

Policy for Spiritual, Moral, Social and Cultural Development



Uffington
Church of England
Primary School

Our Vision

We are a family-orientated school where everyone is welcome, a place where we strive to provide the best possible education in a caring Christian environment; an education that allows everyone to flourish and have the confidence to make a positive contribution. We seek to develop the individual strengths of everyone within our school community, where each unique personality can be recognised and valued.

Our Christian values underpin everything we do: Thankfulness, Kindness, Forgiveness, Fairness, Friendship, Trust, Hope and Inclusion are key priorities for all pupils and adults in our school.

Introduction

This policy outlines the purpose, nature and management of Spiritual, Moral, Social and Cultural Education within Uffington Church of England Primary School.

This policy reflects the consensus of opinion of the whole teaching staff and has the full agreement of the Governing Body.

The implementation of this policy is the responsibility of the Headteacher and all teaching staff.

Spiritual, Moral, Social and Cultural Development relates to relationships with other people and, for believers, with God. It involves the search for individual identity and with our responses to challenging experiences such as death, suffering, beauty and encounters with good and evil. It promotes the search for meaning and purpose in life and for values by which to live.

Aims

To enable all pupils to develop a positive attitude towards themselves and others, show respect for the world they live in and deal with everyday life situations in a confident and understanding way.

Entitlement

The Education Reform Act refers to a dimension of human existence which is termed the 'Spiritual' and which applies to all pupils. The potential for Spiritual Development is open to

Preparing for the Future; Living Life in all its Fullness

everyone and is not confined to the development of religious beliefs or conversion to a particular faith.

Spiritual Development

What is Spiritual Development?

The Education Reform Act refers to spiritual development for all pupils. To help us understand and explain what this means to us we offer this definition of what spirituality means to us:

ME - We will help each individual in the whole school community consider their own self-worth.

OTHERS - Individuals will recognise that other people are important too.

EVERYTHING- We acknowledge that many people feel that there is something outside of me and others. Christians name this as God, as revealed to us in the life of Jesus Christ.

We have divided Spiritual Development into eight distinct areas:

Feelings and Emotions: The sense of being moved by beauty or kindness; hurt by injustice or aggression; a growing awareness of when it is important to control emotions and feelings and how to learn to use such feelings as a source of growth.

Creativity: Expressing innermost thoughts and feelings through, for example, art, music, literature and crafts; exercising the imagination, inspiration, intuition and insight.

Self-knowledge: An awareness of oneself in terms of thoughts, feelings, emotions, responsibilities and experiences; a growing understanding and acceptance of individual identity; the development of self-respect.

A sense of awe, wonder and mystery: Being inspired by the natural world, mystery or human achievement.

Search for meaning and purpose: Asking "Why me?" at times of hardship or suffering; reflecting on the origins and purpose of life; responding to challenging experiences of life such as beauty, suffering and death.

Relationships: Recognising and valuing the worth of each individual; developing a sense of community; the ability to build up relationships with others.

Beliefs: The development of personal beliefs, including religious beliefs; an appreciation that people have individual and shared beliefs on which they base their lives; a developing understanding of how beliefs contribute to personal identity.

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Experiencing feelings of transcendence: Feelings which may give rise to belief in the existence of a divine being, or the belief that one's inner resources provide the ability to rise above everyday experiences.

Moral Development

Moral Development, like Spiritual Development, cannot be defined by one simple statement. It involves several elements:

- The will to behave morally as a point of principle. This attitude is fundamental to Moral Development.
- Knowledge of the codes and conventions of conduct agreed by society, both non-statutory and those prescribed by law.
- Knowledge and understanding of the criteria put forward as a basis for making responsible judgements on moral issues.
- The ability to make judgements on moral issues, as they arise by applying moral principles, insights and reasoning.

Social Development

The pupils will acquire an understanding and rights of being members of families and communities (local, national and global) and an ability to relate to others and to work with others for the common good. They will be empowered to challenge social injustice and act as agents of change.

They will display a sense of belonging and an increasing willingness to participate.

They will develop the knowledge, skills, understanding, qualities and attitudes they will need to make an active contribution to the democratic process in each of their communities.

Cultural Development

Pupils will acquire an understanding of cultural traditions and an ability to appreciate and respond to a variety of aesthetic experiences.

They will learn to respect their own culture and that of others, an interest in others' ways of doing things and curiosity about differences.

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They will develop the knowledge, skills, understanding, qualities and attitudes they will need to understand, appreciate and contribute to culture.

Implementation

The promotion of Spiritual, Moral, Social and Cultural Development of each child is seen as the responsibility of all members of staff. Much of this development should be assimilated through the ethos of the school. However, there are many opportunities within cross-curricular work to focus on the above statements.

Some of the above statements will take place through direct teaching. Children will be taught:

- To distinguish between right and wrong;
- To articulate their own attitudes and values;
- To take responsibilities for their own actions;
- To recognise the moral dimension to situations;
- To understand the long and short-term consequences of their actions for themselves and others;
- To develop for themselves a set of socially acceptable values and principles, and set guidelines to govern their own behaviour;
- To recognise that their values and attitudes may have to change over time;
- To behave consistently in accordance with their principles.

