



POLICY FOR SOCIAL, MORAL, SPIRITUAL AND CULTURAL EDUCATION.

Bembridge Church of England VC School

INTRODUCTION

In contrast to the policies for specific curriculum subjects, this policy relates to the whole life of the school. Of particular importance in promoting spiritual, moral, social and cultural development (SMSC) is the example set by adults in the school, the quality of relationships and the standard of daily collective worship.

RATIONALE

The connection between good results in the curriculum and high standards in SMSC development is widely acknowledged and is evident in a significant number of OFSTED reports. The SMSC aspects of education concentrate on the development of the pupil as an individual and as a personality, aiming to enrich and extend the human existence of each child in relation to the values, attitudes, beliefs and consequent behaviour acquired during school years with us at Bembridge CE Primary.

SPIRITUAL DEVELOPMENT

Relates to the quest for individual identity and the search for meaning and purpose in our existence. It is associated with a dimension of life, which is not necessarily experienced through the physical senses, but has much to do with feelings and emotions, and attitudes and beliefs. The term 'spiritual' need not be synonymous with 'religious.'

As a church school, we place special emphasis on the specific teaching and beliefs of the Christian faith, both within the daily life of the school and through the curriculum.

MORAL DEVELOPMENT

Acquiring a knowledge and understanding of what is right and wrong is central to moral development. It is the basis upon which the pupils may develop the ability to make judgments about how to behave and it is the standpoint from which to consider the behaviour of others in school and society in general.

The system of rules and codes of behaviour established in our school is an important early introduction to issues of fairness for all and to the consequences of operating outside the accepted rule system. Pupils are encouraged to understand the need for a common code and to follow it from conviction rather than because of consequences or sanctions. Moral development, based on Christian principles, should enable pupils to become increasingly responsible for their own actions and behaviour.

SOCIAL DEVELOPMENT

Development in this area enables pupils to become conscientious participants in firstly, the society of the family and then, progressively, the class, the school and the wider community. Provision for social development should balance the positive, satisfying elements of belonging to a group or society with the demands and obligations such membership requires.

The school, but in particular the classroom, provides a suitable environment for promoting social development within a Christian context. Pupils learn to lead, to use their 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 co-operatively.

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.

In order to make provision for cultural development existing knowledge, interests and experiences are strengthened and then built upon further. In this way pupils gain a deeper understanding of their own culture and the factors, which influence it and gain a broader understanding of other cultures and cultural influences. All areas of the curriculum can be used to promote and develop cultural awareness, although the arts, music, dance, drama and art are those used the more frequently.

CHRISTIAN DISTINCTIVENESS

In a church school, our Christian distinctiveness will permeate the four definitions of spiritual, moral, social and cultural development and the objectives of all other policies. This distinctiveness is a natural extension of the school's Mission Statement and aims.

SPIRITUAL DEVELOPMENT

Aims for Spiritual Development

- the ability to listen and be still
- the ability to sense, the sacred, the holy, the Divine
- the ability to reflect
- the ability to sense wonder and mystery in the world
- the ability to sense the special nature of human relationships

Provision for Spiritual Development

Staff provide a role model for the children, as individuals, they may share something of their own spirituality with both colleagues and pupils.

Within the Curriculum, pupils will be able to explore:

- an imaginative approach to the world
- a spirit of enquiry and open-mindedness
- an awareness of order and pattern in the world.
- their creativity and imagination
- foster a sense of respect for the integrity of each person
- be given opportunities to speak freely about their beliefs.

Within RE, Worship and PSHE, the school will:

- allow pupils to investigate and reflect upon their own beliefs and values
- provide opportunities for pupils to share what is meaningful and significant to them
- provide opportunities for prayer/reflection/silence
- explore what commitment means;

Beyond the Formal Curriculum, the school will:

- encourage pupil in personal conversations and during discussions in lessons, to express such feelings as wonder, joy, unease, injustice or inequality whilst listening carefully to others' questions and responses
- treat pupils, staff and governors with respect, regardless of personal feelings
- invite close involvement with the church, and regular participation in church services.

