



SECURE IN FAITH, LEARNING TOGETHER

YOUR WORD IS A LAMP FOR MY FEET, A LIGHT ON MY PATH.

PSALM 119 VERSE 105

# **Spiritual, Moral, Social and Cultural Policy (SMSC Policy)**

**Date: January 2019**

**Review Date: January 2022**

This Policy is carried out within the context and spirit of the school's Mission Statement. It supports and reinforces the aims of St Thomas C.E. School, valuing all children equally and as individuals.

Our Mission Statement is- Secure in Faith, Learning Together

### **Equality Duty**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps promote equality at this school.

### **Introduction**

In contrast to the policies for specific curriculum subjects, this policy relates to the whole life of the school. Of particular importance in promoting spiritual, moral, social and cultural development (SMSC) is the example set by adults in the school, the quality of relationships and the standard of daily collective worship.

Spiritual, moral, social and cultural development should be promoted not only through all the subjects of the curriculum but also through the ethos of the school and collective worship.

Our school has a Christian foundation and we actively promote the values of forgiveness, respect, truthfulness, service and koinonia in every aspect of school life.

The SMSC aspects of education concentrate on the development of pupils as individuals. When children leave St Thomas School they will have the skills and attitudes to enable them to participate fully and positively at High School and eventually in a democratic and modern Britain.

### **SPIRITUAL DEVELOPMENT**

*"Spirituality is like a bird, if you hold it too tightly it chokes, if you hold it too loosely it flies away."* Rabbi Hugo Gryn

Understanding of self and others is at the heart of spiritual development and is not linked solely to a particular doctrine or faith. Spiritual development is, therefore, accessible to everyone. All areas of the curriculum should contribute to pupils' spiritual development.

As a church school, we place special emphasis on the specific teaching and beliefs of the Christian faith, both within the daily life of the school and through the curriculum.

#### **Aims for Spiritual Development**

- the ability to listen and be reflective
- the ability to sense wonder and mystery in the world
- the ability to sense the special nature of human relationships
- the ability to sense the sacred and the holy

## Objectives for Spiritual Development

- to develop the skill of being physically still, yet alert
- to develop the skill of being mentally still, concentrating on the present moment
- to develop the ability to use all ones senses
- to promote an awareness of and enjoyment in using one's imaginative potential
- to encourage quiet reflection during a lesson or assembly
- to develop individual self-confidence in expressing inner thoughts in a variety of ways
- to consider the mystery of God and the wonder of his world
- to find an inner confidence

## Assessment in Spiritual Development

- becoming aware of God in one's own life and in the life of others
- becoming aware of and reflecting on experience
- questioning and exploring the meaning of experience
- understanding and evaluating a range of possible responses and interpretations
- developing personal views and insights and a grasp of the intangible
- applying the insights gained with increasing degrees of perception to one's own life
- acquiring a sense of empathy with others, concern and compassion.
- development is best seen through pupil's relationships and conversations with others

We should aim to encourage pupils to experience all the above within the context and practice of the Christian faith.

## **MORAL DEVELOPMENT**

Acquiring a knowledge and understanding of what is right and wrong is central to moral development.

It is the basis upon which the pupils may develop the ability to make judgements about how to behave and it is the standpoint from which to consider the behaviour of others in school and society in general.

The system of rules and codes of behaviour established in our school is an important early introduction to issues of fairness for all and to the consequences of operating outside the accepted rule system. Pupils are encouraged to understand the need for a common code and to follow it from conviction rather than because of consequences or sanctions. Moral development, based on Christian principles, should enable pupils to become increasingly responsible for their own actions and behaviour.

Our moral development is closely linked to our Steps to Success Programme.

## Aims for Moral Development

- to understand the principles lying behind decisions and actions
- to be able to take moral decisions for themselves
- to assume moral responsibility through belief and conviction
- to be able to distinguish between right and wrong

## Objectives for Moral Development

- to tell the truth
- to respect the rights and property of others
- to help those less fortunate than ourselves
- to act considerately towards others
- to take responsibility for one's own actions
- to exercise self-discipline
- to develop high expectations
- to develop positive attitudes
- to conform to rules and regulations for the good of everyone

## Assessment in Moral Development

- Assessment is primarily through observation of pupil behaviour and the views pupils express.

Do pupils demonstrate:

- an understanding of moral principles which allow them to tell right from wrong?
- a respect for other people, truth, justice and property?
- an ability to stand moral ground in the face of peer pressure?
- pupils should move gradually from a 'taught morality' to taking responsibility for their own moral decisions.

## **SOCIAL DEVELOPMENT**

Development in this area enables pupils to become conscientious participants in firstly, the society of the family and then, progressively, the class, the school and the wider community. Provision for social development should balance the positive, satisfying elements of belonging to a group or society with the demands and obligations such membership requires.

The school, but in particular the classroom, provides a suitable environment for promoting social development within a Christian context. Pupils learn to lead, to use their initiative and to use individual skills and strengths when working together towards a common goal. The ability to be led, to support others and to recognise the different skills of other group members can be developed when children work co-operatively.

## Aims for Social Development

- to relate positively to others
- to participate fully and take responsibility in the classroom and in the school
- to use appropriate behaviour, according to situations
- to engage successfully in partnership with others
- to exercise personal responsibility and initiative
- to understand that, as individuals, we depend on family, school and society

## Objectives for Social Development

- to share such emotions as love, joy, hope, anguish, fear and reverence
- to show sensitivity to the needs and feelings of others
- to work as part of a group
- to interact positively with others through contacts outside school, e.g. sporting activities, visits, church services etc.
- to develop an understanding of citizenship and to experience being part of a whole caring community
- to show care and consideration for others by sharing and taking turns
- to realise there are things each person can do well

## Assessment in Social Development

- observation of pupils' growing maturity and self-esteem
- the degree to which pupils employ socially acceptable behaviour
- development of relationships in work and play
- the degree to which pupils appreciate what constitutes a healthy lifestyle

The importance of the link between relationships and behaviour should be emphasised. The quality of relationships between teachers, pupils, support staff, parents and governors, at all levels is crucial. These relationships will be characterised by mutual respect, by positive attitudes, by the willingness to listen and understand and by the valuing of pupils.

