



GREENWOOD ACADEMIES TRUST

KINGSWOOD PRIMARY ACADEMY

Spiritual, Moral, Social and Cultural Education Policy

Reviewed: December 2019

Next review: December 2021

At Kingswood Primary Academy, we believe that the planned promotion of the spiritual, moral, social and cultural development of our children is fundamental to our work as a school. These aspects are closely interconnected and this statement endeavours to identify the planned opportunities offered to our children at Kingswood Primary Academy.

The following sections outline the definitions for Spiritual, Moral, Social and Cultural development that we have adopted at Kingswood Primary Academy. In each section, there is also an explanation of how we will develop each aspect through the school curriculum as well as guidance on how children may display each quality.

The Link to PSHE

At Kingswood Primary Academy we follow the Jigsaw PSHE curriculum: Jigsaw PSHE is a comprehensive primary PSHE Scheme of Work for Years F1 and 2 to Year 6 (ages 3-11). The scheme of work provides a structured and developmental PSHE programme focused on building emotional literacy and social skills within a whole-school approach.

- Being Me in my World
- Celebrating Difference
- Dreams and Goals
- Health Me
- Relationships
- Changing ME

All of these themes touch upon SMSC strands of learning. These include:

- Self Awareness
- Managing Feelings
- Motivations
- Empathy
- Social Skills

It is important to have these elements in the primary curriculum as they enable use to be effective learners, they underlie almost every aspect of our lives, they enable us to get on with other people and enable us to be responsible citizens.

OFSTED Perspective

From 1 September 2002, every inspection team has included at least one inspector who has had specific training in the inspection of pupils' spiritual, moral, social and cultural (SMSC) development. This continues to be reinforced in the updated 2019 framework.

The statutory requirement that schools should encourage pupils' SMSC development was first included in the 1988 Education Reform Act. The Act began as follows:

'The curriculum for a maintained school (must be) a balanced and broadly based curriculum which —

- a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and**
- b) prepares such pupils for the opportunities, responsibilities and experiences of adult life.'**

This was followed by the Education (Schools) Act 1992 which stated that:

'The Chief Inspector for England shall have the general duty of keeping the Secretary of State informed about:

- a) the quality of the education provided by schools in England;**
- b) the educational standards achieved in those schools;**
- c) whether the financial resources made available to those schools are managed efficiently; and**
- d) the spiritual, moral, social and cultural development of pupils at those schools.'**

The Chief Inspector's general duty to report on pupils' SMSC development was reiterated in the School Inspections Act 1996. It is also reiterated in the latest Education Bill and OfSTED Framework.

An idea of what legislators had in mind when legislating for the inspection of pupils' SMSC development can be gained from a debate in the House of Lords in July 1996. This emphasised the need to establish the values schools should impart to pupils. It was clearly recognised that there is more to life than achieving high standards in academic subjects. The task was described as:

'... the training of good human beings, purposeful and wise, themselves with a vision of what it is to be human and the kind of society that makes that possible'.

Today, the belief of legislators and others in the importance of encouraging pupils' SMSC development remains strong. Whether talking about the family, teenage pregnancy, the misuse of drugs, ethics in business or politics, football hooliganism, homophobia, the promotion of good race relations, the consequences of social disadvantage, a failure to vote at elections, and the host of other issues which raise spiritual, moral, social and cultural issues, the debate very quickly turns to schools and the role they can play.

It is, therefore, not surprising that there have been recent, significant, national initiatives in personal, social and health education (PSHE), citizenship, SEAL, sex and relationship education (SRE), drug education, and careers education and guidance, all of which are linked to pupils' SMSC development.

British Values

British Values are implemented through the themes covered in the Academy Curriculum Map and ongoing planning. There are prominent displays that celebrate and promote British Values. Our academy aims and values also reflect this important aspect of teaching and learning. Children are aware of British Values through assemblies, class reflection/discussions, displays, PSHE and SMSC teaching and learning. There are planned values that are covered each term and these are linked to the 'Values Tree' in the academy hall.

