


Ferring CE Primary School		
Policy:	Spiritual, Moral, Social and Cultural Policy	
Policy date:	Autumn 2023	
Review date:	Autumn 2025	
Person responsible	Headteacher	

Entitlement

The Education Reform Act refers to a dimension of human existence which is termed the ‘Spiritual’ and which applies to all pupils. The potential for Spiritual Development is open to everyone and is not confined to the development of religious beliefs or conversion to a particular faith.

1. Introduction

1.1 At Ferring CE Primary School 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 their cultures.

1.2 The National Curriculum has two aims:

- The school curriculum should aim to provide opportunities for all pupils to learn and to achieve.
- The school curriculum should aim to promote pupils’ spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and expectations of life.

1.3 These two aims reinforce each other. SMSC plays a significant part in ability to learn and to achieve. All curriculum areas have a contribution to make to the child’s spiritual, moral, social and cultural development.

1.4 Christian values, principles and spirituality will be explored throughout the curriculum. The integrity and spirituality of 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.

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

1.6 Children should understand the need for rules and the need to abide by rules for the good of everyone. The three school rules, “Be kind, be careful, work hard,” reflect, reiterate promote and reward acceptable behaviour and provide opportunities to celebrate pupils’ work and achievements.

1.7 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 the teacher’s planning and learning resources.

2. Aims of SMSC

2.1 To ensure that everyone connected with the school is aware of our values and principles.

2.2 To ensure that everyone connected with the school is aware of our values and principles.

2.3 To ensure that a child’s education is set within the context that is meaningful and appropriate to their age, aptitude and background.

2.4 To ensure that children know what is expected of them and why.

2.5 To give each child a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.

2.6 To enable children to develop an understanding of their individual and group identity.

2.7 To enable children to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.

2.8 To give each child the opportunity to explore social and moral issues and develop a sense of social and moral responsibility.

3. Learning and teaching of SMSC

3.1 Spiritual Development – as a school we aim to provide learning opportunities that will enable children 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

3.2 Moral Development – as a school we aim to provide learning opportunities that will enable children to:

- Recognise the unique value of each individual
- Recognise the challenge of religious teaching, particularly that of Jesus
- 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 judgements

3.3 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 need for social justice and a concern for the disadvantaged

3.4 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 worldwide faith
- Develop an understanding of their social and cultural environment

3.5 Development in SMSC will take place across all curriculum areas. SMSC has particularly strong links to Religious Education, Collective Worship and Personal, Social, Health & Citizenship Education. Within all curricular activities, children will be encouraged to reflect on the significance of what they are learning, to recognise any challenges to their own attitudes and lifestyle and to recognise a spiritual dimension to their lives.

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

3.7 Through classroom discussions we will give the children opportunities to:

- Talk about personal experiences and feelings
- Express and clarify their own ideals and beliefs
- Speak about difficult events, eg. bullying, death etc.
- Share thoughts and feelings with other people
- Explore relationships with friends/family/others
- Consider the needs and behaviour of others
- Show empathy
- Develop self-esteem and a respect for others
- Develop a sense of belonging
- Develop the skills and attitudes that enable children to develop socially, morally, spiritually and culturally, eg. empathy, respect, open-mindedness, sensitivity, critical awareness etc.

3.8 Many curriculum areas provide opportunities to:

- Listen and talk to each other
- Learn an awareness of treating all as equals, accepting people who are different because of physical and learning difficulties
- Agree and disagree
- Experience good role models
- Take turns and share equipment
- Work co-operatively and collaboratively

3.9 Practical activities to develop SMSC will include:

- Working together in different groupings and situations
- Encouraging the children to behave appropriately at meal times
- Taking responsibility, eg. class monitors, lunch monitors, register monitors, assembly monitors, cloakroom monitors, delivering messages and looking after younger children
- Encouraging teamwork in PE and games
- Appreciation of and respect for the work and performance of other children, regardless of ability
- Hearing music from different composers, cultures and genres, eg. in music for reflection time at the start of collective worship
- Meeting people from different cultures and countries
- Participating in a variety of different educational visits
- Participation in live performances
- Use of assembly themes to explore important aspects of our heritage and other cultures, eg. festival days, the patron saints and global events

