

St Mark's C E Primary School

Policy Statement For Social, Moral, Spiritual and Cultural Development

The School is committed to safeguarding and promoting the welfare of young people and expects all staff and volunteers to share this commitment.

Rationale

All the areas of our school life and the curriculum that we deliver create the Christian ethos which makes our school the special place that it is for us. Our mission statement and aims both affirm our belief that our children should be taught to value themselves and each other, to appreciate the racial and cultural diversity of the community and wider world in which they live and to resist racism, to develop a sense of peace and justice and to acknowledge that they are part of something greater than that which can be fully seen or understood. Our Christian ethos is at the root of all that we do and an integral part of the curriculum that we offer. The values upon which our ethos is built must equally be at the heart of all our relationships in school. It is arrived at through a sharing of these values and a common purpose, by example to each other and to the children, and by discussion with the children and between colleagues.

The school community will be a place where children 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.

What is Spiritual, Moral, Social and Cultural Development?

Spiritual Development

- The non-physical aspects of a person concerned with profound thoughts, relating to God, Jesus, The Bible and other faiths.
- That which moves people.
- Feelings, experiences and emotions.
- A search for meaning and purpose to life.
- Valuing a non-material dimension to life.
- The relationship between belief and behaviour.
- A sense of being a greater whole.
- Learning to respect the beliefs of others.
- Develop a growing awareness of the inner self.
- A sense of awe and wonder.

Moral Development

- Take responsibility for their own actions.
- Appreciate the difference between right and wrong.
- Understand that there are acceptable levels of behaviour which must be adhered to if communities are to live comfortably together.
- Learn to value each other as individuals and to show respect towards each other.
- Establish a framework of values in which their actions towards themselves and others are always rooted.
- Being able to articulate attitudes and values.
- Recognising that values and attitudes change over time.
- Understanding the consequences of actions for self and others.
- Recognising the greater needs which extend beyond self interest.

Social Development

- Understanding how individuals relate to each other.
- Being able to adjust to a range of social contexts by appropriate and sensitive behaviour.
- Being able to make a personal contribution to the well being of groups.
- The ability to exercise responsibility and initiative.
- Being able to participate cooperatively and productively in the community.
- Knowing how societies function and are organised.
- Understanding how what is learnt in the curriculum relates to life in society.

Cultural Development

- Understanding of beliefs, customs, values, knowledge and skills which form the basis of identity and cohesion in society.
- Knowledge of the nature and roots of cultural traditions.
- Key features of major cultural groups within society.
- Capacity to relate to what is learnt to an appreciation of wider cultural aspects of society.
- Developing and strengthening the cultural interests of children.
- Extending horizons beyond the immediate to the highest artistic, musical and literary achievements.
- Understanding the diversity of religious, social, aesthetic, musical and political traditions and practices.
- Being able to evaluate the quality and worth of cultural achievements.

Equal Opportunities

Refer to St Mark's C E Equal Opportunities Policy.

Teaching and Learning

The Spiritual, Moral, Social and Cultural development of the child is recognised as being fundamental. It is taught through all subjects of the curriculum and in particular, through RE, PSHCE and SUMO.

On a day-to-day basis pupils are accountable to our five Christian Values stars, which are displayed in each classroom, and represent the core values of our school community:

Trust
Understanding
Respect
Fairness
Responsibility

The Christian Values reflect the need to value ourselves, our families and other relationships, the wider groups to which we belong, the diversity of our society and the environment in which we live. The children are rewarded for their demonstration of these values in their everyday behaviour and attitude.

Spiritual and moral development, particularly beliefs, ethics and worship, is delivered weekly through the Rector's whole school assembly which is focused on a Christian Statement to live by. Each week, one class from Key Stage Two read Bible passages, prayers and stories that encourage the children to consider how they can live their lives in a spiritual and morally responsible manner, followed by a thoughtful consideration of the Statement and prayers by the Rector. These issues are followed up and discussed further during subsequent PSHE and SUMO lessons.

Our Friday Star of the Week assembly celebrates themes such as making the most of our abilities, consideration for others, persistence, attitude, making the right choices etc. Whilst there is not the same emphasis on religious issues as such, there is great focus on being a responsible member of our school community, which once again leads back to our Christian Values.

