

St Andrew's C of E Primary & Nursery School

Policy for Spiritual, Moral, Social and Cultural Development

This policy should be read in conjunction with the following policies:

- Pastoral and Behaviour Policy

Introduction

At St Andrew's C of E Primary School, we understand our statutory duty to encourage pupils' SMSC development. We recognise that every child has a valuable contribution to make to the life of our school. It is our intention to create good local, national and global citizens, who develop good character, resilience and grit. The spiritual, moral, social and cultural elements of pupils' development are inter-related. Although we separate these elements for the purpose of identifying where they occur, it should not be forgotten that there is much overlap between them, not least in respect of spirituality and its links both to the school's Christian values and to pupils' attitudes, morals, behaviour in society and cultural understanding.

Values and Ethos

At St Andrew's C of E Primary School, we seek to create a cohesive, compassionate community, in which pupils can develop relationship skills, emotional literacy, health and wellbeing.

St Andrew's C of E Primary promotes the Christian values, which are evident in our ethos, expectations, policy and our daily interactions and practice. These are:



At St Andrew’s C of E Primary School, we recognise the importance of specifically teaching SMSC education to our pupils and it therefore features in every curriculum area. Details of this provision are published with the curriculum on our website.

Spiritual Development

Spiritual development is not the imposition of a religious faith or to religion in general. However, spiritual development may lead to the acceptance of a faith or it may not. The development of an individual’s own personal spirituality is a journey or a quest which seeks to know, develop and understand one’s own inner self.

At St Andrew’s C of E Primary, Spiritual Development enables pupils to look within themselves, at human relationships both in their own experience and in the wider world. Pupils explore their vision of the divine or ultimate reality with characteristics such as courage, hope, acceptance, strength, love and forgiveness so that they can make sense of, and face all the challenges and opportunities which they meet throughout their human life.

We will encourage pupils’ spiritual development by:

- giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples’ lives;
- encouraging pupils to explore and develop what animates themselves and others;
- giving pupils the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful;
- developing a climate or ethos within which all pupils can grow and flourish, enjoying individual liberty and mutual respect;
- accommodating difference and respecting the integrity of individuals, including tolerance of those with different faiths and beliefs;
- promoting learning opportunities which value pupils’ questions, encourage deeper questions and give them space for their own thoughts, ideas and concerns;

Spiritual Development	
Provision	How it is evidenced
Religious Education curriculum Worship – - whole school - Class worship Opportunities for quiet reflection Outdoor education Christian Values celebrated as half termly themes	RE curriculum plans. Visiting Clergy and Church Youth Workers Visiting our own Church and other places of worship Whole school worship and celebrations of Christian values Achievement Assemblies with parents and carers invited. Outdoor learning Residential visits Harvest, Christmas and Easter celebrations Nurture groups Visits to places of worship Time to reflect upon learning and experiences Writing of prayers and sharing of thoughts – pupils’s questions are valued, they are encouraged to ask ‘Why, how, where,

	<p>what? Christian music used to create calm as well as celebration Celebration of key events in Church year Southwell Diocese 'Time- Travelling' Sharing and discussion of stories and beliefs from other major world religions. Similarities/links and differences acknowledged and respected Opportunities to explore what excites and moves us Celebration of richness and diversity of our world Awareness of interdependence of people on each other and the inter-connectiveness of life Encouragement to carry through tasks with enthusiasm and vigour even if they seem to be a struggle.</p>
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Moral Development

At St Andrew's C of E Primary School, we aim to enable pupils to build a framework of moral values which regulates their personal behaviour. We also help them to understand the expectations of society's shared and agreed values, including democracy, justice and the rule of law and how these change over time. We recognise the need to help our pupils to balance their right to an opinion and to freedom of speech, with their respect and tolerance of others' values and beliefs.

At St Andrew's C of E Primary, we will encourage pupils' moral development by:

- providing opportunities for reflection and the development of their own opinions;
- helping them to recognise and resolve the moral issues and dilemmas implicit in a given context;
- enabling them to make and act upon informed choices, taking right and wrong into account;
- understanding that there are issues where there is disagreement or conflict and respecting others' views;
- encouraging them to take pride in themselves and their work;
- developing the personal skills and qualities necessary to manage situations, such as being able to:
 - make decisions;
 - reflect on and change personal behaviour;
 - resist peer pressure;
 - show respect and compassion for themselves, others and the environment;
 - challenge behaviour which does not reflect this code, such as dishonesty, injustice, discrimination and the misuse of power;

- abide by “fair play”, being good winners and losers, in games, rules and life.

