

SMSC Policy

Crayke Church of England Primary School



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Spiritual, Moral, Social, Cultural Development Policy

This policy is implemented in conjunction with our British Values Statement

We aim to combine high quality teaching with enjoyment of learning, whilst developing and preserving the Christian character of Crayke Church of England Primary School.

High professional standards, Christian values and strong links with our local community are the basis on which we seek to work with our extended school family, recognising and responding to the special worth, needs and potential of each individual.

We are a Christian foundation serving the whole community, embodying our school values of Respect, Determination, Friendship and Forgiveness in our nurture and encouragement of all.

Respect – Our school is a community which values and respects each member equally. We pay attention to each other's ideas, feelings and possessions, and take care of our school environment.

Friendship – Everyone needs friends. We encourage children to extend their friendship to all school members, showing support, generosity and love to each other.

Forgiveness – Forgiveness is at the heart of the Christian faith and we acknowledge that every member of the school community – children and staff – needs a fresh start from time to time. We aim to wipe the slate clean each day and not to hold grudges.

Determination – We know that life and learning are sometimes difficult and painful and that it is important to have courage and not to give up. We are committed to the achievement of our community, and of ourselves, for the benefit of us all. We are inspired by God's endless love and forgiveness for us, so that as members of Crayke School we promise to try our best in everything we do.

These values and virtues find expression in the curriculum, ethos and life of the school community through:

- spiritual development which fully recognises the religious dimension of education throughout the curriculum and in the daily act of collective worship;
- moral development which builds character enabling each child to have the courage to do what is right;
- cultural development which incorporates the Christian heritage of this country as well as the contribution made by other religions and cultures;
- mental and physical development which releases each child's full potential.

The spiritual, moral, social, cultural development of children in our school is an integral part of their daily lives – not merely an area to be explored or planned for in Religious

Education or Collective Worship. We aim to develop our children by enabling them to learn to value themselves, relationships, society and the environment.

Please see the relevant section of our website for additional information:

<https://craykeschool.org/british-values-statement/>

What do we value?

Ourselves

We value ourselves as unique human beings of intrinsic worth capable of spiritual, moral, intellectual and physical development and change.

On this basis we:

- develop an understanding of our own characters, strengths and weaknesses;
- develop self-respect and self discipline;
- clarify the meaning and purpose in our lives and decide, on the basis of this, how we believe that our lives should be lived;
- make responsible use of our talents, rights and opportunities;
- strive, throughout life, for knowledge, wisdom and understanding;
- take responsibility, within our capabilities, for our own lives.

Relationships

We value others for themselves, not only for what they have or what they can do for us.

We value relationships as fundamental to the development and fulfilment of ourselves and others, and to the good of the community.

On this basis we:

- respect others,
- care for others and exercise goodwill in our dealings with them;
- show others they are valued;
- earn loyalty, trust and confidence;
- work co-operatively with others;
- resolve disputes peacefully.

Society

We value truth, freedom, justice, human rights, the rule of law and collective effort for the common good. In particular, we value families as sources of love and support for all their members, and as the basis of a society in which people care for others.

On this basis we:

- understand and carry out our responsibilities as citizens;
- refuse to support values or actions that may be harmful to individuals or communities;
- support families in raising children and caring dependants;
- support the institution of marriage;

- recognise that the love and commitment required for a secure and happy childhood can also be found in families of different kinds;
- help people to know about the law and legal processes;
- respect the rule of law and encourage others to do so;
- respect religious and cultural diversity;
- promote opportunities for all;
- promote participation in the democratic process of our society;
- contribute to, as well as benefit fairly from our community;
- make truth, integrity, honesty and goodwill priorities in public and private life.

The Environment

We value the environment, both natural, as created by God, and humanity, as the basis of life and a source of wonder and inspiration and we accept our duty to maintain a sustainable environment for the future.

On this basis we:

- accept our responsibility to maintain a sustainable environment for future generations;
- understand the place of human beings within nature;
- understand our responsibilities for other species;
- ensure that development can be justified;
- preserve balance and diversity in nature wherever possible;
- preserve areas of beauty and interest for future generations;
- Repair, wherever possible, habitats damaged by human development and other means.

We look at subject areas, the broader curriculum and the whole school context as a basis for this awareness and involvement to grow.

Pupil Development

Spiritual development relates to that aspect of inner life through which people recognise qualities about themselves, others and the world around them, which are of enduring worth. It is characterised by reflection, the attribution of meaning to experience and exploring a non-material dimension to life. 'Spiritual' is not the same as 'religious'. All areas of the curriculum may contribute to spiritual development.

Moral development is concerned with the ability to make judgements about how to behave and act and the reasons for such behaviour. It requires knowledge and understanding and includes questions of intention, motive and attitude. Pupils should learn to distinguish between what is right and wrong in different contexts. They should be encouraged to take into account their own and other people's viewpoints as they develop a sense of responsibility in all aspects of life.

Social development involves growth in knowledge and understanding of society in all its aspects; institutions, structures and characteristics, life as a citizen, parent or worker in a community. Through this gain in knowledge and understanding people acquire the competencies and qualities needed to play a full and active part in society.

Cultural development refers to an increasing understanding and command of those values, attitudes, customs, knowledge and skills which, taken together, form the basis of identity and cohesion in societies and groups. It also involves varieties of aesthetic appreciation and opportunities for pupils to develop and strengthen their existing cultural interests.

