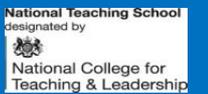
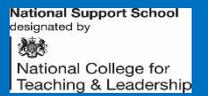


POLICY FOR SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT

Policy Updated: September 2018
Future Review: Autumn 2019



Nurture ~ Believe ~ Discover ~ Achieve

OUR CHRISTIAN VISION

Our vision for Woodstock CE Primary School reflects a passionate commitment to learning and recognition of the uniqueness of individual learners. Guided by our Christian values, it is driven by our desire to offer the best possible education for our pupils in partnership with parents, the Church and the local community.

Woodstock CE Primary School will be a centre for learning where adults and children:

Nurture and prioritise wellbeing and development.

Believe in themselves and in each other.

Discover their own strengths and become successful lifelong learners.

Achieve more than they ever thought possible.

OUR CHRISTIAN ETHOS

Recognising our historic foundation, we will preserve and develop our religious character in accordance with the principles of the Church of England and in partnership with the Churches at parish and diocesan level.

Woodstock CE Primary School strives to be an inclusive community where children grow, learn and achieve together. Within a nurturing, supportive and safe environment, mental health and wellbeing is at the heart of everything we do and recognised as the responsibility of all. Children's natural curiosity is fostered through a creative curriculum that excites and challenges and enables them to be successful learners. Supported by a culture of equality and aspiration we aim to remove disadvantage so that every child can thrive.

We are committed to providing an education of the highest quality within the context of Christian belief and practice. We encourage an understanding of the meaning and significance of faith, and promote Christian values through the experience we offer to all our pupils.

POLICY FOR SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT



Introduction

At Woodstock CE Primary School we see Spiritual, Moral, Social and Cultural (SMSC) education as being about the development of the whole person. Our Christian vision, ethos, values and aims are central to this and reflect our distinctiveness as a church school.

Our Values

Values are fundamental expressions of what we think and believe. As a school we encourage children to think about personal and social values, to become aware of, and involved in the life and concerns of the local church, their community and society, and so develop their capacity to be active and effective future citizens.

At Woodstock CE Primary our Core Values are:-

FRIENDSHIP

We value friendship as fundamental to the development and fulfilment of ourselves and others, and the good of the community.

'Therefore encourage one another and build one another up, just as you are doing.'

Thessalonians 5:11

RESPECT

Develop self-respect, and respect for others. Promote inclusion, and appreciate and value the diversity of people's circumstances and backgrounds.

'So in everything, do to others what you would have them do to you.'

Matthew 7:12

RESPONSIBILITY

Take responsibility for the way we lead our lives; how we use our talents, rights and opportunities.

'Having gifts that differ according to the grace given to us, let us use them.'

Romans 12:6-8

PERSEVERANCE

Maintain a 'can do' attitude and aspire to achieve goals.

'I press on towards the goal to win the prize for which God has called me.'

Philippians 3:13-14

KINDNESS

Show care and concern, and exercise goodwill toward others.

'Be kind to one another, tender-hearted, forgiving one another, as God in Christ forgave you.'

Ephesians 4:32

Our Aims

Aims reflect our beliefs and values, and represent our vision and what we want to achieve as a school community.

Our aims are translated into priorities to move the school forward and meet the challenges of an ever changing world. They are:

CELEBRATE SUCCESS

Nurture self-esteem through the celebration of children's achievements.

VALUES CENTRED

Promote Christian values, and foster positive attitudes to all people, races, religions and ways of life.

DYNAMIC & INNOVATIVE

Deliver a dynamic and innovative curriculum that challenges, excites and inspires children to achieve their best.

ACCOUNTABLE AT ALL LEVELS

Promote collective responsibility for raised standards and improved pupil outcomes by ensuring that everyone understands their role in contributing to the success of the school.

LEARNING CENTRED

Create an inclusive learning culture where children and others within the school community are challenged in their thinking, strive for continuous improvement and are committed to life-long learning.

COMMUNITY ORIENTATED

Help children develop an understanding of citizenship and empower them to make valuable contributions locally and globally. Engage with the school and wider community to enrich and enhance children's achievement and personal development.

HIGH EXPECTATIONS

Set high expectations to enable pupils to become effective, enthusiastic, independent learners.

CARING AND SUPPORTIVE

Create a happy, caring and supportive environment based on a spirit of co-operation between the school, the Church and the local community. Ensure the safety of every child and promote opportunities to adopt a healthy and active lifestyle.

INCLUSION

Treat children and others fairly, equitably, and with dignity and respect, to maintain an inclusive school culture.

WELL ORGANISED AND SYSTEMATIC

Embed consistently applied policies and practices that ensure the effective day-to-day running of the school and support strategic leadership and management.

Defining Spiritual, Moral, Social and Cultural Development

We recognise that the spiritual, moral, social and cultural elements of pupils' development are inter-related. However, for the purpose of analysis and school self-improvement it can be useful to disaggregate them. We are aware there is much overlap between them, not least in respect of spirituality and its links to pupils' attitudes, morals, behaviour in society and cultural understanding.

