



## **Morley Memorial Primary School**

### **Spiritual, Moral, Social and Cultural Development Policy**

<b>POLICY NAME:</b>	Spiritual, Moral, Social and Cultural Development Policy
Status	Recommended
Frequency of review:	3 Years
Reviewed On:	Jan 2024
Reviewed By:	K Kowalska
Next review (date):	Jan 2027

The aim of this policy is to provide a framework for the development of the spiritual and moral, social and cultural (SMSC) aspects of children's education at Morley Memorial Primary School.

At Morley we want children to grow and develop as independent, motivated and resilient learners who have a strong sense of community and of self. We believe that achieving our goal is a shared responsibility between our children, their families, staff, governors and the wider community. It is within this framework that our children's spiritual and moral, social and cultural development takes place.

**The Spiritual Development of children may be shown by their:**

- ability to be reflective about their own beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings, values and faiths
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- use of imagination and creativity in their learning and approach to life
- willingness to reflect deeply on their learning and wider experiences

**The Moral Development of children may be shown by their:**

- ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives and relationships with others. To have a respect for the civil and criminal law of England.
- understanding of the consequences of their behaviour (see Behaviour Policy) for themselves and others
- interest in investigating, and offering reasoned views about, moral and ethical issues. Ability to accept, respect and appreciate that others may have a different viewpoint.

**The Social Development of children may be shown by their:**

- use of a wide range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic, cultural and socio-economic backgrounds
- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- willingness to volunteer
- interest in, and understanding of, the way communities and societies function at a variety of levels
- acceptance and engagement with the fundamental British Values of democracy, the rule of law, respect and tolerance of those with differing faiths and beliefs.

**The Cultural Development of children may be shown by their:**

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- understanding and appreciation of the wide range of different cultures within school and further afield as an essential element of their preparation for life

- interest in exploring, understand of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

### Planning for SMSC Development

When planning, teachers are aware of the need to provide opportunities to develop a wide variety of spiritual, moral, social and cultural knowledge and skills. Areas of the curriculum such as PSHCE, RE, Art, Music, drama and assemblies make an overt contribution to children's personal development. Many opportunities are also provided by cross-curricular activities which allow for moral debate and personal reflection, such as school council or class debates. The curriculum should be taught with sensitivity for the values and beliefs of others.

The Morley Code of Conduct (See Behaviour Policy) sets out our principles for conduct which supports spiritual, moral, social and cultural development by stating that we respect everyone's right to:

- Learn
- Be safe
- Celebrate our differences
- A respectful environment
- Be valued

and recognising that we are all responsible for our own actions and choices.

### How we make provision for children's Spiritual, Moral, Social and Cultural Development across the school

Spiritual Development	
Provision	How it is evidenced
Religious Education curriculum PSHE curriculum	RE curriculum plans, include a multi-faith approach based upon the Cambridgeshire Agreed Syllabus for RE
Curriculum Assemblies with a values basis	Learning about and reflecting on religious celebrations such as Christmas, Hannukah, Eid, Diwali and others
Wellbeing provision	
Mindfulness sessions: PawsB and Dots	Visiting places of worship or receiving visits from local religious leaders
Outdoor learning and opportunities to learn about care for our environment	Whole school and key stage assemblies where big ideas and issues are discussed and we celebrate how our values are practically seen in our behaviour, ideas, principles and learning outcomes
Outdoor Learning and Forest School	Residential visits (Y6)
	School visits to a range of natural outdoor

	spaces  Time to discuss and reflect upon learning and experiences through learning dispositions
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Planned opportunities for spiritual development in all subjects can be seen across the school.

Children are given opportunities to reflect upon the meaning of spiritual experiences.

Examples of experiences commonly regarded as spiritual may include:

- Showing curiosity and asking 'big' questions
- Mindfulness and wellbeing
- Connection and belonging
- Self-awareness including feelings and emotional responses
- Deep feelings of what is felt to be ultimately important
- A sense of security, well-being, worth and purposefulness

The school has developed a climate within which all children can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals.

