



## Spiritual, Moral, Social & Cultural Education Policy

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## Rationale

We believe that the spiritual, moral, social and cultural development of our pupils underlies all of their education. We recognise that these dimensions do not only apply to Religious Education and collective worship but to every area of the curriculum and to all aspects of school life. Therefore, we accept our obligation to provide positive role models and for developing a climate of trust, respect, care and responsibility. This is firmly rooted in our values based education and reflects our shared British values.

## Aims

### **Spiritual Education**

- To teach pupils to appreciate that people have individual and shared beliefs
- To help each pupil to articulate their beliefs and values within a climate of respect, tolerance and support
- To develop each pupil's sense of awe, wonder and mystery
- To enable all children of any faith or none to engage with and value daily opportunities for worship
- To increase each pupil's ability to ask fundamental questions and search for meaning and purpose
- To encourage pupils to express their innermost thoughts creatively
- To develop within each pupil a sense of empathy, sympathy and shared values
- To develop each pupil's capacity to be calm, still and reflect

### **Moral Education**

- To foster in all pupils an understanding of right and wrong
- To encourage all pupils to behave morally as a point of principle
- To develop each pupil's knowledge of the codes and conventions of conduct agreed by the British society in which they live
- To develop each pupil's ability to make judgements on moral issues by applying moral principles, insights and reasoning
- To help all pupils to take personal responsibility for their actions and thereby to develop self-discipline
- To help all pupils to behave sustainably and care for our world

### **Social Education**

- To teach pupils the importance of the rule of law and individual liberty
- To develop pupil's abilities to build positive relationships with others
- To help pupils to identify injustice and aggression and to find ways of combating them
- To help pupils to understand and control their feelings and emotions

- To develop each pupil's capacity to support the vulnerable within their community and society

### **Cultural Education**

- To develop in each pupil an understanding of and pride in their cultural heritage
- To encourage in each pupil interest in, understanding of and respect for cultural diversity
- To encourage co-operation with all types of people and develop in each pupil a sense of being a citizen of modern Britain and of the world
- To encourage tolerance and explain the negative effects of prejudice and discrimination
- To promote throughout the school trust, rule of law, individual liberty and mutual respect

### Implementation

The aims of this policy underlie the whole ethos of the school and will be achieved by all members of the school community adopting a 'values' based education approach to our work and our relationships. All members of the school community will be treated with care and respect and all members of the community will strive to take responsibility for their actions.

This approach will be developed in the following ways:

- 1) All adults will model positive and shared values.
- 2) All members of the school community and all visitors will be treated with courtesy and respect.
- 3) The school will adopt a positive approach to behaviour management based on solution focus and the development of personal responsibility.
- 4) Pupils will be involved in agreeing the values and rules for our school community.
- 5) Each class will receive dedicated age appropriate teaching on shared values and this teaching will be reinforced across the curriculum in daily acts of worship and through all interactions with adults.
- 6) Worship will be conducted as a fundamental part of the school day which will be used to nurture the school ethos and intrapersonal intelligence.
- 7) PHSE and SEAL will be used to develop each pupil's social and emotional intelligence.
- 8) The RE syllabus will be based on the Bedfordshire Agreed Syllabus and will provide focused teaching on the spiritual and moral aspects of learning.

- 9) Topic work within Humanities will include focused teaching on the cultural aspect of learning.
- 10) All curriculum areas will include elements of SMSC education and opportunities for developing 'awe and wonder', respect, care and responsibility will be identified within long, medium and short term plans.
- 11) Pupil independence and self-discipline will be reinforced by teaching and learning based on AFL and growth mind-set techniques.
- 12) Pupil responsibility, understanding of democracy and sense of community will be reinforced by the development of a proactive student voice.
- 13) Pupil awareness of their world and sense of personal responsibility for the environment will be fostered by a proactive approach to environmental education and sustainability.
- 14) The school's approach will be shared with parents through newsletters, Parentmail, the school website, information events and through individual pupil reports and consultation meetings.
- 15) The school will work closely with the local parish, Community Centre and local community to develop the pupils understanding of their place and responsibility within the local community.
- 16) The whole school community will have regular opportunities to worship together in the parish church.
- 17) The school will develop the use of the internet and new technology to enable pupils to become part of global projects that are suitable to their age and abilities.

#### Monitoring and Evaluation

All members of staff share responsibility for the implementation of the SMSC policy. Monitoring of the policy will therefore be carried out by the subject leaders and the Head Teacher as part of monitoring and evaluation of all subject areas and of collective worship. The Head Teacher will report progress to the curriculum and pupils Governing Board sub committee and Governors will include SMSC as an element of their monitoring visits.