Moral Development	
Provision	How it is evidenced
School behaviour policy and Code of Conduct - Behaviour dealt with, not the child	Regular reviews of Behaviour Nurture groups Celebration of children’s achievements in the weekly Achievement Assemblies
Ownership of class rules	Anti-bullying activities and Playground Buddies
Reward system	E-Safety teaching, shared with parents, Governors and staff.
Religious Education curriculum	Whole school worship and the explicit discussion of Christian values. Circle times
Pupil Voice	Child participation in a range of pupil groups: School Council, Sports Ambassadors, and E
Taking part in Charitable projects	Safety Ambassadors Fundraising and charitable giving
Stories in assemblies linked with issues which arise in school/at home	Singing at the Church Christmas Fair, Pensioner’s Christmas Lunch Club, Cool Choir, Young Voices and Big Sing.
Moral dilemmas discussed/right and wrong	Pupils are listened to – they have their say, self expression
Sex and relationships education within a Christian context	Care/respect for environment and living things (Eco-Team) Promotion of honesty and respect
All staff act as role models	

Social Development

At St Andrew’s C of E Primary school, we attempt to develop in our pupils a growing understanding of the part that they play within the school community and wider society, both now and in the future. Through their social development, we encourage pupils to relate positively to others, participate fully in the community and develop an understanding of good citizenship.

At St Andrew’s C of E Primary, we will encourage pupils’ social development by:

- developing an understanding and respect of others, their opinions, beliefs and customs;
- developing an understanding of society’s institutions, structures and characteristics, including democracy and the rule of law.
- encouraging them to have a sense of pride in their community;
- nurturing the development of the inter-personal skills necessary for successful relationships.
- helping them to use restorative approaches with their peers increasingly independently;

Social Development	
Provision	How it is evidenced
PSHE Curriculum Working together in teams Pupil Voice Extra curricular activities Outdoor Education PE curriculum Cross phase working Links with local community – residential homes, Church, family of schools, Framework	Pupil Groups including: School Council, E Safety Ambassadors Residential visits in year 5 and 6 Educational visits Afterschool clubs including: football, netball, choir, arts and craft Music tuition Participation in Music events: Cool Choir, Big Sing, Young Voices Transition visits Play Buddies Participation in Charity support: Charity enterprise project, Children in Need, Red Nose Day Participation in Sporting events Sex and relationships education within a Christian context

- encouraging them to think about the impact of their own and others' actions on others;
- developing good teamwork skills through opportunities to co-operate and share;
- expecting good manners and courteous behaviour;
- providing opportunities for pupils to develop self-confidence;
- providing opportunities for the development of interpersonal skills.

Cultural Development

Cultural development at St Andrew's C of E Primary is about pupils understanding and appreciating their own culture and other cultures in their community, Britain and throughout the world. It is an exploration of how we are the same and how we are different; how we came to be the way we are and how we are changing. Cultural development at our school is key to developing community cohesion and pride as well as curiosity and wonder at the world. Promoting pupils' cultural development is intimately linked with our schools' attempts to value cultural diversity and prevent racism.

At St Andrew's C of E Primary, we will encourage pupils' cultural development by:

- helping pupils to understand and feel comfortable in a variety of cultures and be able to operate in the emerging world culture of shared experiences provided by television, travel and the internet;
- helping pupils to understand that cultures are always evolving and coping with change;
- providing pupils with the knowledge of and appreciation of the key features of their own cultural traditions and practices and of other major cultural groups within their own community and the wider world;

- developing an understanding of, as well as celebrating and embracing, the diversity of cultural, spiritual, social and moral traditions and practices within their community and the wider world;
- developing the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture in the form of music, art, drama, literature and faith;
- providing opportunities to nurture the cultural development of our pupils in all creative areas across the curriculum;
- encouraging a personal response to a range of cultural activities;
- exposing pupils to a wealth of stimuli from their own culture and those of others, taught through the whole curriculum with visits and visitors to support this teaching;
- encouraging participation in and appreciation of the wealth of cultural traditions and the beliefs associated with different communities

Cultural Development	
Provision	How it is evidenced
School Visits Participation in the Arts Arts Curriculum MFL	School visits to museums, galleries, concerts, theatre visits Meeting authors Opportunities to take part in school productions /Performances Singing teaching for all Year Groups Opportunities for individual instrumental lessons Visits from people of different cultures MFL teaching Afterschool Clubs Sports Day