



LYDIARD MILLICENT CE PRIMARY & RIDGEWAY FARM CE ACADEMY

**SOCIAL, MORAL, SPIRITUAL & CULTURAL (SMSC) POLICY**

Member of staff responsible	Lisa Trinder
Committee responsible	Performance
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1.0	Sep 2012	Changes to SMSC Maps
1.1	Feb 15	Changes in line with recommended Salisbury Diocese policy
1.2	January 18	Amended to reflect both sites



## LYDIARD MILLICENT CE PRIMARY & RIDGEWAY FARM CE ACADEMY

### Spiritual, Moral, Social and Cultural Development Policy

(Please read this in conjunction with our other policies: RE, Collective Worship, Learning and Teaching, SEND, Behaviour & Anti-bullying, & Equality Policy & Scheme

#### Introduction

At Lydiard Millicent CE Primary & Ridgeway Farm CE Academy, we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to deliver an education that provides pupils with opportunities to explore and develop their own values and beliefs. This can include spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

#### Rationale

1. All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development.
2. All adults should model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.
3. The school community is 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.
4. Pupils learn to differentiate between right and wrong in as far as their actions affect other people.
5. Pupils are encouraged to value themselves and others.
6. Pupils understand the need for rules and the need to abide by rules for the good of everyone.
7. School values and classroom rules reflect, reiterate, promote and reward good behaviour and provide opportunities to celebrate pupils' work and achievements.
8. All curriculum areas seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible.

#### 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 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 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.
- ❖ To promote positive and effective links with the local community.

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

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, 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.

Please look at the attached SMSC maps that show examples of how we provide for all round development. Teachers also complete grids that show how we provide for spiritual development in the areas of self, others, beyond and the world and beauty. An example in one area from Class 3 can be seen below.

### Links with the wider community

- ❖ Visitors are welcomed into school.
- ❖ Links with the church are fostered through links with the local church and the Diocesan Board of Education. For Lydiard, this is the Lydiard Parish and for Ridgeway this is with the Lydiard Parish and Purton Parish.



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.

- ❖ Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.

### **Defining spiritual, moral, social and cultural development**

The spiritual development of pupils is shown by their:

- ❖ 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.

The moral development of pupils is shown by their:

- ❖ ability to recognise the difference between right and wrong, 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 being able to understand and appreciate the viewpoints of others on these issues.

The social development of pupils is shown by their:

- ❖ use of a range of social skills in different contexts, including working and socialising with 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; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The cultural development of pupils is shown by their:

- ❖ understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that 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

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

Our following SMSC maps will show how we aim to cover all the aspects that children need to learn about at school. Spiritual Development is often the hardest to pin point - at Lydiard we think about the following:

- ❖ Spiritual Capacities: recognition that all human beings are capable of spiritual growth through capacities such as self awareness, reflection, empathy, imagination and creativity.
- ❖ Spiritual Experiences: ways in which pupils can encounter the spiritual dimension of life
- ❖ Spiritual Understanding: the need to have developed an understanding to make sense of the spiritual experiences encountered and capacities exercised
- ❖ Spiritual responses: how this experience and understanding impacts on our lives and shapes the way in which we live our lives.

To make it easier for children to access and understand we ask children to think of the following:



The Doughnut represents the Whole Child. The outer ring is the tangible (Mind and Body), the hole represents the intangible (Spirit) but if there was no hole it wouldn't be a doughnut. This remains perhaps the best definition of spiritual development; it is the exploration and development of that hole in our center that makes us whole.

In worship time we use the following to help children think and reflect - often leading to spiritual thought:



## Believe ~ Learn ~ Grow



**Windows:** Opportunities to look out on the world to gaze and wonder: The 'Wow' and 'Ows' moments. The things we find amazing and bring us up short. Encounter: The learning about life



**Mirrors:** Giving opportunities for children to reflect, to look inward to consider some of the big questions of life: To explore their own insights and those of others. Reflection: The learning from



**Doors:** Giving opportunities to children to respond, to do something to go through the door of a creative expression of their own thoughts and convictions. Transformation: The learning to live by putting into action what they believe.