Spiritual Development

Spiritual development is the development of the non-material element of a human being which animates and sustains us and, depending on our point of view; either ends or continues in some form when we die. It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose. It is about the development of a pupil's 'spirit'. Some people may call it the development of a pupil's 'soul'; others as the development of 'personality' or 'character'.

Children who are developing spiritually are likely to be developing some or all of the following characteristics:

- ☆ a set of values, principles and beliefs, which may or may not be religious, which inform their perspective on life and their patterns of behaviour;
- ☆ an awareness and understanding of their own and others' beliefs;
- ☆ a respect for themselves and for others;
- ☆ a sense of empathy with others, concern and compassion;
- ☆ an increasing ability to reflect and learn from this reflection:
- ☆ an ability to show courage and persistence in defense of their aims, values, principles and beliefs;
- ☆ a readiness to challenge all that would constrain the human spirit, for example, poverty of aspiration, lack of self-confidence and belief, moral neutrality or indifference, force, fanaticism, aggression, greed, injustice, narrowness of vision, self-interest, sexism, racism and other forms of discrimination;

- ☆ an appreciation of the intangible - for example, beauty, truth, love, goodness, order, as well as for mystery, paradox and ambiguity;
- ☆ a respect for insight as well as knowledge and reason;
- ☆ an expressive and/or creative impulse;
- ☆ an ability to think in terms of the 'whole'- for example, concepts such as harmony, interdependence, scale, perspective; and
- ☆ an understanding of feelings and emotions and their likely impact.

Please refer to the appendix for details of the range of opportunities provided for spiritual development at Kingswood Primary Academy.

Moral Development

Moral development is about the building of a framework of moral values for pupils which regulate their personal behaviour. It is also about the development of pupils' understanding of society's shared and agreed values. It is about understanding that there are contentious issues where there is disagreement and it is also about understanding that society's values change. Moral development is about gaining an understanding of the range of views and the reasons for the range. It is also about developing an opinion about the different views.

Children who are developing morally are likely to be developing some or all of the following characteristics:

- ☆ an ability to distinguish right from wrong, based on a knowledge of the moral codes of their own and other cultures;
- ☆ a confidence to act consistently in accordance with their own principles;
- ☆ an ability to think through the consequences of their own and others' actions;
- ☆ a willingness to express their views on ethical issues and personal values;
- ☆ an ability to make responsible and reasoned judgements on moral dilemmas;
- ☆ a commitment to personal values in areas which are considered right by some and wrong by others;
- ☆ a considerate style of life;
- ☆ a respect for others' needs, interests and feelings, as well as their own;
- ☆ 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.

Please refer to the appendix for details of the range of opportunities provided for moral development at Kingswood Primary Academy.

Social Development

Social development is about helping young people to work effectively with each other and to participate successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together. It is about functioning effectively in a multi-racial, multicultural society. It involves growth in knowledge and understanding of society in all its aspects. This includes understanding people as well as understanding society's institutions, structures and characteristics, economic and political principles and

organisations, roles and responsibilities and life as a citizen, parent or worker in a community. It also involves the development of the interpersonal skills necessary for successful relationships.

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, as a member of a group or team;
- ☆ challenge, when necessary and in appropriate ways, the values of a group or wider community;
- ☆ share views and opinions with others, and work towards consensus;
- ☆ resolve conflicts and counter forces which militate against inclusion and unity;
- ☆ reflect on their own contribution to society and to the world of work;
- ☆ show respect for people, living things, property and the environment;
- ☆ benefit from advice offered by those in authority or counselling roles;
- ☆ exercise responsibility;
- ☆ appreciate the rights and responsibilities of individuals within the wider social setting;
- ☆ understand how societies function and are organised in structures such as the family, the school and local and wider communities;
- ☆ participate in activities relevant to the community; and
- ☆ understand the notion of interdependence in an increasingly complex society.

Please refer to the appendix for details of the range of opportunities provided for social development at Kingswood Primary Academy.

Cultural Development

Cultural development is about pupils' understanding their own culture, other cultures in their town, region and in the country as a whole. It is about understanding cultures represented in Europe and elsewhere in the world. It is about understanding and feeling comfortable in a variety of cultures and being able to operate in the emerging world culture of shared experiences provided by television, travel and the Internet. It is about understanding that cultures are always changing and helping pupils understand and cope with change. Promoting pupils' cultural development is intimately linked with schools' attempts to value cultural diversity and prevent racism.

