



Policy for Spiritual, Moral, Social and Cultural Development

June 2022

Aims and Objectives

At Upper Beeding 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. We aim to develop learners who are passionate, take ownership of their learning and are proud of their achievements.

The curriculum provides a wide range of artistic, sporting and cultural opportunities that encourage pupils to work together and use imagination in their learning. Activities are planned that require pupils to reflect and empathize with others, as well as giving them the confidence to provide their opinions and develop their own view points. Spiritual, Moral, Social and Cultural Development is promoted not only through all the subjects of the curriculum, but also through the ethos of the school where all people who come to 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.

This policy supports and reinforces the aims of our school, valuing all children and staff equally and as individuals.

Principles

Spiritual, Moral, Social and Cultural Development is crucial for individual pupils and it is crucial for society as a whole. We believe it is the heart of what education is all about - helping pupils grow and develop as people.

Spiritual, Moral, Social and Cultural Development is cross-curricular and promotes the aims and principles of the policies for PSHE, RE, RSE, Race Equality, Disability and Equal Opportunities. These policies all underpin the curriculum model as putting **the child at the centre of all we do**.

It is an expectation at our school that all staff, in all subjects, can and should make a contribution to the Spiritual, Moral, Social and Cultural Development of pupils through the taught curriculum and through the use of appropriate teaching and learning strategies e.g. discussion, reflection, pupil participation, circle time etc.

The importance of relationships between all school staff, parents and governors is crucial. These relationships will be characterised by mutual respect, by positive attitudes, by the willingness to listen and be listened to, and by the valuing of all pupils.

Spiritual Development

Definition

Pupils' spiritual development is shown by their:

- Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's 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

This relates to the quest for individual identity and the search for meaning and purpose in our existence. It leads towards the understanding of self and others. It has to do with feelings, emotions, attitudes and beliefs. It's not linked solely to a particular doctrine or faith, so spiritual development is therefore accessible to everyone.

Planned opportunities for spiritual development in all subjects can be seen across the school. Children are given opportunities to reflect upon the meaning of spiritual experiences. Curriculum opportunities enable pupils to:

- Be curious and to express feelings of awe and wonder, (e.g. scientific investigations, chemical reactions, new life, the global landscape, appreciation of music)
- Empathise and consider the viewpoints of others, (e.g. debates, drama activities, discussing feelings and empathising with characters in familiar stories)
- Consider how a belief can change people's lifestyles, (e.g. investigating communities and faiths, historical case studies)
- Have time to reflect on messages and learning, (e.g. assemblies, curriculum).

Moral Development

Definition

Pupils' moral development is shown by their:

- Ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives
- Understanding of the consequences of their actions
- Interest in investigating and offering reasoned views about moral and ethical issues.

At Upper Beeding Primary School, we believe that a morally aware pupil will develop a wide range of skills. These can include the following:

- Distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures
- Develop an ability to think through the consequences of their own and others' actions
- Have an ability to make responsible and reasoned judgements
- Ensure a commitment to personal values
- Have a respect for others' needs, interests and feelings as well as their own
- Develop a desire to explore their own and others' views and an understanding of the need to review and re-assess their values, codes and principles in light of experience.

The classroom environment and curriculum promote moral development through:

- Codes of conduct and class rules, agreed with children and displayed in the classroom
- Clear and consistent rewards and sanctions that children understand and believe to be fair (linked to our Good Behaviour Policy)
- Whole school, Key Stage and class led 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

- School Council / Arts Council / Eco Warriors / Digital Leaders – children taking responsibility and representing peers.

Social Development

Definition

Pupils' social development is shown by their:

- Use of a wide range of social skills in different contexts, including working and socialising successfully in the school community as a whole
- Willingness to participate in a variety of social settings, co-operating well with others and being able to resolve conflicts effectively
- Interest in and understanding of the way communities and societies function at a variety of levels.

At Upper Beeding Primary School, we recognise that pupils who are becoming socially aware are likely to be developing the ability to:

- Adjust to a range of social contexts by appropriate and sensitive behaviour
- Relate well to other people's social skills and personal qualities, showing care and consideration of others
- Work successfully, as a member of a group or team
- Share views and opinions with others
- Resolve conflicts maturely and appropriately
- Reflect on their own contribution to society
- Show respect for people, living things, property and their environment
- Exercise responsibility
- Understand how societies function and are organised.