All children will have the same access to the curriculum with each of their views being taken into account.

Contexts for Promoting Spiritual, Moral, Social and Cultural Developments in our School

It is possible to identify different contexts where suitable opportunities for promoting SMSC arise, in many areas of school life. These include:

- Religious Education
- Collective Worship
- National Curriculum subjects
- Non-Statutory subjects and aspects e.g. PSHEE, citizenship and environmental education
- teaching and learning strategies
- the quality of relationships between staff and pupils and between pupils
- teachers and support staff as role models
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Assessment

An ongoing Assessment of the Moral, Social and Cultural Development of a child will initially be the responsibility of the class teacher and thereafter by any member of staff who comes into regular contact with the child.

In many ways, it is both improper and impossible to assess spiritual development and so the eight areas simply mark out steps that might be taken in terms of progression in reflection and contemplation. In this way it is more aspirational than evaluative and judgemental.

Monitoring and Evaluation

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Relationships: Recognising and valuing the worth of each individual; developing a sense of community; the ability to build up relationships with others.

Beliefs: The development of personal beliefs, including religious beliefs; an appreciation that people have individual and shared beliefs on which they base their lives; a developing understanding of how beliefs contribute to personal identity.

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Experiencing feelings of transcendence: Feelings which may give rise to belief in the existence of a divine being, or the belief that one's inner resources provide the ability to rise above everyday experiences.

Moral Development

Moral Development, like Spiritual Development, cannot be defined by one simple statement. It involves several elements:

- The will to behave morally as a point of principle. This attitude is fundamental to Moral Development.
- Knowledge of the codes and conventions of conduct agreed by society, both non-statutory and those prescribed by law.
- Knowledge and understanding of the criteria put forward as a basis for making responsible judgements on moral issues.
- The ability to make judgements on moral issues, as they arise by applying moral principles, insights and reasoning.

Social Development

The pupils will acquire an understanding and rights of being members of families and communities (local, national and global) and an ability to relate to others and to work with others for the common good. They will be empowered to challenge social injustice and act as agents of change.

They will display a sense of belonging and an increasing willingness to participate.

They will develop the knowledge, skills, understanding, qualities and attitudes they will need to make an active contribution to the democratic process in each of their communities.

Cultural Development

Pupils will acquire an understanding of cultural traditions and an ability to appreciate and respond to a variety of aesthetic experiences.

They will learn to respect their own culture and that of others, an interest in others' ways of doing things and curiosity about differences.

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They will develop the knowledge, skills, understanding, qualities and attitudes they will need to understand, appreciate and contribute to culture.

Implementation

The promotion of Spiritual, Moral, Social and Cultural Development of each child is seen as the responsibility of all members of staff. Much of this development should be assimilated through the ethos of the school. However, there are many opportunities within cross-curricular work to focus on the above statements.

Some of the above statements will take place through direct teaching. Children will be taught:

- To distinguish between right and wrong;
- To articulate their own attitudes and values;
- To take responsibilities for their own actions;
- To recognise the moral dimension to situations;
- To understand the long and short-term consequences of their actions for themselves and others;
- To develop for themselves a set of socially acceptable values and principles, and set guidelines to govern their own behaviour;
- To recognise that their values and attitudes may have to change over time;
- To behave consistently in accordance with their principles.

All children will have the same access to the curriculum with each of their views being taken into account.

Contexts for Promoting Spiritual, Moral, Social and Cultural Developments in our School

It is possible to identify different contexts where suitable opportunities for promoting SMSC arise, in many areas of school life. These include:

- Religious Education
- Collective Worship
- National Curriculum subjects
- Non-Statutory subjects and aspects e.g. PSHEE, citizenship and environmental education
- teaching and learning strategies
- the quality of relationships between staff and pupils and between pupils
- teachers and support staff as role models
- the ethos and values of the school
- aspects such as visits, visitors, clubs and extra-curricular activities.

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Assessment

An ongoing Assessment of the Moral, Social and Cultural Development of a child will initially be the responsibility of the class teacher and thereafter by any member of staff who comes into regular contact with the child.

In many ways, it is both improper and impossible to assess spiritual development and so the eight areas simply mark out steps that might be taken in terms of progression in reflection and contemplation. In this way it is more aspirational than evaluative and judgemental.

Monitoring and Evaluation

The Headteacher and staff will review this policy biennially. Any suggested amendments will be presented to the Governing Body at their first meeting following review.

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This policy has links to a number of other school policies, namely: Behaviour, Safeguarding, Equality and Diversity, British Values, Preventing Extremism and Radicalisation, PSHEE and RE.

This policy will be made available to parents via the school website. Hard copies are available on request.

Policy reviewed by the Church School Effectiveness Committee	January 2023
Next review	January 2025