

Palace Wood Primary School

Spiritual, moral, social and cultural Policy



Palace Wood Primary School

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This policy has been impact assessed by Mark Chatley in order to ensure that it does not have an adverse effect on race, gender or disability equality

PALACE WOOD PRIMARY SCHOOL

SMSC (Spiritual, Moral, Social, Cultural) Policy

Definition

At Palace Wood Primary 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 ethos of the school and through the development of positive attitudes and values and planned time for reflection. This policy supports and reinforces the aims of Palace Wood Primary School, valuing all children and staff equally and as individuals.

Principles

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

We approach the promotion of fundamental British values in line with the Government's PREVENT strategy. The British Values are: democracy; individual liberty; the rule of law; mutual respect; tolerance of those with different faiths and belief. It is, without question, everyone's duty at Palace Wood to ensure these are taught throughout the curriculum.

Spiritual, Moral, Social and Cultural Development is cross curricular and promotes the aims and principles of the policies for PSHE, RE, Drug Education, Safeguarding, Sex and Relationships Education, Race Equality, Disability and Equal Opportunities. These policies all underpin the Curriculum model as putting the child at the centre of all we do.

The Principles behind SMSC education are reflected in The Equality Act 2010. This Act bans unfair treatment of people because of protected characteristics they have. It helps achieve equal opportunities at work, school and in society. Palace Wood School has its Equality Information and objectives document available on our school website (www.palacewood.org.uk)

It is an expectation at Palace Wood Primary School that all staff, in all subjects, can and should make a contribution to the Spiritual, Moral, Social and Cultural Development of pupils. This can be through the taught curriculum and through the use of appropriate teaching and learning strategies e.g. discussion, reflection, pupil participation, circle time, collective worship 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 pupils.

General Aims for Spiritual, Moral, Social and Cultural Development

In accordance with the Education Reform Act 1988, Palace Wood Primary 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
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- 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 and provide support in areas for development
- 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 other 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
- To promote the fundamental British values in line with the Government's PREVENT strategy.

British Values

British Values are promoted throughout the school in different ways. Where possible, they are interwoven across the curriculum as well as in P.S.H.E and R.E. This creates meaningful links between the themes and the children's everyday experiences.

Democracy

- To understand how they can influence decision making through a democratic process
- To understand and respect the democratic process
- To understand how to argue and defend a point of view
- To understand the importance of team work

In school we promote the importance of democracy through such things as:

- The free and fair electoral process for student positions of responsibility such as School Council
- Pupil Voice on school decisions – e.g. agreeing school and class rules, School Council discussions, Pupil Voice Surveys

Rule of Law

- To be able to recognise the difference between right and wrong and apply this to their own lives
- To be able to accept responsibility for their behaviour
- To understand the consequences of their behaviour and actions
- To be able to resolve conflict
- To understand how they can contribute positively to the lives of those living and working in the locality and society more widely
- To understand that living under the rule of law protects them and is essential for their wellbeing and safety

In school we promote the importance of rule of law through such things as:

- Our school Rules
- A shared set of classroom rules and consequences

Classroom feedback policies that have been developed in collaboration with the children.

Individual liberty

- To understand rights and responsibilities
- To understand the concept of freedom of choice

In school we promote the importance of individual liberty through such things as: •Pupils encouraged to express their opinion in a polite and thoughtful manner

- The range of extra-curricular activities and clubs on offer

Mutual respect and tolerance of those with different faiths and beliefs

- To be reflective about their own beliefs, religious or otherwise that informs their interest in and respect for different people's faiths, feelings and values
- To be reflective about their own experiences
- To be able to investigate and offer reasoned views about moral and ethical issues and being able to understand and appreciate the viewpoints of others
- To use a range of social skills in different contexts, including working and socialising with pupils from different religions, ethnic and socio-economic backgrounds

- To participate in a variety of communities and social settings, cooperating well with others
- To understand and appreciate of the range of different cultures within school and further afield as an essential part of their preparation for life in modern Britain
- To understand, accept, respect and celebrate diversity as shown by their tolerance and attitudes