The potential for spiritual development is open to everyone and is not confined to the development of religious beliefs or conversion to a particular faith. The term needs to be seen as applying to something fundamental in the human condition which is not necessarily experienced through the physical senses and/or expressed through everyday language. It has to do with relationships with other people and, for believers, with God. It has to do with the universal search for individual identity – with our responses to challenging experiences such as death, suffering, beauty and encounters with good and evil. It is to do with the search for meaning and purpose in life and for values by which to live.

We have looked at the eight dimensions of spiritual development.

Spiritual Development

Feeling and Emotions

All children experience feelings and emotions to do with the joys and challenges of relationships and their own life in all sorts of ways. Often they find it difficult to talk about this if they are being asked to talk about their own experiences, but lessons such as English provide an opportunity to project these into situations in other people's lives e.g. in novels, films, plays, poetry etc.

Children and young people may well have experienced stressful situations and perhaps they should have the opportunity to share these feelings and experiences with their peers.

Creativity

Many subject areas in the curriculum provide an opportunity for children to develop creativity, for example music, art etc.

Search for Meaning and Purpose

Religious Education is the most obvious subject in the curriculum where opportunities for discussion about meaning and purpose will arise. This should be not just education about different religions but about what religious questions mean to the individual. What do I believe? Where am I going? What is my life for? Do I believe in God? What happens to me when I die?

Relationships

The emphasis on teaching about relationships has tended in the past to concentrate on the moral and social development of young people, but a lot of relationships are also to do with developing spiritually. For example, one grows spiritually by deepening one's relationships and understanding one's relationships with other people and with God.

Self-awareness

Children and young people have an opportunity to think about themselves and their own development through, for example, areas of study raised in PSHCE.

A Sense of Awe, Wonder and Mystery

Crayke pupils develop the ability to think about, and develop for themselves, beliefs and values by which they can live. This achieved through studying concepts like celebration, the sacred, authority, religious belief and lifestyle and through exploring the fundamental questions of life.

Beliefs

As a Church of England School, our life and work is based on a distinctly Christian framework. However, we appreciate that children may come from different religious backgrounds and will always seek to ensure that their own beliefs are given the opportunity for expression and valued and respected by us all.

Experiencing Feelings of Transcendence

This concerns the area of belief in a God or some ultimate ground of being that lies behind all reality and experience. Broadly speaking it is discussing the question of whether there is a God and helping others to explore a sense of God's presence. In this respect it is not dissimilar to 6 above but is probably an appropriate area of discussion for Religious Education.

Moral Development

Moral development like spiritual development cannot be defined by one simple statement. It involves several elements: knowledge, understanding, skills and will.

Knowledge of the codes of conventions of conduct agreed by society.

Understanding of the criteria put forward as a basis for making responsible judgements on moral issues.

Skills the ability to make judgements on moral issues – as they arise by applying moral principles, insights and reasoning.

Will the will to behave morally as a point of principle – this attitude is fundamental to moral development.

Our ethos, school values and rules play a major part in the moral development of Crayke children.

Social Development

We believe we have a responsibility to offer opportunities which excite and challenge pupils. We should be continually aiming to strive to create an environment where individuals flourish and excel and celebrate all that is best in their experience as well as acknowledging the harsher realities of life. Through such a process self awareness, self esteem and self worth can develop in line with individual pupil progress both academically and socially.

There are obviously overlaps with spiritual, moral and cultural development. Religious education, collective worship, circle time and citizenship all contribute effectively. These are also against a background of good and effective behaviour and anti-bullying policies in a school.

Children need to learn about their continuing growth and development into adulthood and understand their responsibilities to self and in their relationships with family, friends and other people. We believe the following features of our school help us to promote the development of our children socially.

1. Adults as role models
2. Effective school rules that everyone abides by – prominently displayed and referred to.
3. Well organised, cared for and stimulating environments.
4. Clear well established consistent routines throughout school.
5. Setting clear, manageable targets in all areas of school life.
6. Social/moral themes as the focus for assembly.
7. Circle time.
8. Welcoming visitors and inviting them to look round school.
9. Giving children responsibility e.g. School Council

Cultural Development

Cultural development shows pupils understanding and feeling comfortable in a variety of cultures and experiencing a range of cultural activities (art, theatre, travel, concerts). Children develop the fundamental British Value of exploring, understanding and tolerance regarding the diversity of cultural traditions and beliefs of others.

We value and celebrate the cultural diversity of our school, our society and the world by:

- Promoting an appreciation of our own cultural tradition/s and encouraging an appreciation of other peoples' cultural traditions
- Celebrating the richness of culture and tradition
- Weaving global education themes through our curriculum

Although some of these statements can be open to various interpretations we, at Crayke School, have used them as a starting point and focus for how we look to developing our children culturally.

1. Through various curriculum areas, for example history, geography, art, music, drama, English, we aim to focus on the theme of 'culture' and plan to raise the awareness and the contributions the children have.
2. Extra curricular visits in and from school are aimed at widening the experiences of our children to encompass music and theatre with varying themes.
3. The school has a specific statement of commitment to multi-cultural education and anti-racist education.
4. In our school we make a commitment to developing the awareness and understanding of our Christian cultural heritage.

All the school activities effect the continuing development of a positive climate. We must ensure the curriculum is well planned and that learning should ideally be supported by a range of activities outside the classroom which contribute to pupil's personal and social development.