

**St Kenelm's
C of E Primary School**



**Spiritual, Moral, Social &
Cultural Policy**

October 2020

Respect, Honesty, Friendship, Compassion, Thankfulness, Wisdom

Our Vision, Values and Ethos

Our Vision

Nurturing each and all. Guiding, Trusting, Inspiring and Celebrating.

(The Parable of the Lost Sheep, Matthew 18. 10-14)

Our vision is to celebrate and support all individuals on their life journey within a Christian ethos. We aim to provide a nurturing environment inspiring all to achieve their full potential and flourish through personal discovery within a caring, trusting community.

Our Values

Respect, Honesty, Friendship, Compassion, Thankfulness & Wisdom.

Values are fundamental expressions of what we think and believe. As a school we encourage children to think about personal and social values and to develop their capacity to be active and effective citizens.

Our Ethos

St Kenelm's School demonstrates the major Christian values in the ways children are cared for and in the care and respect the children are expected to show towards all other people, the world beyond the school and their immediate surroundings. As a school, we celebrate the diversity of the wider community and are committed to the principles of inclusion and equal opportunity.

Being kind, helpful and tolerant to each other in line with New Testament teaching underpins the school's ethos.

Following Jesus, our Good Shepherd, our hope is that children will grow into good shepherds themselves; treating each other with love, kindness, care and respect, as they would want to be treated themselves.

POLICY FOR SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT

Introduction

At St Kenelm's Primary School we see Spiritual, Moral, Social and Cultural (SMSC) education as being about development of the whole person. Through our aims and values, we promote and endorse the Government's aim for every child, whatever their background or their circumstances, to have the support they need to:

- Be Healthy
- Make a positive contribution
- Stay safe
- Enjoy and achieve
- Achieve economic well-being

St Kenelm's School is:

- For learning where high standards are pursued with consistency and enthusiasm
- Where individuals are valued and helped to achieve their personal best
- Where effective partnerships secure the success of the school

Our Aims

Aims reflect our beliefs and values, and represent our vision and what we want to achieve as a school community.

Our aims are translated into priorities to move the school forward and meet the challenges of an ever-changing world. They are:

Celebrate Success

Nurture self-esteem through the celebration of children's achievements.

Values Centred

Promote Christian values, and foster positive attitudes to all people, races, religions and ways of life.

Dynamic and Innovative

Deliver a dynamic and innovative curriculum that challenges, excites and inspires children to achieve their best.

Accountable at all levels

Promote collective responsibility for raised standards and improved pupil outcomes by ensuring that everyone understands their role in contributing to the success of the school.

Learning Centred

Create an inclusive learning culture where children and others within the school community are challenged in their thinking, strive for continuous improvement and are committed to life-long learning.

Community Orientated

Help children develop an understanding of citizenship and empower them to make valuable contributions locally and globally. Engage with the school and wider community to enrich and enhance children's achievement and personal development.

High Expectations

Set high expectations to enable pupils to become effective, enthusiastic, independent learners.

Caring and Supportive

Create a happy, caring and supportive environment based on a spirit of co-operation between the school, the Church and the local community. Ensure the safety of every child and promote opportunities to adopt a healthy and active lifestyle.

Inclusion

Treat children and others in a fair and impartial manner, with dignity and respect, to maintain an inclusive school culture.

Well Organised and Systematic

Embed consistently applied policies and practices that ensure the effective day-to-day running of the school and support strategic leadership and management.

Defining Spiritual, Moral, Social and Cultural Development

We recognise that the spiritual, moral, social and cultural elements of pupils' development are inter-related. However, for the purpose of analysis and school self-improvement it can be useful to separate them. We are aware there is much overlap between them, not least in respect of spirituality and its links to pupils' attitudes, morals, behaviour in society and cultural understanding.

There could be many discussions around defining spiritual, moral, social and cultural development; however, these discussions are not easy to turn into practical teaching strategies with clear, educational outcomes. Schools and teachers need to understand clearly what they are seeking to achieve. In evaluating our school's success, we recognise the need to clarify how and what should be monitored and judged.

