



INSKIP ST PETER'S C of E PRIMARY SCHOOL

**Learning, Loving and Living with Jesus**

## **SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) POLICY**

**February 2016**

### **What is Spiritual, Moral, Social and Cultural Education?**

At St. Peter's **Spiritual Development** enriches and encourages our pupils' discovery of God the creator; of their "inmost being" and of the wonders of the environment.

Spiritual Development is developed by:

- Pupils exploring their relationship with God and the sense that they are His children.
- Pupils exploring and experiencing prayer from a variety of Christian traditions.
- Opportunities to express Thankfulness.
- Pupils reflecting on "big questions" of truth and meaning; good and evil; life after death and making a response.
- The use of creative arts in order to develop spirituality.
- Opportunities to express feelings and emotions openly.
- Recognition and encouragement of individual gifts.
- Pupils using their imagination and creativity; realising that some aspects of the world are mysterious and beyond imagination.
- Pupils being encouraged to question and be curious about religious and spiritual issues.
- Pupils encountering Christian fellowship.
- Challenging materialism and the celebrity culture.
- Times of reflection in collective worship and quiet times within class.
- The use of AT2 in RE to challenge children's thinking and apply learning to their own lives.
- Using the "Windows, mirrors, Doors" technique.
- Using displays and the wider school environment to challenge pupils' thinking.

At St. Peter's **Moral Development** is based on the teachings of Jesus, which offer pupils a secure foundation stone on which to make decisions and build their own lives.

Moral Development is developed by:

- Pupils having opportunities to develop a sense of right and wrong based upon the teachings of Jesus.
- Pupils recognising the Christian values of justice, truth, forgiveness, reconciliation and compassion.
- Pupils having a respect for the civil and criminal law of England.
- Helping pupils to follow a path through the conflicting demands of faith, family, peers, the media and society.



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- Pupils recognising that rights bring with them responsibilities.
- Opportunities to develop a sensitive conscience.
- Pupils understanding the consequences of their behaviour.
- Ensuring that Christian beliefs affect the decision-making of senior leaders.

At St. Peter's **Social Development** develops pupils' understanding of what it means to live in a Christian community where Jesus' command to love one another is put into practice.

Social Development is developed by:

- Pupils developing a sense of empathy, compassion and a concern for others.
- Developing relationships in the school and between the school, the parish and the wider community.
- Investigating social issues from a Christian perspective.
- Providing opportunities for pupils to articulate their views on a range of current issues; showing respect for the opinion of others.
- Pupils accepting and engaging with the fundamental British Values of democracy, the rule of law and respect and tolerance of those with differing faiths and beliefs.

At St. Peter's **Cultural Development** develops pupils' understanding of Christianity as a multi-cultural world faith that has an impact on the lives of millions of people

Cultural Development is developed by:

- Promoting an understanding of Christianity from a global perspective.
- Exploring the diversity of Christianity with a particular reference to the Anglican community.
- Investigating the relationship between British culture and Christianity.
- Exploring the way in which Christianity is expressed through the creative arts in different cultures.
- Developing an understanding and appreciation of the wide range of different cultures within school and further afield as an essential element of pupil's preparation for life in modern Britain.
- Pupils interest in exploring, understanding of and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

### **Planning**

In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. A vast majority will be delivered through cross-curricular activities as well as specific PSHE and RE activities.



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**How we make provision for children's Spiritual, moral, Social and Cultural Development across the school**

<b>Spiritual Development</b>	
<b>Provision</b>	<b>How it is evidenced</b>
Blackburn Diocesan RE curriculum Collective Worship Opportunities for quiet reflection Outdoor education Half termly distinct Christian values	RE curriculum plans Visiting places of worship Collective worship and celebrations of values Outdoor learning Residential activities Harvest, Christmas and Easter celebrations Nurture groups Visits from Faith Friends Time to reflect upon learning and experiences

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 through:

- Curiosity and questions.
- Awe and wonder.
- Connection and belonging.
- Heightened self-awareness.
- Prayer.
- Collective worship.
- Deep feelings of what is felt to be ultimately important.
- A sense of security, well-being, worth and purposefulness.

Our school has developed a climate within which all children can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals.

<b>Moral Development</b>	
<b>Provision</b>	<b>How it is evidenced</b>
School Behaviour Policy and Code of Conduct Blackburn Diocesan RE curriculum Collective Worship Pupil voice Half termly distinct Christian values Taking part in charitable projects	Regular reviews of behaviour Nurture groups Anti-bullying activities and week Collective worship and celebrations of values E-safety teaching Values activities on weekly newsletter



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	Pupil groups School council Charity appeals
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We support children to:

- 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 respect for other's 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 the light of experience.

Our school develops pupil moral development by:

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school.
- Promoting racial, religious and other forms of equality.
- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong.
- Developing an open and safe learning environment in which pupils can express their views and practice moral decision making.
- Rewarding expressions of moral insights and good behaviour.
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community.
- Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment and developing codes of behaviour.
- Providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the school's values through images, posters, classroom displays, etc and monitoring in simple ways, the success of what is provided.



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Social Development	
Provision	How it is evidenced
PSHE curriculum Working together in teams Pupil voice Extra-curricular activities Outdoor education PE curriculum	Pupil groups School council Residential visits Educational visits Afterschool clubs Transition visits Play leaders Buddy system Participation in charity support Participation in sporting events

At Inskip St. Peter's 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.
- Work successfully as a member of a group or team.
- Share views and opinions of others.
- Resolve conflicts maturely and appropriately.
- Reflect on their own contribution to society.
- Show respect for people, living things, property and the environment.
- Exercise responsibility.
- Understand how societies function and are organised in structures such as the family and the school.
- Understand the notion of interdependence in an increasingly complex society.

Our school develops pupil social development by:

- Identifying key Christian values and principles on which school and community life is based.
- Fostering a sense of community, with common, inclusive values.
- Promoting racial, religious and other forms of equality.
- Encouraging pupils to work co-operatively.
- Encouraging pupils to recognise and respect social differences and similarities.
- Providing positive experiences to reinforce our values as a school and faith community – for example, through collective worship, team building activities, residential activities, and school productions.



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- Helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and awareness of others' needs.
- Providing opportunities for engaging in the democratic process and participating in church and community life.
- Providing opportunities for pupils to exercise leadership and responsibility.
- Providing positive and effective links with the world of work and the wider community.

Cultural Development	
Provision	How it is evidenced
School Visits Participation in the Arts Arts curriculum MFL	School visits to museums, galleries, concerts, theatre visits Meeting authors Opportunities to take part in school productions/performances Music/Dance opportunities Faith Friends MFL teaching Sports Day

Children learn about and experience the diversity of other cultures both within modern Britain and throughout the world.

Children who are becoming culturally aware are likely to be developing some or all of 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 cultural development by:

- Extending pupils' knowledge and use of cultural imagery and language.
- Encouraging them to think about special events in life and how they are celebrated.
- Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance.
- Reinforcing our school's cultural links through displays, posters, exhibitions, etc. As well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits.

Kate Leyland February 2016

Review: February 2017