



Holy Trinity CE School

Spiritual, Moral, Social and Cultural Development Policy

January 2016

Rationale

The spiritual, moral, social and cultural development of the child is recognised as being of fundamental importance for the education of all children by Governors, staff and parents of our school. It is taught through all subjects of the curriculum and in particular RE. It supports all areas of learning and can contribute to the child's motivation to learn. It is recognised that such development will be most successful when the values and attitudes promoted by the staff provide a model of behaviour for the children. It enriches the individual's appreciation of life's experiences and their relationships with others.

General Aims

- To ensure that everyone connected with the school is aware of our values and principles.
- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- To ensure that pupils know what is expected of them and why.
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To enable pupils to develop an understanding of their individual and group identity.
- To enable pupils to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

Ethos and Aims of Holy Trinity CE School.

Our status as a Church of England school is fundamental to our ethos and purpose. We expect all our staff to support our Christian ethos and aims.

At Holy Trinity School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun.

Our motto is:

Alta Pete – Aim High

Let your light shine

The primary aim of the school is to help each pupil reach his or her full potential so that they may develop the attitudes, skills and knowledge to take full advantage of the opportunities available in their future lives.

We achieve this by:

- fostering the values, attributes and lifestyles that a Christian faith demands in the family, among friends, in the school and in the wider community.
- creating an environment for staff and pupils that is happy stimulating and supportive in which core values and beliefs of high expectations can flourish
- providing an appropriate balanced education designed to help each pupil reach their potential.
- ensuring that all staff have access to development opportunities in keeping with the needs of the school and individuals' expertise to enhance the educational opportunities for our children.
- providing effective management and organisation within the school to give clear guidance for its direction
- nurture the partnership role between School, Governors, Parents, ChristChurch and the wider community for the benefit of the children we are jointly responsible for.

SMSC at Holy Trinity

At Holy Trinity we believe that learning encompasses far more than just the subject areas of the National Curriculum. Spiritual, Moral, Social and Cultural development is the term used to encompass this dimension within schools. Ofsted also looks at this area when they inspect schools.

SMSC stands for **spiritual, moral, social** and **cultural development**.

Spiritual Development

Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

As a school we aim to provide learning opportunities that will enable pupils to:

- Sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought.
- Foster their emotional life and express their feelings.
- Experience moments of stillness and reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships.
- Reflect on, consider and celebrate the wonders and mysteries of life.
- Recognise and reflect on Christian approaches to Spiritual Development.
- Embrace diversity as a gift of creation

Spiritual development needs to be viewed as something fundamental to the human condition which is not necessarily experienced through the physical sense and/or expressed through everyday language. It has to do with relationships, with God for those who believe, and with other people. It has to do with the universal search for individual identity and with our responses to challenging experiences, the search for meaning and purpose in life and for values by which to live.

In developing the spirituality of children, we help them to become aware of:

- The human search for meaning and purpose of life which may lead to an understanding and belief of God
- The joy of being alive
- The beauty of the natural world
- The mystery and wonder of existence
- The world of imagination and creativity
- The value of the non-material dimension of life
- The need to understand and value oneself and one's feelings
- The need to understand the impact of our decisions on others.
- The need to recognise the feelings and achievements of others

The school will promote spiritual development through:

- Collective Worship – Holy Trinity is a Church of England School and as such the promotion and the understanding of Christianity and its values underpin Collective Worship.
- Fostering high self-esteem by encouraging children to take risks or face challenges in their learning within a secure and positive environment.
- Appreciating and creating opportunities for them to use their own creativity and imagination.
- Offering opportunities for aesthetic experience in art, music, dance, and literature.
- Making time for stillness and reflection which may lead to children coming to the threshold of prayer.
- Posing questions that encourage children to consider issues of meaning and purpose.
- Developing good listening skills in the children; the School will show that it is listening to them through its response to issues raised by them, e.g. through the Student Council.
- Showing that it is not always possible to provide an absolute answer and at such times it is a positive experience to value a variety of interpretations and responses.
- Improving co-operation and understanding in relationships, providing opportunities such as group activities where children have constructive and enjoyable interaction with others; it is important that they sometimes work with those children who they would not normally choose as partners.
- Fostering emotional well-being by encouraging children to express their feelings and yet to have the ability to control their emotional behaviour.
- Developing the capacity for evaluative reasoning and critical thought by encouraging children to look beyond the surface.

