

ALDER COPPICE PRIMARY SCHOOL



Achievement through Commitment

Spiritual, Moral, Social & Cultural Development (SMSCD) Policy

Policy for the Attention of			
<i>Audience</i>	<i>Key Audience</i>	<i>Optional Audience</i>	<i>Additional/Notes</i>
Senior Leadership Team	✓		
Teachers	✓		
Teaching Assistants	✓		
Administrative Staff		✓	
Curriculum Support		✓	
Lunchtime Supervisors		✓	
Site Manager		✓	
Cleaners		✓	
Governors		✓	
Parents		✓	
Website	✓		
Local Authority		✓	

Context

The 1988 Education Reform Act requires that schools 'promote the spiritual, moral, cultural, mental and physical development of pupils at the School and of society'. Such a demand is not restricted to any particular subject area or aspect of school life.

Aim

Our aim is for children to achieve personal understanding through the developing capacity for critical thinking, the exploration of values and the cultivation of attitudes. In particular:

- Positive self-image;
- Positive image of others;
- Sensitivity;
- A sense of justice;
- Being open minded;
- Co-operation;
- Rationality.

Spiritual Development

Definition:

'Spiritual development relates to that aspect of inner life through which pupils acquire insights into their personal existence which are of enduring worth. It is characterised by reflection, the attribution of meaning to experience, valuing a non-material dimension to life. 'Spiritual' is not synonymous with 'religious'; all areas of the curriculum may contribute to pupils' spiritual development.'

(Spiritual, Moral, Social and Cultural Development - An OFSTED Discussion Paper - 1994 Pg 8)

Pupils' spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses and their willingness to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions.

Spiritual Development, then, is concerned with how an individual acquires personal beliefs and values, including on questions about religion, whether life has purpose and the basis for personal and social behaviour. It is also about how our School - through its curriculum, through Collective Worship, through its ethos and climate - helps individuals to make sense of these questions and helps pupils form responses to life.

Spiritual development should be at the heart of education because it:

- Helps children understand their inner self;
- Helps children to understand what makes and keeps humans distinctly human, encouraging them to reflect on their own values and lifestyles and to make increasingly mature choices as they grow and develop;
- Gives a distinctive character to the teaching and learning which reflects the School's values and aims and helps to integrate separate subject areas into a cohesive, well-focused curriculum, which draws on the range of cultures and background represented in the School community and the wider society.

The quality of relationships and the ways in which we as a school orders and cares for its own community life, will contribute substantially to pupil's understanding of what it means to be fully human, and therefore to the development of the spiritual side of their nature.

Spirituality is fundamentally concerned with:

- Reflection on the unanswerable questions of life;
- The deep values and beliefs which help to give a meaning to life;
- Strange and often unsolicited moments of insight or inspiration;
- Personal experiences that may take on a deeper significance or importance.

We aim to contribute to pupils' spiritual development by providing opportunities for children to:

- Develop a sense of wonder, awe and mystery, and the joy of being alive;
- Enjoy and respond to times of silence, stillness and reflection, both in Collective Worship and at other times;
- Develop positive relationships throughout the School based on respect, acceptance and the value of others;
- Learn to live with others and to develop an understanding of friendship and the School as a family;
- Reflect on the place and evidence of faith in their own and others' lives;
- Explore symbolism, myth, sign and symbols;
- Begin to develop beliefs and values by which to live and learn to respect the beliefs and values of others;
- Identify issues of spiritual significance and to explore their own response to them;
- Learn to live with success and failure for themselves and others;
- Respond to the ultimate questions of life;
- Begin to have some understanding of prayer and of different sacred texts and why these are significant to different cultures and religions.

As a School we hope to achieve this through:

- Acknowledging and recognising spiritual development as a whole school issue with a cross-curricular and extra-curricular dimension;
- High quality Collective Worship with themes which give opportunities to reflect on the spiritual in the light of different beliefs and values;
- The School's values and beliefs;
- Ensuring children's achievements are not measured in terms of academic success alone;
- A recognition by adults of each person's unique potential and ability;
- Quality relationships at all levels in the School community that are characterised by values such as respect, forgiveness and justice together with responsibility and awareness of consequences;
- The delivery of high quality RE and PSHE programmes;
- Trying to allow some stillness amid the bustle and activity of the School day;
- The contribution of the School environment to the spiritual development of both children and adults.

