

Learning for Ourselves, Respect, We Can



Spiritual, Moral, Social & Cultural development Policy

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Lyndhurst Infant School Spiritual, Moral, Social and Cultural Development Policy

“Every child has the Right to think and believe what they want and also practise their religion, as long as they are not stopping other people from enjoying their rights.” Article 14

“Education should develop each child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as their parents, their own and other cultures, and the environment.” Article 29

Our School Values:

- Learning for Ourselves
- Respect
- We Can

At Lyndhurst Infant School we recognise that the personal development of children, spiritually, morally, socially and culturally (SMSC) plays a significant part in their ability to learn and achieve. We aim to provide an education that provides children with opportunities to explore and develop:

- Their own values and beliefs whilst respecting the values and beliefs of others
- Their own spiritual awareness
- Their own high standards of personal behaviour
- A positive and caring attitude towards others
- An understanding of their social and cultural traditions
- An appreciation of the diversity and richness of their cultures

Spiritual Development

Spiritual development refers to the children continuing a journey of self discovery about themselves, others and the world around them. It is about children experiencing awe and wonder by exercising their imagination, intuition and creativity. It will develop children with beliefs, for some these will be religious beliefs. Giving children time to reflect on opportunities and differing opinions will create a climate for this development.

At Lyndhurst Infant School we will facilitate this:

- Through engagement in classroom activities and assemblies, **which are closely linked to our monthly values.**
- By developing thinking skills through all areas of the curriculum. Encouraging them to reflect on their experiences, ask why and question their own thinking further.
- Through the children learning about different religious beliefs and concepts in RE lessons and assemblies.
- Through successful teaching whereby the children are given the confidence and skills to take part in discussions and debates.
- By delivering social and emotional learning through circle times, PSHCE lessons, Values Curriculum and RRS (Rights Respecting Schools).
- By learning to respect and enjoy the local environment – Beach Schools and Forest Schools
- **By teaching the fundamental British Values of democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.**

Moral Development

Moral development is helping children recognise and understand the difference between right and wrong. Children need to have a strong awareness of their actions and the consequences for making a wrong choice. They need time to address moral issues and understand the impact that their actions have on others. This links with the fundamental principles of democracy and fairness (see British Values statement).

At Lyndhurst we facilitate this by:

- Every class having a class charter based on rights, respect and responsibilities. Every child signs up to this charter.
- The whole school ethos of RRS providing a caring, nurturing environment for all.
- The whole school Behaviour policy – helps to develop the children's attitudes towards their learning and school life as a whole.
- All adults using positive RRS language in order for children to make the right choice. The children having clear consequences if they make the wrong choices. Issues such as discrimination and bullying are discussed and quickly acted upon.
- Using story books to begin to develop reasoned views about moral and ethical issues and understand and appreciate the viewpoint of others on these issues.

Social development

Social development is the term used to describe children having positive relationships with all. Children need a sense of belonging and the skills to communicate with others who belong to the same communities and different ones. Children need to work co-operatively in group work, have the ability to take on different roles and have a good team work ethos. Children need to be able to recognise and deal with their problems but need to be guided in how they do this. It is vital that children need to be equipped with these social skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. This links closely with the fundamental British Values of democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

At Lyndhurst we facilitate this by:

- Giving children different roles to play in group work: The observer, The scribe, The leader, The presenter etc so they recognise the importance of different roles and sharing each other's strengths.
- Engaging in problem solving activities and activities where there may not be a right/wrong answer.
- Opportunities to present their learning to others in a format meaningful to the individual

- Children having the opportunity to learn from each other's experiences throughout the whole curriculum and celebrating children's achievement in and out of school by rewards and recognition.
- International days and Young Interpreters
- Children are part of a democratic process by electing a school council (Lyndhurst Leader) member of their class and bringing issues to this person's attention so their views are valued and discussed.
- Throughout the whole curriculum, lessons facilitate effective discussion where children express opinions and listen to others.
- Modelling and scaffolding how to resolve conflicts effectively.
- Providing social skills support for groups of children who have difficulties in this area.

Cultural development

Cultural development will enable children to recognise and learn about their own cultures. It will also give children opportunities to learn about the diversity of different cultures and practices. This is highlighted in the RRS conventions of a child. It helps children form an identity and value where this has evolved from. Children need to be given time to reflect and respond to different opportunities for example artistic expression through drama, music, art and much more (see Tolerance section of British values statement).

At Lyndhurst we facilitate this by:

- Learning about their own culture and cultures of others through the teaching of Geography, History and RE.
- Celebrating National and local events and traditions such as the Jubilee, Christmas, Olympics, Children's Parade
- Children receiving global education by which children's perceptions on different cultures will be broadened and challenged.
- Children celebrating diversity.
- Children will take part in reflection of musical events and sporting opportunities.
- Children will take part in celebrations such as International Day

How the Wider Community contributes to the development of SMSC

- Children have the opportunity to take part in local singing, sporting, dance, arts and cultural events - meeting all the strands of SMSC.
- We provide a range of after school clubs such as football, karate, craft, ICT and dance. These are vital to the spiritual and social development of children.
- We provide a Breakfast club
- We have a number of visitors into school and into collective worship to discuss their jobs, cultures and interests. This embeds the Spiritual, Social and Cultural development of the children. (see visitors overview)
- The children go on various trips and visits to enrich their learning this is also key to the Spiritual, Social and Cultural strands of SMSC.

- Children are given many opportunities to respond to music. We have a composer of the month that the children listen to and have opportunities to discuss their response to the music and the feelings that it evokes.
- Creative practitioners come into school and work with specific year groups on particular projects to enrich their curriculum.
- We learn about Britain's democratic parliamentary system through voting for children to be Lyndhurst Leaders. The children have many opportunities to have a voice by voting on numerous things throughout the year (see Democracy section of the British Values statement)
- All assemblies embed and progress the moral development of all children
- Our resident Artist works on many projects and involves the children in many community events
- Children's work is displayed in buildings around the town – exhibits in museums, library, hotels
- Working with other locality schools on projects and with Chesswood in preparation for transition

Monitoring and Evaluation

- Through specific subject areas
- Pupil voice
- Behaviour and Racist Incident logs
- Work scrutinies and moderation
- Rights Respecting Schools
- Collective worship/assembly file
- British Values

*This Policy should be read in conjunction with our other Policies - Active Curriculum Policy, Behaviour Policy, Collective Worship Policy, RE Policy, PSICHE Policy, Inclusion Policy, Equal Opportunities, Child Protection Policy as well as the British Values statement and individual SMSC curriculum statement.