

SHELTON INFANT SCHOOL

POLICY FOR SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

Introduction

Spiritual, moral, social and cultural development is recognised as being of fundamental importance for the education of all children by staff and governors of the school. It is taught through all subjects of the curriculum and is integral to the ethos of the school. It supports all areas of learning and contributes to children's motivation to learn. It is recognised that such development will be most successful when the values and attitudes promoted by staff provide a model of behaviour for the children. It can enrich each individual's appreciation of life's experiences and their relationship with others.

The aims of the school support our teaching of SMSCD – 'Have Fun, Aim High, Achieve Well'.

Whilst each dimension is outlined separately below, there is a great deal of overlap between the four areas. SMSCD is not taught as separate subjects but permeates the whole curriculum and the whole life of the school.

The SMSC aspects of education aim to develop the cultural capital of each individual by enriching and extending each child in relation to the values, attitudes, beliefs and consequent behaviour acquired during school years.

All staff have attended Pupil Mental Health and Well-Being training. The Learning Mentor is an accredited Mental Health First Aider. A teacher is an accredited Mental Health Lead.

Spiritual Development

Spiritual development is connected to feelings and emotions. We encourage the children to talk about their feelings and those of others. We provide the children with many opportunities to respond to experiences and stimuli, encouraging discussions and debate. This enables the children to make sense of the world in which they live and to develop views and feelings about their connections to the world around them.

We promote spiritual development by:-

- giving pupils the opportunity to explore value and beliefs, including religious beliefs, and the way in which they impact on peoples' lives eg. in whole school assemblies and religious education lessons.
- encouraging pupils to explore and develop what animates themselves and others;
- giving pupils the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful;

- developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected;
- accommodating difference and respecting the integrity of individuals;
- promoting teaching styles which:
 - value pupils' questions and give them space for their own thoughts, ideas and concerns;
 - enable pupils to make connections between aspects of their learning;
 - encourage pupils to relate their learning to a wider frame of reference- for example, asking 'why', 'how' and 'where' as well as 'what'.

Social Development

Social development is about the children working effectively with each other and participating successfully in the school community as a whole. It enables the development of the skills and personal qualities necessary for living and working together and the development of interpersonal skills necessary for successful relationships. Social development teaches the children about functioning effectively in a multi-racial, multi-cultural society.

We promote social development by:-

- providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school;
- promoting racial, religious and other forms of equality;
- giving pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong;
- developing an open and safe learning environment in which pupils can express their views and practise moral decision-making;
- rewarding expressions of moral insights and good behaviour;
- making an issue of breaches of agreed moral codes where they arise – for example, in the press, on television and the internet as well as in school;
- modelling, through the quality of relationships and interactions, the principles which they wish to promote – for example, fairness, integrity, respect for persons, pupils' welfare, respect for minority interests, resolution of conflict, keeping promises and contracts;
- recognising and respecting the codes and mores of the different cultures represented in the school and wider community;
- encouraging pupils to take responsibility for their actions; for example, respect for property, care of the environment, and developing codes of behaviour;
- providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship;
- reinforcing the school's values through images, posters, classroom displays, screensavers, exhibitions, etc.

Moral Development

Moral development is about developing the ability of the children to recognise the difference between right and wrong and the readiness to apply this understanding in their own lives. It helps the children to develop an understanding of the

consequences of their actions and encourages an interest in investigating, and offering reasoned views about moral and ethical issues.

We promote moral development by:-

- fostering a sense of community, with common, inclusive values;
- promoting racial, religious and other forms of equality;
- encouraging pupils to work co-operatively;
- encouraging pupils to recognise and respect social differences and similarities;
- providing positive corporate experiences – for example, through assemblies, team activities, residential experiences, school productions;
- helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence, self-respect;
- helping pupils resolve tensions between their own aspirations and those of the group or wider society;
- providing a conceptual and linguistic framework within which to understand and debate social issues;
- providing opportunities for engaging in the democratic process and participating in community life;
- providing opportunities for pupils to exercise leadership and responsibility;
- providing positive and effective links with the world of work and the wider community.

Cultural Development

Cultural development is about children understanding their own culture and other cultures in their local area, region and country as a whole. As a school we believe in celebrating and valuing all cultural diversity and in developing an understanding and celebration of a wide range of cultures, faiths and differences.

We promote cultural development by:-

- providing opportunities for pupils to explore their own cultural assumptions and values;
- presenting authentic accounts of the attitudes, values and traditions of diverse cultures, addressing racism and promoting race equality;
- extending pupils' knowledge and use of cultural imagery and language;
- recognising and nurturing particular gifts and talents;
- providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance;
- developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, concert and gallery visits, resident artists.
- reinforcing the school's cultural values through displays, posters, exhibitions, etc.

Monitoring & Implementation

Shelton Infant School Governing Body May 2017 – reviewed November 2021,
reviewed November 2024

The monitoring of our SMSCD provision is achieved by the PSHE Leader and the Senior Leadership Team through formal lesson observations, learning walks, discussions with pupils and staff, scrutiny of children's work, planning and evaluations. Teachers monitor SMSCD provision through discussion with each other and with pupils, planning and evaluations. The SMSCD governor will also monitor provision through learning walks, observations and discussions with pupils and staff. The implementation of this policy is the responsibility of all staff.

Equal Opportunities

SMSCD will be experienced by all children at their level of understanding and teachers will provide imaginative and creative resources so that all children's needs are met. All staff are sensitive of the differing needs of individuals and respect every child's differing beliefs and cultures.