



Elton Church of England Primary School Spiritual, Moral, Social and Cultural Policy

Rationale

'Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society'

OfSTED Evaluation Schedule Sept 2015

'There is a highly developed interpretation of spirituality shared across the school community. Learners have regular opportunities to engage in high quality experiences that develop a personal spirituality. They are passionate and confident to express their thoughts and views in considerable depth through a rich variety of styles and media.'

SIAMS Evaluation Schedule

Aims

To develop SMSC through a holistic approach to teaching which is, firmly rooted in Christian values and delivered through a high quality creative curriculum.

What is Spiritual, Moral, Social and Cultural Education?

Pupils' spiritual development is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, 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.

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and being able to understand and appreciate the viewpoints of others on these issues.

Pupils' social development is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

What provision do we make for SMSC development?

Opportunities to develop SMSC understanding are evident throughout every aspect of the school. The policies that underpin practice in the school are based on Christian values and relationships are developed in a way that support and promote links with SMSC development.

Specific opportunities to develop SMSC are planned and taught across the curriculum in addition to the inherent development of SMSC that is taking place as a result of the school’s ethos. The development of SMSC runs alongside the National Curriculum and is evident in some form within all teaching and learning experiences. Teachers place a high value on the development of SMSC understanding and play a key role in nurturing this development in order that pupils receive a well-rounded education in preparation for life in 21st century Britain.

The following list provides some examples of ways in which the school makes SMSC provision:

- RE curriculum
- Creative curriculum
- PSHE curriculum
- EYFS curriculum
- Collective worship
- Behaviour Policy
- Inclusion/SEND Policy
- Equality Policy
- Extra-curricular opportunities
- Learning Council
- Fundraising
- Buddy System
- Cluster partnership

What does the development of SMSC look like in the creative curriculum?

Appendix A provides additional information as to how the development of SMSC takes place within the curriculum.

Monitoring, Evaluation and Review

It is the responsibility of the head teacher and the Governing Body to monitor the effectiveness of this policy. The impact is recorded in Head’s Reports to governors, the SIAMS SEF and the Ofsted SEF.

This policy was reviewed on:

Signed Head teacher

Signed Chair of Governors

Appendix A

Subject	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
Mathematics	<p>By making connections between pupils' numeracy skills and real life; for example, pie charts could compare how a child in Africa spends her day with how children in the UK spend their time.</p> <p>By considering pattern, order, symmetry and scale both man made and in the natural world</p>	<p>By engaging pupils creatively; for example, in unequal shares of resources, why might someone be upset if they received less than other people?</p> <p>By reflecting on data that has moral and ethical implications; for example pupils might consider the difference in amounts of money spent on nonessentials compared with food aid/water aid</p>	<p>By the sharing of resources within the classroom, the negotiating of responses and group problem solving</p> <p>By analysing social data e.g. on health care, poverty, bullying</p>	<p>By asking questions about the history of maths: for example, 'What did the Egyptians, Greeks and Indians discover that we still use in maths today?'</p>
English	<p>In responding to a poem, story or text; pupils can be asked 'I wonder what you think happens next?' 'How would you feel if you were the person in the story?' 'Where have you met these ideas before?'</p> <p>By appreciating the beauty of language</p>	<p>By exploring stimuli for thinking about the consequences of right and wrong behaviour; pupils can speculate and apply their learning to their own lives. When they do this they are developing their speaking, listening and higher order thinking skills.</p> <p>By considering different perspectives</p>	<p>By supporting conceptual and language development through an understanding of and debates about social issues</p> <p>By providing opportunities for talk in a range of settings</p>	<p>By pupils telling stories from their own cultures and backgrounds creating the idea that 'everyone has a story to tell'</p> <p>By providing opportunities for pupils to engage with texts from different cultures</p>

