

Spiritual, Moral, Social and Cultural Development Policy

Salcombe Preparatory School



September 2016

This policy applies to Salcombe Preschool (EYFS), Pre-Preparatory School and Preparatory School

Salcombe Preparatory School

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1 Policy Statement

This policy sets out to support all the aims of the School by ensuring that all pupils are properly cared for in a warm and caring environment and in a position to access the education that the School aims to provide. This policy applies to the whole School and the Early Years Stage.

The importance of pupils' Social, Moral, Spiritual and Cultural (SMSC) development is recognised in law.

- i. All schools, including those in the independent sector, are required to promote pupil's personal development.
- ii. SMSC is seen as an essential part of the educational process for individual pupils and, by implication, for society as a whole.
- iii. It is necessary to identify some common perception of what is meant by each of the terms, spiritual, moral, social and cultural and how we would expect pupils to develop in each area.

2 Defining the Terms Spiritual, Moral, Social and Cultural

2.1 Spiritual Development

Spirituality is some or all of the following:

- the essence of being human, involving the ability to surpass the boundaries of the physical and material.
- an inner life, insight and vision.
- an inclination to believe in ideals and possibilities that transcend our experience of the world.
- a response to God the 'other' or the 'ultimate'
- a propensity to foster human attributes such as love, faithfulness and goodness that could not be classed as physical.
- the inner world of creativity and imagination.
- the quest for meaning in life, for truth and ultimate values.
- the sense of identity and self-worth which enables us to value others.
- 'A spiritual sense can be seen as a prerequisite for learning since it is the human spirit that motivates us to reach beyond ourselves and existing knowledge to search for explanation of existence. The human spirit.
- engaged in a search for truth could be a definition of education, challenging young people to explore and develop their own spirituality and helping them in their own search for truth'.

[School Curriculum and Assessment Authority (SCAA) report (1996)]

A fundamental element of children's education and the adults they are to become, and a significant aspect of other areas of learning. Both spiritual and intellectual development is associated with curiosity, the inclination to question, and the exercise of imagination, insight and intuition. They relate to the ways in which individuals acquire personal beliefs and values and determine whether life has a purpose and, consequently, how they behave personally and in relation to others.

'Spiritual' is not synonymous with 'religious' but schools and inspectors need to recognise that some pupils will express their spiritual awareness in religious terms, while for others the spiritual quest involves other forms of expression.

A working definition of spiritual development

'Spiritual development is the development of the non-material element of being human which animates and sustains individuals and, depending on their point of view, either ends or continues in some form when they 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 'spirit'. Some people may call it the development of a pupil's 'soul'; other as the development of 'personality' or 'character'.

Pupils 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 other's 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 defence 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, truth, love, goodness, order, being moved by feelings of awe and wonder at the beauty of the world we live in, or the power of artists, musicians and writers to manipulate space, sound and language – as well as for mystery, paradox and ambiguity.
- a respect for insight as well as for 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.
- an understanding of feelings and emotions and their likely impact.

Our School is fostering pupils' self-awareness by encouraging some of the following in each year of the pupil's life at the School:

- giving pupils the opportunity to explore values and beliefs including religious beliefs and the way in which they affect peoples' lives.
- enabling pupils to develop a set of values, principles and beliefs to inform their perspective on life and their behaviour.
- encouraging pupils to explore and develop what animates and inspires themselves and others.
- encouraging pupils to express innermost thoughts and feelings through, for example, art, music, literature and crafts; exercising the imagination, inspiration, intuition and insight.
- encouraging pupils to reflect and learn from reflection.
- encouraging pupils' self-knowledge and awareness in terms of thoughts, responsibilities and experiences; and giving them the opportunity to understand human feelings and emotions, the way they affect people, and growing awareness of when to it is important to control emotions and feelings.
- developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected.
- accommodating difference and respecting the integrity of individuals.

Promoting teaching styles which:

- value pupils' questions and give them space for their own thoughts, ideas and concerns.
- enable pupils to make connections between aspects of their learning.
- encourage pupils to relate their learning to a wider frame of reference – for example, asking 'why?', 'how?', and 'where?' as well as 'what?'.
- monitoring in simple, pragmatic ways, the success of what is provided.

2.2 Moral Development

Moral development is about pupils building a framework of moral values which regulates their personal behaviour; developing an understanding of society's shared and agreed values; understanding that there are issues where there is disagreement and that society's values change; developing knowledge of a range of views on moral and ethical issues, the reasons for the range and their own response to the different views.

Debate about moral values, about their relativity to certain historical eras or cultural contexts and about the possibility of universal moral standards is at the heart of moral education and the task of schools is to promote, at an appropriate level, pupil's understanding of basic moral philosophy and the skills of analysis, debate, judgement and application to contemporary issues.

Pupils who are becoming morally aware 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 judgement 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.
- an understanding of the need to review and reassess their values, codes and principles in the light of experience.

Our School encourages pupils' moral development by:

- providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school.
- promoting measures to prevent discrimination on the basis of race, religion, gender, sexual orientation, age and other criteria.
- 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 people, 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.
- monitoring, in simple, pragmatic ways, the success of what is provided.

2.3 Social Development

Pupils who are socially aware adjust appropriately and sensitively to a range of social contexts. They relate to others and work successfully as a member of a team. Older people share their views and opinions and work towards trying to reach a sensible solution to problems. They show respect for people, living things, property and the environment.

Pupils who are becoming socially aware are likely to be able 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.
- understand the notion of interdependence in an increasingly complex society.

Our School encourages 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 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 civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, 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.
- monitoring, in simple pragmatic ways, the success of what is provided.

2.4 Cultural Development

Cultural development is about pupils' understanding their own background and culture and other cultures in their locality and in the country as a whole; understanding cultures represented in Europe and elsewhere in the world; 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 coping 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.
- an appreciation of the diversity and interdependence of cultures.
- providing opportunities for pupils to explore their own assumptions and values.
- presenting authentic accounts of the attitudes, values and traditions of diverse cultures.
- addressing discrimination on the grounds of race, religion, gender, sexual orientation, age and other criteria and promoting racial and other forms of 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 visits, gallery and museum visits, language trips, cultural visits, foreign exchanges.
- reinforcing the school's cultural values through displays, posters, exhibitions, etc.
- monitoring, in simple, pragmatic ways, the success of what is provided.
- Gathering evidence and making judgements on pupils' personal development – where to look

3 Monitoring and Evaluation

The School monitors its SMSC development through planning and monitoring. Recent leadership developments have placed responsibility on the pupils for developing themselves in each of the SMSC areas and they discuss these areas with their tutors.

Pupils' development is constantly monitored through the following:

- reporting procedures.
- tracking data.
- rewards and sanctions systems.
- behaviour logs.
- safeguarding questionnaire.
- pupil evaluation and review.
- staff and tutor meetings.
- lessons, activities, tutorials.

This policy is evaluated on an annual basis and in accordance with the School's evaluation cycle.

Appendix 1

SMSC Salcombe 2016 saved separately

Ownership and consultation	
Document sponsor (role)	Headmistress
Document author (name)	Sarah Davies

Audience	
Audience	All school staff

Document application and publication	
UK	Yes
Spain	No

Version control	
Implementation date	September 2016
Review date	September 2017

Related documentation	
Related documentation	<ul style="list-style-type: none">• Teaching and Learning Policy• Equality and Diversity Policy• Equal opportunities Policy• Curriculum Policy• SEN: EAL Policy• Admissions Policy• PSHE, Citizenship, SRE and Drugs Education Policies