

Policy on Spiritual, Moral, Social and Cultural Education (SMSC)

MUGGINTON CofE PRIMARY SCHOOL

Reviewed	15 th May 2017
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CoG	
Future Review	Summer 2019

Mugginton CofE Primary School

SMSC Policy

This policy has been written in accordance with the Christian ethos of our school, our recognition of British values, an awareness of our position in the Global community and taking account of all current Safeguarding and Child Protection guidance.

School Ethos

The values and attitudes promoted by the staff influence the behaviour and attitudes within the school. The quality of relationships and the atmosphere within the school reflect an appreciation of their shared values.

1. What is Spiritual, Moral, Social and Cultural Development?

The spiritual, moral, social and cultural development of the child is recognised as being of fundamental importance for the education of all children by Governors, staff and parents of our school. It is taught through all subjects of the curriculum and in particular RE and PHSE. It supports all areas of learning and can contribute to the child's motivation to learn. It is recognised that such development will be most successful when the values and attitudes promoted by the staff provide a model of behaviour for the children. In later years it can enrich the individual's appreciation of life's experiences and their relationships with others.

1.1. Spiritual Development is about:

- The non-physical aspect of a person concerned with profound thoughts, relating particularly to God, Jesus, The Bible and other religious faiths.
- That which moves people.
- Feelings, experiences, emotions.
- A sense of purpose.
- A sense of awe, wonder and mystery.
- Insights into a personal existence which are of enduring worth.
- Valuing a non-material dimension to life.
- The relationship between belief and behaviour.
- A sense of heightened perception or awareness.
- A sense of being part of a greater whole.
- A search for meaning and purpose.
- The attribution of meaning to experience.

1.2. Moral development is about:

- Knowing of the codes and conventions of conduct agreed by society.
- Having the will to behave morally as a point of principle.
- Being able to articulate attitudes and values.
- Recognising the moral dimension to situations.
- Developing a set of socially acceptable values and principles.
- Recognising that values and attitudes change over time.
- Making judgements on issues by applying moral principles, insights and reasoning.
- Taking responsibility for ones' own actions.
- Understanding the consequences of actions for self and others.
- Behaving consistently in accordance with principles.
- Recognising the greater needs which extend beyond self-interest.

1.3. Social development is about:

- The progressive acquisition of the competencies and qualities needed to play a full part in society.

- Understanding of the institutions, structures and processes of society.
- Understanding of how individuals relate to each other.
- Being able to adjust to a range of social contexts by appropriate and sensitive behaviour.
- Being able to make a personal contribution to the well-being of groups.
- The ability to exercise responsibility and initiative.
- Being able to participate cooperatively and productively in the community.
- Knowing how societies function and are organised.
- Understanding how what is learnt in the curriculum relates to life in society.
- Being able to take on the roles of team leader and team worker.

1.4. Cultural development is about:

- Understanding of beliefs, customs, values, knowledge and skills which form the basis for identity and cohesion in society.
- Learning about British Values and how they affect our lives and the lives of others
- Recognition of and respect for the rights of others to exercise a cultural influence.
- Knowledge of the nature and roots of cultural traditions.
- The key features of major cultural groups within society.
- Personal response and accomplishment.
- The capacity to relate what is learnt to an appreciation of wider cultural aspects of society.
- Developing and strengthening the cultural interests of pupils.
- Exposing pupils to a breadth of stimuli in order to allow them to develop new interests.
- Extending horizons beyond the immediate to the highest artistic, musical and literary achievements.
- Understanding the diversity of religious, social, aesthetic, ethnic and political traditions and practices.
- Being able to evaluate the quality and worth of cultural achievements.

2. Equal opportunities

Refer to Mugginton CofE Primary School Equal Opportunities policy and Racial Equality policy.

3. SMSC Planning

The ethos of the school, which creates the climate within which Social, Moral, Spiritual and Cultural development can flourish. This is described well in the school aims.

