

**Thornbury Primary School**  
**Spiritual Moral Social and Cultural Policy**  
**2015 - 2017**

**Principles**

At Thornbury Primary School, 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 provide 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, developing tolerance and respect for others.

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. This will be made explicit on the medium term planning for each unit of work.

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, both religious and non-religious.

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 teachers' planning and purchasing decisions.

**General 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 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 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 promote tolerance and respect for others

### **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 approaches to Spiritual Development.

### **Moral Development**

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

- Recognise the unique value of each individual.
- Recognise the challenge of religious/moral teaching.
- 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.
- Show respect for the environment.
- Make informed and independent judgements.

### **Social Development**

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

- Develop an understanding of their individual and group identity.
- Learn about service in the School and wider community.
- Begin to understand the imperative for social justice and a concern for the disadvantaged.

## **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.
- Recognise a range of world faiths.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European and global dimensions.
- Provide opportunities for first hand learning e.g. visitors to School from a range of cultural or religious backgrounds.

## **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.

Opportunities for including social, moral, spiritual and cultural policy within the curriculum are as follows:

### In Literacy

- The studying of different texts - classical, contemporary, serious, funny can provide challenging starting points and give an appreciation of the beauty of great language and literature.
- Exposure to great literature and poetry from a range of cultures - appreciating moral or social aspects; knowing that we can learn a lot about other cultures from its writing.
- Drama and stories which create opportunities for moral judgements.
- Shared activities - shared reading, group drama, corporate writing that lead to an understanding of an appreciation of the importance of the group and other people's point of view.
- Knowledge of our language and its influence on our culture and the importance and value of other languages and cultures.
- Awareness of traditional tales and their cultural background.

### In Numeracy

- Group work on a shared topic or investigation promoting an appreciation of the input of all members of the group.
- An appreciation of the inherent pattern and beauty of mathematics.
- The promotion of positive attitudes towards mathematics through appropriate groupings.
- An understanding that mathematics has an historical and cultural base - Greek, Arabic, Egyptian.

### In Computing

- Working together to create a graphic design or study.
- Researching faiths and cultures on the internet.
- Setting up e-mail with another school from a different country.
- Following internet safety guidelines e.g. E-Safety.

### In Science

- The development of an understanding of our place in the great scheme of things by studying space or life processes.
- An appreciation of moral questions as scientific knowledge increases e.g. the use of animals for research.
- A recognition of the work of scientists from a range of cultures.
- Promote an understanding of a healthy lifestyle.

### PSHE and Citizenship

- Consideration of moral, environmental and citizenship issues when considering our role in caring for the environment e.g. efficient ways of feeding the world, intensive farming, and the pollution of the planet.
- Health, drugs, smoking - an understanding of the social and scientific issues involved and an awareness of everyone's point of view.
- Listening to others.
- Holding debates and discussions leading to written work.
- Drama and role play linked to choices.
- Drawing pictures of feelings and emotions.
- SMSC themes are followed throughout the curriculum and through assemblies (a helpful resource are the SEAL resources)

### Design Technology

- The aesthetic aspect of good design is an important area, as is the question 'How will this affect the environment?'
- Appreciating design in nature.
- The study of technologies from different cultures - historical and geographical - and how these have evolved provides important lessons in cultural awareness.
- Group working - sharing of equipment and designing together.
- Promoting equality of opportunity and providing an awareness of areas that have gender issues e.g. activities that are historically female such as textile studies, encouraging girls to use equipment that has been traditionally male dominated.

### In History

- The study of artefacts, buildings, churches etc. gives children a sense of their place in the historical scheme of things. It also helps to develop an awareness of beauty and aesthetics.

- Moral issues can be considered. For example, was it right that war was fought or that children were forced to work in factories and mines in Victorian Britain, or that Anne Frank was forced into hiding?
- Studying the cultures of other times - Egyptians, Romans etc. builds an awareness of the value and importance of other societies and cultures and the relative value and importance of our own. It also stresses the interdependence of cultures.