There could be many discussions around defining spiritual, moral, social and cultural development; however these discussions are not easy to turn into practical teaching strategies with clear, educational outcomes. Schools and teachers need to understand clearly what they are seeking to achieve. In evaluating our school's success, we recognise the need to clarify how and what should be monitored and judged.

As a school community we have created our own definition for each aspect of SMSC development with the support of our Rector, whilst recognising the need to be mindful of Ofsted's criteria for the effectiveness of SMSC.

At Woodstock CE Primary we define **spiritual development** as *nurturing the inner life of an individual*.

Ofsted's criterion for the spiritual development of pupils is shown by their:

- Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.
- Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.
- Use of imagination and creativity in their learning.
- Willingness to reflect on their experiences.

We define **moral development** as *the process through which children develop positive attitudes and behaviours toward other people in society, based on social and cultural norms, rules, and laws*.

Ofsted's criterion for the moral development of pupils is shown by their:

- Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in doing so, respect the civil and criminal law of England.
- Understanding of the consequences of their behaviour and actions.
- Interest in investigating, and offering reasoned views about, moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

We define **social development** as *learning ways of dealing with others that create healthy and positive interactions*.

Pupils' social development is shown by their:

- Use of a range of social skills in different contexts, including working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds.

- Willingness to participate in a variety of social settings, including by volunteering, co-operating well with others and being able to resolve conflicts effectively.
- Acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs: they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

We define **cultural development** as ***the process of supporting children to make meaning of the world through an understanding of the set of attitudes, values and behaviour shared by a group of people, communicated from one generation to next.***

Pupils' cultural development is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others.
- Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.
- Knowledge of Britain's democratic Parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- Willingness to participate in, and respond to, for example, artistic, musical, sporting and cultural opportunities
- Interest in exploring, improving understanding of, and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

During an Ofsted Inspection, inspectors will consider the ethos of the school and what effect this has on enabling pupils to grow and flourish, become confident individuals, and appreciate their own worth and that of others. In considering how well the school promotes pupils' SMSC, inspectors will take into account the impact of the range of opportunities provided for children to develop their self-esteem and confidence, which might occur both within the classroom, in terms of: teaching that encourages participation, creativity, reflection and independence; assessment and feedback that values pupils' work and/or effort; and activities that develop teamwork, leadership skills and self-reliance.

Spiritual, Moral, Social and Cultural Provision

The school ethos underpins the promotion of SMSC with Religious Education, Collective Worship, Assemblies of Celebration, and PSHE making a significant contribution to children's development in this area.

The school promotes opportunities to reflect on learning and development in these areas and provides a Prayer and Reflection room for KS2 pupils to use as and when they need to.

The planned curriculum at Woodstock Primary (NC, wider curriculum and extra-curricular activities) promotes and sustains a thirst for knowledge and a love of learning. It covers a wide range of subjects and provides opportunities for academic, technical and sporting excellence. It has a very positive impact on all pupils' behaviour and safety, and contributes very well to pupils' academic achievement, their physical wellbeing, and their spiritual, moral, social and cultural development.

When planning the curriculum for a 'Theme', teachers consider and plan opportunities to promote aspects of social, moral, social and cultural development.

The School's work undertaken through Eco School and Global Citizenship further supports SMSC development.

Teaching and Organisation

Development in SMSC takes 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.

Where political issues are brought to the attention of pupils, staff must make every effort to ensure that a balanced presentation of opposing views is evident at all times.

Class discussions and circle times will give pupils opportunities to:

- Talk about personal experiences and feelings
- Express and clarify their own ideas and beliefs
- Speak about difficult events, e.g. 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
- Articulate their feelings and justify them through discussion and debate
- 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)

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

Links with the wider community:

- Visitors are welcomed into school, including those from public institutions and services in Britain. We have strong links with the Church. Clergy make weekly visits to lead collective worship and we frequently visit the church for services and as part of learning about Christianity. Visits are made to other places of worship.
- The development of a strong home-school link is regarded as very important, enabling parents / carers and teachers to work in an effective partnership to support the pupil.
- Pupils are taught to appreciate their local environment (both indoors and in the outdoor environment) and to develop a sense of responsibility to it; Forest Schools is delivered in the Early Years and as an after-school activity for older children.
- The talents and expertise of professional artists, musicians, performers, sports people, historians etc. are drawn upon to enhance curriculum provision.
- Pupils have the opportunity to link with the wider world through our international links and charity events such as Operation Christmas Child.

Monitoring and Evaluation

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

- Monitoring of planning and teaching and learning, by the Headteacher
- 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
- Regular evaluation for SEF
- Regular inclusion in the RAP

This Policy was reviewed and revised during the Autumn Term 2017

Review Date: Autumn 2019