



Hunnyhill Primary School

Date of Review	27 th February 2018
Next Review Due	February 2020
Staff Responsibility	SMSC Lead/Headteacher
Responsibility FGB/Committee	FGB
Signed by Chair of Governors	

Spiritual, Moral, Social and Cultural Development Policy

INTRODUCTION

Our aim at Hunnyhill School is to ensure that children:

- Are reflective about beliefs, values and more profound aspects of human experience, using their imagination and creativity, and developing curiosity in their learning
- Are able to develop and apply an understanding of right and wrong in their school life and life outside school. Gain an understanding of their own rights and responsibilities and the need to respect themselves and others.
- Take part in a range of activities requiring social skills
- Embrace, develop awareness and celebrate diversity and individual's uniqueness in relation to the nine protected characteristics and British Values.
- Start to gain a well-informed understanding of the options and challenges facing them as they move through the school and on to the next stage of their education and training
- Nurture and develop an appreciation of theatre, music, art and literature
- Encourage and develop the skills and attitudes to enable them to participate fully and positively in democratic modern Britain
- Will respond positively to a range of artistic, sporting and other cultural opportunities
- Understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life.
- Begin to prepare for entry into a modern diverse British Society.

The four areas can be defined:

SPIRITUAL DEVELOPMENT: relates to an awareness of mystery through which reflection children acquire insights into their own personal being and their place in the world.

MORAL DEVELOPMENT: refers to a child's understanding, attitude and behaviour to what is right and what is wrong.

SOCIAL DEVELOPMENT: refers to a child's progressive acquisition of the competencies and qualities needed to play a full part in society.

CULTURAL DEVELOPMENT: refers to a child's developing understanding of beliefs, values and customs in social, ethnic and national groups different to their own.

SPIRITUAL DEVELOPMENT

- Giving children the opportunity to explore values and beliefs, including religious beliefs and the way in which they impact on their own and others' lives.
- Giving children the opportunity to understand human emotions and feelings, 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
- Is about the development of a child's 'spirit', personality and character
- Offering children the opportunity to appreciate the beauty and wonder of the natural environment
- Accommodating difference and respecting the integrity of individuals
- Have 'AWE' and 'WONDER' moments.

We will do this through:

School Council; celebrations and praise; use and visits to the local environment; science explorations in the grounds and local area; visits to the wider area; opportunities for gardening; celebration of religious festivals; RE; PSHE; Collective Worship; literacy; dance; music; art; drama; history and core learning skills for life.

MORAL DEVELOPMENT

- Providing a clear moral code for behaviour which is promoted consistently through all of school life
- Promoting the nine protected characteristics (as set out in the Equalities Act 2010) relevant to age and understanding of pupils
- Giving children opportunities to explore and develop moral concepts and values throughout the curriculum e.g. truth, justice, equality of opportunity, right and wrong
- Developing an open and safe learning environment in which children can express their views and make moral decisions
- Rewarding expressions of moral insights and good behaviour
- Modelling through the quality of relationships and interactions the principles we wish to promote e.g. fairness, integrity, respect for persons, child welfare, respect for minority interests, and resolution of conflict
- Recognising and respecting the cultures different from their own
- Encouraging children to take responsibility for their actions e.g. respect for property, care of the environment and code of behaviour
- Providing models of moral standards through the curriculum
- Reinforcing the school's values and beliefs.

We will do this through:

Displays around our school; all Curriculum Areas; celebration of religious festivals in RE; Behaviour Policy Safeguarding policy and practice; SEN policy; inclusion, Equal Opportunities; Celebration Assemblies; Collective Worship themes; SRE & PSHE; whole school charity events; School Council; reward systems; school and class rules; School Values, Social and Emotional, Aspects of Learning.

SOCIAL DEVELOPMENT

- Fostering a sense of community with common, inclusive values
- Promoting racial, religious and other forms of equality
- Encouraging children to work co-operatively
- Encouraging children to recognise and respect social differences and similarities e.g. where they live, different kinds of family models, age issues

- Providing positive corporate experiences e.g. special curriculum events, productions, assembly, school council
- Help children develop personal qualities which are valued in society e.g. thoughtfulness, honesty, respect for differences, moral principles, independence, inter-dependence, self-respect
- Help children relieve tensions between their own aspirations and those of the wider group
- Provide opportunities to participate in the democratic process and participate in making community decisions
- Providing children with opportunities to exercise leadership and responsibility
- Making members of the wider community welcome in our school and keeping them informed of developments

We will do this through:

Single Equalities policy; Home-School Agreement; events including Christmas & Summer fairs; involvement with community projects and events; partnership with local Churches; Open days; Website; newsletter; notice board; child librarians; votes in class on a variety of issues, KS2 buddies; Yr6 children with responsibilities; mixed year group curriculum events, RE; literature; PSHE & SRE; Playground buddies; Green Ambassadors

CULTURAL DEVELOPMENT

- Providing children with opportunities to explore their own cultural assumptions and values
- Celebrating the attitudes, values and traditions of diverse cultures
- Recognising and nurturing particular gifts and talents
- Developing partnerships with outside agencies and individuals to extend child's cultural awareness
- Reinforcing the school's cultural values through displays and photographs
- Using ICT and assemblies to extend knowledge and understanding of those from other cultural backgrounds
- We will do this through:
- Geography; RE; History; Literacy; Collective Worship; Art; Dance; Music; celebrating festivals; G&T events, local area sports events, school productions

PROMOTING TEACHING STYLES THAT:

- Value child questions and give them space for their own thoughts, ideas and concerns
- Enable children to make connections between aspects of their learning
- Encourage children to relate their learning to a wider frame of reference – for example asking 'why', 'how' and 'where' as well as 'what'
- Allow for reflection and time to reflect

ANSWERING CHILDREN'S QUESTIONS WHICH HAVE SPIRITUAL AND MORAL DEVELOPMENT IMPLICATIONS

Consideration is given to the age of the child and the situation in which a question arises

At all times we hope that we will be sensitive to the situation. It is our aim to respectfully share each other's views within the class/group and allow time for class discussion.

MEMBERS OF THE GOVERNING BOARD AND PARENTS

Regular contact is maintained with both members of the Governing Board and parents. We encourage parents to contact us about any issue that concerns them.