

# Cherry Tree Primary School and Nursery

*Caring, Thriving, Preparing, Succeeding.*



**SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT**

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Signed	
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## **SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT**

Linked to Positive Behaviour policy, RE and PSHE/Citizenship.

For children to develop fully and benefit from their time at our school, to get the most from their learning whilst supporting their pastoral care alongside their personal development, we provide a variety of rich experiences within and beyond the curriculum in order that they are able to meet the expectations placed on them in work, conduct and attitude.

The definitions and practices that follow are intended to clarify the ways that a pupil's personal development are enhanced by the use of Spiritual, Moral, Social and Cultural development.

### **1. Spiritual Development**

As children develop physically they do so emotionally and psychologically. Spiritual development is the development of one's inner self. It is concerned with the development and growth of a core value system which is essential for the wellbeing, happiness and sense of belonging. It is also concerned with promoting self awareness in order for one to understand and fulfill their true potential, both in their personal and public lives.

The atmosphere of the school underpins all children's spiritual development. It is about being:

- open minded, tolerant and empathetic
- respectful and compassionate
- self-reflective and resilient when facing challenges
- self-confident and proud of one's achievements and beliefs
- inquisitive which will develop reasoning skills and higher order thinking.
- able to reflect on, consider and celebrate the wonders and mysteries of the world.

Some people call it the development of an understanding of feelings and emotions and the impact it has upon themselves and others around them. Some people call it the development of the soul or view it as a pursuit or adherence to a particular way of life – which may or may not be linked to a particular religious code.

### **2. Moral development**

Pupils enter school with degrees of moral understanding defined by their families and friends. They should be encouraged to take responsibility for their words and actions. They should be encouraged to reject any form of bullying, discrimination or cruelty. They should be helped to deal with any moral dilemmas they may face. To help pupils develop a clear and positive moral code at school and in the wider world they should be led to respect:

- The importance of truth and honesty.
- The importance of observing rules.
- The importance of compassion and tact.
- The importance that we all have rights and responsibilities and making good choices is important for the wellbeing of all.
- The beliefs, feelings, property and rights of others.
- Their environments – both at school and in the wider world.

### 3. Social development

As members of the school community pupils learn social skills and values that will determine their future lives as responsible citizens. To help this growth the following should have positive reinforcement:

- Security and confidence in learning and support in facing difficulties.
- A willingness to co-operate with other pupils by balancing individual and collective needs.
- A readiness to celebrate others' achievements.
- An appreciation of the benefits that can result from supporting the school.
- A sense of how their lives and that of the school relate to the wider community it serves.
- Participation in community events and charitable activities.

### 4. Cultural development

At school pupils discover and develop their aesthetic, creative, intellectual and physical skills. They should develop an awareness of their own cultural roots. They should also be able to appreciate the diversity and evolution of cultural traditions that society has, how conflicts between them occur and how they can be reconciled. To help meet the needs of individuals and school the following should occur:

- In lessons there should be opportunities to develop individual skills and achievements appropriate to all curriculum areas.
- In lessons and assemblies pupils should be helped to understand, respect and appreciate other beliefs, social circumstances and cultures and their impact.
- Develop an understanding of Britain's local, national, European and global dimensions.

### 5. Opportunities for Promoting SMSC and evidence of SMSC may include amongst others:

- Thoughtful planning in all curriculum areas and through extra-curricular activities.

- Promoting teaching styles which value pupils' questions and give them space for their own thoughts, ideas and concerns.
- Promote teaching styles which enable pupils to make connections between aspects of their learning.
- Open Door Counselling, Luke's Counselling and Support for children and young people.
- Pupil Support Worker (PSW) (part time) – supporting individual or groups of children.
- Positive referrals to EWMHS.
- Wonder Walls – where children are encouraged to pose their own questions about the world and where other children or staff will try to answer them.
- Class PSHE book where pupils' views are recorded.
- Acts of collective worship and assemblies. Those with responsibility for planning acts of worship and delivering assemblies should regularly consider aspects of SMSC and ensure that matters of topical concern are also included as well as recurrent issues.
- School Council
- Responsibility posts/jobs
- A variety of extra curricular activities and trips
- Encouragement to participate in community events
- Lesson plans and observations.
- Resolving conflict – pupil led.
- Donating regularly to charity through each year groups local, national or international organization.

Although there will be no formal assessment of SMSC it is expected that with the development of the aforementioned skills children will become more articulate, confident and well rounded human beings which in turn will enhance their learning and happiness.