

**LONG MEADOW SCHOOL**

# **Spiritual, Moral, Social, Cultural Policy**



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Governor committee:	Curriculum Committee

## **Long Meadow School Spiritual, Moral, Social, Cultural Policy (SMSC)**

At Long Meadow School we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve.

The school's thoughtful and wide ranging promotion of pupil's spiritual, moral, social and cultural development and their physical wellbeing enables them to thrive in a supportive, highly cohesive learning community. Whether in class or around the school, pupils will learn in an ethos and atmosphere of dignity and fairness, where they are free to develop themselves, knowing that differences are respected and they are encouraged to become independent learners and take responsibility for their actions and become good citizens.

A creative, imaginative and exciting curriculum shall provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures in the United Kingdom and the wider world.

Long Meadow School promotes high achievement and learning for life by working with children to:

- develop thinking skills - knowing how to learn
- become highly motivated life long learners
- meet the challenges of the modern world
- have high self-esteem - belief in themselves and respect for others and the environment
- be able to work independently and collaboratively
- achieve high standards in all areas of the curriculum
- seek to extend themselves in mind, body and spirit

We believe that each child will succeed through experiencing quality in:

- a positive ethos of support, challenge and encouragement
- a relevant, forward thinking, broad and balanced curriculum
- a stimulating, interactive, learning environment

- innovative teaching and an investigative approach to learning
- a variety of exciting learning resources
- an enriching programme of extra-curricular activities and visits
- learning partnerships between school, home and the community

### **General Aims**

- To ensure that everyone connected with the school is aware of our aims, values and ethos.
- To ensure a consistent approach to the development of SMSC understanding throughout the curriculum and the general life of the school.
- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude 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 enrich our society.
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

### **Spiritual Development**

Long Meadow School recognises that pupils' spiritual development is shown by their:

- Beliefs, religious or otherwise, which inform their perspective on life and their interest and respect for different people's 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.

As a school we aim to provide learning opportunities that will enable pupils to:

- Sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought.

- Develop their emotional literacy and enable them to 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 the wonders and mysteries of life.

### **Moral Development**

Long Meadow School recognises that 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.

As a school we aim to provide learning opportunities that will enable pupils to:

- 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 judgments.

### **Social Development**

Long Meadow School recognises that 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 socio-economic backgrounds.
- Willingness to participate in a variety of social settings, including volunteering, 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.

As a school we aim to promote opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity.
- Learn about service in the school and wider community.
- Begin to understand social justice and a concern for the disadvantaged.
- Understand their responsibility to the communities to which they belong.
- Develop their economic wellbeing to enable them to take a responsible role in society.
- Enable them to become lifelong learners.

### **Cultural Development**

Long Meadow School recognises that 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, mathematics, 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.

As a school we aim to promote opportunities that will enable pupils to:

- Recognise the value and richness of cultural diversity in Britain.
- Recognise Christianity as the primary faith of our country and its place as a world-wide faith.
- Recognise other world-wide faiths and their contribution to our society.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.
- Recognise and develop understanding of other world faiths.

### **Teaching and Organisation**

Development in SMSC will take 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.

### **Links with the wider community**

- Visitors are welcomed into school.
- Links with religious communities in our local area are sought.
- The development of a strong home-school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the pupil.
- Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.

### **Through classroom discussions we will give the children opportunities to:**

- talk about personal experiences and feelings
- express and clarify their own ideas and beliefs
- speak about difficult events, eg bullying, death etc
- 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 eg 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, 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.

**Practical activities to develop SMSC will include:**

- working together in different groupings and situations
- encouraging the children to behave appropriately at meal times
- taking responsibility eg class monitors, lunch monitors, register monitors,
- assembly monitors, cloakroom monitors, delivering messages and looking after younger children
- encouraging teamwork in PE and games
- appreciation of and respect for all people, regardless of background
- hearing music from different composers, cultures and genres
- meeting people from different cultures and countries
- participating in a variety of different educational visits
- participation in live performances
- use of assembly themes to explore important aspects of our heritage and other cultures, eg festival days, the patron saints and national celebrations studying literature and art from different cultures supported by visits from writers and artists and participating in workshops
- opportunities for the children to hear and see live performances by professional actors, dancers and musicians
- participation in traditional English country dancing as well as dance from other cultures
- opportunities to make and evaluate food from other countries
- opportunities in music to learn songs from different cultures and play a range of instruments
- studying the contributions to society that certain famous people have made.

**SCHOOL ASSEMBLIES/COLLECTIVE WORSHIP**

A daily assembly of children will be offered, either as a whole school or in phases.

Assemblies will:

- provide a daily act of collective worship
- develop a community spirit
- promote the school's culture, values and expectations
- explore important moral and social themes
- promote care for the planet
- provide important notices and information

- celebrate children's successes and achievements both in and out of school
- share the school curriculum with parents/carers
- share and celebrate world culture, religions and festivals
- promote racial harmony and respect for all
- welcome visitors to lead assemblies and share experiences, values and beliefs.

Regular assemblies for parents will be offered where children and their families can share information, successes and celebrations together.

Assemblies may be led by:

- Headteacher
- Deputy Headteacher
- senior teachers
- classes of children
- identified groups of children
- invited visitors, eg local clergy, charity workers

### **Withdrawal**

- Parents/carers will be offered the right to withdraw their children from the act of collective worship and their wishes will be respected.
- Parents/carers are invited to talk to the Headteacher if they require further information about the daily act of collective worship and/or wish to consider withdrawing their child.
- Parents/carers are asked to inform the school in writing if they wish to withdraw their child from the act of collective worship (or parts thereof), outlining exactly what they wish their children to be withdrawn from.
- Staff have a freedom under the 1944 Education Reform Act not to have to lead or attend collective worship. The school will respect this right, but will expect staff to attend parts of an assembly when collective worship is not taking place, eg the giving of notices, celebrating pupil achievements, class assemblies.

## **MONITORING AND EVALUATION**

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

- monitoring of RE and PSHE teaching and learning by the appropriate curriculum leader
- regular monitoring of SMSC across the curriculum and in all areas of school life by SMSC Leader
- regular discussions at staff and governors' meetings
- audit of policies
- RE/PSHE development and, when relevant, inclusion in the SIP
- collation of evidence of children's work/experience in a school portfolio.
- the Head Teacher shall evaluate the effectiveness of SMSC in the schools Self Evaluation Form

## **IMPLEMENTATION OF POLICY**

The implementation of this policy and the planning and teaching of SMSC is the responsibility of the SMSC leader and Head Teacher.

**DEFINITIONS**

**Spiritual development**

Understanding of self and others is at the heart of spiritual development and is not linked solely to a particular doctrine or faith. Spiritual development is, therefore, accessible to everyone. All areas of the curriculum should contribute to children's spiritual development.

**Moral development**

Is concerned with children's ability to make judgements about how they should behave and act and the reasons for such behaviour. It refers to their knowledge, understanding, values and attitudes in relation to what is right or wrong. Moral development should enable children to become increasingly responsible for their own actions and behaviour.

**Social development**

Refers to the development of abilities and qualities that children need to acquire if they are to play a full and active part in society. It also relates to the growth of knowledge and understanding of society in all its aspects. Children learn to lead, use their own initiative and to use individual skills and strengths when working together towards a common goal. The ability to be led, to support others and to recognise the different skills of other group members can be developed when children work cooperatively.

**Cultural development**

At the heart of cultural development lies the necessity to develop a sense of personal identity, whilst at the same time, acquiring awareness, understanding and tolerance regarding the cultural traditions of others.