### In Geography

- The study of different localities helps children to understand the background, way of life and values etc. of different people and cultures.
- Tolerance of other people's differences, overcoming stereotyping, racism and prejudice can all be highlighted through the study of different peoples and their way of life.
- To appreciate the diversity of the world we live in, both locally and further afield.
- Local studies will encourage an awareness of the child's place, family, home, dependency upon other individuals, people and cultures and needs in the great scheme of things.
- Environmental issues and concerns can be discussed - what are the effects and the issues involved in urbanising an area.

### In Art

- Studying great works of art can give an insight into the culture of other people and provide a strong link with the past.
- Art can provide a valuable tool to study the past, including social history.
- Multicultural art, the art of different religions, the art of ancient societies all reinforce the value of societies other than our own and help us to appreciate their value and the value of our own.
- The appreciation of great works of art and the appreciation of our own attempts helps to build up an awareness of aesthetics and gives an uplifting experience.
- To create and reflect upon pieces of art.

### In Foreign Languages

- Pupils may gain insights into the way of life, cultural traditions, moral and social developments of other people.
- Pupils social skills are developed through group activities and communication exercises.
- Listening skills are improved through oral/aural work.

### In Music

- Listening to music, performing, joining in with it gives pleasure, lifts spirits and has an emotional dimension that children need to experience. Music experienced in our services and assemblies helps the pupils in their spirituality.
- Listening to and appreciating the great music of our culture and its folk music builds an important awareness of our culture and that of other lands. Music of other cultures is important for the same reasons.

- In choir traditional music can be used to build an awareness of the importance of music and its place in social history and the accompanying moral and social questions that arise out of it.
- Group music making is an important social activity - working together and experiencing the same feelings together.

### In Physical Education

- Caring for our bodies and respecting the health of others.
- Obeying the rules of the game, being a 'good sport', learning to be a good winner and a good loser, learning to take part and doing one's best is important.
- Appreciating the aesthetic beauty of the movements of gymnastics or dance.
- Building team spirit, being a good team member, valuing the contributions of others to the team.
- Learning that sport is an important element of many cultures - Ancient Greeks, Romans, the history of great sporting events such as the Olympics or the Ashes.
- Acknowledge the contribution that sports personalities from a range of backgrounds have on our society.

### In Religious Education

- The exploration of moral and spiritual questions by discussing, for example, the great Bible stories or the stories from other religions.
- Appreciating and valuing other faiths and beliefs of both groups and individuals.
- Appreciate the impact of faiths, beliefs and values on individuals and communities.
- Learning about being a member of a pluralist society and respecting and tolerating others and their belief and needs.
- Knowing about the historical, social and religious aspects of our own culture and that of others -
- Harvest, Christmas, Easter, May Day, Jewish New Year, Divali etc. - appreciating and respecting the values of the cultures concerned.

### In Collective Worship

Daily worship is vital in the promotion of spiritual, moral, social and cultural issues in School. Many of these issues highlighted in the curriculum aspects are equally valid when considering spiritual, social, moral and cultural aspects of collective worship. Visitors from a range of cultures and faiths are invited to attend and lead our assemblies as appropriate. Regular class assemblies are held to which parents and relatives of pupils at our School are invited.

### **In 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 – eg 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.
- In addition:
- Supporting whole school policy on issues such as discipline and behaviour

**Links with the Wider Community**

A range of visitors are welcomed into School from the community.

Links with the Church are fostered through links with the local churches.

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.

**Monitoring and Evaluation**

Provision for SMSC is monitored and reviewed on a regular basis.

This is achieved by:

- Subject teams identify aspects within their subjects to be included in teacher planning. Subject leaders monitor and evaluate their subject areas according to the School priorities.
- Audit of policies and units of study including the School's approach to collective worship.
- Monitoring of teaching and learning and work scrutiny by subject teams/ senior management / head teacher/ governors.
- Regular discussions at staff and governors' meetings.

November 2015