



# Spiritual, Moral, Social and Cultural Policy

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## Definition

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### **Spiritual development.**

Pupil's spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes that they need to foster their inner strength and spiritual well-being.

### **Moral development**

Pupil's moral development involves pupils acquiring an understanding of the difference between right and wrong and of moral conflict. Also, to develop a concern for others and the will to do what is right. They are willing to reflect on their actions and the consequences and be willing to forgive themselves and others. They develop the knowledge, skills and understanding, qualities and attitudes that they need in order to make responsible moral decisions and act on them.

### **Social development**

Pupil's social development involves pupils acquiring an understanding of the responsibilities of being members of a family and a community (local, national and global). Also they develop the ability to relate to others and to work with others, for the common good. They display a sense of belonging and the willingness to participate. They learn the knowledge, skills, understanding and attitudes needed to make an active contribution to the democratic process in each of their communities.

### **Cultural development.**

Pupil's cultural development involves pupils acquiring understanding of cultural traditions and the ability to appreciate and respond to a variety of aesthetic experiences. They acquire respect for their own culture and that of others. Developing a curiosity about the differences also the skills, understanding, and qualities to appreciate and contribute to culture including citizenship.

## Aims

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We endeavour to provide the children with an environment where they can learn to develop life skills to be responsible members of society. We encourage them to develop an awareness of themselves and their abilities and interact with others in appropriate ways. We develop in them a feeling of self-worth and teach them about their place in society; the children can experience the process of democracy through giving their opinion to the school council. Within the school we develop a code of practice so the children know how to behave for the safety of themselves and others. Within that code of practice the children learn the consequences of their actions. We respect all faiths and help the children to learn



about multiculturalism without prejudice. We aim to develop a sense of awe and wonder about the world and its creation.

## Objectives in the Teaching of SMSC

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- To develop a sense of awe and wonder and provide times throughout the school day for quiet reflection and to come together as a school for a time of worship or fellowship.
- To develop the imagination of the children and the use of all their sense to explore their environment.
- To develop individual self-confidence.
- To conform to the rules and regulations to promote order and good will and to be considerate of others especially those less fortunate.
- To tell the truth and respect the rights and property of others.
- To be considerate by turn taking and sharing also to be prepared to take responsibility for their actions.
- To share emotions such as love, joy, hope, fear and reverence and be sensitive to the feelings of others.
- To work as a group and realise that everyone can do something well and have something to offer.
- To develop an understanding of being part of a caring community and to develop links with local community.
- To develop a sense of belonging to the pupil's own culture and to be proud of that cultural background.
- To respect each other's different cultures without prejudice and to respond to cultural events and experiences.
- To develop a balanced approach to retaining the traditions of our Christian society, whilst perceiving in a positive light the contribution of other cultures past and present.

## Planning

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In planning lessons, teachers are aware of the need to provide 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, RE and Circle Time activities, See separate policies.

### Spiritual Development

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

Our school will develop an ethos that all pupils can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals. As part of our pupil's Spiritual Development at Clover Leys Spencer Academy a daily assembly will take place. We conduct our assemblies in a manner that is sensitive to the individual faith and beliefs of all members of the school. Assemblies at Clover Leys take many forms including whole school assemblies, Key Stage assemblies, year group assemblies, class assemblies, assemblies taken representatives of local religious groups and celebration assemblies to celebrate the achievement's of our pupils.

We welcome Governor's attendance at our assemblies at any time. On three occasions during the year the whole school takes part in services at St Peters Church – Harvest, Christmas and Easter. It is expected that all pupils will attend assemblies. However, any parent can request, in writing, permission for their child to be excused from attending religious worship and alternative arrangements will be made for the supervision of the child during the period concerned. This complies with the 1944 Education Act and the 1988 Education Reform Act. The Head Teacher keeps all letters received from parents who wish to withdraw their child from assemblies of a religious nature.

### **Moral Development**

At Clover Leys Spencer Academy, we believe that a morally aware pupil will develop a wide range of skills. These can include the following:

- 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 others' 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

Teachers always discuss with their classes a code of conduct for the classroom based on the values held by the school. We teach pupils to be aware of their own actions, take responsibility for their own bodies and encourage independence. We will help the children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable. This is done through 1:1 discussion, small group discussion, assemblies, Zones of Regulation and PSHE/Circle Time sessions. We are interested in the development of the whole child and will endeavour to raise the self-esteem of our pupils using praise, Dojos, stickers, star of the Week etc.

### **Social Development**

At Clover Leys Spencer Academy, 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 with 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, the school
- Understand the notion of interdependence in an increasingly complex society

Our school develops pupil social development by:

- Identifying key 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 community – for example, through assemblies, residential experiences, class assemblies
- 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 an awareness of others' needs
- Providing opportunities for engaging in the democratic process and participating in 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
- Monitoring in simple, pragmatic ways, the success of what is provided



## **Cultural Development**

Pupils should be made aware of the diversity of other cultures both within modern Britain and throughout the world. This can be done for example through music, PE and art.

Pupils 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 pupils' 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 the school's cultural links through displays and posters as well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits
- Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum in collaboration with the subject leaders of PSHE, RE, MFL, and School Council.

The Key Features of SMSC at Clover Leys Spencer Academy are to be found in Breakfast and After School Clubs, Assemblies, Charity Support, Competitions, Library events, Celebrating Diversity, Learning walks, Themed Days/Weeks, Trips and Visitors, Religious Festivals, Celebrations and School Council Involvement.

## **Pupil Voice**

The term 'Pupil Voice' describes how pupils give their input to what happens within the school and classroom. Our desire is for pupils to know that their expertise, opinions and ideas are valued in all aspects of school life. Pupil Voice permeates all levels of our work, from pupils participating in small group classroom conversations to pupils establishing procedures, events and contributing to the overarching ethos of the school through the School Council.

## **Assessment for Learning**

Informal assessment will be made through conversation and observation of pupils' behaviour, listening to their views and how they interact with each other. Discussion between all members of staff will aid confirmation of skills learnt and assist teacher with any difficult issues. Parent evenings and less formal conversations between staff and parents will clarify any problem areas.