<p>Science</p>	<p>By demonstrating openness to the fact that some answers cannot be provided by Science</p> <p>By creating opportunities for pupils to ask questions about how living things rely on and contribute to their environment</p> <p>By using resources which open up questions about the size of the universe and how it might have been formed</p>	<p>By offering pupils the chance to consider the wonder of the natural world and the inventions which have made the world a better place</p> <p>By considering that not all developments have been good because they have caused harm to the environment and to people</p> <p>By encouraging pupils to speculate about how science can be used both for good and evil</p>	<p>By using opportunities during science lessons to explain how to keep other people safe and how they might protect a younger or vulnerable young person</p> <p>By exploring the social dimension of scientific advances e.g. environmental concerns; medical advances; energy processes</p>	<p>By asking questions about the ways in which scientific discoveries from around the world have affected our lives.</p>
<p>MFL</p>	<p>By exploring the beauty of languages from around the world</p> <p>By exploring the way language is constructed</p>	<p>By helping pupils to have an accurate and truthful understanding of another culture</p>	<p>By learning the skill of communicating in different ways</p> <p>By exploring different social conventions e.g. forms of address</p>	<p>By appreciating the language and customs of others</p> <p>By exploring the literature and culture of other countries</p> <p>By taking part in visits or cultural occasions</p>

<p>History</p>	<p>By considering how things would be different if the course of events had been different; for example what difference would it have made if the Romans hadn't invaded by Britain?</p> <p>By looking at local history and investigating the reasons why there is a landmark, building or Museum</p> <p>By speculating about how we mark important events from history and the people who shaped them</p>	<p>By exploring the results of right and wrong behaviour in the past</p> <p>By considering some of the characteristics of people who have had a bad influence and caused suffering to others. What have others done to stop injustice? Are there examples from their own local area?</p> <p>By going beyond the facts and asking pupils to make hypotheses and pose questions such as 'What if...?' 'What would have turned a tragedy into a triumph?'</p>	<p>By giving the trigger for discussions about how groups and communities organised themselves in the past</p> <p>By considering questions about social structure in the past; e.g. what might pupils say about the rights of children in earlier times? Is it important that society looks after young children? Are there people who still don't get a fair deal?</p> <p>By encouraging pupils to talk to their parents and grandparents; e.g. when learning about World War Two</p>	<p>By exploring local history, under researched history and history around us</p> <p>By investigating how culture is shaped by history, exploring the 'cultural heritage' and in particular the Christian influence on British culture. E.g. changes over time, arrival of different ethnic and cultural groups</p> <p>By taking pupils on visits to heritage sites</p> <p>By investigating Britain's democratic parliamentary system and its central role in shaping our history and values</p>
<p>Geography</p>	<p>By using Google maps and asking pupils to imagine what it might be like to live in different parts of the world</p> <p>By making links with history when exploring the environment and speculating on why the landscape is as it is</p> <p>By comparing their lives with pupils living in other countries or other parts of the UK.</p>	<p>By considering how people treat the environment; posing questions such as, 'How are we changing our surroundings – are some things for the better and others for the worse?' Who benefits and who suffers? What should be our personal response to these? Who should look after our environment?</p>	<p>By providing positive and effective links with the wider community, both locally and through linking with other schools with different demographics both in the UK and globally</p> <p>By considering social responsibility, e.g care for the environment; impact of traffic on the local area; tourism</p>	<p>By making links with other countries through schools linking and cultural theme days</p> <p>By exploring cultures that have had, and still have, an impact on the local area</p>

<p>RE</p>	<p>By experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religion and worldviews</p> <p>By asking and responding to questions of meaning and purpose</p> <p>By considering questions about God and evaluating truth claims</p> <p>By exploring spiritual practices such as worship and prayer, and considering the impact of these on believers as well as any relevance to their own life</p> <p>By working towards the RE Quality Mark</p>	<p>By exploring morality including rules, teachings and commands such as The Golden Rule, the ten commandments, the sayings (hadith) of Muhammad</p> <p>By investigating the importance of service to others in Sikhism, Hinduism and Buddhism</p> <p>By exploring religious perspectives and responses to evil and suffering in the world</p> <p>By asking questions about the purpose and meaning of reconciliation and salvation</p>	<p>By exploring the qualities which are valued by a civilised society – thoughtfulness, honesty, respect for difference, independence and interdependence</p> <p>By asking questions about the social impact of religion</p>	<p>By exploring similarities and differences between faiths and cultures</p> <p>By considering in particular different cultural expressions of Christianity; for example, St Thomas’ cross and the Diocesan work in Vellore</p> <p>By learning about UK saints and those to which their school might be named after</p> <p>By engaging with text, artefacts and other sources from different cultures and religious backgrounds</p>
<p>PSHE</p>	<p>By developing awareness of and responding to others’ needs and wants</p> <p>By exploring meaning and purpose for individuals and society</p> <p>By developing resilience and inner strength</p>	<p>By exploring what is right and wrong and to work out what we need to do in this particular community to make sure everyone thrives</p> <p>By making explicit links to the school’s distinctive ethos as a church school</p>	<p>By helping pupils to engage in a democratic process for agreeing the rules for community life</p> <p>By creating opportunities for pupils to exercise leadership and responsibility; pupils might be asked ‘Why do we think this important?’ ‘What could we do about it?’ ‘Who would like to take it further?’</p>	<p>By exploring how different cultures can offer great insights into how we lead our lives</p> <p>By providing pupils with opportunities to make choices about some aspects of classroom, school life and the curriculum</p>