Our school develops pupil social development by:

- Modelling of social behaviour by all staff
- Promoting racial, religious and other forms of equality
- Encouraging and expecting pupils to work co-operatively
- Providing positive experiences to reinforce our values as a school community (e.g. assemblies, team building activities, residential experiences, school productions, celebrations with local community)
- Providing opportunities for engaging in the democratic process and participating in community life
- Providing opportunities for pupils to exercise leadership and responsibility
- Discussing what they think they have achieved and what they need to do to be successful in the future, (e.g. self and peer assessment, reflection, target setting activities)
- Helping pupils develop personal qualities which are valued in a civilised society, e.g. thoughtfulness, honesty, respect for difference, moral principles, independence, self-respect and an awareness of others' needs.

Cultural Development

Definition

Pupils' cultural development is shown by their:

- Understanding and appreciation of their own culture (personal identity) and of other cultures locally, national and internationally
- Tolerance and respect for the cultural beliefs and traditions of others
- Willingness to participate in and respond, e.g. artistic, musical, sporting, mathematical, technological, scientific opportunities
- Interest in learning and exploring the world around them.

Children are made aware of the diversity of other cultures both within modern Britain and throughout the world. This can be done through music, PE, art, RE and many other areas of the curriculum. Pupils who are becoming culturally aware are likely to be developing some or all the following characteristics:

- An ability to reflect on important questions of meaning and identity
- An interest in exploring the relationship between human beings and the environment.

Our school develops pupil cultural development by:

- Extending pupils' knowledge and use of cultural imagery and language (class countries, links with local and international schools, stories from other cultures)
- Recognising and nurturing gifts and talents, providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events
- First hand experiences through local visits, visitors, theatre, museum, art and artists
- Studies of different lifestyles including different food, dress, festivals and places of worship.

General Aims for Spiritual, Moral, Social and Cultural Development

We aim:

- To promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- To be laying down the foundations and give pupils the opportunities, responsibilities and experiences to prepare them for their future
- To promote respect and consideration for differences in gender, race and religion
- To help each pupil achieve their full potential across all areas of the curriculum
- To develop the individual strengths of all pupils, and to help and provide support in areas for development
- To inspire and stimulate the pupils in order to foster a love of learning and enquiry, to reason rationally and to apply themselves to tasks and physical skills
- To help our pupils towards independent learning and to equip them with all life skills in order for them to take their place in a fast changing society
- To ensure there is continuity and progression in skills, knowledge and understanding in all areas of the curriculum
- To develop respect for religious and moral values and understanding of other races, religions and ways of life
- To help pupils understand, respect and be inspired by the world in which they live
- To develop a sense of responsibility, consideration for others, self respect and self confidence
- To promote good relationships between home, school and the local and wider communities.

Please see Appendix A for examples of Spiritual, Moral, Social and Cultural Development through our curriculum

Assessment

Informal assessment is primarily through observation of pupil behaviour, the views that pupils express and through discussion amongst staff.

Approved by staff: March 2022

Approved by Governors: June 2022

Next Review: June 2025

Appendix A

Spiritual, Moral, Social and Cultural examples

Spiritual

- Assemblies are led every half term, by Rev Peter Butchers (Baptist Minister), and he also visits classes to share favourite Bible stories and life as a minister. KS1 have assemblies led by Vicky Butchers, Children and Family worker at UBBC.
- Every half term, a local Christian charity group called SPLASH, lead an assembly
- School led assemblies have a weekly theme and include reflections during or at the end; link assembly themes to wellbeing / mental health, e.g. Red Nose Day – laughter and wellbeing
- Children through carefully planned cross-curricular themes are encouraged to reflect on the world around them and are given hands-on experiences, e.g. Diwali Day, visits to local churches (Baptist and Anglican), Luna New Year, Christingle service at local church
- Dreamtime stories and art work is explored to find out about different people's views on how the Earth was created
- Visitors are invited to discuss their experiences and beliefs with children, e.g. Rabbi, Baptist minister, parents
- Mindfulness is practiced regularly throughout the school; continued through lockdown and virtually for home learners, e.g. yoga, listening to music
- Through RE, children explore a range of different faiths
- Remote learning RE through Google Classroom to continue to offer broad and balanced curriculum
- Individual children from different faiths actively encouraged to share their faith, special days and learning experiences. E.g. Judaism, Hinduism

