

Spiritual, Moral, Social and Cultural Development policy (SMSCD)



He created all the people of the world from one man, Adam, and scattered the nations across the face of the earth. Acts 17:26

'The curriculum for a maintained school must be a balanced and broadly based curriculum which –

- (a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society and
- (b) prepares such pupils for the opportunities, responsibilities and experiences of adult life.

SMSC development was first included in the Education Reform Act 1988

Every child at Broadwas is treated as an individual who has the opportunity to flourish. The development of Spiritual, Moral, Social and Cultural aspects of our pupils' education is considered to be 'a whole school issue' and is promoted through our distinct Christian values of Love, Respect, Perseverance, Creativity, Truthfulness and Friendship, through all the subjects of the curriculum and through the development of positive attitudes and British values, such as: democracy, the rule of law, individual liberty and the mutual respect and tolerance of those with different faiths and beliefs. This policy is reinforced by many of our other policies, particularly those concerned with the 'Behaviour', 'Equal opportunities', Sex and Relationship Education, Drugs, Alcohol and Tobacco Education and Citizenship and British Values statement and Spiritual Development Policy.

Definitions

Spiritual Development: personal development relating to the spirit of soul and the intangible. NB. It does not relate to physical nature and is not synonymous with religious education – although religious education can be a major vehicle for the delivery of spiritual matters.

This is shown by:

- The ability to be reflective about their own beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings, values and faiths.
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

A record of spiritual development is kept in our class spirituality books.

Moral Development: Personal development relating to human behaviour, especially the distinction between good and bad or right and wrong.

This is shown by:

- the ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives. To have a respect for the civil and criminal law of England
- understanding of the consequences of their behaviour
- interest in investigating, and offering reasoned views about, moral and ethical issues. Able to accept, respect and appreciate that others may have a different viewpoint.

Social Development: Personal development concerned with living in a community rather than alone.

This is shown by:

- Acceptance and engagement with the fundamental British Values (see the school teaching British Values Policy statement) of democracy, the rule of law, respect and tolerance of those with differing faiths and beliefs. Their attitudes towards these British values allows the children to participate fully in and contribute positively to life in modern Britain.

Cultural development: the necessity to develop a sense of personal identity, whilst at the same time acquiring awareness, understanding and tolerance regarding the cultural traditions and beliefs of others.

This is shown by:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- understanding and appreciation of the wide range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

In drawing up this policy due regard has been given to:

- Consultation with parents, governors, teachers, school nurse and others in the local community. Copies of this policy have been made available to all concerned parties including the LA, teachers and parents.
- The issues of content, organisation, methodology, resources, outside speakers, the explicitness and presentation of their material (including the presence or intervention of teachers as appropriate)
- Encouraging pupils to have regard to moral considerations and to appreciate the value of a stable family life, self-restraint, dignity, respect and to behave responsibly in personal matter

Aims

To develop the whole child and endow pupils with positive pro-active attitudes, patterns of behaviour, lifestyles, values, communication and decision making skills, thereby enhancing their personal and social development.

We hope that our pupils will be able to;

- live and apply Christian Values in all aspects of their lives
- make informed decisions and evaluate socio-economic / cultural influences on their own behaviour and that of others
- appreciate their own culture and those of others and the diversity and richness that they bring to our society
- exhibit commitment and trust in human relationships
- develop an understanding of citizenship in its broader sense
- understand that we all have a contribution to make to SMSC matters
- reflect on their own experiences so as to develop their own spiritual awareness and self-knowledge
- demonstrate self-esteem, self-awareness and a sense of moral and social responsibility

To give pupils appropriate knowledge and understanding of SMSCD issues, particularly values and beliefs in order for them to make informed choices and opinions about:

- the social, moral and cultural aspects of an individual's development as a male or female, personal relationships; responsible attitudes and appropriate behaviour
- the distinction between good and bad (or right and wrong) behaviour
- family life – the value and importance of the family as a social institution; its contribution to the development of attachment, love and concern in caring for others.
- to allow pupils to experience events which can only be interpreted as spiritual e.g. the 'tingling of the spine' when listening to certain music or speeches or the sigh of amazement when first looking down a microscope.