In school we promote the importance of mutual respect and tolerance through such things as:

- The school mission statement
- Our links to the local Church
- Clear boundaries of behaviour through our school rules
 - Assembly themes, stories and visitors that encourage an open understanding of respect for and understanding of a range of faiths that are part of British culture
- Our charitable work with a range of local, national and international charities
- Our enforcement of a smart dress code

Spiritual Development

This relates to the quest for individual identity and the search for meaning and purpose in our existence. It leads towards the understanding of self and others. It has to do with feelings, emotions, attitudes and beliefs. It is not linked solely to a particular doctrine or faith and spiritual development is therefore accessible to everyone.

Aims for Spiritual Development

- The ability to listen and be still
- The ability to reflect
- The ability to sense wonder and mystery in the world
- The ability to sense the special nature of human relationships

Objectives for Spiritual Development

- To develop the skill of being physically still, yet alert
- To develop the skill to use all ones senses
- To develop imagination
- To encourage times for quiet reflection throughout the school day
- To develop individual self confidence

Moral Development

Pupils are encouraged to understand the need for a common code and to follow it from conviction rather than because of sanctions or consequences. At Palace Wood Primary 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.

Aims for Moral Development

- To understand the principles lying behind decisions and actions
- To be able to distinguish between right and wrong
- To be able to make decisions, accepting and understanding consequences of their actions
- To move gradually through a 'taught morality' to taking responsibility for their own moral decisions

Objectives for Moral Development

- To tell the truth
- To respect the rights and property of others
- To help others less fortunate than themselves
- To be considerate to others
- To take responsibility of own actions
- To exercise self-discipline
- To develop high expectations and a positive attitude
- To conform to rules and regulations to promote order for the good of all

Social Development

This enables pupils to become conscientious participants in their family, class, and school, the local, wider and global 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.

Aims for Social Development

- To relate positively to others

- To participate fully and take responsibility in class and school
- To use appropriate behaviour across a range of situations
- To work cooperatively with others
- To use own initiative responsibly
- To understand our place in our family, school and society

Objectives for Social Development

- To share emotions such as love, joy, hope, anguish, fear and reverence
- To be sensitive to the needs and feelings of others
- To work as part of a group
- To interact positively across a range of situations, e.g. clubs, sports activities, visits, church services, music festivals etc.
- To develop an understanding of citizenship and to experience being a part of a caring community
- To show care and consideration for others e.g. sharing and turn taking

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 and tolerance regarding the cultural traditions and beliefs of others.

Aims for Cultural Development

- To develop a sense of belonging to pupils' own culture and being proud of their cultural background
- To respond to cultural events
- To share different cultural experiences
- To respect different cultural traditions
- To understand codes of behaviour, fitting to cultural tradition
- To develop a balanced approach to retaining the traditions of our Christian society, whilst perceiving in a positive light the contribution of other cultures, past and present

Objectives for Cultural Development

- To develop an awareness, recognition and appreciation of the Arts, i.e. Music, Art Drama, Literature etc.
- To develop a love for learning
- To develop an understanding of different cultures and beliefs.
- To appreciate the values and customs of other ethnic and faith groups which make up modern British society, and the world beyond
- To develop the ability to value these independently

Putting ideas into practice

To ensure that the things described in these statements can happen, there are three aspects or levels of the school which need to be considered:

Opportunity for including social, moral, spiritual and cultural policy within the curriculum.

English

. Developing confidence and expertise in language, which is an important aspect of individual and social identity;

- The ethos of the school, which creates the climate within which Social, Moral, Spiritual and Cultural development can flourish.
- The pastoral support for pupils which should reflect these aims, and creates a deliberate structure through which the care and concern for pupils can be given
- The curriculum, which sets out to ensure that there is planning to introduce and explore the elements of SMSC where this is appropriate

The policy of the school is that all subjects can and should contribute to the Spiritual, Moral, Social and Cultural development of pupils. The curriculum is the framework on which a school is built and so it is through the curriculum that schools can have a major influence.