Moral Development

Definition:

'The word 'moral' is concerned with fundamental judgements about how we should behave and act and the reasons for such behaviour; it includes question of intention, motive and attitude.'

(Spiritual, Moral, Social and Cultural Development - An OFSTED Discussion Paper - 1994 Pg 10)

Moral development involves pupils acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right.

As they develop a sense of morality, pupils should become more able to explore the place of reason in ethical matters, together with an understanding that their behaviour and actions should derive from these beliefs and values. Although parents have the primary role, schools also have an important role to play in helping children decide **what** they hold as right and wrong, **why** they do so, and **how** they should act - that is, that they should behave well, in accordance with a moral code.

We aim to contribute to pupils' moral development by providing opportunities for children to:

- Understand the importance of belonging to a community and the responsibilities that this involves;
- Develop an understanding of how a person's beliefs and their behaviour are linked;
- Make choices based on an understanding of what is right and wrong;
- Make informed and independent judgements.
- Offer and experience forgiveness;
- Develop moral values within a supportive and caring atmosphere;
- Show concern for justice and equality in issues of conduct and behaviour;
- Show respect for the environment.

As a School we hope to achieve this through:

- Recognising opportunities for Moral Development;
- Opportunities in the curriculum (particularly RE, PSHE and Collective Worship) to reflect on moral values in the light of Christian beliefs and other world faiths;
- Our high expectations of pupil behaviour and conduct;
- Involving the School Community in defining and sharing our Respect & Responsibility Code.

School Values

Through the values which the School promotes and upholds pupils will develop their understanding of the concepts of 'right' and 'wrong'.

School values include:

- Telling the truth;
- Keeping promises;
- Respecting the rights and property of others;
- Acting considerately toward others;
- Having good manners;
- Taking personal responsibility for one's actions;
- Self-discipline.

School values reject:

- Bullying;
- Cheating;
- Deceit;
- Cruelty;
- Irresponsibility;
- Dishonesty;
- Prejudice.

Social Development

Definition

'Social development refers to pupils' progressive acquisition of the competencies and qualities needed to play a full part in society. It is, then, concerned with the skills and personal qualities necessary for individuals to live and function effectively in society.'

(Spiritual, Moral, Social and Cultural Development - An OFSTED Discussion Paper - 1994 Pg 15)

Social development involves pupils acquiring an understanding of the responsibilities 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.

Schools complement and extend the functions of the home and wider community by helping to prepare their pupils to live in society.

Schools provide an arena for social development through classroom organisation and management e.g. working in groups (partnership, co-operation and leadership).

Evidence of social development is shown if at a level appropriate to their age, ability and maturity they show:

- Knowledge and understanding of the ways in which societies function and are organised - from the family to the School and how individuals relate to each other;
- Attitudes which show the capacity to adjust to a range of social contexts by appropriate and sensitive behaviour;

- Skills in taking on, as appropriate, the roles of leader and team-worker, exercising responsibility, initiative and co-operation;
- Ability to make a strong personal contribution to the well-being of social groups and to form effective relationships within them.

We aim to make School an environment that promotes effective social development. This is achieved through our expectations of behaviour, the fostering of caring attitude towards self and others, as well as the taught curriculum. In addition to the use of Drama and PSHE we have systems which offer support for specific children including the development of advice and support programmes to help children in resolving conflict and anger management.

Cultural Development

Definition:

‘Cultural development refers to pupils’ increasing understanding and command of those beliefs, values, customs, knowledge and skills which, taken together, form the basis of identity and cohesion in societies and groups.’

(Spiritual, Moral, Social and Cultural Development - An OFSTED Discussion Paper - 1994 Pg 16)

Cultural development involves pupils acquiring an understanding of cultural traditions and ability to appreciate and respond to a variety of aesthetic experiences. They acquire a respect for their own culture and that of others, an interest in others’ ways of doing things and curiosity about differences.

Cultures grow and change over time. Consequently, pupils need to learn both about those past features which influence and shape the present; and about how the present generations (including themselves) are maintaining, interpreting and re-shaping their cultural tradition.

It is important to recognise the contribution the curriculum makes to Cultural Development - especially through Literature, Music, Art, Drama, Dance, Poetry, Science, Religious Education (RE), PSHE and Collective Worship.