In curriculum time we encourage children to think of spirituality in 4 ways:



Ourselves



Others



The World

Beyond



We aim to provide a broad and balanced curriculum that caters for each child's intellectual and physical needs. This curriculum will also promote childrens' spiritual, moral, cultural and social development. This is reflected in our school aims, core policies, curriculum plans and through the range of creative activities teachers try to include in their planning.

Assemblies are planned to coincide with key events in the Christian calendar. A weekly theme underpins all collective worship for the week. A celebration & praise assembly reinforces the theme and celebrates the achievements of the week on a Thursday. Whole school assemblies are planned to a consistent format - quiet entry, main activity, Reflection, and prayer.

The start of each day is planned to be a welcoming, calm, stress free time where children can engage in activities that allow them to disengage from outside concerns and prepare for the day's learning and social interaction.

Through constructive and regular links with All Saints Church/children enjoy a greater knowledge of Christian belief and spirituality.

**Promoting Spiritual Development at Lydiard Millicent C of E Primary & Ridgeway Farm CE Academy**

Opportunities for appreciating the environment and natural wonder are fostered through collective activities such as whole school recycling and our special harvest themes. Pupils are often motivated by such events to make a difference such as raising money for a local charity. Garden Club encourages children to think of our environment.

Teachers build in interesting activities and experiences for pupils to foster curiosity and promote questioning. Pupils are encouraged to talk about themselves, their experiences and listen carefully to others in circle time and in larger groups. Teachers try and raise questions with pupils to help understand their own spiritual development. What if.....?

Important themes are dealt with sensitively and are often connected to visits to special places or visits to school by guests. Remembrance was a good example of this & thoughts about WW1.

Classroom & corridor displays and posters raise issues, pose questions and promote a curiosity regarding values, issues, other countries and cultures to provoke discussion the motivation to discover and further explore. Children are encouraged to use their imagination to understand other people's experiences.

Every opportunity is taken to extend community links so that we can scaffold the childrens understanding of other faiths. A good example of this was the presentation given by Sushma about being a Hindu and sharing this with our link school.

A growing emphasis on creativity through the school projects and developing work in the arts helps children appreciate their own and others achievements in a wide range of contexts. Dance, textiles, sculpture, pottery, 3D art in a range of media have all increased desire to further explore learning and discover their own talents and gifts and appreciate the special talents and gifts of others.





**We want to promote and foster respect and care for others in our school and the wider community regardless of race, gender, disability or belief. Everyone in our school community learns to live in harmony with each other. All adults model good relationships. This helps children in their social development.**

From their early days in school children are guided and helped to build relationships. Foundation stage planning has clear emphasis on the importance of developing positive relationships. Activities and groupings reflect this emphasis.

Our school values set the expectations of behaviour for all children. These are reinforced at the start of every term and class teachers and children review their classroom rules or values which are on display in each room. The values are referred to consistently by staff to ensure their impact in establishing an accepted code of conduct.

Building self esteem is given a high priority by all staff. Children are encouraged to feel positive about themselves. Praise is used constructively and children are given feedback on how well there are doing in terms of their academic work and social interactions. Staff constantly look for ways to improve children's social development. Discussions in class about feelings during PHSE and RE shows our commitment to this.

Children and staff celebrate achievement through regular celebration assemblies. Children are encouraged to always do their best and work for house points or owl merits based on our owl gems for learning. Weekly certificates are awarded at celebration assemblies. Musical, academic, creative and sporting successes are highlighted. Staff try and ensure every child takes part in a celebration assembly during the year.

**Promoting Social Development at Lydiard Millicent C of E Primary & Ridgeway Farm CE Academy**

Fostering and promoting social development through educational visits has a high priority at school. All children take part in these experiences wherever possible from a day on a real treasure island in the Foundation Stage, authentic Victorian schooldays in Y2 and outdoor visits in Y3/4/5/6. Residential visits in Y6 to an outdoor adventure centre extend these important experiences. On visits groupings of pupils and adults are often varied deliberately to give children as broad an experience as possible.

Children are encouraged to use their initiative and many pupils organise events to support a charity or help in fundraising for school. Cake stalls, competitions, fashion shows have all been successfully organised by the children during the year. Older children help on FOLMS events e.g. Christmas and Summer Fayre.

Extra curricular clubs play a big part in children's social development. Clubs are also organised for groups of children who show an interest in particular areas. Clubs have been set up in: football, tag rugby, hockey, netball, arts and crafts and choirs to name a few!

