

Castilion Primary School

Spiritual Moral Social and Cultural Education Policy

Introduction

Castilion Primary School recognises that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We are a Values Based Learning Community. We consider that values are important in encouraging happy and well-motivated learners, having a duty to themselves and others. Through trust and respect children feel safe to develop individual strengths while showing care and understanding for others.

We take very seriously our responsibility to prepare children for life in modern Britain. We ensure that the fundamental British Values are introduced, discussed and lived out through our Values-based philosophy that infuses the ethos and work of the school. These Values are:

- Mutual Respect and the Tolerance of those with different faiths and Beliefs.
- Democracy.
- Rule of Law.
- Individual Liberty.

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 other cultures.

- All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be seen in every area of the curriculum.
- The school recognises that there are children of other faiths and we make sure that the integrity and spirituality of pupils from all faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised and celebrated.
- All adults involved in Castilion 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 should learn to differentiate between right and wrong in, with a focus as to how their actions affect other people. They will be encouraged to value themselves and others.
- Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.
- All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teacher's planning and teaching and through subject leader's overviews.

The school holds a range of assemblies that can be led by;

- Head teacher
- Senior staff
- Staff
- Classes of children
- Groups of children
- Invited visitors e.g religious leaders, charitable organisations, speakers on a given subject, theatre groups etc.

These assemblies provide a daily act of collective worship in line with statutory guidance but are a key factor in developing SMSC across the school. The aims of assemblies at Castilion Primary School are to:

- develop a community spirit
- promote the school's culture, values and expectations
- explore important moral and social themes
- promote care for the planet
- provide important notices and information
- celebrate children's successes and achievements both in and out of school
- share the school curriculum with parents/carers
- share and celebrate world culture, religions and festivals
- promote racial harmony and respect for all
- welcome visitors to lead assemblies and share experiences, values and beliefs.

General Aims

The overall aims of SMSC at Castilion Primary School are;

- 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

Castilion Primary School believes that spiritual development has the following meaning;

To inspire a sense of awe and wonder in the universe and realise that we are an integral part of the whole. To understand and take responsibility for our own thoughts, actions and words and consider how they impact upon ourselves and others.

As a school we aim to provide learning opportunities that will enable pupils to begin the journey towards their spiritual development. Our aims are that children and staff will develop/experience:

- a sense of belonging, worth, purpose in life, wonder and responsibility
- an understanding of the need for respect
- self-esteem in their learning experience.
- a capacity for critical and independent thought.
- their emotional life and express their feelings.
- moments of stillness and reflection.
- discussions based on their beliefs, feelings, values and responses to personal experiences.
- worthwhile and satisfying relationships.
- time to reflect on, consider and celebrate the wonders and mysteries of life.

Moral Development

Castilion Primary School believes that moral development has the following meaning;

Children will be helped to attain a sense of right and wrong in the context of school rules and in the wider perspective of society's expectations. Children will be encouraged to distinguish between right and wrong choices and to address difficult choices by developing the skills needed to make these choices.

We believe that Castilion's current Behaviour for Learning and Ready to Learn Charters will support the moral development of the pupils. As a school we aim to provide learning opportunities that will enable pupils to begin the journey towards their moral development. Our aims are that children and staff will be able to:

- Have a clear understanding of what is acceptable and otherwise in society.
- Respect others opinions and self-worth.
- Have the skills and self-confidence to stand up for what they believe to be morally right.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Develop moral acceptable and independent points of view.
- Recognise the unique value of each individual.
- Show respect for the environment.

Social Development

Castilion Primary School believes that social development has the following meaning;

Social development is how each individual child learns to find themselves and interact successfully within their community (family, school and the wider social community). It is based on their evolving knowledge, understanding and respect of their own, others and collective heritage, beliefs and values. It allows individuals to make decisions about how they should act on their own and with others.