These opportunities appear across the curriculum although are clearly scheduled in RE, Collective Worship and the Creative Arts. As a school, we also value opportunities presented within all curriculum areas.

In this way, spiritual development encourages

- Self-awareness
- Reflection
- Reasoning
- A sense of enduring identity
- Good relationships
- Co-operation and empathy
- The formation of long term ideals
- Responsibility

Ofsted definition.

Pupils' spiritual development is shown by their:

- *ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in 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.*

Moral

Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Moral development

As a school we aim to provide learning opportunities that will enable pupils to:

- Recognise the unique value of each individual.
- Recognise the dignity of difference in others
- Recognise the challenge of Jesus' teaching and seek to apply to their own lives.
- Listen and respond appropriately to the views of others.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong.
- Show respect for the environment.
- Make informed and independent judgments.

This relates to the child's developing understanding of what accepted as "right", "wrong" and "fair" in society.

The School will try to build on the moral values within the home while accepting that there might be different approaches between home and school.

Moral development is concerned with:

- Developing the child's awareness and understanding of the moral code of the communities in which they live; these may or may not be statutory.
- Helping the child to realise that to enjoy rights we have to accept responsibilities.
- Developing the child's understanding of why rules are necessary.
- Developing the child's self-discipline so that rules are observed as a point of principle and not out of the fear of sanctions.
- Giving the child the knowledge and ability to question and to reason so that they are capable of deciding on the most appropriate action after considering its consequences.
- Develop the skills necessary to explain their own behaviour.
- Value physical well-being, privacy, feelings, beliefs and rights of others.

The School will promote the moral development of the child by:

- Ensuring everyone demonstrates respect at all times.
- Having a consensus of values that are stated clearly and owned by everyone, especially the children and involving the child in the evaluation of these.
- Building up the self-esteem of the child.
- Encouraging everyone within the school to behave in an acceptable way towards one another.
- Helping children to understand the consequences of their actions.

At our school our Moral Code is underpinned by our Golden Rules

- We are kind and helpful
- We respect and listen to everyone
- We always do our best
- We look after our school
- We are honest and polite

Ofsted definition.

Pupils' moral development is shown by their:

- *ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, 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.*

Social

Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the British values of democracy, the rule of law, liberty, respect and tolerance.

Social Development

As a school we aim to promote opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity.
- Learn about service in the school and wider community.
- Begin to understand the Christian values of social justice and a concern for the disadvantaged.

Ofsted definition.

Pupils' social development is shown by 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 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*

develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Cultural

Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

Cultural Development

As a school we aim to promote opportunities that will enable pupils to:

- Recognise the enduring value and richness of cultural diversity in Britain, and how these influence individuals and society.
- Recognise Christianity as a world faith.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.
- Develop an understanding that cultures are dynamic and are constantly being re-shaped.

The School will promote cultural development through:

- Exposing children to a wealth of stimuli from a variety of cultures. This will be taught through the whole curriculum. Visits out of school and visitors to the school will support this teaching.
- Encouraging tolerance and appreciation of the beliefs, values and customs of different cultures

Ofsted definition.

Pupils' cultural development is shown by their:

- *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*
- *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.*

Teaching and Organisation

Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural

contexts as possible.

Class discussions will give pupils opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, eg bullying, death
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider others' needs and behaviour.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.

Links with the wider community

Visitors are warmly welcomed into school. We have visitors from other faiths and different groups.

Links with the Church are fostered through links with Christ Church and the local team ministry of churches, St Alban's Cathedral and the Diocesan Board of Education (DBE).

The development of a strong home-school link is regarded as very important, enabling parents and staff to work in an effective partnership to support the pupil.

Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.

Monitoring and Evaluation

Provision for SMSC is monitored and reviewed on a regular basis. This is achieved by:

- Subject Leaders identifying aspects within their subjects to be included in teacher planning. Leaders monitor teacher plans and their evaluations and assessments.
- The Head Teacher shall have oversight of this policy and monitor the provision of SMSC.