

Social, Moral, Spiritual & Cultural Policy



Approved by: Full Governing Board

Date: November 2019

Last reviewed: February 2023

Next review date: February 2026

SMSC POLICY

Our Vision and Ethos

“At Lulworth and Winfrith CE VC Primary School we are committed to providing an education that encompasses academic achievement, cultural experiences, sporting opportunities and spiritual nourishment.”

Our school vision is underpinned by ‘The Parable of the Mustard Seed’.

‘We nurture our children to become resilient learners, supportive friends and responsible citizens. Just as in the story of the mustard seed – to grow from something small to something mighty’.

‘We provide each child with opportunities and experiences that allow them to develop the belief and confidence that they can achieve anything’.

Our strong Moral and Christian Values permeate all that we do in our school and we believe that supporting children’s spiritual, moral, social and cultural development is key to promoting and fostering an inclusive and respectful culture within our school. Our school vision and ethos and Christian values of Belief, Fellowship and Harmony underpin our approach towards spiritual, moral, social and cultural development and this is further supported by the development of our learning values:

Resilience
Aspiration
Courage
Collaboration
Trust
Friendship
Respect
Kindness
Forgiveness.

Through our nurturing, positive and caring environment, we provide the opportunity for every child to grow and flourish and ensure that all children are ready for their next steps in their education. They learn to show kindness and respect to others and make valuable contributions as they move through their life.

1 Aims and objectives

1.1 At Lulworth and Winfrith CE VC Primary School we strive to create a learning environment which promote respect, diversity and self-awareness and equips all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives.

1.2 The curriculum provides a wide range of artistic, sporting and cultural opportunities that encourage pupils to work together and use imagination in their learning. Activities are planned that require pupils to reflect and empathise with others as well as giving them the confidence to share their opinions and develop their own view points.

1.3 We use the Jigsaw PSHE materials across school and closely link SMSC with our PSHE scheme of work. Opportunities are provided to promote the children's SMSC development across the wider curriculum.

2 Spiritual Development

2.1 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.

2.2 Our learning environment and curriculum

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)
- Opportunities to formulate and discuss 'Big Questions'
- Opportunities for prayer and to feel connected with God

3.1 Definition

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

3.2 Our learning environment and curriculum

The classroom environment and curriculum promote moral development through:

- Codes of conduct and Class Charters, agreed with children and displayed in the classroom
- Clear and consistent rewards and sanctions that children understand and believe to be fair.
- School and Class Worship that discuss moral values and 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.

3.3 Our School Learning Values

The values of Respect, Resilience, Courage, Collaboration, Friendship and Trust are explicitly taught and explored throughout the school as part of our Collective Worship programme and commitment to our school vision, values and ethos.

4 Social Development

4.1 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.

4.2 Our learning environment and curriculum

At Lulworth and Winfrith CE VC Primary School social skills are developed through:

- Modelling of positive social behaviour by all staff
- After school clubs and sporting activities
- Activities at play times and lunch times
- Pair and small group work within the classroom
- Working with others across the local community
- Showing an awareness of our responsibility as global citizens

4.3 Our School Learning Values

The values of Respect, Resilience, Friendship, Kindness and Forgiveness are explicitly taught and explored throughout the school as part of our Collective Worship programme and commitment to our school vision, values and ethos.

5 Cultural Development

5.1 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.

5.2 Our learning environment and curriculum

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

- Links with local and international schools
- Stories from different cultures
- First hand experiences through local visits, theatre, art and artists
- Visitors from the local and international community
- 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 and value the lifestyles and choices made by the variety of different cultures and faiths that exist within the school.

8 Monitoring and review

8.1 The planning and coordination of SMSC are the responsibility of the Senior Leadership Team and RE Leader, who also:

- Supports 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.
- Plans termly staff meetings to explore identified values and the SMSC links that may exist within these.