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

- ☆ an ability to recognise and understand their own cultural assumptions and values;
- ☆ an understanding of the influences which have shaped their own cultural heritage;

- ☆ an understanding of the dynamic, evolutionary nature of cultures;
- ☆ an ability to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, thereby challenging racism and valuing race equality;
- ☆ an openness to new ideas and a willingness to modify cultural values in the light of experience;
- ☆ an ability to use language and understand images/icons, for example, in music, art, literature which have significance and meaning in a culture;
- ☆ a willingness to participate in, and respond to, artistic and cultural enterprises;
- ☆ a sense of personal enrichment through encounter with cultural media and traditions from a range of cultures;
- ☆ a regard for the heights of human achievement in all cultures and societies; and
- ☆ an appreciation of the diversity and interdependence of cultures.

Please refer to the appendix for details of the range of opportunities provided for cultural development at Kingswood Primary Academy.

Policy Implementation

This policy will be implemented through:

- ☆ An agreed written policy put into practice;
- ☆ A planned programme of RE which includes festivals from a range of cultures;
- ☆ SMSC opportunities identified on Academy Curriculum Map
- ☆ Taking time for reflection and encouraging a sense of awe and wonder when opportunities arise;
- ☆ Take opportunities in PSHE and the curriculum and extended curriculum to reflect and praise examples of children's work or good deeds;
- ☆ Planned opportunities to visit and use the school grounds and the local area for purposeful study and reflection on the beauty of nature;
- ☆ The use of IT in planned opportunities to use appropriate web sites or CD ROMS to access information about festivals / aspects of other cultures;
- ☆ Planned visits from authors, artists, musicians, religious leaders.

Equal Opportunities

Equality of opportunity in SMSC at Kingswood Primary Academy is about providing equality and excellence for all, in order to promote the highest possible standards of achievement. The content of the SMSC curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:

- Boys and girls
- Children with special needs, including gifted and talented
- Children from all social, cultural and ethnic backgrounds
- Looked after children

Monitoring and Evaluation

A responsibility for monitoring SMSC at Kingswood Primary Academy is the shared responsibility of the Executive Principal and the SMSC Leader.

Monitoring of planning and curriculum delivery, as well as the wider curriculum, is undertaken periodically and feed back given to staff and the Senior Leadership Team. This then acts to inform staff about current issues and needs for future training and policy issues.

Appendix

At Kingswood we provide opportunities for children's spiritual development through:

- ☆ giving children the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives;
- ☆ where children already have religious beliefs, supporting and developing these beliefs in ways which are personal and relevant to them;
- ☆ encouraging children to explore and develop what animates themselves and others;
- ☆ encouraging children to reflect and learn from reflection;
- ☆ giving children the opportunity to understand human feelings and emotions, 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;
- ☆ accommodating difference and respecting the integrity of individuals; promoting teaching styles which:
 - value children's' 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';
- ☆ giving children the opportunity learn about different beliefs and views, and to develop the ability to express their own in an informed and unprejudiced way;
- ☆ encouraging children to appreciate that human endeavour is expressed in many forms and that there are, and have been, many ways in which different people express beliefs and live their lives as a form of spiritual expression;
- ☆ allowing time for children to reflect on and appreciate their own and others' work with a sense of value, emotion and feeling.
- ☆ giving children the opportunity to express a sense of delight at their own and others' achievements;
- ☆ developing an understanding that quality of life can be influenced through an interaction with other people, nature, the arts and sciences;
- ☆ recognising and valuing the worth of everyone's contribution to our school community;
- ☆ express themselves creatively within the curriculum and extra-curricular activities;
- ☆ providing opportunities for children to feel a wide variety of emotions through a response to experiences encountered in the curriculum and extra-curricular activities;
- ☆ planning for children to encounter and experience a spiritual dimension to human experience through, for example, reflection, poignancy, exhilaration, the wonder of growth and natural phenomena;
- ☆ using the local environment as a means to reflect on and celebrate nature as a source of inspiration;
- ☆ monitoring in simple, pragmatic ways, the success of what is provided.

