



## **William Law C E Primary School**

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

Policy shared with staff on Intranet

Policy confirmed by the Governing Body of William Law CE Primary School on:

Date: 25<sup>th</sup> April 2018

Signature: Edward Husbands

Policy to be reviewed on: 2021

*This policy is written in line with the Christian values and ethos of our school*

## Spiritual, Moral, Social and Cultural Policy

# Learning Living Loving Together

The Spiritual, Social, Moral and Cultural development of pupils at William Law C E Primary School is an integral part of the daily life of the school with Christianity as the foundation faith and model which underpins the ethos of the whole school.

### 1. Introduction

The Spiritual, Social, Moral and Cultural policy, along with the Ethos Statement, sets the whole ethos for William Law CE Primary School and is integral to all areas of teaching and learning as it infiltrates the whole curriculum. It is especially important in a Church School that there is a strong sense of caring for the whole school family and community and that each person feels valued as an individual.

Although the school promotes the teaching of Christianity, we recognise that spiritual development is not limited to religious beliefs and knowledge but includes a much wider spectrum.

This policy should be read in conjunction with our policies on Anti-Bullying, Behaviour Collective Worship, Equality and diversity and RE as well as Valuing All God's Children – Guidance from the Church of England Autumn 2017 and Promoting British Values as part of the SMSC in schools (DfE 2014).

### 2. Definitions

The following definitions are used within the context of this policy:-

**Spiritual development** relates to that aspect of inner life through which children respond to the world around them and develop an awareness of God. This will include religious beliefs.

**Moral development** relates to children's knowledge, understanding, attitudes and behaviour. Children learn what is acceptable and to know the difference between right and wrong.

**Social development** relates to the children's acquisition of knowledge and understanding which enables them to act responsibly towards themselves, others and property, and to play an effective part in the society in which they live by understanding the rules of that society.

**Cultural development** is relates to children's increasing understanding of the beliefs, knowledge and skills which together form the identity of their own culture and those of other cultures.

### British Values

As a school we promote fundamental British Values. These will often be encouraged alongside the Spiritual, Moral, Social and Cultural development of a child. As a result of promoting British Values our children will have:-

- An understanding of how citizens can influence decision making through the democratic process;
- An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and army can be held to account through Parliament, others such as courts maintain independence;

- An understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- An understanding of the importance of identifying and combatting discrimination.

### **3. Aims & Objectives**

To foster Spiritual, Social, Moral and Cultural development through:

- The ethos of the school
- The curriculum
- Collective worship
- Church links to the community

#### **The Ethos of the School**

The ethos and atmosphere of the school reflect the values and attitudes that characterise the community at William Law C E School. Pupils are positively encouraged to promote good standards of behaviour, a sense of community and respect for the rights and property of others. The ethos is a culmination of all aspects of school life and involves all personnel - pupils, staff, parents, governors and the outside community in which the school is geographically situated, as well as links with the Church. Behaviour and expectations are clearly set out in the Behaviour Policy.

#### **The Curriculum**

Spiritual, Social, Moral and Cultural aspects are found in all areas of the curriculum and in cross-curricular themes but especially through the RE scheme of work which incorporates teaching and learning on aspects of relationships and feelings as well as introducing religious knowledge and elements of worship.

Pupils are encouraged to question, investigate and discuss from an early age and the main curriculum is taught through a half termly topic. This enables the pupils to explore their knowledge and faith in a wider sense e.g. a topic on growth challenges the children to look at the wonders of creation and a topic on ourselves gives children the opportunity to look at relationships.

#### **Collective Worship** (See separate policy)

Daily collective worship is an important part of the day for a church school for it sets into context the whole ethos of the school of a caring Christian environment where all are valued. It is not simply a coming together as a school but also an opportunity for all to share their beliefs and, for some, to hear of Christianity for the first time.

#### **Church Links**

The clergy from Werrington regularly speaks at assemblies. Occasionally other visitors also attend from other churches and denominations.

The school has a Eucharist once a year for Year 3 to Year 6.

The Harvest Festival Service is held early in October to coincide with festival at Church and all our gifts are distributed with those of the church. Likewise, the school links with Church for the Shoebox appeal in early December. Children are encouraged to give on both occasions and emphasis is again placed on helping others.

Children have various opportunities to visit other places of worship, The Cathedral and St John's. At St John's, children take part in communion services.

#### **Our school aims to encourage spiritual development by:**

- giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they affect peoples' lives
- where pupils already have religious beliefs, supporting and developing these beliefs in ways which are personal and relevant to them
- encouraging pupils to explore and develop what animates themselves and others
- encouraging pupils to reflect and learn from reflection
- giving pupils the opportunity to understand human feelings and emotions, the way they affect people and how an understanding of them can be helpful
- developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected
- accommodating difference and respecting the integrity of individuals
- promoting teaching styles which:
  - value pupils' questions and give them space for their own thoughts, ideas and concerns
  - enable pupils to make connections between aspects of their learning encourage pupils to relate their learning to a wider frame of reference – for example, asking 'why?', 'how?' and 'where?' as well as 'what?'
- monitoring the success of what is provided.

#### **Our school aims to encourage moral development by:**

- providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- promoting measures to prevent discrimination on the basis of race, religion, gender, sexual orientation, age and other criteria
- giving pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
- developing an open and safe learning environment in which pupils can express their views and practise moral decision-making
- rewarding expressions of moral insights and good behaviour
- making an issue of breaches of agreed moral codes where they arise – for example, in the press, on television and the internet as well as in school
- modelling, through the quality of relationships and interactions, the principles which they wish to promote – for example, fairness, integrity, respect for people, pupils' welfare, respect for minority interests, resolution of conflict, keeping promises and contracts
- recognising and respecting the codes and morals of the different cultures represented in the school and wider community
- encouraging pupils to take responsibility for their actions; for example, respect for property, care of the environment, and developing codes of behaviour
- providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship

- reinforcing the school's values through everything we do.
- monitoring the success of what is provided.

**Our school aims to encourage social development by:**

- identifying key values and principles on which school and community life is based
- fostering a sense of community, with common, inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish
- encouraging pupils to work co-operatively
- encouraging pupils to recognise and respect social differences and similarities
- providing positive corporate experiences – for example, through assemblies, team activities, residential experiences, school productions
- helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence, self-respect
- helping pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community
- helping pupils resolve tensions between their own aspirations and those of the group or wider society
- providing a conceptual and linguistic framework within which to understand and debate social issues
- providing opportunities for engaging in the democratic process and participating in community life
- providing opportunities for pupils to exercise leadership and responsibility
- providing positive and effective links with the world of work and the wider community
- monitoring the success of what is provided.

**Our school aims to encourage cultural development by:**

- providing opportunities for pupils to explore their own cultural assumptions and values
- presenting authentic accounts of the attitudes, values and traditions of diverse cultures
- addressing discrimination on the grounds of race, religion, gender, sexual orientation, age and other criteria and promoting racial and other forms of equality
- extending pupils' knowledge and use of cultural imagery and language
- recognising and nurturing particular gifts and talents
- providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
- developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, concerts, visits and trips, sport and competitions with other schools
- reinforcing the school's cultural values through displays, posters, reading material available, assemblies etc

- auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum
- monitoring the success of what is provided.

This policy will be reviewed every 3 years.