- Studying literature and art from different cultures supported by visits from writers and artists and participating in workshops
- Opportunities for the children to hear and see live performances by professional actors, dancers and musicians
- Opportunities to make and evaluate food from other countries
- Opportunities in music to learn songs from different cultures and play a range of instruments including steel pans and samba
- Studying the contributions to society that famous people have made

4. Spiritual, Moral, Social and Cultural Development for Children with Special Educational Needs/Disabilities

- At our school we teach SMSC to all children, whatever their ability. SMSC forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our SMSC teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.
- When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.
- Intervention through School Support will lead to the creation of an Individual Learning Plan (ILP) or Pupil Passport (PP) for children with special education needs. The PP/ILP may include, as appropriate, specific targets developing skills useful for history.
- We enable pupils to have access to the full range of activities involved in learning SMSC. Where children are to participate in activities outside the classroom, for example, a visit to local church, we carry out a risk assessment prior to the activity to ensure that the activity is safe and appropriate for all pupils.

5. Implementation of policy

The implementation of this policy and the planning and teaching of SMSC is the responsibility of all staff. The coordinator for SMSC is the Headteacher. The governor responsible for SMSC is Reverend Gary Ingram.

6. Related policies

The Spiritual, Moral, Social and Cultural Development policy aims to prepare all pupils for the opportunities, responsibilities and expectations of life.

The Equality policy states that inclusion for all pupils will be achieved by ensuring the learning environment, resources and activities are appropriate to each child. All staff are committed to inclusion and plan lessons that dispel stereotypical attitudes and discrimination.

The Health & Safety policy is adhered to in everything we do. The learning environment, resources and activities are planned by staff to take account of this. Children are encouraged to be safety conscious and contribute to the risk assessment process themselves.

The Special Educational Needs/Disabilities policy stipulates that pupils will be assessed and provided for as an integral part of every lesson. Staff are experienced in effective differentiation and provide opportunities for children to work on their Individual Learning Plan targets in all areas of the curriculum.

The Gifted & Talented policy ensures that children who are on the register are encouraged to reach their potential through extension activities and problem solving challenges.

The Internet Acceptable Use policy ensures that all learners in school use technology appropriately, safely and legally. All children must follow all of the rules of the user agreement and network etiquette.

The Child Protection (Safeguarding) policy ensures that every child who is a registered pupil at our school is safe and protected from harm. This means we will always work to:

- Protect our children/young people from maltreatment.
- Prevent impairment of our children's/young people's health or development.
- Ensure that our children/young people grow up in circumstances consistent with the provision of safe and effective care.
- Undertake that role so as to enable our children/young people to have optimum life chances and enter adulthood successfully.

Behaviour policy – at Ferring we believe that helping children develop attitudes that will enable them to become kind, responsible, hardworking citizens is our most far-reaching role. We create overt opportunities for development of their self-esteem and work with parents/carers to ensure children grow up with a positive sense of self-worth, and aware of their rights and responsibilities in a community.

Anti-Bullying policy – Ferring School will not tolerate any form of bullying. We believe that pupils have the right to learn and staff have the right to work in an affirming and safe environment which promotes positive personal growth and self-esteem for all.

7. Assessment

An ongoing assessment of the Spiritual and Moral Development of a child will initially be the responsibility of the class teacher and thereafter by any member of staff who comes into regular contact with the child.

8. Monitoring and Review

It is the responsibility of our governing body to monitor the effectiveness of this policy. It is the role of our named school governor with responsibility for Spiritual, Moral, Social and Cultural development to monitor the policy and practice in our school. The governor concerned will liaise with the Headteacher before reporting to the governors on Spiritual, Moral, Social and Cultural development.