Moral

- Through pro-active PSHE, children are given the opportunity to reflect and discuss the differences between right and wrong, valuing and considering all opinions
- Story books are shared with moral themes, including equality, diversity and social dilemmas
- Themed assemblies and weeks, e.g. Anti-bullying, Online Safety, Black History, Wellbeing Mental Health Week, inspirational figures, are used to discuss and reflect on behaviours – as a school we have enabled children to take ownership of their behaviour, mental wellbeing and learning
- Celebration assemblies and star of the week regularly take place and continued both in school and for children learning at home; recognition rewards posted
- Positive behaviour strategies are used in the classroom and wider school
- There are high expectations of all pupils in their conduct and behaviour towards each other and the adults they work with, ensuring mutual respect is evident at all times
- All children are involved in establishing their own class rules and have a regular voice in the classroom to reinforce these expectations
- School Council members represent each class and meet to discuss issues relevant to them. These are fed back to their classes and responses shared or further views sought
- Eco-Council Warriors meet fortnightly to discuss how we take care of our school, land and planet. We have also had eco cross-curricular themed weeks and have a large focus on re-cycling
- Arts Council reflect on the Arts provision in school, meeting regularly. As a school, we attained Artsmark Gold in November 2018 and are currently re-applying (delayed due to Covid)
- Headteacher Awards Assembly – staff explain and celebrate reasons in detail why child chosen
- Exploring foodbanks in PSHE and harvest donations

Social

- Children take part in numerous events in and out of school linked to the curriculum or promotion of wider experiences, e.g. performances at Arundel Cathedral, local village, locality sporting events, locality music festivals, Young Voices concert at the O2
- Year groups perform to the local senior community and spend time talking with them, e.g. Y3/4 Harvest, Y5/6 Christmas Show; Y5/6 during lockdown became pen-pals with older community via The Hub
- Children are respectful of each other's views and opinions, as seen when monitoring lessons, learning walks, pupil reviews and external visitors
- Through modelling of good practice and expected language, we make good use of talk partners and 'working with others' in groups, establishing positive relationships in and out of the classroom
- Teachers value talk in the classroom and all children are encouraged to voice their own ideas and opinions
- Older children read with younger children through Buddy Reading and Storytelling Club
- EYFS actively promote and develop social interaction, extending friendships, create All About me treasure boxes
- Strong links with local Playgroups and Nurseries - Reception children have the opportunity to visit and they come and see our children in action in school
- Lunchtime is an opportunity to sit with other friends and talk about the day with older children, modelling and supporting younger children at meal time
- Children take responsibilities within the class/school from an early age, e.g. Special Person, class jobs, School Council, Sports Leaders, House Captains, Eco Warriors, Digital Leaders, Arts Council, Singing Monitors, Librarians etc.
- Live remote learning, stories, assemblies and "check ins", facilitated continued social interaction digitally during lockdown national restrictions

Cultural

- Children are provided with opportunities through our creative curriculum to recognise and understand the local culture, and appreciate a range of cultures in the world around them, e.g. Luna New Year – boarders from SGS come in and share their heritage and culture with the children
- Children understand democracy, for example, voting for members of the different councils we have; WSCC Youth Council Elections; Junior Citizens; local and national elections
- Class names link to countries which children explore the cultures of and find out about them
- Quality texts used throughout the school to promote understanding of similarities and differences between life in this and other countries
- Library contains a wealth of quality books, to ensure children have access to a diverse range of authors, cultures, BAME and experiences
- Children have the opportunity to look at the news (Espresso and Newsround) and discuss topical themes and issues in an age appropriate way, e.g. National and World Pandemic, General Elections, Queens Platinum Jubilee
- KS1 learn about the monarchy in our country
- We celebrate Christmas and New Year, and also look at how these are celebrated around the world
- We celebrate special events where we learn about the life of other children, such as Children In Need, Reindeer Run (Chestnut Tree), Comic Relief, Sports Relief
- We welcome visitors to share their expertise about other countries
- Quality texts used that explore issues such as refugees
- Explore through music medium, e.g. African drumming club, Samba Unit in Y3/4, World music through assembly