As a school community we have sought to write our own definition for each aspect of SMSC development whilst recognising the need to be mindful of Ofsted's criteria for the effectiveness of SMSC.

At St Kenelm's Primary we define **spiritual development** as *nurturing the inner life of an individual*. Ofsted's criterion for the spiritual development of 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, including the intangible.
- Use of imagination and creativity in their learning.
- Willingness to reflect on their experiences.

We define **moral development** as *the process through which children develop positive attitudes and behaviours toward other people in society, based on social and cultural norms, rules, and laws*.

Ofsted's criterion for the moral development of pupils is shown by their:

- Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in doing so, 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 ability to understand and appreciate the viewpoints of others on these issues.

We define **social development** as *learning ways of dealing with others that create healthy and positive interactions*.

Pupils' social development is shown by their:

- Use of a range of social skills in different contexts, including working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds.
- Willingness to participate in a variety of social settings, including by volunteering, co-operating well with others and being able to resolve conflicts effectively.
- Acceptance of 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: they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

We define **cultural development** as *the process of supporting children to make meaning of the world through an understanding of the set of attitudes, values and behaviour shared by a group of people, communicated from one generation to the next*.

Pupils' cultural development is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those 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 to, for example, artistic, musical, 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.

During an Ofsted Inspection, inspectors will consider the ethos of the school and what effect this has on enabling pupils to grow and flourish, become confident individuals, and appreciate their own worth and that of others. In considering how well the school promotes pupils' SMSC, inspectors will consider the impact of the range of opportunities provided for children to develop their self-esteem and confidence, which might occur both within the classroom, in terms of: teaching that encourages participation, creativity, reflection and independence; assessment and feedback that values pupils' work and/or effort; and activities that develop teamwork, leadership skills and self-reliance.

Spiritual, Moral, Social and Cultural Provision

The school ethos underpins the promotion of SMSC with Religious Education, Collective Worship, Assemblies of Celebration, and PSHE making a significant contribution to children's development in this area.

The curriculum at St Kenelm's Primary School promotes and sustains a thirst for knowledge and a love of learning. It covers a wide range of subjects and provides opportunities for academic, technical and sporting achievements. It has a very positive impact on all pupils' behaviour and safety, and contributes very well to pupils' academic achievement, their physical wellbeing, and their spiritual, moral, social and cultural development.

When planning the curriculum for a 'Theme', teachers consider and plan opportunities to promote aspects of spiritual, moral, social and cultural development.

Teaching and Organisation

Development in SMSC takes place across all curriculum areas, within activities that encourage pupils 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.

Where political issues are brought to the attention of pupils, staff must make every effort to ensure that a balanced presentation of opposing views is evident at all times.

Class discussions and circle times will give pupils opportunities to:

- Talk about personal experiences and feelings
- Express and clarify their own ideas and beliefs
- Speak about difficult events, e.g. 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
- Articulate their feelings and justify them through discussion and debate
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open mindedness, sensitivity, critical awareness, etc.

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 co-operatively and collaboratively

Links with the wider community:

- Visitors are welcomed into school, including those from public institutions and services in Britain. We have good links with the Church and we have Clergy led assemblies.
- The development of a strong home-school link is regarded as very important, enabling parents / carers and teachers to work in an effective partnership to support the pupil.
- Pupils are taught to appreciate their local environment (both indoors and in the outdoor environment) and to develop a sense of responsibility to it.
- The talents and expertise of professional musicians, performers, sports people, etc. are drawn upon to enhance curriculum provision.
- Pupils have the opportunity to link with the wider world through our charity events such as supporting the local food bank, Comic Relief and Fairtrade Fortnight.

Monitoring and Evaluation

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

- Monitoring of planning and teaching and learning, by the Headteacher
- Regular discussion at staff and governors' meetings
- Audit of policies and Schemes of Work
- Sharing of classroom work and practice
- Audit of Collective Worship Policy and practice
- Collation of evidence in pupil's work

Signed on behalf of the governors: 

Date: 05.10.20

Date to review: October 2022