Teachers must:

- be aware of these responsibilities
- know how respective curriculum areas might be used
- plan accordingly
- be alert to the many every day, unplanned and incidental opportunities that can provide important starting points
- the studying of different texts – classical, contemporary, serious and funny can provide challenging starting points and give an appreciation of the beauty of great language and literature

- exposure to great literature and poetry and its place within a culture – appreciating moral or social aspects e.g. Dickens social commentary or knowing that we can learn a lot about other cultures from its writing
- drama and stories which create opportunities for moral judgements
- shared activities – shared reading, group drama, corporate writing that lead to an understanding of an appreciation of the importance of the group and other people's point of view
- knowledge of our language and its influence on our culture and the importance and value of other languages and cultures
- awareness of traditional tales and their cultural background

Numeracy

- group work on a shared topic or investigation promoting an appreciation of the input of all members of the group
- an appreciation of the inherent pattern and beauty of mathematics
- studying the patterns of Islam and their cultural/religious connections
- the promotion of positive attitudes towards mathematics through appropriate groupings
- an understanding that mathematics has an historical and cultural base – Greek, Arabic, Egyptian and an understanding of the role and importance of these cultures.

I.C.T

- working together to create a graphic design or study
- researching religious artefacts on the website.
- setting up e-mail with another school from a different country
- acknowledging advances in technology and appreciation for human achievement
- following the Internet Access Policy

Science

- the development of an understanding of our place in the great scheme of things by studying space or life processes
- an appreciation of moral questions as scientific knowledge increases e.g. the use of animals for research

- an awareness of the cultural background of science
- encouraging pupils to reflect on the wonder of the natural world
- awareness of the ways that science and technology can affect society and the environment
- co-operation in practical activity

PHSE

- consideration of moral, environmental and citizenship issues when considering our role in caring for the environment e.g. efficient ways of feeding the world, intensive farming, and the pollution of the planet
- health, drugs, smoking – an understanding of the social and scientific issues involved and an awareness of everyone's point of view
 - developing the idea of charity across the whole school. Linking to the local community and charities.

Design and Technology

- the aesthetic aspect of good design is an important area, as is the question 'How will this affect the environment?'
- reflecting on ingenious products and inventions, the diversity of materials and ways in which design technology can improve the quality of life
- appreciating design in nature
- the study of technologies from different cultures – historical and geographical – and how these have evolved provides important lessons in cultural awareness
- group working – sharing of equipment and designing together
- promoting equality of opportunity and providing an awareness of areas that have gender issues e.g. activities that are historically female such as textile studies, encouraging girls to use equipment that has been traditionally male dominated

History

- looking at the establishment of multi-cultural Britain
- the study of artefacts, buildings, churches etc. gives children a sense of their place in the historical scheme of things. It also helps to develop an awareness of beauty and aesthetics

- moral issues can be considered. For example, was it right that war was fought or that children were forced to work in factories and mines in Victorian Britain, or that Anne Frank was forced into hiding?
- showing an awareness of the moral implications of the actions of historical figures
- studying the cultures of other times – Egyptians, Romans etc. builds an awareness of the value and importance of other societies and cultures and the relative value and importance of our own. It also stresses the interdependence of cultures

Geography

- the study of different localities helps children to understand the background, way of life and values etc. of different people and cultures
- tolerance of other people's differences, overcoming stereotyping, racism and prejudice can all be highlighted through the study of different peoples and their way of life
- local studies will encourage an awareness of the child's place, family, home, dependency upon other individuals, people and cultures and needs in the great scheme of things
- environmental issues and concerns can be discussed – what are the effects and the issues involved in urbanising an area
- reflection on the fair distribution of the earth's resources

Art

- studying great works of art can give an insight into the culture of other people and provide a strong link with the past
- art can provide a valuable tool to study the past and make social or moral comment on it for example, what do the people in works by Lowry tell us about the social conditions of the time?
- multicultural art, the art of different religions, the art of ancient societies all reinforce the value of societies other than our own and help us to appreciate their value and the value of our own
- the appreciation of great works of art and the appreciation of our own attempts helps to build up an awareness of aesthetics and gives an uplifting experience
- giving pupils the chance to reflect on nature, their environment and surroundings

