



For the love of learning, friendship and faith

MELLING (ST WILFRID) CHURCH OF ENGLAND PRIMARY SCHOOL

POLICY FOR SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

Principles and context:

This school promotes a Christian ethos, and, by example and direct teaching, follows and promotes the teachings of Jesus.

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 aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

This is a whole school issue.

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be included in each area of the curriculum.

The integrity and spirituality of pupils from 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 unique and valuable individuals and showing respect for pupils and their families.

The school community will be a place where pupils can find acceptance for themselves as unique individuals, and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.

Pupils learn to differentiate between right and wrong in as far as their actions affect other people. They are encouraged to value themselves and others.

Pupils understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.

All curriculum areas seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible.

Introduction

This policy is based on the Mission Statement of the school.

The policy statement provides an overview of provision in the school for spiritual, moral, social and cultural development. More detail on ways in which aspects of school life, curriculum subjects and collective worship contribute, is given in the relevant policy statements.

The school sets out to plan provision for these areas of development, but we expect many unplanned opportunities to occur (especially for spiritual development) and encourage staff to "seize the moment" when appropriate. Such moments may have a profound effect on individuals.

General Aims

- To ensure that everyone connected with the school is aware of our values and principles.
- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their

age, aptitude and background.

- To ensure that pupils know what is expected of them and why.
- 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.
- 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.

Spiritual Development

Melling (St Wilfrid) Church of England Primary school sets out to promote spiritual development within a context of Christian beliefs, values and worship, and seeks to provide pupils with opportunities to explore the Christian faith and develop a relationship with God. We also try to support a journey of faith and belief for those children whose family background is in another religious tradition.

The school's curriculum (in its broadest sense) aims to develop in pupils:

- a set of Christian personal beliefs and values by which to live
- a sense of transcendence - that there is more to life than "meets the eye", more than a physical or material existence.
- an awareness of order, pattern, meaning and purpose in the world - leading towards an understanding that for Christians, creation is a revelation of God's loving purposes.
- a capacity of awe, wonder and mystery; an awareness of uncertainty and paradox.
- a sense of personal identity and self-worth and of all others as created in God's image.
- self-knowledge, and an awareness and growth of feelings, emotions and imagination.
- an understanding of Christian teaching of life and death, on suffering, grief and loss.
- an awareness that life involves choices between right and wrong.
- an awareness of God's love and care for them personally.
- an understanding of the Christian belief of Jesus as Saviour.

The school sets out, therefore, to provide opportunities in collective worship and throughout the curriculum and life of the school for pupils to:

- be quiet and reflect on life and the world, and "wait on God", become familiar with traditional forms of Christian prayer and worship.
- give thanks to God for their creation, preservation, salvation, and the promise of eternal life.
- use a variety of prayer forms and techniques; use their own prayers.
- question, explore, discuss and give an account of their own beliefs.
- understand and evaluate Christian and some other interpretations and responses to life.
- use their gifts of imagination and creativity.
- explore and express feelings and emotions.
- develop respect for others as independent, thinking, feeling people.
- face difficult or distressing matters in a context of loving Christian teaching and support.

Spiritual development has to take place in a particular context, in our case that of Christian belief and practice. Christian spiritual development shares features with other forms of spirituality in that it is concerned with coming to know ourselves, learning to reflect on experiences, exploring important questions of how to live and treat others, and so reaching a set of beliefs and values by which to guide our lives. Its distinctiveness, most importantly, consists in its capacity through a context of Christian worship, life and teaching, to offer opportunities for all in the school community to develop a relationship with God through Jesus.

Spiritual development in a Christian context is only possible when there is growth of the whole person. It therefore forms the basis for the other three areas of moral, social and cultural development. The school makes systematic use of the published Diocesan and District R.E. guidelines and materials on "God, Prayer and spiritually" and invites the co-operation and involvement of the incumbent/minister and other clergy.

Moral development

The school aims to develop in pupils a moral stance which is based on Christian ideals of love, justice, peace, truth, compassion, redemption and forgiveness based on recognition of others as created in the image of God. We seek to develop in pupils a clear understanding of all these values and enable them to put them into practice in their life in and out of school. The school behaviour policy affirms these values and set out in detail ways of encouraging and rewarding pupils in line with the mission statement. The school will seek to ensure that adult relationships in the school set the best possible Christian example.