Assessment in Spiritual Development

- becoming aware of God in one's own life and in the life of others
- becoming aware of and reflecting on experience
- developing personal views and insights
- acquiring a sense of empathy with others, concern and compassion.

We should aim to encourage pupils to experience all the above within the context and practice of the Christian faith.

MORAL DEVELOPMENT

Aims for Moral Development

- to understand the principles lying behind decisions and actions

- to be able to take moral decisions for themselves
- to assume moral responsibility
- to be able to distinguish between right and wrong

Provision for Moral Development

Within the Curriculum

- developing responsibility in learning and setting personal targets

Within RE, Worship and PSHE

- religious education lessons emphasise the Christian moral perspective whilst also offering models of morality in other faiths

Beyond the Formal Curriculum

- the school will set high expectations through formal discussion which will lead to raised awareness of high moral standards inside and outside the classroom

Assessment in Moral Development

Assessment is primarily through observation of pupil behaviour and the views pupils express.

Do pupils demonstrate:

- an understanding of moral principles which allow them to tell right from wrong?
- a respect for other people, truth, justice and property?
- an ability to stand moral ground in the face of peer pressure?

Pupils should move gradually from a 'taught morality' to taking responsibility for their own moral decisions.

SOCIAL DEVELOPMENT

Aims for Social Development

- to relate positively to others
- to participate fully and take responsibility in the classroom and in the school
- to use appropriate behaviour, according to situations
- to engage successfully in partnership with others
- to exercise personal responsibility
- to understand that, as individuals, we depend on family, school and society

Provision for Social Development

Within the Curriculum

- listening to the viewpoints and ideas of others

Within RE, Worship and PSHE

- good behaviour is praised positively and rewarded through stickers, marbles in jar and Rainbow Book

Beyond the Formal Curriculum

- pastoral care from all staff gives pupils the chance to see caring in action

Assessment in Social Development

- observation of pupils' growing maturity and self-esteem
- the degree to which pupils employ socially acceptable behaviour
- development of relationships in work and play
- the degree to which pupils appreciate what constitutes a healthy lifestyle

The importance of the link between relationships and behaviour should be emphasized. The quality of relationships between teachers, pupils, support staff, parents and governors, at all levels, is crucial. These relationships will be characterized by mutual respect, by positive attitudes, by the willingness to listen and understand and by the valuing of pupils.

CULTURAL DEVELOPMENT

Aims for Cultural Development

The aims and objectives of cultural development relate to differing aspects of the word 'culture.'

- to develop a sense of belonging to pupils' own culture and being proud of their cultural background
- to share different cultural experiences
- to respect different cultural traditions
- to understand codes of behaviour, fitting to cultural tradition

Provision for Cultural Development

Within the Curriculum

- acquiring a code of behaviour when visiting a church or churchyard for study
- learning about another culture

Within RE, Worship and PSHE

- opportunities to discuss and explore differences and similarities

Beyond the Formal Curriculum

- visits of outside agencies to give talks, demonstrations e.g. in assembly

Assessment in Cultural Development

- response to stories, videos, artefacts
- records of work, displays, photographic evidence
- attitudes expressed during cultural visits or relating to visitors

It is hoped that our children will develop a balanced approach to retaining the traditions of our Christian society, whilst perceiving in a positive light the contribution of other cultures, past and present

RESPONSIBILITIES

The Governing Body is responsible for:

- ensuring that the Church Foundation of the school is honoured and that the SMSC Development Policy promotes an ethos based on Christian principles and practice

- ensuring that the SMSCD is put into practice and monitored by the appropriate governor

The co-ordinator is responsible for:

- keeping in touch with national developments and acting in an advisory capacity, supporting colleagues
- will understand the impact that good spiritual, moral, social and cultural development can have on the school as a whole
- overseeing the provision and the monitoring and evaluation of SMSC development

DATE: **SEPT 2014**
REVIEW: **APRIL 2017**