Visitors are invited to attend and lead our assemblies as appropriate. These may sometimes take place in St Mark's Church and include parents and carers and relatives of children at our school. Annual assembly themes are agreed and used in planning.

Skills and Understanding

Through SMSC children will:

- Develop self-esteem, co-operation, partnership, leadership and a sense of responsibility.
- Develop understanding of the diversity of religious, social, aesthetic, ethnic and political traditions and practices worldwide.

- Learn to recognise and develop personal response to a range of cultural experiences.
- Develop an appreciation of the rich diversity of cultures from other countries.
- Develop skills and understanding in communication, co-operation, empathy and sharing.
- Learn about different roles by creating a variety of group experiences.

Teaching and Organisation

Development in SMSC will take place across all curriculum areas, within activities that encourage children to recognise the spiritual dimension 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 will give children opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, eg. Bullying, death.
- Share thoughts and feelings with other people.
- Explore relationships with friends, family and others.
- Consider others' needs and behaviour.
- Show empathy.
- Develop self esteem and a respect for others.
- Develop a sense of belonging.
- Develop sensitivity and critical awareness.
- Listen.
- Agree and disagree.
- Work co-operatively and collaboratively.

Opportunities for including SMSC within the curriculum

English

- Different texts – an appreciation of the beauty of great language and literature.
- Exposure to literature and poetry helps children to appreciate different moral and social aspects.
- Drama and stories which create opportunities for moral judgements.
- Shared reading and discussion activities eg shared reading and writing helps children to appreciate others' points of view .
- Awareness of traditional tales and their cultural backgrounds.

Numeracy

- Group work helps promote an appreciation of the input of others and positive attitudes.
- An appreciation of the inherent patterns eg patterns of Islam.
- An understanding that mathematics has an historical and cultural base Greek, Arabic, Egyptian.

RE

- The exploration of moral and spiritual questions by discussing, for example, Bible stories or stories from other religions.
- Appreciating and valuing other faiths and beliefs of both groups and individuals.
- Tolerating others and their beliefs and needs.
- Knowing about the historical, social and religious aspects of our own culture and that of others eg. Christmas, Easter, Divali.

ICT

- Graphic design
- Research eg religious artefacts
- E mail with an international school.
- Following the E Safety Policy.

Science

- The development of an understanding of or place in the great scheme of things by studying space or life processes.
- An appreciation of moral questions as scientific knowledge increases eg the use of animals for research.
- An awareness of the cultural background of science eg the ancient Greek scientists.

D&T

- An appreciation of good design, to question 'How will this affect the environment?'
- Co-operation and collaboration of group tasks.
- Promoting equality of opportunity ie activities that are historically gender based eg sewing/ woodwork.

History

- The study of artefacts, buildings, churches gives children a sense of place and an awareness of beauty and aesthetics.
- Moral issues can be considered eg was it right that war was fought or that children were forced to work in factories and mines in Victorian Britain.

- Studying the cultures of other times – Egyptians, Romans builds an awareness of other societies and cultures and the relative value 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 differences, overcoming racism and prejudice.
- Local studies will encourage an awareness of place, family, home and other people's needs.
- Environmental issues and concerns can be discussed.

Art

- Studying art can give an insight into the culture of other people.
- Art can be a tool to study the past and make social and moral comment on it eg 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.
- The appreciation of great works of art and an appreciation of our own helps to build up an awareness of aesthetics and gives an uplifting experience.

Music

- Listening to music, performing, joining in with it gives pleasure, lifts spirits and has an emotional dimension that children need to experience. Music in our assemblies and services helps children in their spirituality.
- Listening to and appreciating music from different cultures including our own, builds an awareness of different cultures.
- Music such as sea shanties, slave songs can be used to build awareness of the importance of music in social history.
- Group music making , working together and experiencing the same feelings together is important.

PE

- 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 your best are all important.
- Appreciating the aesthetic beauty of movements of gymnastics or dance.
- Building team spirit, valuing the contributions of others to the team.

- Learning that sport is an important element of many cultures – Ancient Greeks, Romans, sporting events such as the Olympics or The Ashes.

PSHCE

- Listening to others.
- Holding discussions and debates.
- Drama and role play linked to choices.
- Drawing pictures of feelings and emotions.
- SEAL activities.
- SUMO activities.
- Emotionally friendly school activities and Sunshine groups.

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