

SPIRITUAL, MORAL, SOCIAL AND CULTURAL POLICY

Including Early Years Foundation Stage

Article 14: ‘Children have the right to think and believe what they want, and to practice their religion, as long as they are not stopping other people from enjoying their rights.’

The development of the whole person is a fundamental aim of the school and therefore Spiritual, Moral, Social and Cultural education takes place throughout the curriculum and the wider life of the school.

We encourage all children to develop their spiritual characters by introducing them to a wide range of religious experiences and making Christian values central to the ethos of the school. This school promotes a Christian ethos, by example and direct teaching, whilst recognising that not all of its members will be practising Christians. The integrity and spirituality of pupils from other faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views.

We hold assemblies at the start of every day.

MONDAY	Juniors - Assembly in the Chapel taken by the Headmaster Infants - Assembly in the Conference Room taken by the Deputy Head
TUESDAY	Whole school Assembly in the Chapel taken by Headmaster/Staff/Pupils
WEDNESDAY	Juniors - Hymn practice Infants - Infant Assembly in Conference Room
THURSDAY	Juniors - Assembly in Chapel taken by St. Andrews Church Infants - Assembly in Conference Room taken by Infant Head
FRIDAY	Whole school in the Chapel for our Celebration Assembly

We also hold Chapel services for Harvest, Remembrance, St Dunstan’s Day, Mothers’ Day, Fathers’ Day, Easter and other occasions during the school year.

Although most of our assemblies are based in the Christian tradition we also celebrate religious occasions from other faiths involving pupils at the school (for example Diwali). All pupils receive Religious Education which allows opportunities for comparative religious studies (please see the curriculum documents for more details).

We have strong links with St. Andrew’s Church in Plymouth and hold our Carol Service there every year. As well as taking a Junior Assembly each week the Youth Team from St.

Andrew's run JAM (Jesus and Me) club each Wednesday lunchtime. The Assembly held each day underpins the values we share which help us develop the moral education of the pupils.

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, 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.

This is a whole school issue. 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.

Our values are clearly laid out in the Pupil Handbook and constantly referenced in assemblies and lessons. Our aim is that pupils not only know the school rules but also understand their importance to the school community. The Community awards that are handed out in Friday's celebration assembly are a public acknowledgement of the importance we attach to community minded behaviour. Teachers also use their own reward systems within their class group. Sanctions for selfish or inappropriate behaviour are intended to bring home to pupils why their behaviour was unhelpful.

The prefect system in Year 6 encourages older pupils to focus on the moral values underpinning life at our school. Pupils focus on moral issues in PSHE lessons, circle time in the infants and drama. Please see the PSHE and Citizenship policy for more detail. We also use PSHE to place these issues in a wider social context such as citizenship.

General Aims

- To ensure that everyone connected with the school is aware of our values and principles.
- To help pupils develop their self knowledge, self esteem and self confidence
- 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 allow pupils to begin developing their own sense of spirituality
- 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 promote British values
- 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.
- To encourage our pupils to take an interest in the world around them and play an active role in cultural activities
- To ensure that where political issues are brought to the attention of pupils they are offered a balanced presentation of political views

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.
- Recognise and reflect on Christian approaches to Spiritual Development.
- Learn about other belief systems both religious and secular

Moral development

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

- Recognise the unique value of each individual.
- Understand the importance of having values
- 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 and respect the law (civil and legal).
- Show respect for the environment.
- Make informed and independent judgments, and take responsibility for their behaviour
- Teach them how to play a part in helping make the school, the locality and wider world, a better place

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 a broad general knowledge of public institutions and services in England and how they might use them
- Learn about service in the school and wider community.
- Begin to understand the Christian imperative for social justice and a concern for the disadvantaged.
- Encourage pupils to respect the fundamental British values of democracy, tolerance and individual liberty.
- Understand the concept of Human Rights
- Encourage pupils to want to play a part in their community
- Help pupils develop an understanding of public services.
- Do all we can to minimise the dangers of radicalisation by giving pupils a healthy respect for freedom of speech and democracy

Pupils' social development is guided in many ways. As well as relating to their peers in class and on the playground we encourage pupils to consider the nature of social interaction through assemblies, extra-curricular activities and school visits. The School House system provides another area for the development of social skills. All teachers are involved in pastoral care which often takes the form of ensuring that all the pupils in their charge are helped to develop friendships and widen their social outlook.

We see the development of social skills as one of the very important aspects of going to school. Concepts of Citizenship are covered in English, PSHE and History. There is a School Council which meets twice a term. In voting for their year representative and then offering ideas to be raised at meetings pupils are shown the importance of playing an active role in the way the community organises itself. The Prefect and House system also offers plenty of opportunity for pupils to see the importance of working together.

When travelling to other schools for sports fixtures as much attention is paid to the way the pupils interact with their hosts as to the actual performance on the pitch. Much of the charity work we do within the school encourages pupils to look at their role in the wider community. Whether delivering the Harvest gifts to the local mission or carol singing at a local home pupils are encouraged to play a role in the world around them.

In PSHE pupils are taught about the public institutions and services in England. It is important that we present a balanced picture of the political scene, hence any study of politics, at both National and Local level, will offer a balanced presentation of opposing views and represent the diversity of political opinion. Please refer to the PSHE syllabus and school calendar for further details.

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 how these influence individuals and society
- Learn about key world faiths and customs
- Develop an understanding of their social and cultural environment
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions
- Develop insights into the origins and practises of cultures and communities
- Develop an appreciation and respect for their own and other cultures so as to promote tolerance and harmony between different nations and help them resist racism

Pupils are encouraged to take part in a wide range of cultural activities and develop an active interest in the arts. As well as their timetabled lessons there are a wide range of clubs such as Choir and Drama that are open to all and enjoyed by many. All pupils are involved in musical and dramatic productions throughout their time at the school. Many pupils are involved in the LAMDA exams and all of Year 5 and 6 take part in the Spoken English Competition. Art work displayed throughout the school has been produced by the pupils and we use wall displays to offer them the opportunity to share their literary and artistic achievements.

Pupils often give dramatic or musical performances in Assemblies and are encouraged to develop their own ideas. The Infants hold class assemblies to which parents are invited and all take part in a large concert in the spring. There are also many cultural trips; in the past year these have included trips to the Theatre Royal, Minack Theatre, and to the senior school theatre. Speech and drama certificates are often given out in our Celebration Assembly and teachers use this occasion, as well as their lessons, to promote new books, plays or films which they think pupils and their families might be interested in. We have a thriving library which pupils are actively involved in running.

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

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.

Links with the wider community

Visitors are welcomed into school, often children from local schools who have been invited to take part in activities at the school (English workshops, Sports training).

We have strong links with St Andrew's Church and the pupils are involved in helping raise funds and help for local charities such as the nearby Shekinah Mission and St Luke's Hospice.

Visits to and from other local churches and organisations happen throughout the year.

Pupils' fund-raising activities are linked to communities and schools all over the world.

Pupils are involved in entertaining residents in local residential homes and are encouraged to suggest their own initiatives for charitable events that help the wider community.

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.

Monitoring and Evaluation

Provision for Spiritual, Moral, Social and Cultural education 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.

Holiday Club

This policy also applies to Holiday Club, with the Holiday Club manager taking responsibility for implementing all aims where possible.

C D M Gatherer

January 2018

Review January 2019