The pastoral support for students which should reflect these aims, and creates a deliberate structure through which the care and concern for pupils can be given.

The curriculum, which sets out to ensure that there is planning to introduce and explore the elements of SMSC where this is appropriate. All subjects can and should contribute to SMSC development of all pupils.

Teachers must:

- be aware of these responsibilities
- know how respective curriculum areas might be used
- plan accordingly
- be alert to the many everyday, unplanned and incidental opportunities that can provide important starting points

4. Collective Worship

Daily worship is vital in the promotion of spiritual, moral, social and cultural issues in school. Many of these issues highlighted in the curriculum aspects are equally valid when considering spiritual, social, moral and cultural aspects of collective worship. Mugginton CofE Church of England Primary School holds a collective gathering every day.

Visitors are invited to attend and lead our collective worship as appropriate. These may sometimes take place in All Saint's Church and include parents, relatives of pupils at our school and community members.

There is a rota of weekly themes each term and these are used in planning by the individuals responsible for the particular collective worship. The themes are developed with the following guidelines and considerations in mind:

- Stories about Jesus which demonstrate specific Christian values and beliefs.
- Traditional stories with moral standpoints.
- Stories which are vital parts of our cultural heritage and which teach us lessons about ourselves and others.
- Stories which pass on particular values or beliefs.
- Stories which pass on religious belief, heritage and viewpoint.
- Times for quiet reflection and thought.
- Awareness of and valuing the beliefs of other cultures.
- Sharing the 'togetherness' of the whole school or group.
- Understanding the beliefs and values of our school community.
- Appreciating the value of everyone within our school community and the outside world.
- Appreciating the values and beliefs of other faiths.
- Learning of our own cultural heritage through great prayers, great hymns and songs, great individuals, great events etc.
- Consideration of basic guidelines for life – honesty, truth, love, concern for others, industry etc.
- Appreciating the important times of the year and the seasons and its cultural aspects e.g. Harvest, Easter, Christmas etc.
- Learning how to speak to God and learning respectful; behaviour during worship – bowing one's head, putting hands together etc. – feeling the quietness of prayer and reflection.

Pupils are involved in the planning and execution of Collective Worship as members of the Collective Worship Crew (CWC) with a schedule posted on the school web site.

5. Opportunities for including SMSC within the curriculum:

5.1. English

Studying different texts – classical, contemporary, serious, funny can provide challenging starting points and give an appreciation of the beauty of great language and literature.

Exposure to great literature and poetry and its place within a culture – appreciating moral or social aspects e.g. Dickens social commentary or knowing that we can learn a lot about other cultures from its writing.

Drama and stories which create opportunities for moral judgements.

Shared activities – shared reading, group drama, corporate writing that lead to an understanding of an appreciation of the importance of the group and other people's point of view.

Knowledge of our language and its influence on our culture and the importance and value of other languages and cultures.

Awareness of traditional tales and their cultural background.

5.2. Numeracy

Group work on a shared topic or investigation promoting an appreciation of the input of all members of the group. An appreciation of the inherent pattern and beauty of mathematics.

Studying the patterns of Islam and their cultural/religious connections. The promotion of positive attitudes towards mathematics through appropriate groupings. An understanding that mathematics has an historical and cultural base – Greek, Arabic, Egyptian. An understanding of the role and importance of these cultures.

5.3. Computing.

Working together to create a graphic design or study. Researching religious artefacts on the website. Setting up e-mail with another school from a different country. Following the Internet and Computer Acceptable Use policy.

5.4. Science

The development of an understanding of our place in the great scheme of things by studying space or life processes. An appreciation of moral questions as scientific knowledge increases e.g. the use of animals for research. An awareness of the cultural background of science e.g. the Wise Men from the East who charted the birth of Jesus or the ancient Greek scientists.

