

Sutton Courtenay CE Primary School Spiritual, Moral, Social and Cultural Statement May 2022



Aims and objectives

At Sutton Courtenay CE Primary School we strive to create a learning environment which promotes respect, diversity and self-awareness enabling pupils to develop an understanding of their individual and group identity. We also strive to equip them with the knowledge, skills, attitudes and values they will need to succeed in their future lives.

We will do this by:

- ensuring that everyone connected with the school is aware of our values and principles.
- ensuring a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- giving each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- enabling 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.
- giving each pupil the opportunity to explore social and moral issues, and developing a sense of social and moral responsibility.

Aspects of the Personal Development curriculum are planned to develop across five key themes:

- Leadership and higher calling. This means working with others and thinking about ideas bigger than your immediate concerns.
- Inclusive participation. This means making sure everyone is included, and thinking carefully about how we can adapt things so that everyone is part of action.
- Self care. This means knowing how to take care of yourself, and understanding protective behaviour choices.
- Presentation and advocacy. This means being able to express your ideas clearly and confidently to others to encourage them.
- Personal responsibility. This means being responsible for your own choices and for how you contribute.

This curriculum provides a wide range of opportunities for children to develop **spiritually**, **morally** and **socially**.

Spiritual Development

Definition - Spiritual development focuses on an individual's own personal beliefs and values and their resulting behaviours. Through spiritual development, children are able to understand their own feelings and emotions, and this enables them to reflect and to learn.

Spiritual development curriculum opportunities enable pupils to:

- Be curious and to express feelings of delight and wonder, (scientific investigations, new life, the global landscape)
- Empathise and consider the viewpoints of others, (debates, drama activities, discussing feelings and empathising with characters in familiar stories)
- Consider how a belief can change people's lifestyles, (R.E, investigating communities and faiths, historical case studies)
- Discuss what they think they have achieved and what they need to do to be successful in the future, (self-assessment, target setting activities)

Moral Development

Definition - Moral development means exploring, understanding and recognising shared values and considering the issues of right and wrong.

The classroom environment and curriculum promote moral development through:

- Codes of conduct and class rules agreed with children and displayed in the classroom
- Clear and consistent behaviour management strategies based on restorative practices
- Class and school assemblies that discuss moral values and cite expectations.
- Activities that enable pupils to give opinions and show their values.
- Discussing the choices made by the pupils and others and the resulting outcomes, character studies, studies of historical figures).
- The values of readiness, respect and responsibility are explicitly taught and modelled throughout the school

Social Development

Definition - Social development involves learners working effectively together and participating successfully in the school community as a whole. During a pupil's social development they gain interpersonal skills that allow them to form successful relationships and to become a positive team member.

Social skills are developed through:

- Modelling of positive social behaviour by all staff
- After school clubs
- Sporting activities
- Buddy and team games at play times and lunch times
- Turn taking and team building activities
- Pair and small group work within the classroom
- Working with others across the local community (toddler group, DAMASCUS parish youth group, cluster schools, close work with the PCSO, Open the Book Worship team)

Cultural Development

Definition - Cultural development enables learner's to develop an understanding of their own culture and of other cultures locally, nationally and internationally. It also means learning to feel comfortable in a variety of cultures and valuing cultural diversity.

Children are introduced to a regional and global perspective in life through:

- Links with local and international schools e.g. Kabubu primary school in Uganda
- Stories from different cultures
- First hand experiences through local visits, theatre, art and artists
- Visitors from the local and international community
- Being part of National and International fund-raising events
- Studies of a different lifestyle including different food, dress, festivals and places of worship.
- Learning about other cultures when raising money for charity
- Children are taught to understand the lifestyles and choices made by the variety of different cultures and faiths that exist within the school.

As a school we recognise the importance of these values because:

- People, staff as well as pupils, achieve better when they feel valued.
- Our beliefs and values influence the way we behave and the community that we live in
- Education is about the development of the whole person

Monitoring and review

The planning and coordination of SMSC are the responsibility of the RE/Worship subject leaders, who also:

- Support colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a strategic lead and direction for SMSC;
- Speaks to the children about different elements of SMSC and uses this to inform future planning.
- Uses specially allocated, regular management time to review planning of SMSC across the curriculum, evidence of the children's work and to observe elements of SMSC across the school.

Links with the wider community

- Visitors are welcomed into school.
- The development of a strong home-school link is regarded as very important, enabling parents, teachers and the wider community to work in an effective partnership to make sure that we give our pupils the best possible environment in which to grow, flourish and learn.
- Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.

Review - This statement will be reviewed by the Local Governing Body in September 2025