Children are encouraged from the Foundation stage to take and share responsibility. The curriculum and extra curricular activities present children with opportunities to make real choices. Children's views are represented on the School Council.

Whole school collaborative events like the One World and art week promote a respect for people, living things natural and man made materials and the environment.

In PSHE children discuss topical issues and debate them constructively. Successful debate topics have involved healthy eating teaching to children choosing only healthy snacks at break.



The principles of fairness and serving others are promoted through the work of the school council, circle time and assemblies.  
The welfare of others in our school and the wider community are highlighted through high profile fundraising events working with NSPCC, Macmillan, Swindon Food Bank and Help the Aged.

Children learn the value of being dignified and generous whether winning or losing in team sports or individual competitions. The importance of taking part and the effort and commitment involved is of paramount importance and celebrated in assemblies.

There is a consistently applied and implemented policy to promote positive behaviour. This is shared with all children through the school rules, classroom rules, and the sticker and certificate merit system.

Children can work through an award scheme for citizenship.

**Promoting Moral Development at Lydiard Millicent C of E Primary & Ridgeway Farm CE Academy**

Moral awareness is promoted for all pupils through developing the ability to distinguish between right and wrong. This achieved through consistent positive reinforcement from all staff when children behave responsibly. Small gestures of courtesy and politeness are also rewarded and encouraged consequently many children model excellent behaviour to set an example to all.

Important and relevant moral issues such as friendship and bullying are explored and discussed in PSHE through circle time and role play. Reinforcement by a 'Bullying' theatre visit was hugely successful. Children are also encouraged to share their views and opinions on issues in assemblies.

Moral issues are exemplified and discussed in assemblies and class circle time. Examples of moral virtue are promoted through our links with our church in termly services and RE curriculum based learning.

Staff always try and ensure that children understand the consequences of their actions in a wide range of situations. Reflection is actively promoted as a strategy to increase awareness in caring for others and developing personal responsibility.



**Promoting Cultural Development  
at  
Lydiard Millicent C of E Primary &  
Ridgeway Farm CE Academy**

Visiting theatre groups and musicians help widen our cultural understanding. One World Week celebrates music storytelling and dancing from round the world. The displays of art work and questions raised by children after the visits indicate that the experience enriched their cultural development.

We encourage the involvement of our children in groups beyond our school. Involvement in local theatrical groups, sports clubs, cubs, brownies, church groups, swimming clubs and martial arts is encouraged and celebrated.

Extending the quality and provision of art through: artists working in felt, willow modelling and textiles has had a profound impact on the cultural development of all children involved. Art coordinators work to ensure that resources reflect the culturally diverse nature of art from around the world.;

Listening to music from other cultures and countries in classrooms and at assembly times is an important feature of the children's cultural development. A wide range of music selected for its diversity of sound, rhythm and genre is played and children enjoy responding to it through

French is taught in each class and in the past we have learnt Mandarin when we had a link with China and Spanish and German when parents could teach the children.

RE and assemblies cover multi faith issues and link Christianity with other faiths whenever possible. Teachers create opportunities to celebrate cultural diversity.

School display boards often reflect cultural diversity alongside recognising national and school cultural values. The cultural diversity of the UK is also celebrated in assemblies and recognising and highlighting traditional Christian customs and celebrations.

Different classes build their knowledge by learning about different countries.



### Spiritual Development - Self

Spiritual learners become increasingly aware of the concept of self - the inner person and the way that this shapes an individual's perception of themselves as a unique human being. Spiritual learners reflect on the relationship that they have with their sense of being a unique person.

<b>Example</b>
<b>Encounter:</b> Learning about life: providing openings for spiritual development through an exploration of identity and personal values.
<b>RE - inspirational people:</b> what values do Christians say are important - others
<b>Reflection:</b> Learning from life: understanding an inner meaning of self and identity – critical reasoning and big questions.
<b>My own feelings about myself, changes, how we are with other people</b> What I want to be like as an adult. Reflecting on the impact Jesus made on the lives of others. How our beliefs effect others.
<b>Transformation:</b> Learning to live life: responding as a means of expressing an idea of self: developing a personal set of beliefs.
Consider our personality and how our attitude changes as we get older and the attitudes of others towards us. Going for goals.