Music

- listening to music, performing, joining in with it gives pleasure, lifts spirits and has an emotional dimension that children need to experience. Music experienced in our services and assemblies helps the pupils in their spirituality
- listening to and appreciating the great music of our culture and its folk music builds an important awareness of our culture and that of other lands. Music of other cultures is important for the same reasons
- music of the fields, sea shanties, slave songs etc. can be used to build an awareness of the importance of music and its place in social history and the accompanying moral and social questions that arise out of it
- group music making is an important social activity – working together and experiencing the same feelings together
- looking at the way music can change moods and behaviour

Physical Education

- caring for our bodies and respecting the health of others
- obeying the rules of the game, being a 'good sport', learning to be a good winner and a good loser, learning to take part and doing one's best is important
- appreciating the aesthetic beauty of the movements of gymnastics or dance
- building team spirit, being a good team member, valuing the contributions of others to the team
- learning that sport is an important element of many cultures – Ancient Greeks, Romans, the history of great sporting events such as the Olympics or the Ashes
- appreciating that different individuals or groups have different skills because of their background or habitat e.g. Austrian skiers, Dutch speed skaters
- individual activities that provide the opportunity for self-reflection, awareness and challenge

Personal, Social, Health Education/Citizenship

- Listening to others.
- Holding debates and discussions leading to written work.
- Drama and role play linked to choices.
- Drawing pictures of feelings and emotions.

Religious Education

- the exploration of moral and spiritual questions by discussing, for example, the great Bible stories or the stories from other religions
- appreciating and valuing other faiths and beliefs of both groups and individuals
- learning about being a member of a pluralist society and respecting and tolerating others and their belief and needs
- knowing about the historical, social and religious aspects of our own culture and that of others
- harvest, Christmas, Easter, May Day, Jewish New Year, Divali etc. - appreciating and respecting the values of the cultures concerned

Planning

- Class teachers will be able to identify SMSC in their learning in accordance with the current planning guidelines.
- EYFS will continue to plan from the EYFS Curriculum. Many aspects of SMSC are covered through PSED, aspect 6: Sense of community and K&U, aspect 6 Communities.

Visits and Visitors

An essential part of SMSC education is the role of school visits and visitors. We welcome visitors to share their experiences with the children in class and assembly situations.

Appendix 1 Spiritual development and provision

Pupils who are developing spiritually are likely to be developing some or all of the following characteristics:

- A set of values, principles and beliefs, which may or may not be religious, which inform their perspective on life and their patterns of behaviour;
- An awareness and understanding of their own and others' beliefs;
- A respect for themselves and for others;
- A sense of empathy with others, concern and compassion;
- An ability to show courage in defence of their beliefs;
- A readiness to challenge all that would constrain the human spirit – for example, poverty of aspiration, lack of self-confidence and belief, moral neutrality or indifference, force, fanaticism, aggression, greed, injustice, narrowness of vision, self-interest, sexism, racism and other forms of discrimination;

- An appreciation of the intangible – for example, beauty, truth, love, goodness, order, as well as mystery, paradox and ambiguity;
- A respect for insight as well as for knowledge and reason;
- An expressive and/or creative impulse;
- An ability to think in terms of the ‘whole’ – for example, concepts such as harmony, interdependence, scale, perspective; and
- An understanding of feelings and emotions and their likely impact.

Schools that are encouraging pupils’ spiritual development are likely to be:

- Giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on people’s lives;
- Encouraging pupils to explore and develop what animates themselves and others;
- Giving pupils the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful;
- Developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected;
- Accommodating difference and respecting the integrity of individuals;
- Promoting teaching styles which:
- Value pupils’ questions and give them space for their own thoughts, ideas and concerns;
- Enable pupils to make connections between aspects of their learning;
- Encourage pupils to relate their learning to a wider frame of reference – for example, asking ‘why’, ‘how’ and ‘where’ as well as ‘what’; and
- Monitoring in simple, pragmatic ways the success of what is provided.

Summary taken from Inspection Guidance Papers, OFSTED, September 2012.