Objectives

At Key Stage 1 and 2 pupils will be given opportunities to:

Spiritual

- To develop the skill of being physically still, yet alert.
- To develop the skill of being mentally still, concentrating on the present moment
- To develop the ability to use all one's senses
- To promote an awareness of and enjoyment in using one's imaginative potential
- To encourage quiet reflection during a lesson or worship
- To develop individual self-confidence in expressing inner thoughts in a variety of ways
- To consider the mystery of God and the wonder of his world

- To find an inner confidence and peace

Values and beliefs (Moral):

- Develop responsible attitudes and appropriate behaviour
- Make the distinction between good and bad behaviour
- Understand the core values that underpin life in Modern Britain
- Understand the importance of family life

Lifestyle and communication (social and cultural):

- Explore reasons for their own behaviour and aspects of society that may be influential
- Appreciate their own culture and those of others and their own importance within these
- Express trust and commitment in human relationships
- Understand that each one of us has an important contribution to make to society
- Reflect on their own experiences so as to develop their own spiritual awareness and self-knowledge
- Demonstrate self-esteem, self-awareness and a sense of moral and social responsibility

To achieve these objectives, teachers will need to ensure:

1. Delivery of a comprehensive curriculum by collaborative planning which has a coherent structure, breadth, balance, relevance, continuity, progression and a global dimension.
2. To deliver SMSCD issues by a variety of teaching/learning styles (both passive and active) and to provide a motivating context in which a holistic and relevant approach to learning will reinforce and generalise concepts skills and attitudes across the curriculum.
3. Curriculum activities include opportunities for collective worship – in such activities pupils must still be given the opportunity to reflect on meaning and purpose, values and belief.
4. Active and creative activities include projects, discussions, role-play, case-studies – observation and analysis are central to this process
5. To present the school to the pupils as a community and allow them to contribute to that community
6. To enhance the partnership between the school, the parents and the local community.
7. To show that mankind has a global dimension and to allow pupils to understand their own responsibilities and those of groups and organisations for the health and welfare of individuals and the community.

The specific aspects of knowledge, understanding and experiences particular to each area of SMSCD have many common elements i.e.

- a. They contain common ideas, knowledge and beliefs. It is very common for any one event to have aspects of all four components of SMSC e.g. the Holocaust
- b. They provide a vehicle for the promotion of common attitudes and values
- c. Positive examples must be set by all adults both within and outside the school

The school needs to use a whole school approach to the delivery of SMSCD by the use of four different platforms:

1. Timetable suspension for special activities e.g. Carol singing at Christmas for local community
2. Planned opportunities which permeate the whole curriculum e.g.
 - Large group events such as worship. Worship may be used to address all areas of SMSCD e.g. themes may be concerned with moral issues or right and wrong. They can also offer opportunities for pupils and others to present, appreciate and/or participate in dance and music or art and literature from a variety of cultures.
 - Class events which may be part of a specific subject's scheme of work. Mathematics and science are suitable vehicles for the recognition of the contributions that different cultures and societies have made to mankind's current knowledge.
3. Additional opportunities arising from other initiatives/activities e.g. trips to museums and art galleries.
4. Inviting visitors into school from both the local and wider communities offers opportunities for pupils to work with musicians, artists etc.

How we make provision for children's Spiritual, Moral, Social and Cultural Development across the school

Spiritual Development	
Provision	How it is evidenced
Religious Education curriculum	RE curriculum plans based on the new Worcester Agreed Syllabus
Worship based upon the 6 distinct Christian values	Visiting places of worship Daily whole school worship and CREW
Opportunities for quiet reflection	Reinforcement of values daily in classrooms

Outdoor education	Outdoor learning Forest School activities Residential visits Harvest, Christmas and Easter celebrations Time to reflect upon learning and experiences
Moral Development	
Provision	How it is evidenced
School behaviour Policy and Code of Conduct	E-Safety teaching Whole school worship and the explicit discussion of school values Circle times / PSHE lessons
Religious Education curriculum	Child participation in a range of pupil groups: School Council, CREW and AOTs
Pupil Voice	Charity appeals Community projects
Taking part in Charitable projects	

Social Development	
Provision	How it is evidenced
PSHE Curriculum Pupil Voice Extracurricular activities The Arts Curriculum Outdoor Education PE curriculum	Child participation in a range of pupil groups: School Council, CREW and AOTs Residential visit in year 6 Educational visits School clubs including: football, chess, Change4life, choir, gardening, hockey, netball, tennis, young leaders Participation in Music events: Transition visits Young leaders Participation in Charity support: Charity enterprise project, Children in Need, Red Nose Day Participation in Sporting events School house sports competitions Forest School School general election
Cultural Development	
Provision	How it is evidenced
School Visits Participation in the Arts Arts Curriculum Curriculum topics MFL	School visits to museums, galleries, concerts, theatre visits Meeting authors Opportunities to take part in school productions /Performances Opportunities for individual instrumental lessons Visits from people of different cultures MFL teaching Sports Day

This policy was reviewed and approved by the Full Governing Body on 16th November 2017.
Next review date: Autumn term 2020.