



# Barlborough Primary School

## Spiritual Moral Social and Cultural POLICY



### Introduction

**Barlborough Primary School believes that children have the right to freedom of thought and belief. The school community will be a place where pupils can find acceptance for themselves as unique individuals, and where forgiveness and the opportunity to start again is fundamental to the ethos of the school. Children will learn to respect others and will celebrate difference and diversity. They will accept those of different beliefs, religious or otherwise, and will recognise the contribution that everyone makes to society. They will develop a sense of community and will be well prepared for life in modern Britain.**

At Barlborough Primary 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. We therefore aim to provide an education that provides children 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 other cultures.

All curriculum areas contribute to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum. Christian values, principles and spirituality will be explored in the curriculum, especially in RE and collective worship. The integrity and spirituality of other faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views.

All adults will model and promote expected behaviour, treating all people as valuable individuals and showing respect for pupils and their families. Children should learn to differentiate between right and wrong in as far as how their actions affect other people. Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.

Pupils will be encouraged to value themselves and others. They should understand their rights and responsibilities and the need to respect the rights of others. School and classroom rules/charters should promote responsible behaviour. All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in the teacher's planning and learning resources.

## **General aims**

### **We aim to ensure:**

- That everyone connected with the school is aware of our values and principles.
- A consistent approach to the delivery of SMSC through the curriculum and the general life of the school.
- That a child's education is set within the context that is meaningful and appropriate to their age, aptitude and background.
- That children have a good understanding of their responsibilities.
- 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 now enrich our society.
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

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

- Share their achievements and successes with others
- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, e.g. bullying, death etc.
- 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 e.g. 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.
- Experiencing good role models.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

## **Spiritual Development**

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

- Foster their emotional life and 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**

- 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 judgements.
- Take action for justice.

### **Social Development**

- Develop an understanding of their individual and group identity.
- Helping others in the school and wider community.

### **Cultural Development**

- Recognise the value and richness of cultural diversity in Britain.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

### **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 e.g. class monitors, door monitors, register monitors, assembly monitors, cloakroom monitors, delivering messages and looking after younger children.
- Encouraging teamwork in PE and games.
- Showing appreciation of the performances of other children regardless of ability.
- Hearing music from different composers, cultures and genres e.g. Composer of the month.
- Meeting people from different cultures and countries.
- Participation 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 e.g. 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.

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

- Visitors are welcomed into our school.
- Links with the local church are fostered.
- Visits to places of worship of other faiths will be arranged to support the understanding of different cultures.
- The school will support the work of a variety of charities.
- The development of a strong home-school agreement is regarded as very important, enabling parents and teachers to work in an effective partnership to support the children.
- Children will be taught to appreciate and take responsibility for their local environment.
- Liaison with local secondary schools to support transition and the primary curriculum.

#### **Monitoring and evaluation**

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

- Monitoring of teaching and learning and work scrutiny by RE co-ordinator / senior management / head teacher/ governors.
- Regular discussions at staff and governors' meetings.
- Audit of policies and units of study including the school's approach to collective worship.

***Reviewed April 2017 - Next review date April 2019***