human endeavour
* To develop a good self image and develop positive self esteem, respect for themselves and others : working towards an inner dignity, confidence and peace

**Moral Development**

Pupils are encouraged to understand the need for a common code and to follow it from conviction and self-discipline rather than because of sanctions or consequences. At XXXXXX School we work towards an understanding of what is right and wrong. From this basis pupils may develop the ability to make judgements and to become increasingly responsible for their own actions or and behaviour.

At the heart of our school’s moral teaching lies the understanding that it is good to treat others as we would wish to be treated. We are encouraging our community towards living this well.

**Objectives for Moral Development**

* Pupils will have the 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
* Have an understanding of the consequences of their behaviour and actions
* Pupils can show an 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.
* Show an understanding of the fact that love and respect for self and others is at the heart of moral codes in most belief systems and cultures

**Social Development**

This enables pupils to become conscientious participants in their family, class, the school, the local and wider community. Within this there should be a balance of the positive, satisfying elements of belonging to a group or society along with the demands, obligations and cooperation such membership requires.

Continual isolation is not good for individuals or society, we have to learn how to co-exist well for the formation of social unity. Therefore it is part of the school’s responsibility to support pupils and their families in the formation of good social attitudes.

**Objectives for Social Development**

* Pupils can use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
* Pupils show a 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.
* Pupils can show acceptance and engagement with the fundamental British values of democracy, the rule of law, and how this differs to religious 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
* Pupils can show care and consideration for others e.g. they can share, take turns and delight in the skills and gifts of others. They can work well and contribute positively to a group.

**Cultural Development**

At the heart of cultural development lies the necessity to develop a sense of personal identity, whilst at the same time acquiring awareness, understanding, tolerance and even enjoyment regarding the cultural traditions and beliefs of others.

Also cultural development leads pupils to learn from and be enriched by music, art, literature and sporting achievements of others in Britain and throughout the world. This leads them to be encouraged and inspired to participate and develop their own talents.

At XXXXXX school one element of our educational offer may be underpinned by the value of hospitality or welcome. We seek to be fully inclusive to people of different cultures and status and offered each dignity and a place in our community.

**Objectives for Cultural Development**

* Pupils show an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
* Pupils show an 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
* Pupils demonstrate a knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
* Pupils show a willingness to learn from, participate in, and respond positively to artistic, sporting and cultural opportunities
* Pupils demonstrate an interest in exploring, improving an 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.
* Pupils can show an appreciation of the different expressions of faith and breadth of beliefs found within all religions and beliefs.

**MONITORING AND EVALUATION**

Provision for SMSC is monitored and reviewed on a regular basis. This is achieved by:

Evaluating SMSC, in lesson observation and learning walks.

Pupil consultation

Following our monitoring cycle.