## **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 of others.

In order to make provision for cultural development existing knowledge, interests and experiences are strengthened and then built upon further. In this way pupils gain a deeper understanding of their own culture and the factors which influence it and gain a broader understanding of other cultures and cultural influences. All areas of the curriculum can be used to promote and develop cultural awareness, although the arts, music, dance, drama and art are those used most frequently.

## Aims for Cultural Development

The aims and objectives of cultural development relate to differing aspects of the word 'culture.'

- 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

### Objectives for Cultural Development

- to develop an awareness and recognition of what a 'cultured person' appreciates in terms of music, art, drama, literature etc
- to develop a love of learning
- to develop an understanding of British cultural tradition, including Christianity
- to appreciate the values and customs of other ethnic and faith groups which make up modern British society, and the world beyond

### Assessment in Cultural Development

- response to stories, film clips, artefacts
- records of work, displays, photographic evidence
- increased participation in cultural activities
- attitudes expressed during cultural visits or relating to visitors

It is hoped that our children will 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 in a modern multi-cultural world.

St Thomas School values are. We believe that our core values of forgiveness, truthfulness, respect and service permeate through school life and will play a large part in each child's Spiritual, Moral, Social and Cultural Development.

## Appendix 1

### Ways of promoting SMSC within and across subjects.

The teaching of subjects can support SMSC development in two ways that is either **through** what is taught or **how** it is taught.

This document considers each area separately, in order to highlight specific examples.

We aim to develop:

- A set of Christian personal beliefs and values by which we live
- A sense of transcendence – there is more to life than ‘meets the eye’ – more than a physical existence
- An awareness of order, pattern, meaning and purpose in the world leading to an understanding that, for Christians, creation is a revelation of God’s loving purposes
- A capacity for awe and wonder – an awareness of uncertainty and paradox
- A sense of personal worth
- An ability to value others as created in God’s image
- Self-knowledge and an awareness of and growth of feelings, emotions and imagination
- An understanding of Christian teaching on life and death, on suffering, grief and loss
- An awareness that life involves choices between good and bad
- An awareness of God’s love and care for us personally
- An understanding of the Christian belief of Jesus Christ as Saviour

We provide opportunities in worship and throughout the curriculum for our children (and staff) to:

- Be quiet and reflect on life and the world and ‘wait on God’
- Become familiar with traditional forms of Christian prayer and worship
- Give thanks to God for creation, preservation, salvation and the promise of eternal life
- Use a variety of prayer forms
- Question, explore, discuss and give an account of their own beliefs
- Use their gifts of imagination and creativity
- Explore and express feelings and emotions
- Develop respect for others
- Face difficult or distressing matters in the context of a loving Christian environment.

## Appendix 2

### Promoting SMSC through specific subjects

EXAMPLES – this list is not exhaustive

<p><b><u>English</u></b></p> <p>poetry</p> <p>drama</p> <p>discussion of plot</p> <p>questions of right and wrong</p> <p>fact v opinion</p> <p>stories from other cultures</p>	<p><b><u>Maths</u></b></p> <p>infinite numbers</p> <p>problem solving</p> <p>maths from other cultures</p> <p>recognising 'Eureka' moments</p> <p>surveys on bullying, smoking, hunger</p>
<p><b><u>Science</u></b></p> <p>creation</p> <p>space</p> <p>conservation</p> <p>scientists from other cultures</p> <p>gender issues?</p>	<p><b><u>ICT</u></b></p> <p>can computers create?</p> <p>limitations on what computers can do</p> <p>PC v Human!</p>
<p><b><u>RE</u></b></p> <p>awe &amp; wonder</p> <p>right and wrong</p> <p>festivals</p> <p>suffering</p> <p>life &amp; death</p> <p>new life</p> <p>family life – different models of 'family'</p>	<p><b><u>PSHCE</u></b></p> <p>self-respect</p> <p>respect towards others</p> <p>ethical issues</p> <p>codes of behaviour</p> <p>rights v responsibility</p>
<p><b><u>History</u></b></p>	<p><b><u>Geography</u></b></p> <p>appreciation of the world</p>



<p>motivation of individuals who made sacrifices (Martin Luther King etc.)</p> <p>consequences of actions</p> <p>conflict resolution</p> <p>social structure (Victorians/Tudors)</p>	<p>landscapes</p> <p>conservation</p> <p>our community ... contrasting locality</p> <p>natural disasters</p>
<p><b><u>D &amp; T</u></b></p> <p>creativity – fulfilment in making something</p> <p>teamwork &amp; cooperation</p>	<p><b><u>Art</u></b></p> <p>appreciating and responding to talent</p> <p>explore feelings from looking at artwork</p> <p>explore artwork that helps understanding of beliefs</p>
<p><b><u>Music</u></b></p> <p>appreciation</p> <p>care of instruments</p> <p>other cultures' music</p> <p>awareness of the power of music to the listener</p> <p>lose yourself in a piece of music – where did you go to?</p>	<p><b><u>PE</u></b></p> <p>self-fulfilment</p> <p>teamwork</p> <p>abiding by rules</p> <p>positive attitudes</p> <p>honesty</p> <p>respect</p> <p>commitment / loyalty</p> <p>ritual – ‘three cheers’ / clapping / the Maori Hakka</p>