Moral Development	
Provision	How it is evidenced
School Behaviour Policy	Regular reviews of Behaviour Logs and associated behaviour processes
Religious Education curriculum	Whole school Assemblies which include the explicit discussion of school values and wider questions for the community and society
PSHE Curriculum (Cambridgeshire Personal Development Programme)	Weekly celebration certificates for children in assembly and published in school newsletter which celebrate children's achievements, learning dispositions and positive behaviours
Pupil Voice including School Council	Anti-bullying activities
Taking part in charitable projects and fundraising	E-Safety teaching and learning  Class circle times
Safer Spaces toolkit (Yrs 5&6)	Child participation in a range of pupil groups: School Council, sports teams and clubs
Individual support such as Zones of Regulation Colour Monsters	Charity appeals and fundraising

We support children to:

- Distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures
- To think about the consequences of their own and others' actions.
- Reflect and make responsible and reasoned judgements
- Ensure a commitment to personal values
- Have respect for others' needs, interests and feelings, as well as their own
- Develop a desire to explore their own and others' views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience

Our school develops pupil 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
- 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 practice moral decision making
- Rewarding expressions of moral insights and pro-social 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.

<b>Social Development</b>	
<b>Provision</b>	<b>How it is evidenced</b>
PSHE Curriculum	Debates, discussion, class PSHE books and individual work
PE curriculum	Participation in schools sporting events including inclusive and non-competitive events
Working together in teams	After School clubs including football and multi-skills, art, board games and drama
Pupil Voice including School Council	Participation in Musical events: choir concerts, Young Voices
Outdoor learning	Residential visit in Year 6
Forest School	

Charitable fundraising opportunities  Friends of Morley events	Wide range of off-site visits including adventurous activities (Year 3)  School community events such as the Welcome Picnic or summer fair.
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At Morley Memorial Primary School we recognise that pupils who are becoming socially aware are likely to be developing the ability to:

- Adjust to a range of social contexts by appropriate and sensitive behaviour
- Relate well to other people's social skills and personal qualities
- Work successfully and collaborate as a member of a group or team
- Share views and opinions with others
- Resolve conflicts maturely and appropriately
- Reflect on their own contribution to society
- Show respect for people, living things, property and the environment
- Exercise responsibility
- Understand how societies function and are organised in structures such as the family, the school and wider community
- Understand the notion of interdependence in an increasingly complex society

Our school develops pupils' 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

Cultural Development	
Provision	How it is evidenced
Expressive Arts curriculum	Languages spoken at Morley are made visible: 'In our class we speak...' and used in class
MFL curriculum	
School Visits	Children's work in the areas of Art and Design & Technology, as well as through cross curricular arts learning outcomes.
Participation in Arts Mark Award scheme	
Wider Arts and cultural experiences such as school performances or visiting performers	Specialist Music teaching in KS2
Participation in national initiatives such as the Take One Picture project from the National Gallery	Fine Art Friday in EYs
	Hosting for individual music lessons (CIMA)
World Book Day	School visits to museums, galleries, cinema and theatre locally and beyond
International Story Telling day	Meeting authors and illustrators
Shakespeare in Schools	Opportunities to take part in school productions and dramatic performances: EYs & KS1 Christmas production, including at outside venues (Shakespeare Year 5)
In-school voucher scheme and for children in receipt of Pupil Premium	Sports Day in school and other sporting events
Financial assistance for lower income families where needed	Funded spaces for sport activities, trips and visit to enable full participation for all children in activities that build 'cultural capital'

Children learn about and experience the diversity of other cultures both within modern Britain and throughout the world.

Children who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- An ability to reflect on important questions of meaning and identity
- An interest in exploring the relationship between human beings and the environment

Our school develops cultural capital by:

- Extending pupils' knowledge and use of cultural imagery and language
- Encouraging them to think about special events in life and how they are celebrated
- Recognising and nurturing all children's 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. as well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, museum and gallery visits

### **Learning Dispositions**

In addition to the curriculum links outlined above, children's SMSC development at Morley Memorial Primary School is closely aligned to the school focus on developing the learning dispositions of: being collaborative, courageous, motivated, curious, reflective and resilient.

We endeavor to weave opportunities to use and develop these dispositions throughout our school provision for all children.

### **Record Keeping and Assessment**

No formal record keeping system is in place for pupil's spiritual development, although comments pertaining to this area are often made through annual reports, parent consultations or acknowledged when assessing the RE curriculum.

Some children will have aspects for development highlighted through SEN provision or through work with the Wellbeing team.

Children's social development is assessed and recorded as part of the PSHE curriculum provision, as children's cultural development and learning is recorded through the art and music curriculum.