As a school we aim to provide learning opportunities that will enable pupils to begin the journey towards their moral development. Our aims are that children and staff will be able to:

- Understand their place in the world
- Create meaningful relationships with all people (including those different from themselves)
- Develop Tolerant and respectful behaviour towards all
- Make informed decisions about how to respond in the wide range of social situations they will face
- Challenge anti-social behaviour positively.

Cultural Development

Castilion Primary School believes that cultural development has the following meaning;

Cultural development is about recognising individual backgrounds, heritages and race. It promotes acceptance of their own and others culture. It is not just about an individual's immediate culture but the understanding and acceptance of the different cultures of those around them, the wider community, country and the world as a whole. Cultures do not stay the same and they change and develop as we gain more understanding of the world around us.

As a school we aim to provide learning opportunities that will enable pupils to begin the journey towards their cultural development. Our aims are that children and staff will be able to:

- Develop tolerance, acceptance and be open minded of all cultures.
- Experience a multi-sensory approach to cultural diversity.
- Feel valued no matter what their culture.
- Experience different cultures from the immediate and wider communities.
- See cultural diversity as a positive.

Agreed by the Governing Body: Dec 2014

Review date: Dec 2017

Teaching and Organisation

Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the different dimensions 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 own ideas and beliefs.
- Speak about difficult events, eg 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 – eg 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.

Links with the wider community

Visitors are welcomed into school to lead assemblies or to visit classes.

The development of a strong home-school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the pupil.

Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.

Links with schools in different communities– local and international.

Provision, Monitoring and Evaluation

SMSC should be an integral part of school life, both in and out of the classroom.

- Spiritual development can be seen in a variety of ways:
 - Pride in the school
 - Self-worth
 - Modelling of positive attitude to others
 - Wonder of the world (art, music, science, RE etc)
 - Respect of others in the school and the wider community
 - Reflection time through special areas in classrooms or within other areas of the school day
 - Praise for all aspects of life, not just work
 - Equal opportunities
- Moral development can be seen in a variety of ways:
 - In particular subject teaching such as PSHE, RE, History, Games.
 - Choice of vocabulary when speaking to any member of the community as well as in written work
 - Positive atmosphere across the school through the display and abiding by school and classroom rules.
 - Focus on the positive behaviour through whole class rewards (CBE chart in KS2, Marble jar in KS1), individual CBE cards and the school house point system.
 - All members of the community are valued.
 - Any issues arising are dealt with appropriately by adults and children.
 - Modelling of appropriate attitudes by adults and children.
- Social development can be seen in a variety of ways:
 - In particular subject teaching such as PSHE, RE, Geography, History
 - Range of tasks and groups for children (individual, pair, group work, mixed abilities)
 - Talk partners
 - Stories – literacy links with characters relationships, experiences and feelings.
 - Religious festivals and celebrations
 - Speaking and Listening in all aspects of school life
 - Displays – work from children of different abilities, cultures and religions.
 - Interactions between all members of the school community e.g. sharing, contributing, listening and engagement.
 - Positive playtimes through relationships with children and staff, participation in activities and positive behaviour.
 - Children adapting their behaviour depending on the situation, solving conflicts independently.
- Cultural development can be seen in a variety of ways:
 - Relevant and accessible displays that link to different cultures.
 - Work links to familiar and unfamiliar cultures e.g. music, art, history, geography.
 - Themed school meals to different cultures.

- Curriculum weeks related to familiar and unfamiliar cultures.
- Assemblies that share events from different cultures.
- Children sharing their own cultures with adults and peers e.g. answering the register in different languages, sharing and discussing different food.

Provision for SMSC is monitored and reviewed on a regular basis by the SMSC leader and other subject leaders.

This is achieved by:

- SMSC leader carrying out learning walks, speaking to all members of the school community and monitoring planning.
- Subject leaders to identify how SMSC has been incorporated into their subjects and how it can be developed in liaison with the SMSC leader.
- SMSC leader and subject leaders will monitor resource provision, identifying shortfalls.
- The Head Teacher shall have an oversight of SMSC and will continue to monitor the provision of SMSC across the school and the community.