



# Egremont Primary School

## Social, Moral, Spiritual & Cultural Education (SMSC) Approach

**'Educational Inclusion' is about equal opportunities for all pupils. It pays particular attention to the provision for, and achievement of, different groups of pupils'**

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# **EGREMONT PRIMARY SCHOOL**

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

### **Definition**

At Egremont Primary School, the promotion of pupils' spiritual, moral, social and cultural education is considered to be 'a whole school issue'. Spiritual, Moral, Social and Cultural Development is promoted not only through all the subjects of the curriculum but also through the ethos of the school and through the development of positive attitudes and values.

This policy supports and reinforces the Rights Respecting aims of our school, valuing all children and staff equally as individuals.

### **Principles**

Spiritual, Moral, Social and Cultural Development is vital for individual pupils and it is crucial for society as a whole. We believe it is the heart of what education is all about - helping pupils grow and develop as people and effective participants in a diverse, global community.

Spiritual, Moral, Social and Cultural Development is cross curricular and promotes the aims and principles of the policies for PSHCE, RE, Drug Education, Sex Education, Race Equality, Disability and Equal Opportunities. It is an expectation at Egremont Primary School that all staff, in all subjects, can and should make a contribution to the Spiritual, Moral, Social and Cultural Development of pupils through the curriculum and through the use of appropriate teaching and learning strategies e.g. discussion, reflection, pupil participation, circle time, resources etc.

The importance of relationships between all school staff, parents and Trustees is paramount. These relationships will be characterised by mutual respect, by positive attitudes, by the willingness to listen and be listened to and by the valuing of all pupils.

### **General Aims for Spiritual, Moral, Social and Cultural Development**

We aim:

- To promote the spiritual, moral, cultural, mental and physical development of pupils at the school and in society.
- To prepare pupils for the opportunities, responsibilities and experiences of adult life.
- To enable pupils to distinguish right from wrong, to respect the civil and criminal law of England and to appreciate the rule of law is essential for well-being and safety.
- To enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England and to respect and support participation in the democratic process.
- To promote respect and consideration for differences in gender, race, religion.
- To develop the individual strengths of all pupils and to help and provide support in areas for development.
- To inspire and enthuse pupils in order to foster a love of learning and enquiry, to reason rationally and to apply themselves to tasks and physical skills with a growth mindset.
- To help pupils towards independent learning and to equip them with all life skills in order for them to take their place in a fast-changing society.

- To develop respect for religious and moral values and understanding of other races, religions and ways of life while challenging opinions or behaviours in school with reason and empathy.
- To help the pupils understand the world in which they live.
- To develop a sense of responsibility, consideration for others, self-respect and self-confidence.
- To promote good relationships between home, school and the local and wider communities.

## Spiritual Development

This relates to the quest for individual identity and the search for meaning and purpose in our existence. It leads towards the understanding of self and others. It has to do with feelings, emotions, attitudes and beliefs. It is not linked solely to a particular doctrine or faith and spiritual development is therefore accessible to everyone.

Aims for Spiritual Development	Objectives for Spiritual Development
<ul style="list-style-type: none"> <li>➤ The ability to listen and be still</li> <li>➤ The ability to reflect</li> <li>➤ The ability to sense wonder and mystery in the world</li> <li>➤ The ability to sense the special nature of human relationships</li> </ul>	<ul style="list-style-type: none"> <li>➤ To develop the skill to use all ones senses</li> <li>➤ To develop imagination</li> <li>➤ To encourage times for quiet reflection throughout the school day</li> <li>➤ To develop individual self confidence</li> </ul>

## Moral Development

Pupils are encouraged to understand the need for a common code and to follow the school rules. At Egremont Primary School we work towards an understanding of what is right and wrong. From this basis pupils may develop the ability to make judgements and to become increasingly responsible for their own actions or and behaviour.

Aims for Moral Development	Objectives for Moral Development
<ul style="list-style-type: none"> <li>➤ To understand the principles lying behind decisions and actions</li> <li>➤ To be able to distinguish between right and wrong and to respect the civil and criminal law in England.</li> <li>➤ To be able to make decisions, accepting and understanding consequences of their actions</li> <li>➤ To move gradually through a 'taught morality' to taking responsibility for their own moral decisions</li> </ul>	<ul style="list-style-type: none"> <li>➤ To tell the truth</li> <li>➤ To respect the rights and property of others</li> <li>➤ To help others less fortunate than themselves</li> <li>➤ To be considerate to others</li> <li>➤ To take responsibility of own actions</li> <li>➤ To exercise self-discipline</li> <li>➤ To develop high expectations and a positive attitude</li> <li>➤ To conform to rules and regulations to promote order for the good of all</li> </ul>

## Social Development

This enables pupils to become conscientious participants in their family, class, school, the local and wider community and make a positive contribution to the lives of others in society. Within this there should be a balance of the positive, satisfying elements of belonging to a group or society along with the demands, obligations and cooperation such membership requires.

Aims for Social Development	Objectives for Social Development
<ul style="list-style-type: none"> <li>➤ To relate positively to others</li> <li>➤ To participate fully and take responsibility in class and school</li> <li>➤ To use appropriate behaviour across a range of situations</li> <li>➤ To work cooperatively with others</li> <li>➤ To use own initiative responsibly</li> <li>➤ To understand our place in our family, school and society</li> <li>➤ To 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.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To share emotions such as love, joy, hope, anguish and fear</li> <li>➤ To be sensitive to the needs and feelings of others</li> <li>➤ To work as part of a group</li> <li>➤ To interact positively across a range of situations, e.g. clubs, sports activities, visits, church services, music festivals etc.</li> <li>➤ To develop an understanding of citizenship and to experience being a part of a caring community</li> <li>➤ To show care and consideration for others e.g. sharing and turn taking</li> <li>➤ To realise that every individual can do something well and have something to offer</li> </ul>

## 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 and beliefs of others.

Aims for Cultural Development	Objectives for Cultural Development
<ul style="list-style-type: none"> <li>➤ To develop a sense of belonging to pupils' own culture and being proud of their cultural background.</li> <li>➤ To challenge opinions or behaviours in school that are contrary to British values</li> <li>➤ To respond to cultural events</li> <li>➤ To share different cultural experiences</li> <li>➤ To respect different cultural traditions</li> <li>➤ To understand codes of behaviour, fitting to cultural tradition</li> <li>➤ To 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</li> </ul>	<ul style="list-style-type: none"> <li>➤ To enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England</li> <li>➤ To develop an awareness, recognition and appreciation of the Arts, i.e. Music, Art, Drama, Literature etc.</li> <li>➤ To develop a love for learning</li> <li>➤ To develop an understanding of different cultures and beliefs, including Christianity</li> <li>➤ To appreciate the values and customs of other ethnic and faith groups which make up modern British society, and the world beyond</li> <li>➤ To develop the ability to value these independently</li> </ul>

## Assessing Spiritual, Moral, Social and Cultural (SMSC) development

Informal assessment is primarily through observation of pupil behaviour, the views that pupils express, and through observation of the school community. In addition, opportunities for cross curricular learning will be assessed by Subject Leaders through work scrutiny and pupil conferencing.

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
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

The **moral** development of pupils 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.

The **social** development of pupils 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 communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- 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 pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The **cultural** development of pupils 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 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 positively to artistic, 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.