



Cupernham Infant School

Spiritual, Moral, Social and Cultural Development Policy

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“Together We Care, We Learn and We Achieve”

Policy for Spiritual, Moral, Social and Cultural Development (SMSC)

Purpose:

At Cupernham Infant 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 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 different cultures.

Aims

- Ensure our rich learning environment and curriculum boosts children's natural curiosity and capacity for imaginative and creative response to their learning.
- Ensure children learn about different faiths, cultures and ways of life encouraging an open-minded and questioning approach.
- Provide rich, frequent and varied opportunities for reflection.
- Provide lively and highly engaging wider curricular experiences promoting spiritual feelings and wonder.
- Promote shared values and core principles to be evident in all aspects of school life and learning.
- Ensure consistency in the delivery of SMSC issues throughout the curriculum and wider school day.

- Use daily routines and issues to actively promote opportunities for children to apply 'Ready, Respectful and Safe.
- Have clear links between SMSC and the development the whole school behaviour policy.
- Provide purposeful challenging opportunities for children to explore moral issues and gain an understanding of right and wrong, of personal choices and consequences.
- Support children in appreciating the impact of their behaviour and actions so that they develop empathy and take responsibility.
- Support young children in developing a sense of their social and cultural environment and an awareness of the rich diversity of cultures.
- Explore and value similarities and differences between themselves and others.
- Stimulate and celebrate children's curiosity about their own feelings, people, objects, places, events and activities around them.

Spiritual Development.

Spiritual development is concerned with developing the non-material aspects of life, focusing on personal insight, values, meaning and purpose. Beliefs that help provide perspective on life may be rooted in a religion, but equally may not. Children explore the fundamental British Value of exploring and respecting the values and beliefs of others.

Our provision should enable children to:

- Develop a sense of enjoyment and fascination in learning about themselves, others and the world around them.
- Develop a use of imagination and creativity in their learning.
- Develop a willingness to reflect on their own experiences.
- Sustain their self-esteem and confidence throughout their learning experience
- Foster their emotional awareness and ability to identify and express their feelings
- Promote curiosity, questioning, a sensory response and fascination with the world around them
- Experience moments of stillness and quiet reflection
- Reflect on, consider and celebrate the wonders and mysteries of life
- Develop their capacity for critical and independent thought
- Discuss their feelings, beliefs, values and responses to personal experiences
- Learn about a range of religious beliefs and practices

Moral Development.

Moral development is largely about choices, behaviour and how you live your life. It's also about personal and societal values, understanding the reasons for them and airing and understanding disagreements. Children develop the fundamental British Value of investigating moral values and ethical issues, and recognising and applying right and wrong.

Our provision should enable children to:

- Recognise and respect the unique value of each individual
- Understand the importance of establishing and following a clear and consistent moral code within a caring, thriving and positive school environment

- Work and play cooperatively using positive strategies to resolve conflict
- Explore and develop moral concepts and values such as personal rights and responsibilities, right and wrong, equal opportunity and justice.
- Express and refine their opinions within a trusting, caring and open learning environment
- Learn to express their views, to listen and respond to the views of others and to take part in decision-making
- Appreciate that good behaviour and a caring approach to others are highly valued and rewarded in our school
- Take initiative and act responsibly with consideration for others
- Develop resilience in responding to challenges, set-backs and in making difficult choices
- Understand the consequences of their behaviour and their actions

Social Development.

Social development shows pupils working together effectively, relating well to adults and participating in the local community. It also includes 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 provision should enable children to:

- Develop a sense of identity and belonging
- Take pride in forming group identity such as within their class and year group
- Demonstrate personal responsibility and pleasure in being part of their school
- Take on roles of responsibility within school
- Be helpful and caring to others within the school and wider community
- Develop an appreciation of our local community and of future aspirations such as different types of work
- Learn to work and play co-operatively
- Recognise that individuals have different strengths and skills to contribute within team activities
- Resolve tensions between their own aspirations and those of the wider group
- Have opportunities to take responsibility and to develop and exercise leadership skills

Cultural Development.

Cultural development is about understanding and feeling comfortable in a variety of cultures and experiencing a range of cultural activities (for example art, theatre, travel, concerts). Children develop the fundamental British Value of exploring, understanding and tolerance regarding the diversity of cultural traditions and beliefs of others.

Our provision should enable children to:

- Develop an understanding of their own cultural and social environment
- Recognise and value the richness of cultural diversity in Britain and the wider world

- Celebrate in a growing knowledge of cultural diversity (including through assemblies and RE)
- Recognise and nurture particular gifts and talents
- Experience, through art, drama, music, literature and craft, a variety of important cultural events and reflect on them in relation to their own experiences

Organisation

- SMSC is central to our learning and to wider school life. All staff are role models in supporting and developing shared values and expectations. A sense of self and of belonging contributes directly to personal wellbeing.
- SMSC is particularly promoted through our Creative Curriculum, through PSHCE, RE and Assemblies.
- Children are taught a knowledge and understanding of the world in age and context appropriate ways.
- We focus on all children acquiring active listening and speaking skills, emotional intelligence and skills necessary for successful collaborative learning.
- Children are encouraged and supported in reflecting on their learning such as being able to recognise any challenges in their own attitudes or in being able to foster a spiritual dimension in their lives.
- 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, 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
- Provision focuses on developing vital skills such as empathy, open-mindedness, respect, sensitivity, critical awareness and self-expression including imaginative and creative responses.
- Children will be guided through challenging issues such as bullying and death.

Monitoring and Evaluation

- SMSC will be reviewed through our monitoring of teaching and learning and a consideration of the impact of SMSC on promoting our core values and principles for successful and enjoyable learning.
- Staff, SLT and governors will periodically review evidence including work scrutiny, pupil conferencing, photographs and feedback.
- Judgements made by SLT will be shared and reported to governors.
- This policy will also be monitored and evaluated internally and through external validation i.e.; OFSTED

Implementation of the Policy

The implementation of this policy and the planning and teaching of SMSC is the responsibility of all staff.