Danbury Park Community Primary School

Spiritual, Moral, Social and Cultural Development Policy

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Be wise, be happy, belong

Danbury Park Community Primary School
Policy

Spiritual, Moral, Social and Cultural Development Policy

1. Aims

1.1. At Danbury Park Community Primary School we strive to create a learning environment which promotes respect, diversity and self-awareness and equips all our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives.

1.2. The spiritual, moral, social and cultural development of pupils is a major aim of education, and is central to the education of the whole child.

1.3. At Danbury Park Primary School we wish to develop skills for later life so that pupils become:
- independent lifelong learners;
- autonomous and responsible;
- confident and assertive, with a high self-esteem;
- able to distinguish between right and wrong;
- knowledgeable about themselves;
- able to articulate their own attitudes and values;
- understand the long and short-term consequences of their actions;
- able to behave consistently in accordance with their principles;
- able to maintain effective interpersonal relationships;
- able to understand and be sensitive to the beliefs, values and ways of life of others;
- caring, considerate, compassionate;
- informed about the world;
- able to question taken for granted assumptions and beliefs;
- able to think critically, and make informed judgements;
- concerned about promoting justice and equality on an interpersonal, societal and global level;
- skilled in working collaboratively;
- able to reflect on their learning and plan for future developments.

2. Objectives

2.1. All pupils are entitled to a curriculum which:
- promotes their spiritual, moral, cultural, mental and physical development;
- promotes the acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;
- prepares pupils for the opportunities, responsibilities and experiences of adult life and for participating fully in and contributing positively to life in modern Britain.

2.2. These objectives are taken into account in our curriculum. The curriculum provides a wide range of artistic, sporting and cultural opportunities that encourage pupils to work together and to use imagination and creativity in their learning. Activities are planned that require pupils to reflect and empathise with others as well as giving them the confidence to provide their opinions and develop their own view points.

2.3. The following aspects of school all contribute to this process:
- school ethos, organisation, policies, relationships and expectations;
- assemblies and collective worship;
- core and foundation subjects (see Appendix 1);
- cross curricular themes;
- religious education;
- the timetabled PHSE programme;
- enrichment and extra-curricular activities.

3. Spiritual Development

3.1. Spiritual development is concerned with the spiritual dimension of human existence. This applies to all pupils and is not confined to the development of religious beliefs (see the Religious Education Policy). At Danbury Park Primary School we take a broad view of spiritual development which is concerned with the development of the self, identity, imagination, creativity and curiosity, relationships and beliefs. Through spiritual development, children are able to understand their own feelings and emotions and this enables them to reflect and to learn.

3.2. Our learning environment and curriculum enable pupils to:
- be curious and to express feelings of delight and wonder (scientific investigations, chemical reactions, new life, the global landscape);
- stimulate their imagination and creativity;
- acquire and practise the skills of reflection;
- empathise and consider the viewpoints of others (debates, drama activities, discussing feelings and empathising with characters in familiar stories);
- consider how a belief can change people's lifestyles (R.E, investigating communities and faiths, historical case studies);
- discuss what they think they have achieved and what they need to do to be successful in the future (self-assessment, target setting activities).

4. Moral Development

4.1. Moral development focuses on exploring, understanding and recognising shared values and considering the issues of right and wrong.

4.2. Our learning environment and curriculum promote moral development through:
- Our code of conduct and class rules, agreed with children and displayed in the classroom and throughout the school;
- clear consistent rewards and sanctions that children understand and believe to be fair;

- class and school assemblies that discuss moral values and cite expectations;
- activities that enable pupils to give opinions and show their values;
- discussing the choices made by the pupils and others and the resulting outcomes (e.g. character studies, studies of historical figures).

5. Social Development

5.1. Social development involves learners working effectively together and participating successfully in the school community as a whole. During a pupil's social development they gain interpersonal skills that allow them to form successful relationships and to become a positive team member.

5.2. Social skills include:
- reflecting on one's own views;
- understanding the views of others;
- asserting oneself;
- planning and negotiating;
- informed decision making;
- working in groups;
- handling change and transition;
- handling pressures and resolving conflicts.

5.3. At Danbury Park Primary School social skills are developed through:
- modelling of positive social behaviour by all staff;
- after school clubs;
- sporting activities;
- enabling pupils to work co-operatively and collaboratively;
- small group games at play times and lunch times;
- turn taking and team building activities;
- pair and small group work within the classroom;
- working with others across the local community.

6. Cultural Development

6.1. Cultural development enables learners to develop an understanding of their own culture and of other cultures locally, nationally and internationally. It also means learning to feel comfortable in a variety of cultures and valuing cultural diversity.

6.2. In our learning environment and curriculum pupils are introduced to a regional and global perspective in life through:
- links with other schools;
- stories from different cultures;
- first hand experiences through local visits, theatre, art and artists;
- visitors from the local community;
- being part of national and international fund raising events;
- studies of a different lifestyle including different food, dress, festivals and places of worship.

7. Assessment

7.1. Teachers assess pupils' work in SMSC development both by making informal judgements, as they observe them during lessons and extra-curricular activities and through speaking to the children about how they feel and what they have learned.

7.2. Pupils keep records, in their personal record of achievement file, of their contribution to the life of the school and the community.

