



# Hemingbrough CP School

## Spiritual, Moral, Social and Cultural Policy

Defining spiritual, moral, social and cultural development:

### **Spiritual Development**

The ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values

To have a sense of enjoyment and fascination in learning about themselves, others and the world around them

To use of imagination and creativity in their learning

A willingness to reflect on their experiences.

### **Moral Development**

The ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England

To understand the consequences of their behaviour and actions

To develop and interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

### **Social Development:**

To use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds

To Foster a willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively

To develop an acceptance and engagement with the fundamental British values<sup>1</sup> of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with

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different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

### **Cultural Development**

To understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others

Develop an understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain

Gain knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain

Create a willingness to participate in and respond positively to artistic, sporting and cultural opportunities

Develop an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

### **Aims**

At Hemingbrough CP Primary School, the children and their learning are at the very heart of every decision made. We aim to develop learners who are passionate, take ownership of their learning and are proud of their achievements.

The ethos of our school is such that all people who come into our school, whether staff, pupil, parent or visitor, are valued as individuals in their own right. They should set, and be entitled to expect from others, good standards of behaviour, marked by respect and responsibility.

The school will help the students to develop an inner discipline and will encourage pupils to not just 'follow the crowd' - they will make up their own minds and be ready to accept responsibility for what they do. They will grow through making choices and holding to the choices that they have made. They will want to be honest with themselves and with others.

At Hemingbrough CP School we recognise that the personal development of pupils, 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 provides pupils 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

- an appreciation of the diversity and richness of different cultures
- fundamental British values
- life in modern Britain

SMSC is a dimension of the whole school experience which makes the curriculum relevant, stimulating, creative and fun. It enriches each subject and the ethos of the school.

### **Guidelines**

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum.

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.

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.

Pupils 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.

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.

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 teacher's planning and purchasing decisions.

### **General Aims**

- To ensure that everyone connected with the school is aware of our values and principles.

- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- 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.

#### Spiritual Development

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

- 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

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

- Recognise the unique value of each individual.
- Listen and respond appropriately to the views of others.
- Gain the confidence to cope differently 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.

### Social Development

*As a school we aim to promote opportunities that will enable pupils to:*

- Develop an understanding of their individual and group identity
- Develop social skills in a range of contexts with a range of differing people
- Engage with fundamental British values

### Cultural Development

*As a school we aim to promote opportunities that will enable pupils to:*

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

### **As a school we recognise the importance of these values because:**

- People, staff as well as pupils, achieve better when they feel valued.
- Our beliefs and values influence the way we behave and the community that we live in
- Education is about the development of the whole person

### **Teaching and Organisation**

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. Teachers will inspire pupils through the enthusiasm for and

modelling of learning. Teachers will use creative strategies and challenging questions to engage pupils in their learning and relate it to their own experiences.

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

*Class discussions will give pupils opportunities to:*

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, e.g. 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 – e.g. empathy, respect, open mindedness, sensitivity, critical awareness, etc (for comprehensive list see attached sheet).

*Many curriculum areas provide opportunities to:*

- Listen and talk to each other.
- Learn an awareness of treating all as equals, and accepting people who are physically or mentally different.
- Agree and disagree.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

### *Extra-Curricular Activities*

Personal development is also enriched through a wide range of extra-curricular activities / theme days, residential visits and educational visits, which provide opportunities for SMSC and for inspiring pupils to broaden their experience and horizons.

### **Pupil Voice**

The term 'Pupil Voice' describes how pupils give their input to what happens within the school and classroom. Our desire is for pupils to know that their expertise, opinions and ideas are valued in all aspects of school life. Pupil Voice permeates all levels of our work together, from pupils participating in small group classroom conversations to students establishing procedures, events and contributing to the overarching ethos of the school.

<b>Date of Policy Adoption / Reviewed</b>	<b>Responsibility / Reviewed by</b>	<b>Revisions Made (Y/N)</b>	<b>Method of Communication</b>	<b>Date of Next Review</b>
Feb 2017	FGB		Website	Feb 2020
Jul 2021	FGB			Jul 2024
Sept 2024	FGB			Sept 2027