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Person Reviewing: KA Hollis

King's Stanley C of E Primary School

Spiritual, Moral, Social & Cultural Development Policy

'Where we care for our learning and each other'

At King's Stanley Church of England Primary School we recognise that the personal development of pupils, spiritually, morally, socially and culturally plays a significant part in their ability to learn and achieve. We therefore aim to provide an education, environment and promote wider experiences that provides children with opportunities to explore and develop their own values and beliefs and spiritual awareness. At King's Stanley Church of England Primary School we support the Christian belief that human beings are created equally. We respect and value all children, and through our school vision 'Where we care about each other and our learning' we are committed to creating a friendly, supportive and safe environment where pupils can flourish. Through our three core values (3Rs) – respect, responsibility and resilience, which underpin the values of Jesus' teachings we foster an ethos where everyone feels accepted and nurtured.

The general aims of SMSC are:

- To ensure a consistent approach to the delivery of SMSC issues through the whole curriculum and the ethos of the school.
- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, ability and background.
- 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, inline with protected characteristics.
- To live through Fundamental British Values
- 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.

Aims of Spiritual Development:

- Sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought.

- Foster their emotional life and express their feelings.
- Experience moments of stillness and reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships.
- Reflect on, consider and celebrate.

Aims of Moral Development

- Recognise the unique value of each individual.
- Listen and respond appropriately to the views of others.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong.
- Show respect for the environment.
- Make informed and independent judgements.
- Take action for justice.

Aims of Social Development

- Develop an understanding of their individual and group identity.
- Helping others in the school and wider community.

Aims of Cultural Development

- Recognise the value and richness of cultural diversity in Britain and the rest of the world.
- 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 capacity to relate what is learnt to an appreciation of wider cultural aspects of society
- Developing and strengthening the cultural interests of pupils
- Understanding the diversity of religious, social, aesthetic, ethnic and political traditions and practices
- Being able to evaluate the quality and worth of cultural achievements

Teaching and learning style

All curriculum areas have a contribution to the child's spiritual, moral, social and cultural development. Christian values, principles and spirituality will be explored through the curriculum, especially in RE and collective worship. The integrity and spirituality of other faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views. All adults will model and promote expected behaviour, treating all people as valuable individuals and showing respect for pupils and their families. Children 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. Children should understand their rights and responsibilities and the need to respect the rights of others. School and classroom rules should promote responsible behaviour.

Example of where planned and no planned opportunities for SMSC within the taught curriculum at King's Stanley Primary School.

<u>Spiritual</u>	<u>Moral</u>
<ul style="list-style-type: none"> • School vision developed around school values. • Exploring and experiencing prayer and worship from a variety of Christian traditions □ School values rewarded through Value cards • All classrooms have the value displayed □ Values are shared through newsletters and website, values are planned into all countryside skills curriculum • Reflection area, reflection journals • Worship leaders and lunchtime prayer □ Reflecting time in worship, Pupils lead, reflect and evaluate worship • Attending significant events:- war memorial • Y6 Buddy system, Playground Friends □ Supporting and Volunteering at the food bank • Range of religion taught through our RE and CPSHCE curriculum • Range of different believes displayed throughout the school at different times □ Worship includes all religions • Self Awareness weeks: Healthy Me! • Celebration cabinet and sport hall of fame. 	<ul style="list-style-type: none"> • Clear moral code, whole school values, golden rules • Behaviour policy underpinned by values and golden rules • Regular visitors, PCSO, police, fire service □ Supporting information evening (Internet safety evenings) • Family support worker sessions, parenting classes • Weekly litter picking led by pupils • Express their own views and values • Worship group, evaluating worship • Whole school voting, sports day • Pupils given opportunity to explore moral values in RE and CPSHE • Broad curriculum, Martin Luther King, British history Month, • Countryside skills , underpinning values □ Moral stories used within Worship from a range of religions, races to prevent discrimination • Reward are behaviour focused rather than achievement based • Actively look to link world events, Newsround, debates • Expert visitors and visits (skills zone, esafety, fire, dog lady)

- Celebration assemblies, house points. □
Work sharing cafe
- Opportunities to develop their gift of imagination and creativity

- Opportunities to model good behaviours,
monitors, buddies, play ground friends □
Year 6 responsibilities around school

Social

- Harvest, Christmas, Easter
- Public speaking
- Residential trips, Trips
- Play leaders
- Sport teams/competitions
- After school clubs including outside providers
- Class council
- Y6 lead clubs for younger pupils
- Sports leaders
- Tidy up the village
- Participate at the annual remembrance day service, WWI reflection service
- Pupils run stalls at the summer fair and Christmas fair
- Golden rules encourage a positive ethos □
Various democratic voting systems, eco council, sports day, school council
- Range of different religious visitors, (Jewish, catholic, Baptist)
- Police visits, fire service visits, worship focuses
- Planned programme of PSHCE with SEAL
- Kavuka
- Transition work – Rec and y3,Y6

Cultural

- Christmas shows, nativity, leavers shows, leading worship
- Whole school and individual charity focus
- Strong Kenya school link
- Understand the range of different cultures in school, Traditional celebrations throughout the year
- Map of the world linking world events/times
- Well planned series of assemblies
- British democracy and values taught
- School values embedded in school ethos
- Eco /School council representatives □
Whole school voting has been used to shape school improvement
- Celebration cabinet celebrates pupils efforts
- Respond to artistic, sporting, cultural opportunities, BBC 10 pieces, Musicate □
Extensive sporting opportunities, sponsored walk, bike ability
- Wide range of class visits
- Science/DT links with secondary school
- Dragon scale music project
- Strong links with local private school