At Kingswood we provide opportunities for children's moral development through:

- ☆ 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 practise moral decision-making;
- ☆ rewarding expressions of moral insights and good behaviour;
- ☆ making an issue of breaches of agreed moral codes where they arise - for example, in the press, on television and the internet as well as in school;
- ☆ modelling, through the quality of relationships and interactions, the principles which they wish to promote - for example, fairness, integrity, respect for persons, pupils' welfare, respect for minority interests, resolution of conflict, keeping promises and contracts;
- ☆ 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, assemblies and acts of worship;
- ☆ reinforcing the school's values through images, posters, classroom displays, screensavers, exhibitions, etc; and
- ☆ encouraging children to acquire self-discipline and make responsible use of their talents;
- ☆ encouraging children to distinguish between right and wrong and take responsible actions when deciding how they should act;
- ☆ practising those skills needed to form and sustain good relationships including; respect for privacy and property, loyalty, trust and confidence;
- ☆ encouraging children to acquire the will and ability to be responsible members of our community;
- ☆ promoting the values and attitudes which inform their musical response - for example, in responding to religious music;
- ☆ recognising, when appropriate, the moral dilemmas which may occur in particular social contexts e.g. when music is banned, adopted to represent a particular anti Semitic philosophy as with Wagner;
- ☆ understanding the context and functionality of music that is used to express particular religious beliefs or social contexts;
- ☆ recognising the values and attitudes that are attached to particular musical experiences in a religious and social context;
- ☆ monitoring in simple, pragmatic ways, the success of what is provided.

At Kingswood we provide opportunities for children's social development through:

- ☆ identifying key values and principles on which school and community life is based;

- ☆ fostering a sense of community, with common, inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish;
- ☆ encouraging pupils to work co-operatively;
- ☆ encouraging pupils to recognise and respect social differences and similarities;
- ☆ providing positive corporate experiences - for example, through assemblies, team activities, residential experiences, school productions;
- ☆ helping pupils develop personal qualities which are valued in a civilized society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence, self-respect;
- ☆ helping pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community;
- ☆ helping pupils resolve tensions between their own aspirations and those of the group or wider society;
- ☆ providing a conceptual and linguistic framework within which to understand and debate social issues;
- ☆ 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;
- ☆ working co-operatively and collaboratively with each other in the pursuit of shared goals;
- ☆ working with others in situations of trust and responsibility;
- ☆ understanding the importance of, and actively participating and contributing to the life of our school and the wider community;
- ☆ taking responsibility and care for others;
- ☆ agreeing and putting into practice accepted codes of social conduct;
- ☆ being aware of their social responsibilities within their own actions;
- ☆ interacting positively with other pupils;
- ☆ developing self-respect and commitment to others and tasks, and;
- ☆ monitoring in simple, pragmatic ways, the success of what is provided.

At Kingswood we provide opportunities for children's cultural development through:

- ☆ providing opportunities for pupils to explore their own cultural assumptions and values;
- ☆ presenting authentic accounts of the attitudes, values and traditions of diverse cultures, addressing racism and promoting race equality;
- ☆ extending pupils' knowledge and use of cultural imagery and language;
- ☆ 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;
- ☆ developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, concert and gallery visits, resident artists, foreign exchanges;
- ☆ reinforcing the school's cultural values through displays, posters, exhibitions, etc;
- ☆ auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum;
- ☆ drawing upon a broad range of cultural traditions to recognise and appreciate the experiences, values, traditions and work of others;
- ☆ experiencing personal enrichment from an understanding and appreciation of different traditions from children's own and other cultures and communities;
- ☆ recognising and appreciating that different cultures have similar and different ways of expressing their beliefs and emotions through the arts;
- ☆ recognising the contributions made by many cultures to musical development and the influences on and contributions to each other;
- ☆ developing appreciation of and sensitivity towards cultural traditions; and monitoring in simple, pragmatic ways, the success of what is provided.