5.5. Spiritual, Moral, Social, Cultural Development Policy

Consideration of moral, environmental and citizenship issues when considering our role in caring for the environment e.g. efficient ways of feeding the world, intensive farming, the pollution of the planet. Health, drugs, smoking – an understanding of the social and scientific issues involved and an awareness of everyone's point of view.

5.6. Design Technology

The aesthetic aspect of good design is an important area, as is the question 'How will this affect the environment?' Appreciating design in nature. The study of technologies from different cultures – historical and geographical – and how these have evolved provides important lessons in cultural awareness. Group working – sharing of equipment and designing together. Promoting equality of opportunity and providing an awareness of areas that have gender issues e.g. activities that are historically female such as textile studies, encouraging girls to use equipment that has been traditionally male dominated.

5.7. History

The study of artefacts, buildings, churches etc. gives children a sense of their place in the historical scheme of things. It also helps to develop an awareness of beauty and aesthetics.

Moral issues can be considered. For example, was it right that war was fought or that children were forced to work in factories and mines in Victorian Britain, or that Anne Frank was forced into hiding? Studying the cultures of other times – Egyptians, Romans etc. builds an awareness of the value and importance of other societies and cultures and the relative value and importance of our own. It also stresses the interdependence of cultures.

5.8. Geography

The study of different localities helps children to understand the background, way of life and values etc. of different people and cultures. The Inuits and their way of life and values are to a large degree the result of habitat – as is our own. Tolerance of other people's differences, overcoming stereotyping, racism and prejudice can all be highlighted through the study of different peoples and their way of life. Local studies and the study of British Values will encourage an awareness of the child's place, family, home, dependency upon other individuals, people and cultures and needs in the great scheme of things. Environmental issues and concerns can be discussed – what are the effects and the issues involved in urbanising an area.

5.9. Art

Studying great works of art can give an insight into the culture of other people and provide a strong link with the past. Art can provide a valuable tool to study the past and make social or moral comment on it for example, what do the people in works by Lowry tell us about the social conditions of the time? Multicultural art, the art of different religions, the art of ancient societies all reinforce the value of societies other than our own and help us to appreciate their value

and the value of our own. The appreciation of great works of art and the appreciation of our own attempts helps to build up an awareness of aesthetics and gives an uplifting experience.

5.10. Music

Listening to music, performing, joining in with it gives pleasure, lifts spirits and has an emotional dimension that children need to experience. Music experienced in our services and collective worship helps the pupils in their spirituality. Listening to and appreciating the great music of our culture and its folk music builds an important awareness of our culture and that of other lands. Music of other cultures is important for the same reasons. Music of the fields, sea shanties, slave songs etc. can be used to build an awareness of the importance of music and its place in social history and the accompanying moral and social questions that arise out of it. Group music making is an important social activity – working together and experiencing the same feelings together.

5.11. Physical Education

Caring for our bodies and respecting the health of others. Obeying the rules of the game, being a 'good sport', learning to be a good winner and a good loser, learning to take part and doing one's best is important. Appreciating the aesthetic beauty of the movements of gymnastics or dance. Building team spirit, being a good team member, valuing the contributions of others to the team. Learning that sport is an important element of many cultures – Ancient Greeks, Romans, the history of great sporting events such as the Olympics or the Ashes. Appreciating that different individuals or groups have different skills because of their background or habitat e.g. Austrian skiers, Dutch speed skaters.

5.12. Personal, Social, Health Education/Citizenship

Listening to others in Circle Time and Team Time.

Holding debates and discussions leading to written work.

Drama and role play linked to choices.

Drawing pictures of feelings and emotions.

5.13. Religious Education

The exploration of moral and spiritual questions by discussing, for example, the great Bible stories or the stories from other religions. Appreciating and valuing other faiths and beliefs of both groups and individuals. Learning about being a member of a pluralist society and respecting and tolerating others and their belief and needs.

Knowing about the historical, social and religious aspects of our own culture and that of others –Harvest, Christmas, Easter, May Day, Jewish New Year, Diwali etc. - appreciating and respecting the values of the cultures concerned.