

St Saviour's C of E Academy
Spiritual, Moral, Social & Cultural Education Policy
September 2019

Definitions

Spiritual Development

Pupils' spiritual development is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life & their interest in & respect for different people's feelings & values
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible use of imagination and creativity in their learning
- willingness to reflect on their experiences

Moral Development

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives.
- understanding of the consequences of their actions.
- interest in investigating, and offering reasoned views about, moral and ethical issues.

Social Development

Pupils' social development 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 socioeconomic backgrounds.
- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively.
- interest in, and understanding of, the way communities and societies function at a variety of levels.

Cultural

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage.
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.
- interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Aims

At St Saviour's C of E Academy, the children and their learning are at the very heart of every decision made. We aim to develop learners who are passionate, take ownership of their learning and are proud of their achievements.

The general aims of SMSC are:

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

Aims of Spiritual Development:

- Sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought.
- Foster their emotional life and express their feelings.
- Experience moments of stillness and reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships.
- Reflect on, consider and celebrate.

Aims of Moral Development:

- Recognise the unique value of each individual.
- Listen and respond appropriately to the views of others.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong.
- Show respect for the environment.
- Make informed and independent judgements.
- Take action for justice.

Aims of Social Development

- Develop an understanding of their individual and group identity.
- Helping others in the school and wider community.

Aims of Cultural Development

- Recognise the value and richness of cultural diversity in Britain and the rest of the world.
- Understanding of beliefs, customs, values, knowledge and skills which form the basis for identity and cohesion in society
- Recognition of and respect for the rights of others to exercise a cultural influence
- Knowledge of the nature and roots of cultural traditions
- The capacity to relate what is learnt to an appreciation of wider cultural aspects of society
- Developing and strengthening the cultural interests of pupils
- Understanding the diversity of religious, social, aesthetic, ethnic and political traditions and practices
- Being able to evaluate the quality and worth of cultural achievements

Teaching and learning style

All curriculum areas have a contribution to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum. Christian values, principles and spirituality will be explored through the curriculum, especially in RE and collective worship. The integrity and spirituality of 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 valuable individuals and showing respect for pupils and their families. Children should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others. Children should understand their rights and responsibilities and the need to respect the rights of others. School and classroom rules promote responsible behaviour.

Links with the wider community

- Visitors are welcomed into our school.
- Strong links with the local church are fostered.
- The school supports the work of a variety of charities.
- The development of a strong home-school agreement is regarded as very important, enabling parents and teachers to work in an effective partnership to support the children.
- Children will be taught to appreciate and take responsibility for their local environment.

Assessment and recording

Teachers assess the children's work in SMSC both by making informal judgements, as they observe them during lessons and extra-curricular activities and through speaking to the children about how they feel and what they have learned. Successes and achievements are celebrated in collective worship.

Monitoring and evaluation

Provision for SMSC is monitored and reviewed on a regular basis. This is achieved by:

- Monitoring of teaching and learning and work scrutiny by the SLT.
- Regular discussions at staff and governors' meetings.
- Audit of activities, events, trips and curriculum planning
- Children perceptions about different elements of SMSC in order to inform future planning.

<p>Spiritual</p> <ul style="list-style-type: none"> • School Values • Collective worship • Strong connections with Church...Harvest, Christmas, Easter. • Good RE teaching • Good school ethos • Reflection areas in classrooms • PSHE delivery • Learning walls • Creative curriculum • Residential trips • Visits to places of worship • Museum/gallery visits • Self-assessment/peer assessment 	<p>Moral</p> <ul style="list-style-type: none"> • School Values • School council • Clear and effective behavioural policy • Charity fundraising • Behaviour on trips (comments) • Governors reports • Good relationships between staff and children, children-children • Literacy genres....persuasion, debate • Rewards/golden time • Sanctions/ consequences for actions • Class/school council elections • Environment topics
<p>Social</p> <ul style="list-style-type: none"> • Church involvement • Harvest • Christmas • Easter • Parental events - PTA worship and assemblies, themed days • Residential trips • Trips • Play leaders • Sport teams/competitions • Visitors to school • After school clubs including outside providers 	<p>Cultural</p> <p>Multicultural days/Interfaith week</p> <ul style="list-style-type: none"> • Re coverage • Religious and non-religious trips • Christmas performances • Visitors talking to school • Trips to museums and galleries • Entrust music performances • Charity focus • Collective worship