

‘At HWCE we have an understanding that we are all made in the image of God, and that we are all valued and important.’

High Wycombe Church of England School



POLICY: Spiritual, Moral, Social and Cultural Development

COMMITTEE: Curriculum

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POLICY FOR SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

In a safe and happy environment, supported by our Christian values and ethos, High Wycombe Church of England school aims to provide the highest quality teaching and learning for all – through the delivery of a stimulating curriculum that develops the whole child and is relevant for the world we live in today. We take pride in providing strong pastoral support in a safe learning environment where every child and adult is valued and encouraged to achieve their full potential. We aim to prepare every child for the challenges and changes of the future by giving them opportunities so they can achieve the highest standards in their personal development. The school will preserve and develop its religious character in accordance with the principles of the Church of England whilst recognising that not all of its members will be practising Christians.

We embrace our Christian Values; Compassion, Thankfulness, Trust, Forgiveness, Friendship, Peace, Hope, Respect and Service to develop the whole child.

1. INTRODUCTION

1.1 At **High Wycombe Church of England School** we recognise that the personal development of children, spiritually, morally, socially and culturally (SMSC), plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that gives children opportunities to explore and develop:

- their own values and beliefs
- their own spiritual awareness
- their own high standards of personal behaviour
- a positive, caring attitude towards other people
- an understanding of their own and others' religious beliefs and attitudes that help them become successful well rounded human beings
- an understanding of their own social and cultural traditions
- an appreciation of the diversity and richness of other cultures
- an intellectual curiosity and a lifelong love of learning, enquiry and debate
- relevant core skills and knowledge to become reflective and independent learners prepared for their future in an ever changing world

The governors, staff and parents and children and children work together. There is an agreed code of behaviour, equal opportunities policy, SEN policy, collective worship policy and teaching of a personal and social programme.

1.2 SMSC plays a significant part in ability to learn and to achieve. All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development.

1.3 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 children will be given access to alternative views.

1.4 All adults will model and promote expected behaviour through our Christian values, treating all people as valuable individuals and showing respect for children and their families. Children should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

1.5 Children should understand the need for rules and the need to abide by rules for the good of everyone. Our School and classroom rules will reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate children's work and achievements.

1.6 All curriculum areas will use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teachers' planning and learning resources.

1.7 School assemblies play a key part in promoting SMSC throughout the school.

1.8 The school fully subscribes to the National SEAL project to promote and develop social awareness and emotional literacy.

2. AIMS OF SMSC

2.1 To ensure that everyone connected with the school is aware of our Christian Values and ethos.

2.2 To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.

2.3 To ensure that a child's education is set within the context that is meaningful and appropriate to their age, aptitude and background

2.4 To give each child a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.

2.5 To enable children to develop an understanding of their individual and group identity.

2.6 To enable children to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.

2.7 To give each child the opportunity to explore social and moral issues and develop a sense of social and moral responsibility.

2.8 To ensure the school meets the legal requirements for a daily act of collective worship which is broadly Christian in character.

3 Worship policy

3.1 The contribution of collective worship to the life of the school is at the core of its spiritual and moral education. Acts of worship are of a Christian nature. All children share in a daily act of worship. This involves the whole school and the key stages. Assemblies are led by the Headteacher, class teachers, classes and invited speakers. (See Collective Worship Policy)

4. Teaching and Learning

As a school we aim to provide learning opportunities that will enable pupils to:

4.1 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.
- Recognise and reflect on Christian approaches to Spiritual development.

4.2 Moral development

- Recognise the unique value of each individual.
- Recognise the challenge of Jesus' teaching.
- 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.

4.3 Social Development

- Develop an understanding of their individual and group identity.
- Learn about service in the school and wider community.
- Begin to understand the Christian imperative for social justice and a concern for the disadvantaged.

4.4 Cultural Development

- Recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society.
- Recognise Christianity as a world faith.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

(See Appendix A for definitions)

5. Teaching and Organisation

5.1 Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

5.2 All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

5.3 Class discussions and circle time will give pupils opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, eg bullying, death etc.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider others' needs and behaviour.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally — eg empathy, respect, open mindedness, sensitivity, critical awareness

5.4 Many curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals.
- Agree and disagree.
- Take turns and share equipment.
- Work cooperatively and collaboratively.

6. Monitoring and Evaluation

6.1 **Provision for SMSC** is monitored and reviewed on a regular basis.

This is achieved by:

- Curriculum Coordinators identify aspects within their subjects to be included in teacher planning. Coordinators monitor teacher plans and their evaluations and assessments.
- Coordinators will monitor resource provision, identifying shortfalls.
- The Head Teacher shall have oversight of this policy and monitor the provision of SMSC.

6.2 SEN

The school recognises that the progress and achievements of children vary. However it is our responsibility to ensure that all children are able to follow a programme that enables them to make maximum progress. The school is an inclusive environment with the strengths of all children being recognised.

6.3 Behaviour policy

The school behaviour and anti-bullying policies reflect the moral code and Christian values which are expected in the school. All children and adults are expected to adhere to the code which promotes self-discipline. There is a clear system of sanctions and rewards.

6.4 School council: The school council is a nominated group of children who represent their classes. They meet every month with the Headteacher to talk about important issues. They run their own committee and work toward improving the school environment.

7. Practical activities to develop SMSC will include:

- working together in different groupings and situations
- taking responsibility eg class monitors, lunch monitors, register monitors, and looking after younger children
- encouraging teamwork in PE and games
- appreciation of and respect for the work and performance of other children regardless of ability
- participating in a variety of different educational visits
- participation in live performances
- use of Collective worship themes to explore important aspects of our heritage and other cultures, eg 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.

8. Links with the wider community

8.1 The school maintains links with the community in a variety of ways.

- **Home-school link** The development of a strong home-school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the pupil. Many parents give regular help in school.
- **Friends of High Wycombe CE School.** This is an active body of teachers and parents who organise social and fundraising events for the school.
- Links with the **Church** are fostered through links with the local churches and the Diocesan Board of Education.

- **Secondary school liaison.** Strong Links are made with the secondary schools to allow open dialogue and a shared use of their resources, including opportunities for our children to spend time at a secondary school to take part in activities such as sports activities.
- **Visiting speakers.** We welcome visitors regularly into the school. These include visitors connected with a local church, visitors connected with each class' citizenship project, and other organisations such as the 'Council for Christian Muslim Relations' and our local PCSO.
- **Students.** Students are accepted into the school from Oxford Brookes University, local teaching training establishments, Amersham & Wycombe college and local schools.

9. IMPLEMENTATION OF POLICY

9.1 The implementation of this policy and the planning and teaching of SMSC is the responsibility of all staff.

APPENDIX A

DEFINITIONS

Spiritual development

Understanding of self and others is at the heart of spiritual development and is not linked solely to a particular doctrine or faith. Spiritual development is, therefore, accessible to everyone. All areas of the curriculum should contribute to children's spiritual development.

Moral development

Is concerned with children's ability to make judgements about how they should behave and act and the reasons for such behaviour. It refers to their knowledge, understanding, values and attitudes in relation to what is right or wrong. Moral development, based on Christian principles and values, should enable children to become increasingly responsible for their own actions and behaviour.

Social development

Refers to the development of abilities and qualities that children need to acquire if they are to play a full and active part in society. It also relates to the growth of knowledge and understanding of society in all its aspects. Children learn to lead, use their own initiative and to use individual skills and strengths when working together towards a common goal. The ability to be led, to support others and to recognise the different skills of other group members can be developed when children work cooperatively.

Cultural development

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