

## **Hutton Henry C.E Primary School**

### **Spiritual Moral Social and Cultural POLICY**

#### Introduction

This school promotes a Christian ethos, and, by example and direct teaching, follows and promotes the teachings of Jesus, whilst recognising that not all of its members will be practising Christians.

We recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve.

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 other cultures.

This is a whole school issue.

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.

The integrity and spirituality of pupils from other faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views.

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.

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.

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.

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.

All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teacher's planning and purchasing decisions.

#### 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.
- Recognise and reflect on Christian approaches to Spiritual Development.

### 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 judgments.
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### 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.
- Begin to understand the Christian imperative for social justice and a concern for the disadvantaged.

### 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 influence individuals and society.
- Recognise Christianity as a world faith alongside other world faiths.

- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

### Teaching and Organisation

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.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

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

Many curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals.
- Agree and disagree.
- Take turns and share equipment.
- Work cooperatively and collaboratively.

Links with the wider community

Visitors are welcomed into school.

Links with the Church are fostered through links with the local churches and the Diocesan Board of Education.

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.

Grid to show a broad range of experience available to our children. It is by no means exhaustive and will be added to throughout the year. Each reflects the principles and aims laid out in this policy

<ul style="list-style-type: none"> <li>• Working with community eg mothers day, harvest produce</li> <li>• House groups</li> <li>• Rewards and points collected as a group</li> <li>• Competing in sports day in house teams</li> <li>• Project days and themed weeks give opportunities for classes to mix and teachers to work with different groups of children</li> <li>• Key Person time</li> <li>• Committee structure for children so all have a role eg eco committee, student council RE committee</li> <li>• Circle time</li> <li>• Play</li> <li>• Conversations in school with a range of adults</li> <li>• Adults as positive role models</li> <li>• Rights respecting level</li> <li>• Breakfast / tea time club</li> <li>• Charity work</li> <li>• Laughter around school</li> <li>• Networking with children from other school eg partnership festivals, PING group</li> <li>• Extra curricular activities / clubs eg fencing, dance</li> <li>• Fund social occasions with families eg house that jack built</li> </ul>	<ul style="list-style-type: none"> <li>• Reflecting multiculturalism around school</li> <li>• International School Award</li> <li>• Themed day/ weeks eg Chinese New Year/ We are Britain</li> <li>• Visitors into school eg Buddhist, catholic priest</li> <li>• Visits to places of worship</li> <li>• Visits out of school eg Seven Stories/ National Glass Centre</li> <li>• Themed days for food</li> <li>• Foreign language books in the library</li> <li>• Learning about own area and cultural identity</li> <li>• Cultural inspiration for writing eg world cup, Chinese new year</li> <li>• Theatre trips eg pantomime, horrible histories</li> <li>• Theatre visits into school eg Tudor road show</li> <li>• Opportunities to act in theatres eg links with Shotton Hall Academy Shakespeare and Grimms tales</li> <li>• Modern Foreign languages – curriculum and after school eg French/ Spanish</li> <li>• Religious festivals observed</li> <li>• Collective Worship – some based on current affairs nationally and internationally</li> </ul>
<ul style="list-style-type: none"> <li>• Collective worship</li> <li>• Discreet lessons</li> <li>• Stories about morals</li> <li>• Visitors into school eg local vicar</li> <li>• Bible stories</li> <li>• Adults leading by example</li> <li>• School ethos and values</li> <li>• Behaviour charts and rewards/ consequences</li> <li>• Rights respecting</li> <li>• Agreed Christian Value</li> <li>• Children supported to recognise right from wrong</li> <li>• Rules and routines based on rights/ values</li> <li>• Wider community involvement eg police, RSPCA, Safety Carousel</li> <li>• Listening matters</li> <li>• Fundraising eg Macmillan, poppy picnic</li> <li>• Visits out of school eg Heugh Battery WW1</li> </ul>	<ul style="list-style-type: none"> <li>• Regular, planned collective worship</li> <li>• Ethos of defined values based on love</li> <li>• A developing sense of awe and wonder</li> <li>• Child given opportunities to reflect and feel comfortable doing so</li> <li>• Prayer bucket</li> <li>• Children leading and planning collective worship</li> <li>• Visitors from other faiths and visits to places of worship</li> <li>• All staff lead collective worship</li> <li>• Key person time</li> <li>• RE committee</li> <li>• Opportunities to pray</li> <li>• Prayer bucket</li> <li>• Visual signs of Christianity throughout school</li> <li>• Children take part in CW</li> <li>• Opportunities for confirmation</li> </ul>