

SMSC at Sawley

Spiritual, Moral, Social and Cultural Education



At Sawley, we believe that every child is unique and special and has a valuable contribution to make to the life of our school. It is our intention to promote Spiritual, Moral, Social and Cultural development through every aspect of a child's time at Sawley. The values that we uphold will be evident in:

- the decisions made at our school;
- the quality of the relationships between all stakeholders at our school;
- our commitment to equality and diversity;
- our commitment to developing responsibility, initiative and pride in the work of individuals in our school;
- our aim to promote children's personal development and aspirations through a range of activities.

The spiritual, moral, social and cultural elements of pupils' development are inter-related. We have defined them separately for the purpose of this document, but it should not be forgotten that there is much overlap between them, not least in respect of spirituality and its links to pupils' attitudes, morals, behaviour in society

SPIRITUAL DEVELOPMENT

Spiritual development is difficult to define. Spirituality has different definitions for different people, dependent on individual experience, and it will be the same for children. OfSTED guidance defines the development of a pupils' *Spiritual Development* is their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life;
- knowledge of, 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;
- use of imagination and creativity in their learning;
- willingness to reflect on their experiences.

The development of an individual's own personal spirituality is a journey or a quest which seeks to know, develop and understand one's own inner-self.

Sawley Junior School is a community, which seeks to provide learners with learning experiences and enrichment activities which are correctly pitched, appropriately paced, relevant for today and useful for tomorrow.

We recognise the uniqueness of each and every individual and attempt to invest every member of the community with a sense of individual worth and purpose. The potential for spiritual development is open to all - children and adults alike.

At Sawley, we will encourage children's spiritual development by:

- giving children the opportunity to explore values and beliefs including religious beliefs, and the way in which they impact on peoples' lives;
- encouraging children to explore and develop what animates themselves and others
- giving children 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 children can grow and flourish, respect others and be respected;
- celebrating difference and respecting the integrity of individuals;
- promoting teaching styles which value children's questions and give them space for their own thoughts, ideas and concerns;
- enabling children to make connections between aspects of their learning;
- encouraging children to relate their learning to a wider frame of reference, e.g. asking 'why', 'how', and 'where', as well as 'what' and 'when'.

MORAL DEVELOPMENT

Moral development is about building a framework of moral values which regulates personal behaviour. It is also about the development of pupils' understanding of society's shared and agreed values – including British Values.

OfSTED guidance defines the development of a pupils *Moral Development* as their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to 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. It is about understanding that there are issues where there is disagreement and it is also about understanding that society's values change.

Moral development is about gaining an understanding of the range of views and the reasons for the range. Gaining an understanding and developing an opinion enables children to then build their own personal code of values. It enables them to make and act upon informed choices, taking right and wrong into account, and helping them to recognise and resolve the moral issues and dilemmas implicit in a given context, especially when the interests of two or more people appear to be in conflict. It also involves developing the personal skills and qualities necessary to act on such a code in day to day situations, such as being able to:

- make informed decisions;
- reflect on and change personal behaviour;
- resist peer pressure;
- show love, respect and caring and concern for self and others, and the environment;
- challenge behaviour which does not reflect this code, such as dishonesty, injustice, discrimination and the misuse of power.

Learning opportunities and experiences for promoting moral development are found within:

- relationships at school including in the classroom and playground;
- our approach to the delivery of the curriculum including PSHE and Relationships & RSE;
- the value that we place in all round achievement, not just in academic success;
- the discussions that take place with children self-evaluation in their progress at school.

SOCIAL DEVELOPMENT

Social development is about young people working effectively with each other and participating successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together. It is about effectively engage in today's diverse society.

This includes understanding people as well as understanding society's institutions, structures and characteristics, economic and political principles and organisations, roles and responsibilities and life as a citizen, parent or worker in a community. It also involves the development of the inter-personal skills necessary for successful relationships.

OfSTED guidance defines the development of a pupils Social Development as their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds;
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating 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 will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Social development should encourage children to relate positively to others, participate fully in the community and develop an understanding of citizenship. Social development is as much concerned with the skills and personal qualities needed to live and function effectively in society as with acquiring knowledge and understanding of how society works.

At Sawley, we attempt to develop in our children a growing understanding of the part that they play within the daily life of the school and of wider society – we aim to enable the children to:

- develop insight as well as knowledge;
- build the skills of relationships with each other, whether adults are present or not;
- practise the personal skills which enable them to use their knowledge in ways that enhance their personal lives;
- demonstrate a commitment to a moral code;
- explore the consequences of their own and others' actions.

In addition to academic success, the acquisition of these personal skills is a high priority;

- co-operation and sharing;
- independence;
- courtesy;
- tolerance and respect for each other, including beliefs and customs;
- self-esteem, self-discipline and self-confidence;
- a realisation of the role that they play in school/wider society;
- collaboration and interpersonal skills.

CULTURAL DEVELOPMENT

Cultural development is about pupils' understanding their own culture and other cultures in their town, region and in the country as a whole. It is about understanding cultures represented in Europe and elsewhere in the world. It is about understanding and feeling comfortable in a variety of cultures and being able to operate in the emerging world culture of shared experiences provided by television, travel and the internet. It is about understanding that cultures are always changing and coping with change. Promoting pupils' cultural development is intimately linked with schools' attempts to value cultural diversity and prevent prejudice.

OfSTED guidance defines the development of a pupils *Cultural Development* as their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others;
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain;
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities;
- 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 positively to 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. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Cultural development at Sawley is intrinsic to the development of the whole child: cultural development is embedded across the curriculum. We aim to:

- to provide pupils with the knowledge of and appreciation of the key features of their own cultural traditions and practices and of other major cultural groups within their own community and the wider world;
- to develop an understanding of, as well as celebrate and embrace, the diversity of cultural, spiritual, social and moral traditions and practices within their community and the wider world;
- to encourage a personal response to a range of cultural activities.

The School will promote cultural development through:

- exposing children to a wealth of stimuli from their own culture and those of others;
- visits out of school and visitors to the school will support this teaching;
- encouraging participation in and appreciation of the wealth of cultural traditions and the beliefs associated with different communities.

CLIMATE

We believe that our school provides an environment in which children's spiritual, moral, social and cultural development is allowed to flourish. We aim to ensure that the climate and values of our school are evident from the moment children, parents and guests walk in.

We welcome everyone, we are proud of the achievements of those who work and learn within our walls. There is a drive for learning and respect for all.