<p>Art</p>	<p>By providing plenty of rich opportunities for pupils to explore both the spiritual dimension and natural phenomena</p> <p>By exploring different artists' interpretations of a key figure or event and asking what the artist was trying to convey</p> <p>By allowing pupils to show what they know through their own expression of big ideas about life e.g. morality; ethical issues</p> <p>By promoting the process of 'reviewing and evaluating'</p>	<p>By exploring how emotions and inner feelings are expressed through painting, sculpture and architecture</p> <p>By responses to and use of visual images to evoke a range of emotions</p>	<p>By sharing of resources</p> <p>By exploring social conflict and resolution</p> <p>By exploring art as a powerful social tool e.g. in advertising, in representing particular groups</p>	<p>By experiencing a wide range of creative media from around the world</p> <p>By developing aesthetic and critical awareness</p>
<p>Music</p>	<p>By allowing pupils to show their delight and curiosity in creating their own sounds</p> <p>By making links between their learning in literacy (or other curriculum area) with music being played as background</p> <p>By considering how music makes one feel and can 'move us' deeply</p>	<p>By exploring how music can convey human emotions such as sadness; joy; anger...</p> <p>By appreciating the self-discipline required to learn a musical instrument</p>	<p>By exploring how an orchestra works together</p> <p>By discussing what would happen if musicians in a band/group didn't cooperate</p> <p>By appreciating how music is used in different ways in different settings e.g. for pleasure; for worship; to help people relax</p>	<p>By giving all pupils an opportunity to learn a musical instrument and to take part regularly in singing</p> <p>By encouraging pupils to listen and respond to traditions from around the world</p> <p>By appreciating musical expression from different times and places</p>

<p>DT</p>	<p>By enjoying and celebrating personal creativity</p> <p>By reviewing and evaluating created things</p>	<p>By raising questions about the effect of technological change on human life and the world around us</p>	<p>By exploring dilemmas that individuals may face and developing practical solutions to these problems</p>	<p>By considering cultural influences on design</p> <p>By asking questions about functionality v aesthetics</p>
<p>Computing</p>	<p>By wondering at the power of the digital age e.g. use of the internet</p> <p>By understanding the advantages and limitations of ICT</p> <p>By using the internet as a gateway to big life issues</p>	<p>By exploring the moral issues surrounding the use of data</p> <p>By considering the benefits and potential dangers of the internet – e.g. campaigns for charities and injustice as a force for good. Cyber bullying as a danger</p> <p>By considering the vision of those involved in developing the web</p>	<p>By links through digital media services with other schools and communities</p> <p>By highlighting ways to stay safe when using online services and social media</p> <p>By being prepared to work with technology to forge new relationships</p> <p>By discussing the impact of ICT on the ways people communicate</p>	<p>By exploring human achievements and creativity in relation to worldwide communications</p> <p>By developing a sense of awe and wonder at human ingenuity</p>
<p>PE</p>	<p>By delighting in movement, particularly when pupils are able to show spontaneity</p> <p>By taking part in activities such as dance, games and gymnastics which help pupils to become more focused, connected and creative</p> <p>By being aware of one's own strengths and limitations</p>	<p>By discussing fair play and the value of team work</p> <p>By developing qualities of self-discipline, commitment and perseverance</p> <p>By developing positive sporting behaviour</p>	<p>By developing a sense of belonging and self-esteem through team work</p> <p>By developing a sense of community identity through taking part in inter school events</p>	<p>By learning about the history of sports and where they originate from</p> <p>By making links with national and global sporting events such as the World Cup and the Olympics</p> <p>By exploring rituals surrounding sporting activities</p>