Children have opportunities to:

- Recognise the value and richness of culture diversity in Britain, and how these influence individuals and society,
- Develop an understanding of Britain’s local, national, European and global dimensions;
- Experience and interact with different cultures and lifestyles.

Evidence of cultural development is shown if at a level appropriate to their age, ability and maturity they show:

- Knowledge and understanding of the nature and roots of their own cultural traditions and practices, be these religious, social, aesthetic, ethnic or political and also of the key features of other major cultural groups;
- A personal response and accomplishment in a range of cultural fields. These might include literature, music, technology, ICT, art, dance or drama;
- The capacity to relate what they learn to their appreciation of wider cultural aspects of society.

Pupils’ cultural development consists both of a deepening understanding of their own cultural roots and of a broadening of their cultural horizons and aspirations.

British Values Statement

At Alder Coppice Primary School we value and understand core British Values as:

- Democracy;
- Rule of Law;
- Individual Liberty;
- Mutual respect and tolerance towards those of different faiths and cultures.

As a school, we embrace the ethnic backgrounds and cultures of all of our community, whilst ensuring these values are woven throughout our every day school life. Collective Worship in both Key Stages celebrates and explores beliefs and faiths, covering a wide and encompassing range of themes. These themes are often linked to whole school focuses such as; trust or caring.

We promote positive behaviour and encourage children to take responsibility for their actions through our Respect and Responsibility Code.

This is based around the following key statements:

- Be Safe;
- Be Patient;
- Be Kind;
- Be Sensible;
- Be Honest;
- Listen Carefully;
- Do as you are asked straight away.

This in turn feeds into our Reward System, which positively reinforces the messages and values that we promote.

Our Curriculum has the thread of British Values woven throughout. In Key Stage 1, children explore significant British figures from the recent and distant past. Themes are created to explore British History further, and significant events such as The Great Fire of London are studied. Stories and poems from a range of cultures are read to the children, and through Communication activities, children are encouraged to take turns, and respect others' opinions from an early age.

In Key Stage 2, key points in British History are studied in greater depth, particularly in relation to the impact on our local history and heritage. Our English curriculum incorporates a further exploration of stories and poems from other cultures, and children have wider opportunities to develop their communication skills through groups such as a Debate Club.

As a whole school, we celebrated the 2012 Olympics, and each year group studied an element of British History and Culture, including; London Monuments, the Royal Family, and the Union Jack. We also proudly invited local torchbearers in to share their important role in the London Olympics with our children.

Our RE Curriculum is carefully planned and delivered to ensure that a broad and balanced view of faiths and beliefs is taught throughout the School. Children have the opportunity to visit local places of worship, and throughout the year, celebrate together in our local Church.

PSHE further reinforces our core values, and is personalised to meet the needs of our children and community. It helps to ensure that our children understand why and how we uphold our values, and we take part in Anti-Bullying focus weeks.

We value our children's opinion, and give them a voice in their own learning through our Pupil Voice forums. These children are passionate about expressing their opinions, and are able to do so in an empathetic and secure environment.

At Alder Coppice Primary School, we hope that our children leave our school with a well-rounded and confident outlook. We believe that our curriculum provides the perfect opportunity for this to be the case.

Spiritual, Moral, Social and Cultural Development across the Curriculum

Spiritual Development

Through helping pupils to consider and respond to questions of meaning and purpose in life, and questions about nature of values in human society.

Moral Development

Through helping pupils to consider and respond to areas of morality using their knowledge and understanding of religious and ethical teaching. This enables them to make reasoned and informed judgements on religious and moral issues.

Social Development

Through helping pupils to develop their sense of identity and belonging, preparing them for life as citizens in society.

Cultural Development

Through fostering pupil's knowledge and understanding of a range of beliefs, practices and values in their own society and in the wider world. Pupils explore issues within and between faiths, developing their understanding of the cultural contexts within which they live.

Summary

We try to promote the values and attitudes needed for citizenship in a democratic society by helping pupils to understand and respect people of different beliefs, practices, races and cultures. Similarities and differences can be recognised, respected and valued. These experiences will help enable the children to make sensitive, informed and effective responses to the challenges that they face in an increasingly complex and changing society.