The school aims to provide opportunities for pupils through the curriculum and school life to:

- develop an understanding of right and wrong.
- develop an understanding of the need for shared values and accepted rules of conduct in school and community
- develop self-discipline and a loving concern for others.
- understand links between behaviour and beliefs, including the teachings of the Gospel.
- stand up for and put into practice our Christian values despite external pressures.

In order to achieve this, children need to develop the following habits and skills:

- appreciate the feelings and concerns of others
- develop and sustain relationships
- reflect on questions of right and wrong and on their own values
- discuss their own beliefs and feelings
- listen with respect to the views and opinions of others
- discuss and debate issues rationally and sensitively
- exercise care and responsibility for others

The exploration of moral issues, of questions of right and wrong, and of Christian teaching on appropriate ways in which to live, will be fostered within the programme of collective worship and R.E. and through various curriculum subjects, including English, Drama, History, Science, and Technology, P.E. and games and Health Education/PHSE.

The school seeks to recognise and affirm good conduct, commitment and service to others through its reward system, through records of achievement, and through celebration and thanks in the context of collective worship.

Social Development

The school sets out to foster the commitment and ability to live and work with others, to share resources and to show concern and responsibility for others in the school and wider community. Classroom management will seek to promote group co-operation and mutual responsibility. Children will be pointed to the value and importance of working, playing and praying together.

The school sets out to offer a wide range of educational, social, sporting and extra-curricular activities to all its members. In sport, there will be a balance of individual and team activities, both competitive and non-competitive. Responsible leadership roles will be encouraged in a range of activities. Any "business enterprise" schemes will be characterised by stewardship of resources and care for, and enhancement of, the environment.

Children will be encouraged to participate in and contribute to the life of the Church and the community.

The school's programme of fund-raising, the way funds are raised and the Christian, charitable and other causes chosen will contribute to developing the habit of care and support for those in need. Sometimes pupils will be given the opportunity to choose charities the school should support, and to take an active part in planning and carrying out fund-raising.

Social achievement and service to church or community will be recognised and celebrated.

Cultural Development

The school aims to broaden children's horizons by introducing them to a range of cultural activities and experiences, by building up an appreciation of their own cultural heritage and traditions, and introducing them

to examples of the variety of human cultures, beliefs and ways of life. At the same time the school will seek to emphasise and express its Christian foundation values, beliefs and way of life.

The planned programme includes experience and appreciation of the rich heritage and range of culture in Britain, in particular through English, Drama, History, R.E., Music, Art and Sport.

- Appreciation and respect for other cultures, faiths and ways of life, in particular through the use of the Diocesan RE syllabus and relevant curriculum materials (see the school R.E. policy), and through the study of language, Art, Music, Geography and (food and other) Technology.
- Developing links and shared activities with other schools which have contrasting cultural beliefs or social background.
- Educational visits to museums, events and places of cultural and historic interest.
- Introducing children to Christian culture and the multicultural nature of the Anglican Church and worldwide Church through R.E., Worship and other areas of the curriculum such as Art and Music.
- The school sets out actively to promote mutual respect and harmony between different racial and ethnic groups.

Fundamental British Values

We 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 curriculum and day to day provision will support pupils to:

- develop their self-knowledge, self-esteem and self-confidence;
- distinguish right from wrong and to respect the civil and criminal law of England;
- accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- respect other people;
- respect democracy and participate in the democratic processes.

Teaching and Organisation

Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Class discussions and circle time will give pupils opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, e.g. bullying, death etc.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider others' needs and behaviour.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally — e.g. empathy, respect, open mindedness, sensitivity, critical awareness

Many curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals.
- Agree and disagree.
- Take turns and share equipment.
- Work cooperatively and collaboratively.

Monitoring and Evaluation

Provision for *SMSC* is monitored on a regular basis.

This is achieved by:

- Curriculum Coordinators identify aspects within their subjects
- The Head Teacher shall have oversight of this policy and monitor the provision of *SMSC*.
- Regular review by the curriculum committee

Signed (Headteacher):

Signed (Chair of Governors):

Date: September 2015

Review date: September 2018