



Our aim is as simple as **ABC**

Achieving, Belonging, Caring

'Be courageous, for the Lord your God will be with you wherever you go' Joshua 1:9

Spiritual, Moral, Social and Cultural Policy

September 2019

1. INTRODUCTION

This policy outlines how the school promotes and provides for progressively deeper experiences of spiritual, moral, social and cultural development for all learners.

It outlines procedures that have been agreed by the whole staff in order to enable us to achieve the school statement:

- Within a Christian framework at Cubbington Primary School we aim to challenge and support all pupils to develop their talents and achieve their potential and develop a desire for lifelong learning.. All individuals are valued irrespective of race, gender, culture or faith.
- At Cubbington Primary School we aim to provide effective teaching and stimulating learning experiences across a broad and balanced curriculum, within a happy, caring, safe environment which respects the individuality of each child, promotes and provides a healthy and active lifestyle.
- We aim to enable each child to develop the personal and social skills necessary for them to become responsible, active participants in their community through partnerships with home, our Church, the local neighbourhood and the wider community.

Our aim is as simple as A, B, C – Achieving, Belonging and Caring. We share these values regularly and explicitly within our school and wider community. These values underpin everything we strive to achieve.

- Achieving - Value yourself as a unique, special, talented person by always trying to do the best in whatever you do;
- Belonging - Value each other by taking responsibility for what you say and do;

- Caring - Value our school by treating everyone with care and respect through listening to people's opinions, talking politely and treating everybody in the way we hope they will treat us; value our school by caring for our school building and outdoor environment, and the resources we share.

Cubbington CE Primary School takes its duty to promote the spiritual, moral, social and cultural (SMSC) development of pupils seriously, including the duty to promote British Values.

Church of England schools have a distinctive identity and ethos, popular with parents and families, where the development of social, spiritual and emotional intelligence is as important as academic achievement. (www.churchofengland.org/education).

2. SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT (SMSC)

Whilst each dimension is outlined separately there is a great deal of overlap between the four areas.

2.1 Spiritual Development

Spiritual development enables people to look within themselves at their human relationships, at the wider world. The Spiritual development of our children begins with and is addressed through the ethos and values of the school.

As a Church of England school we include Christian Spiritual practices including prayer, worship, celebration of festivals and reading/reflection on the Bible within Collective Worship, RE and the wider curriculum.

Our school supports children's spiritual development by:

- Celebrating the religious and non-religious beliefs and values that our pupils bring as part of their family/ cultural heritage and to building an awareness of and respect for others' spiritual and religious beliefs
- Fostering common human values and building spiritual capacities to promote self-worth
- Developing self-esteem and a valuing of others
- Helping our pupils to come to an understanding of themselves as unique, special individuals and encouraging them to reflect on ultimate questions
- Developing our pupils' curiosity, imagination, and creativity and promoting a sense of awe and wonder.

Spiritual Development is underpinned by Collective Worship and Religious Education. Understanding Christianity, Discovery RE and the Warwickshire Agreed Syllabus 2017 are the key resources used.

Whole school and Key Stage weekly assemblies are an important aspect of developing times for reflection. They have a huge impact on the children's abilities to share and explain their beliefs, listen to the beliefs of others and develop respect and understanding of wide range of different ways in which different people develop understanding of themes beyond our understanding.

Cubbington Primary School values the close relationship it enjoys with St Mary's Church. This includes clergy involvement in Collective Worship in school and at least termly visits to church. Throughout the year the school celebrates Christian festivals and special events with the church community in our parish church.

The Autumn Term includes an Advent service of Collective Worship. The Spring term includes an Easter Service in church.

Times that lend themselves to reflection and deepening spiritual awareness are exploited in cross curricular contexts e.g. annual events such as 'Remembrance'.

2.2 Moral Development

Moral development is knowing the difference between right and wrong and acting upon it accordingly. We are committed to encouraging pupils to:

- Be truthful and honest
- Respect the rights and properties of others, their opinions and customs, even when they are different from our own
- Help others

- Solve differences of opinion in peaceful and reconciliatory ways

Consequently we reject all forms of bullying, cruelty, dishonesty, violence and discrimination.

Our school supports children's moral 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
- Challenging stereotyping
- 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
- Recognising and respecting the codes and morals 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 and assemblies; reinforcing the school's values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided

Moral development is underpinned by positive behaviour management strategies and considered use of sanctions. Class rules set at the beginning of each year, expectations communicated through regular articulation of values, motivational systems to promote good behaviour- Christian Value certificates.

'Taking Care' and 'All About Me' planned teaching support the development of pupils understanding of the diverse world in which they live and the special unique characteristics of each individual.

2.3 Social Development

Social development is developing an understanding of the rights and responsibilities of living in community, and of being a 'responsible citizen'. We are committed to:

- Fostering the skills and qualities of team building through the development of self-confidence, co-operation, collaborative learning, sensitivity to other, reliability, initiative and understanding
- Providing an environment where pupils can take responsibility for themselves and others in school and the wider society.

Our school develops pupil social development by:

- Identifying key values and principles on which school and community life is based
- 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 experiences to reinforce our values as a school community –for example, through assemblies, team building 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, interdependence, self-respect and awareness of others' needs
- 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

A range of resources are using to support our pupils' social development including Social Emotional Aspects of Learning PSHE Units, 'Taking Care' - A personal safety curriculum, 'All about Me' - Relationships and Sex Educational Curriculum.

We are a member of the North Leamington Cluster of schools. The links built within the cluster enable children to 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.

Children are encouraged and enabled to be active participants in every aspect of school life.

A number of elected pupil bodies give the pupils a voice and contribute to support systems in school including School Council and The Garden of Eden team.

Groups of children organize and run a range of activity and support groups each lunchtime: Numeracy Ninjas, Sports activities,

2.4 Cultural Development

Cultural development is developing knowledge and understanding of others' cultural traditions. We value and celebrate the cultural diversity of our school, our society and the world by:

- Promoting an appreciation of our own cultural tradition/s and encouraging an appreciation of other peoples' cultural traditions
- Celebrating the richness of culture and tradition
- Participating in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- Accepting and engaging 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 develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The cultural development of pupils is shown by their:

- Extending pupils' knowledge and use of cultural imagery and language
- Encouraging them to think about special events in life and how they are celebrated
- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- 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
- Reinforcing the school's cultural links through displays, posters, exhibitions, etc.
- Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits
- 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, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

The children's cultural understanding is developed through a rich, broad and balanced curriculum which includes extending their knowledge of Britain and the wider world. Curriculum links enable children to develop an appreciation of history, geography as well as the creative arts. A combination of activities including school council elections, visitors into school and PSHE lessons develop the children's knowledge of our rights to elect representatives, and Our democratic parliamentary system.

French as a modern foreign language is taught throughout Key Stage 2 and children are encouraged to make links between their home languages and English.

Through the Cross of Nails Community we are developing children's understanding of 'Peace and Reconciliation' and how we can promote these skills in our own school community, within the Coventry Diocese and internationally.

3. POLICY LINKS

This policy should be read in conjunction with the following policies which are closely linked:

- Collective Worship
- Religious Education
- Personal, Social and Health Education
- Long Term Curriculum plans and subject policies.

Reviewer: Juliet Jones

Review Date: September 2021