



The
Coombes
CE Primary School

Spiritual, Moral, Social and Cultural Policy



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1.0 Background

Spiritual, Moral, Social and Cultural (SMSC), particularly spiritual development, lies at the heart of the curriculum of The Coombes CE Primary School, where it takes place in the context of Christian values. Schools play an important part in helping young people learn the difference between right and wrong, helping them to develop sound social skills and to make a positive contribution in community life; they also help young people to recognise the value and richness of cultural diversity in Britain. The SMSC aspects of education concentrate on the development of the pupil as an individual and as a personality, aiming to enrich and extend the human existence of each child in relation to the values, attitudes, beliefs and consequent behaviours acquired during school years. The Coombes CE Primary School will support the spiritual, moral, social and cultural development of all learners whether they are Christian, of other faiths, or of none.

2.0 Definitions

2.1 Spiritual Development

This can be defined as personal development relating to the spirit or soul and the intangible. It does not necessarily relate to physical nature or matter and is not synonymous with religious education – although religious education and collective worship can be a major vehicle for the delivery of spiritual matters.

Terence Copley has described spiritual development as: “the development of the awareness that there is something more to life than meets the eye, something more than the material, something more than the obvious, something to wonder at, something to respond to ...”

The spirituality we promote is Christian in nature.

2.2 Moral Development

Moral development can be defined as personal development relating to human behaviour, especially the distinction between good and bad, right and wrong and the ability to cope with moral conflict.

2.3 Social Development

Social development can be defined as personal development concerned with the rights and responsibilities of being members of families and various communities (local, national and global) and the ability to work towards the common good.

2.4 Cultural Development

Cultural development can be defined as personal development concerned with the total of inherited ideas, beliefs, values and knowledge which constitute the shared basis for social action. It aims to develop our sense of belonging within, value for and engagement with local, regional and national cultures.

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3.0 Aims and Objectives

The ethos of our school is such that all people who come into our school - 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.

The role model standards will be set by the Head Teacher and staff in order to give an effective example for our children. However, we must recognise that the children's development will be affected by many factors other than those which the school itself provides. These include maturity, personality, gender, family, peer group, ethnicity, cultural background and more generally the moral, spiritual and cultural climate of our society and of the communities to which the children belong.

Through religious education and acts of Collective Worship, children will be introduced to a broad spectrum of beliefs. They will be encouraged to value other people's opinions and develop a questioning mind across the curriculum.

The Coombes CE Primary School will promote spiritual, moral, social and cultural development in a number of ways such as:

- Making time for and actively encouraging stillness, thought and reflection
- Posing questions that encourage the children to consider issues of meaning and purpose
- Helping the child realise that to enjoy rights we have to accept responsibilities
- Encouraging tolerance and appreciation of the beliefs, values and customs of different cultures and faiths

4.0 Planning

In planning lessons teachers are aware of the need to plan for opportunities in spirituality and reflection as well as for thinking skills.

4.1 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. Examples of experiences commonly regarded as spiritual include:

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

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These can occur during any part of the school day, e.g. when listening to music, discussing care needed for animals, exercising empathy or creativity, how we live, thinking about the future, etc.

4.2 Moral/Social Development It is important that children are given clear guidance as to what is not acceptable behaviour, so that they can develop a moral code of their own that is socially acceptable.

At The Coombes CE Primary School we constantly refer to the ethos of 'We care for each other' which encapsulates all values, including:

- telling the truth
- keeping promises
- respecting the rights and property of others
- acting considerately towards others
- helping those less fortunate and weaker than ourselves
- taking personal responsibility for one's actions
- self-discipline - listening to each other

We reject:

- bullying
- cheating
- deceit
- unkindness
- irresponsibility
- dishonesty

Teachers discuss with their classes a code of conduct for the classroom based on the values held by the school. We teach the children to be aware of and take responsibility for their own actions and encourage independence. We will help children to identify and verbalise their feelings and think these through so that they are expressed in behaviour that is socially acceptable.

This is done through worship, circle time, Social Skills groups and Religious Education and SEAL sessions (Personal, Social and Health Education).

We are passionate about the development of the whole child and will endeavour to raise self-esteem through praise, encouragement, acknowledgement of effort, perseverance and attainment and any other means that highlight both academic and social achievements.

4.3 Cultural Development Children should be made aware of the diversity of other cultures both within modern Britain and throughout the world and to celebrate difference.

This can be done through Music, PE, Art, Topic, Religious Education and many other curriculum areas.

When children first come into our school we focus upon learning to co-operate and respect each other. This continues through the whole school, learning through play

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activities, a variety of groupings, planned activities and by observing the way that the staff work together and respond to each other. We also value the family from which the children come and our strong links with parents/carers encourage each child to see that we are working in co-operation with their family.

By starting with a pupil's own culture and traditions and celebrating them, it is hoped that, as they are introduced to other beliefs and cultures, each pupil will learn to respect and value them too.

See also the Community Cohesion Policy

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