



Spiritual, Moral, Social and
Cultural Development
Policy

Statement of Intent

At Chaigeley School, the children's welfare and their learning are at the very heart of every decision made. This policy reflects the individual nature of our children.

The school will help the children to develop an inner discipline and will encourage children to not just 'follow the crowd' –they will make up their own minds and be ready to accept responsibility for what they do. They will grow through making well informed choices and holding to the choices that they have made. They will want to be honest with themselves and with others.

The school will promote British Values

The school will uphold its legal duty (from July 2015) to prevent children from becoming radicalised through the Prevent Duty.

The Spiritual, Moral, Social and Cultural education of children at Chaigeley School is cross-curricular and not limited to specific SMSC lessons.

Aims

- To provide a safe, caring and happy environment where each child is valued as an individual and can develop towards his/her full potential.
- To provide for each child a wide, balanced curriculum of high quality, appropriate to the interests and aspirations of the individual encouraging the development of the whole person and fulfilling the requirements of the National Curriculum.
- To develop the potential of each child within his/her capabilities, recognising different needs and abilities and providing challenges and appropriate teaching at each stage of development.
- To set and maintain standards of discipline, courtesy and general moral values so that the school community may function effectively.
- To engender a sense of self-respect, independence and self-motivation. To increase the individual's capacity to accept responsibility for actions taken. To encourage children to recognise their responsibility to and dependence on others to help them become active, reasoning participants in a democratic society.
- To provide a non-sexist, non-racist atmosphere that fosters respect for religious and moral values linked with tolerance of other people, races, religions and lifestyles.
- To foster links between home and school and develop a partnership with parents / carers in the education of their children.

1. Related policies

- 1.1. Safeguarding Policy.
- 1.2. Behaviour Support Policy.
- 1.3. Social Media Policy
- 1.4. Internet Acceptable Use Policy
- 1.5. Health and Safety Policy.
- 1.6. Special Educational Needs and Disability Policy.
- 1.7. Curriculum Statement

2. Guiding principles

2.1. Spiritual development

The spiritual development of children is shown by their:

- Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life.
- 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.

2.2. Moral development

The moral development of children 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.

2.3. Social development

The social development of children 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 community and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.
- Ability to use modern communication technology, including mobile technology, the internet and social media, safely.
- 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 children should also develop and demonstrate skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain.

2.4. Cultural development

The cultural development of children 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 a range of different cultures within the 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.
- Understanding, acceptance, respect and celebration of diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

3. Cross-curriculum teaching and learning

3.1. Development in SMSC will take place across all areas of the curriculum.

3.2. SMSC has particularly strong links to Religious Education, Collective Worship, Pastoral Sessions and Personal, Social, Health and Citizenship Education (PSHCE).

3.3. All areas of the curriculum will draw examples from as wide a range of cultural contexts as possible.

3.4. In order to develop a strong sense of identity in our children, we will when appropriate use classroom discussion to enable children to:

- Talk about their experiences and feelings.
- Express and clarify personal ideas and beliefs.

- Speak about difficult events, e.g. bullying, death.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider the needs and behaviour of others.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable children to develop socially, morally, spiritually and culturally e.g. empathy, respect, open-mindedness, sensitivity, critical awareness etc.

3.5. Many areas across the curriculum provide opportunities for children to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals, accepting people who are different because of physical and learning difficulties.
- Agree and disagree.
- Experience good role models.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

3.6. Practical activities to develop SMSC could include:

- Working together in different groupings and situations.
- Encouraging the children to behave appropriately at meal times.
- Taking responsibility for certain aspects of school life
- Encouraging teamwork in PE and whole school House Team events.
- Appreciation of and respect for the work and performance of other children, regardless of ability.
- Meeting people from different cultures and countries.
- Participating in a variety of different educational visits.
- Participation in live performances when appropriate.
- Using assembly themes to explore important aspects of our heritage and other cultures e.g. festival days and global events.
- Studying literature and art from different cultures supported by visits from writers and artists and participating in workshops.
- Opportunities to make and evaluate food from other countries.
- Opportunities in music to learn songs from different cultures .and participate in workshops.
- Studying the contributions to society that certain famous people have made.

4. Community links

4.1. Chaigeley School has links with the wider community.

4.2. In order to develop these links Chaigeley School reaches out to the community through the following activities:

- Fundraising Activities
- Sports Activities
- School Open Day.
- Annual Rose Queen.
- Lymm Senior Citizens Group.
- Principal is an Executive member of Warrington Safeguarding Children's Board.
- School membership of WASCL
- Development of a Business Mentor Scheme involving local businesses

5. Monitoring and evaluation

5.1. At Chaigeley School, we listen to the views of our children and their parents/carers. We operate an open door policy for the sharing of views and also have a formal system in place including:

- Children and parent / carer questionnaires.
- Child/teacher meetings.
- Annual Review / progress meetings
- Weekly / daily contact with parent / carers

5.2. SMSC provision is reviewed regularly in the following ways:

- Monitoring of teaching and learning and work scrutiny by the Principal, Heads of Education and governors as part of our general monitoring.
- Regular reporting to whole governors and sub-committee meetings.
- Regular policy audits.
- Development of Religious Education, PSHCE
- Sharing of classroom work and practice.

6. Promoting British values

6.1. Through the national curriculum, we aim to:

- Teach our children a broad and balanced international history.
- Represent the cultures of all of our children across subject areas.
- Commemorate World Wars 1 and 2.

6.2. Through our Social, Moral, Spiritual and Cultural programme, we aim to:

- Enable children to develop their self-knowledge, self-esteem and self-confidence.
- Enable children to distinguish right from wrong and to respect the civil and criminal law of England.
- Encourage children to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.
- Enable children to acquire a broad general knowledge of, and respect for, public institutions and services in England.
- Encourage tolerance and harmony between different cultural traditions by enabling children to acquire an appreciation of, and respect for, their own and other cultures.
- Encourage respect for other people.
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

Committee

**Date
Amended/Created**

Review Date:

Source: Curriculum

Date: 12/12/2017

Review: 12/2018