

Spiritual, Moral, Social and Cultural Policy

Long Wittenham C.E. Primary School

This policy supports the school vision

Caring For Others And Courageously Striving For Excellence



Last reviewed on: 18th September 2021

Next review due by: September 2022

Rationale

Our children develop as self-confident, independent thinkers and have a genuine voice within the school through their democratically elected school council. We have a broad and balanced school curriculum underpinned by spiritual, moral, social and cultural (SMSC) understanding and values. Our Christian values (compassion, resilience and trust) are firmly embedded in the daily life of our school. We prepare children in school for life in modern Britain by developing an age related, appropriate awareness of the four fundamental British Values of: Democracy, Rule of Law, Individual Liberty and Mutual Respect and Tolerance of different faiths and beliefs.

SMSC is about developing the whole child through spiritual, moral, social and cultural activities in an environment which enables all children to grow and flourish, become confident individuals and appreciate their own worth and that of others.

At Long Wittenham School, we recognise that SMSC development is central to the education of all pupils and it permeates the whole curriculum and ethos of the school. Our curriculum holds SMSC as well as British Values at the heart of the pupils' development. SMSC is reflected in the behaviours of individuals and in their interactions and also in the provision of teaching, resources and learning environments.

The staff work closely with parents, carers and other professionals to ensure that the pupils at Long Wittenham School are happy, well cared for and enabled to learn the skills they need to live a fulfilling life as part of their community.

Spiritual development

Spiritual development is concerned with the exploration and development of feelings and emotions; personality, individuality and uniqueness; and knowledge and understanding of their own and different beliefs and cultures. The spiritual development of our pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

This can be seen in our school through:

- RE lessons which include learning about celebrations, festivals and worship from Christianity, Islam, Hinduism and Judaism.
- Acts of daily Collective Worship, prayer spaces and reflection times throughout the week
- Encouraging pupils to appreciate the wonders of the world around them by e.g. looking at beautiful objects in art or an assembly, finding signs of seasonal change in forest school, reflecting on the immensity of space or the depths of the oceans in science.
- Celebration assemblies
- Religious celebrations

Moral development

Moral development relates particularly to developing knowledge and understanding of right and wrong. Pupils learn to make choices in their behaviour through developing knowledge of boundaries and understanding of consequences. The moral development of our pupils is shown by their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

This can be seen in our school through:

- the vision and values
- behaviour policy and individual behaviour plans
- celebration assemblies which reward good behaviour as well as academic achievement
- SMSC is an integral part of our curriculum
- our approach to sustainability
- discussions/debates around moral and ethical issues
- emotional support interventions
- an understanding of the moral teaching of religious texts
- Our Personal, Social and Health Education (PSHE) curriculum.

Social development

Social development relates to the development of knowledge and understanding and the acquisition of skills in relating to others. This begins with family and friends and extends to the wider community beyond. Pupils are taught to respect each other and to appreciate each other's similarities and differences. An awareness and understanding of, and respect for, the environments in which they live is also developed. The social development of our pupils is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

This can be seen in our school through:

- collaborative tasks (including team building activities and forest school)
- opportunities to vote
- regular collaboration across partnership schools and year groups
- Year 6 leadership roles
- school council
- after-school activities
- community events
- school and community partnerships
- off-site visits
- celebrating diversity
- PSHE units on Health and Wellbeing, Relationships and Living in the Wider World.

Cultural development

Cultural development is concerned with encountering the defining aspects of different cultures. Explorations of values, beliefs, customs, foods, artefacts and stories allow pupils to make comparisons and develop knowledge of the lifestyles and choices of others. The cultural development of our pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

This can be seen in our school through:

- geography and RE units on other cultures and religions
- our curriculum resources
- English units on stories from other cultures
- links with local schools, the church, village groups, charities, other faiths etc.
- participation in cultural events and celebrations of religious festivals including harvest, Diwali, Christmas, Easter, Eid, Chinese New Year.
- Off-site visits
- Special church services including Acts of Remembrance
- school productions and acts of worship
- visitors to school
- participation in a range of artistic, sporting and other cultural opportunities.

British Values

We promote British Values through our spiritual, moral, social and cultural education which permeates through the school's curriculum and supports the development of the whole child. We recognise that such development is most successful when those values and attitudes are promoted by all the staff and provide a model of behaviour for our pupils. The curriculum in all stages offers broad and balanced opportunities to consider British Values.

This can be seen in our school through:

- promotion of respect and tolerance of people of all faiths and none, and of different races and cultures
- teaching an understanding of the rule of law and differing views on right and wrong
- providing opportunities for individual choice

In our school community we demonstrate **Democracy** through:

- Pupil voice
- School council

- Voting
- Elections
- Questionnaires
- Contribution to school procedures and decision making.

In our school community we demonstrate the **Rule of Law** through:

- Behaviour Policy and school rules
- an awareness of individual responsibilities, rights and the impact of actions
- links with the police etc.
- awareness of appropriate current affairs.

In our school community we demonstrate **Individual Liberty** through:

- making individual choices in a safe, supportive environment
- tackling challenges and difficulties
- choice over and variety of extra-curricular activities
- supporting others by participating in charitable events
- engendering a caring and helpful environment to boost and nurture a healthy self-esteem.

In our school community we demonstrate **Mutual Respect** and **Tolerance of those with different faiths and beliefs** through:

- the Christian vision and values
- Behaviour Policy
- Collective Worship
- RE lessons
- PSHE and Citizenship
- visits and visitors
- participation in local, national and world wide events.