

The King's School Chester, Junior School
Spiritual, moral, social and cultural development

1. Introduction

- 1.1 At The King's 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.
- 1.2 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 the cultures.

This is a whole school issue

- 1.3 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.
- 1.4 All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.
- 1.5 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.
- 1.6 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.
- 1.7 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.
- 1.8 All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible.

2. 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.

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.

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 Jesus' 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.
- Work co-operatively and collaboratively with each other in the pursuit of shared goals
- Work with others in situations of trust and responsibility
- Understand the importance of, and actively participate and contribute to the life of the school and the wider community
- Take responsibility and care for others
- Agree and put into practice accepted codes of social conduct
- Be aware of their social responsibilities within their own actions
- Interact positively with other pupils
- Develop self-respect and commitment

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 influenced individuals and society.
- Recognise Christianity as a world-wide faith.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

3. Teaching and organisation

3.1 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.

3.2 All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible. An overview sheet will clearly identify planned opportunities for spiritual development.

3.3 *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, eg 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, etc (for comprehensive list see attached sheet).

3.4 *Many curriculum areas provide opportunities to:*

- Listen and talk to each other.
- Learn an awareness of treating all as equals, and accepting people who are physically or mentally different.
- Agree and disagree.
- Take turns and share equipment.
- Work co-operatively and collaboratively.
- Take opportunities in PSHE and the curriculum and extended curriculum to reflect and praise examples of children's work or good deeds
- Taking time for reflection and encouraging a sense of awe and wonder when opportunities arise.
- Displays of works of art and multicultural resources alongside more traditional and abstract
- The use of ICT in planned opportunities to use appropriate web sites or CD ROMS to access information about festivals / aspects of other cultures

3.5 *Practical activities to develop SMSC will include:*

- Working together in different groupings and situations
- Encouraging the children to behave appropriately at meal times.
- Taking responsibility e.g. class monitors, register monitors, assembly monitors, locker area monitors, delivering messages and looking after younger children.
- Encouraging teamwork in PE and games
- Appreciation of and respect for the work and performance of other children regardless of ability.
- Hearing music from different composers, cultures and genres
- Meeting people from different cultures and countries
- Participating in a variety of different educational visits

This policy was last updated on 28.11.08

- Participation in live performances
- Use of assembly themes to explore important aspects of our heritage and other cultures e.g. festival days, the patron saints and national celebrations.
- Studying literature and art from different cultures supported by visits from writers and artists and participating in workshops
- Opportunities for the children to hear and see live performances by professional actors, dancers and musicians.
- Opportunities in music to learn songs from different cultures and play a range of instruments
- Studying the contributions to society that certain famous people have made

4. Links with the wider community

- Visitors are welcomed into school.
- Planned visits from authors, artists, musicians, religious leaders.
- Links with the Church are fostered through links with the local church and the Cathedral.
- A planned programme of assemblies which include festivals from a range of cultures
- 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.
- Children writing and receive letters or emails from children in another school.
- The school will support the work of a variety of charities.
- Liaison with the Senior School to support the primary curriculum and effective transition, takes place regularly.
- Supporting the work of our link school in Madagascar.

5. Monitoring and Evaluation

Provision for SMSC is monitored and reviewed on a regular basis. This is achieved by:

- Monitoring of lesson plans and teaching and learning, by co-ordinator/senior management.
- Regular discussion at staff and governors' meetings
- Audit of policies and Schemes of Work.
- Sharing of classroom work and practice.
- Audit of Collective Worship policy and practice.
- Collation of evidence in pupil's work in school portfolio.
- Regular inclusion on SDP.

Draft Policy October 2008