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**Ranvilles Junior School**  
**Social, Moral, Spiritual and Cultural Development**  
**Policy**

**1. ACCESSIBILITY**

This policy is available in large print or Braille.  
Please contact the school office who will be happy  
to arrange this for you.

**2. PURPOSE OF POLICY**

At our school the promotion of pupils' spiritual, moral, social and cultural education is considered to be a whole school focus and is exemplified through the school's STARS philosophy. Spiritual, Moral, Social and Cultural (SMSC) Development is promoted not only through all the subjects of the creative curriculum but also through the ethos of the school and through the development of positive attitudes and values. Social, Moral, Spiritual and Cultural values are directly linked to the creative curriculum. This policy supports and reinforces the aims of our school, valuing all children and staff equally and as individuals.

**3. APPROVAL**

Approval date: September 2017

Approver signature:.....A Marshall  
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Approver position:..... Chair

Date for next review: September 2020

#### **4. INTRODUCTION**

Spiritual, Moral, Social and Cultural Development is crucial for individual pupils and it is crucial for society as a whole. We believe it is the heart of what education is all about - helping pupils grow and develop as people to support them to be life-long learners.

Spiritual, Moral, Social and Cultural Development is cross curricular and promotes the aims and principles of the policies for PSHCE, RE, Drug Education, Sex Education, Race Equality, Disability and Equal Opportunities. These policies all underpin the Curriculum model as putting the child at the centre of all we do.

It is an expectation at our school that all staff, in all subjects, can and should make a contribution to the Spiritual, Moral, Social and Cultural Development of pupils through the taught curriculum and through the use of appropriate teaching and learning strategies e.g. discussion, reflection, pupil participation, circle time etc. The importance of relationships between all school staff, parents and governors is crucial. These relationships will be characterised by mutual respect, by positive attitudes, by the willingness to listen and be listened to and by the valuing of all pupils.

#### **5. REFERENCES**

None.

#### **6. CONTENT**

##### **Aims for Spiritual, Moral, Social and Cultural Development**

We aim:

- To promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- To prepare pupils for the opportunities, responsibilities and experiences of adult life
- To promote respect, consideration and tolerance for differences in gender, race and religion
- To help each pupil achieve their full potential across all areas of the curriculum
- To develop the individual strengths of all pupils and to help and provide support in areas for development
- To inspire and stimulate the pupils in order to foster a love of learning and enquiry, to reason rationally and to apply themselves to tasks and physical skills

- To help our pupils towards independent learning and to equip them with all life skills in order for them to take their place in a fast changing society
- To ensure there is continuity and progression in skills, knowledge and understanding in all areas of the curriculum
- To develop respect for religious and moral values and understanding of other races, religions and ways of life
- To help the pupils understand the world in which they live
- To develop a sense of responsibility, consideration for others, self-respect and self confidence
- To promote good relationships between home, school and the local and wider communities

## 6.1 Spiritual Development

This relates to the quest for individual identity and the search for meaning and purpose in our existence. It leads towards the understanding of self and others. It has to do with feelings, emotions, attitudes and beliefs. It is not linked solely to a particular doctrine or faith and spiritual development is therefore accessible to everyone.

### 6.1.1 Aims for Spiritual Development

- The ability to listen and be still
- The ability to reflect honestly
- The ability to sense wonder and mystery in the world
- The ability to sense the special nature of human relationships

### 6.1.2 Objectives for Spiritual Development

To develop the skills of:

- Being physically still, yet alert
- Using all one's senses
- Imagination
- Quiet reflection
- Individual self confidence

## 6.2 Moral Development

Pupils are encouraged to understand the need for a common code and to follow it from conviction rather than because of sanctions or consequences. At **our school** we work towards an understanding of what is right and wrong. From this basis pupils may develop the ability to make judgements and to become increasingly responsible for their own actions and/or behaviour.

### **6.2.1. Aims for Moral Development**

- To understand the principles lying behind decisions and actions
- To be able to distinguish between right and wrong
- To be able to make decisions, accepting and understanding consequences of their actions
- To move gradually through a 'taught morality' in order to take responsibility for individual moral decisions

### **6.2.2 Objectives for Moral Development**

- To tell the truth
- To respect the rights and property of others
- To help others less fortunate than themselves
- To be considerate to others
- To take responsibility of own actions
- To exercise self-discipline
- To develop high expectations and a positive attitude
- To conform to rules and regulations to promote order for the good of all

## **6.3 Social Development**

This enables pupils to become conscientious participants in their family, class, and school, the local and wider community. Within this there will be a balance of the positive, satisfying elements of belonging to a group or society along with the demands, obligations and cooperation such membership requires.

### **6.3.1 Aims for Social Development**

- To relate positively to others
- To participate fully and take responsibility in class and school
- To use appropriate behaviour across a range of situations
- To work cooperatively with others
- To use own initiative responsibly to understand our place in our family, school and society

### **6.3.2 Objectives for Social Development**

- To share emotions such as love, joy, hope, anguish, fear and reverence
- To be sensitive to the needs and feelings of others
- To work as part of a group

- To interact positively across a range of situations, e.g. clubs, sports activities, visits, church services, musical performances, sports festivals, maths challenge.
- To develop an understanding of citizenship and to experience being a part of a caring community
- To show care and consideration for others e.g. sharing and turn taking
- To realise that every individual can do something well and have something to offer

## **6.4 Cultural Development**

At the heart of cultural development lies the necessity to develop a sense of personal identity, whilst at the same time acquiring awareness, understanding and tolerance regarding the cultural traditions and beliefs of others.

### **6.4.1 Aims for Cultural Development**

- To develop a sense of belonging to pupils' own culture and being proud of their cultural background
- To respond to cultural events
- To share different cultural experiences
- To respect different cultural traditions
- To understand codes of behaviour, fitting to cultural tradition
- 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

### **6.4.2 Objectives for Cultural Development**

- Develop an awareness, recognition and appreciation of the Arts, i.e. Music, Art, Drama, Literature etc. in order to appreciate values through expression in the world we live in
- Develop a love for life-learning to continually grow
- Develop an understanding of different cultures and beliefs, including Christianity and Hinduism to appreciate and value diversity
- Appreciate the values and customs of other ethnic and faith groups which make up modern British society, and the world beyond

## **7. ASSESSMENT**

Informal assessment is primarily through observation of pupil behaviour, the views that pupils express, pupil conferencing, P4C and feedback from staff.

## **8. APPENDICES**

Appendix 1: Year 3 SMSC plan

Appendix 2: Year 4 SMSC plan

Appendix 3: Year 5 SMSC plan

Appendix 4: Year 6 SMSC plan