8. Monitoring

8.1. This policy is monitored by the headteacher working with all subject leaders.

8.2. The quality of teaching and learning in SMSC development is monitored and evaluated by the headteacher as part of the school's agreed cycle of lesson observations

Appendix 1

Examples of how the knowledge and understanding essential to spiritual moral, social and cultural development, and the ability to make responsible and reasoned judgements are developed through all subjects of the curriculum.

Area	Spiritual	Moral	Social	Cultural
English	Literature: poetry, use of imagination and appreciation of others' achievements	Discussions on issues such as- behaviour, truth, etc. Drama to illustrate moral code Respect for others' work – reading linked	Sharing of ideas, stories and poems. Group work Reading to others, response to questions	Classic stories and poems Famous authors and poets The written and spoken word
Mathematics	Pattern: relationship in numbers	Maths is governed by rules Group support Cheating Respect for others' work	Group work: sharing of ideas, discussion.	Development of mathematics; people from the past who have contributed to mathematical knowledge
Science	The why and how of nature: Wonder in nature and everyday life	Respect for others' work. Environmental issues	Group work: sharing of ideas Discussion: family life	Our environment and the care we take of it. Other environments
Music	Developing pupils' awareness of the power of music to take the listener out of the commonplace and using music to express and reflect on their own thoughts and feelings	Exercise responsibility in the choices and decisions they, and others, make as part of the creative process. Valuing their own and others' work Recognising the effect of music (for example, its use in advertising and propaganda, and its misuse in sound pollution)	Pupils share music making and develop a sense of social cohesion, recognising the value of different contributions and their own responsibility to support and enrich the work of others, and recognising the need for different roles in group performance	Recognising how music influences and reflects the way people think and feel. Relating music to the time and place in which it was created and performed, Analysing, evaluate and reflect on music from contrasting traditions and identify how and why some aspects change or stay the same.
ICT	Heightened sense of worth with finished work	Sharing of information and expertise with each other	Paired and group work. Understanding of tolerance for other's time needed for ICT	The use of ICT for information – CD Rom particularly
Design and Technology	Responding to challenge - creativity	Appreciation of other children's efforts: Contributing group ideas and work	Working together as a group on a project: Initiative.	Artefacts and utensils used for various reasons
History	Stories from the past: Appreciation of human achievement: Comparisons with the present	Discussion of decisions and happenings in the past: Comparisons with the present	Understanding of why and how actions have affected and still do affect other people	The past gives an insight into own and other cultures

Area	Spiritual	Moral	Social	Cultural
Geography	Wonder of differing countries, climates and civilizations	How man has contributed to his environment. Issues connected to this	Differing lifestyles. Living and working together. Rules for same	Different areas, countries and their differing needs and cultures
Art	Learning about artists. Appreciation of others' achievements. Creativity	Respect for other's work and interpretation	Working together on projects. Response to other's ideas	Developing an awareness of our own and other culture's art
P.E.	Enjoyment of moving to music. Partnering. Self awareness. Control of body. Sense of community	Understanding that one's behaviour can affect others in group. Rules in games	Partnership. Teamwork. Developing an understanding that all should work together for the common good. Rules	Team games. Various types of dance from different countries
R.E.	Stories from different faiths and life. Others' achievements. Being aware of others' needs, feelings and beliefs. Tolerance. Understanding.	Discussion concerning issues to do with respect, tolerance, truth, justice, property, behaviour, right and wrong.	Realisation that society has to have rules to live by.	Learning about our own beliefs and others' – as in R.E. Policy and scheme of work.

British values are taught and promoted through our implicit and explicit programme of teaching and learning and are linked to the spiritual, moral, social and cultural development of pupils. This is achieved through the following activities:

Spiritual Development

Evidence as demonstrated by pupils	Activity
• 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; • Sense of enjoyment and fascination in learning about themselves, others and the world around them; • Use of imagination and creativity in their learning; • Willingness to reflect on their experiences.	• EYFS Knowledge and Understanding of the World • RE • Assemblies • Celebration of festivals • Science • Curriculum topics

Moral Development

Evidence as demonstrated by pupils	Activity
• Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England; • Understanding of the consequences of their behaviour and actions; • Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.	• PSHE • School's Code of Conduct • School's behaviour policies • Class circle time • Play times • PSHE • Age appropriate sanctions following the school's Behaviour policy • Discussion about current affairs • History topics

Social Development

Evidence as demonstrated by pupils	Activity
• Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds; • 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; • Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.	• Joint activities and events with partnership schools, e.g. o Remembrance day visit to war Memorial • Inter-school activities, e.g. o Curriculum competitions, o Sporting competitions, o Music festivals, • Community events e.g. o Parish Council, o St John's Church • Enterprise activities • Charity fundraising • RE • PSHE • Current affairs • School Code of Conduct • Class rules

	- School Council - House system and election of captains - Parish Council links - Curriculum topics e.g. - Victorians – education Act, - Pirates – law and order, - World Leaders - China

Cultural Development

Evidence as demonstrated by pupils	Activity
- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others; - 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;	- Curriculum e.g. - EYFS Knowledge and Understanding of the World, Creative Development, - Art and Design, - Design and Technology, - History - RE - Science - Assemblies - Celebration of festivals
Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain;	- Current affairs - Parish Council - School Council - House system
- Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities; - 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.	- Joint activities and events with partnership schools, e.g. - Remembrance day visit to war Memorial - Inter-school activities, e.g. - Curriculum competitions, - Sporting competitions, - Music festivals, - Community events e.g. - Parish Council, - St John's Church - Enterprise activities - Charity fundraising