



## Spiritual, Moral, Social and Cultural Development Policy

### Vision Statement

Our vision, "Where everyone grows" is rooted in "I have come that that they may have life, and have it to the full" (John 10.10) We believe that education must equip people of all ages with the skills to maximise their engagement with the world around them and education must develop academic, spiritual, emotional and personal growth.

### Mission Statement

Where Everyone Grows

#### Aims of the School

- To be an inclusive school in which all learners are given equality of opportunity and treated fairly.
- To provide academic excellence by providing teaching and learning of the highest quality and by promoting the moral, cultural, spiritual, social and physical development of our pupils.
- To provide a rich and varied curriculum, in line with national requirements, that ensures that all children are challenged to achieve their best, have high aspirations and become confident, independent learners in exciting and well-managed classrooms.
- To promote and nurture Christian and family values within a happy environment where everyone feels valued and secure.
- In developing Christian values we will aim for all children to have respect and understanding for different cultures and religions and an increased knowledge of the global community.
- To provide a happy, welcoming, safe and stimulating environment which promotes curiosity, creativity, enjoyment and interest in all aspects of learning.
- To develop flourishing school, home, church and community links.

## **Introduction:**

In contrast to the policies for specific curriculum subjects, this policy relates to the whole life of the school, of particular importance in promoting spiritual, moral, social and cultural development (SMSC) is the example set by adults in the school, the quality of relationships and the standard of daily collective worship. Spiritual, Moral, Social and Cultural development in a church school is distinctive because these four aspects of the school curriculum are inextricably rooted in the reality of God the Holy Trinity - Father, Son and Holy Spirit. The Religious Education curriculum in a church school is the place where excellent and distinctive SMSC is seen most clearly.

At Hovingham & St Hilda's, Ampleforth, CE VC Primary Schools spiritual, moral, social, and cultural development will be promoted not only through all the subjects of the curriculum but also through the ethos of the school and collective worship.

## **Rationale:**

The Education Reform Act (1988) requires the curriculum of a maintained school to 'promote the spiritual, moral, cultural, mental and physical development of pupils at the school:

- Provision for SMSC development will be inspected by both OFSTED and Section 48 inspectors.
- All maintained schools-including church schools – must provide a daily act of Collective Worship for all registered pupils.
- The connection between good results in the curriculum and high standards in SMSC development is widely acknowledged and is evident in a significant number of OFSTED reports.
- The SMSC aspects of education concentrate on the development of the pupil as an individual and as a personality, aiming to enrich and extend the human existence of each child in relation to the values, attitudes, beliefs and consequent behaviour acquired during school years.

## **Definitions:**

Spiritual development is concerned with exploring those dimensions of human experience which helps pupils consider their thoughts, feelings and relationships more deeply and, in particular, to consider those things which are of special significance, such as people, places, objects and stories. It is to do with the search for meaning and purpose in life and for values by which to live. All areas of the curriculum may contribute to pupils' spiritual development.

Moral development is concerned with pupils' ability to make judgements about how they should behave and act and the reasons for such behaviour. It refers to their knowledge, understanding, values and attitudes in relation to what is right or wrong. The system of rules and codes of behaviour established in our school (including

Reward Systems, rules based on values) is an important early introduction to issues of fairness for all and to the consequences of operating outside the accepted rule system. Pupils are encouraged to understand the need for a common code and to follow it from conviction rather than because of consequences or sanctions. Moral development based on Christian principles, should enable pupils to become increasingly responsible for their own actions and behaviour.

Social development refers to the development of abilities and qualities that students need to acquire if they are to play a full and active part in society. It also relates to the growth of knowledge and understanding of society in all its aspects.

The school, but in particular the classroom, provides a suitable environment for promoting social development within a Christian context. Pupils learn to lead, to use their initiative and to use individual skills and strengths when working together towards a common goal. The ability to be led to support others and to recognise the different skills of other group members can be developed when children work co-operatively.

Cultural development refers to the development of knowledge and understanding of differing cultural beliefs, customs and traditions. It is an increasing appreciation of the systems of values and attitudes which form the basis of identity and cohesion within societies and groups.

### **Spiritual development**

*For you created my inmost being; you knit me together in my mother's womb. I praise you because I am fearfully and wonderfully made; your works are wonderful.*

*Psalm 139.13-14*

Spiritual development within RE in a church school enriches and encourages the pupils' discovery of God the creator, of their 'inmost being' and of the wonder of the environment.

### **This is promoted through:**

- Exploring their relationship with God and the sense that they are his children, unique and loved by him;
- Exploring and experiencing prayer and worship from a variety of Christian traditions;
- Giving thanks to God for all aspects of school life;
- Discussing and reflecting upon key questions of meaning and truth such as the existence of God, the origins and purpose of the universe, good and evil, life after death;
- Considering the value of human beings and their relationship with God, with one another and with the natural world;
- Discovering how the creative and expressive arts enable spiritual development;
- Opportunities to discuss feelings and emotions openly;

- Recognising and encouraging the use of personal and group gifts and talents;
- Opportunities to develop their gift of imagination and creativity;
- Encouraging curiosity and questioning so that their own views and ideas on religious and spiritual issues can be developed within a secure environment where faith is valued;
- Developing a sense of personal significance and belonging;
- Encountering Christian fellowship.

### **Moral development**

*Do not be conformed to this world, but be transformed by the renewing of your minds, so that you may discern what is the will of God – what is good and acceptable and perfect.*

*Romans 12.2*

Moral development in RE in a church school is based on the teachings of Jesus Christ, which offer pupils a secure foundation stone on which to make decisions and build their lives.

#### **This is promoted through:**

- Developing a sense of right and wrong based on the teaching of Jesus Christ;
- Recognising the values identified within the Bible: truth, justice, trust, love, peace, compassion, forgiveness, reconciliation and redemption;
- Learning to follow a path through the conflicting demands of faith, family, peers, society, the media and the world of ideas;
- Recognising the importance of personal integrity;
- Developing mutual respect across racial and religious divides;
- Recognising that people's rights also imply responsibilities;
- Developing a sensitive conscience.

### **Social development**

*As I have loved you, so you must love one another. By this everyone will know that you are my disciples.*

*John 13.34-35*

Social development in RE in a church school develops pupils' understanding of what it means to live in a Christian community where Jesus' command to love one another is put into practice.

**This is promoted through:**

- Developing a sense of empathy, compassion and concern for others;
- Building relationships within the school and between the school, the parish and the local community;
- Considering how Christian beliefs affect decisions at local and national level;
- Investigating social issues from the perspective of Christianity and of other faiths, recognising the common ground and diversity that exists between them;
- Providing opportunities for pupils to articulate their own views on a range of current issues and to show respect for the opinions of others and a willingness to learn from their insights.

**Cultural development**

*There is neither Jew nor Greek, slave nor free, male nor female, for you are all one in Christ Jesus.*

*Galatians 3.28*

Cultural development in RE in a church school provides opportunities to develop an understanding of Christianity as a worldwide, multi-cultural faith that has an impact on the lives of millions of people.

**This is promoted through:**

- promoting an understanding of Christianity from a global perspective through encounters with people, literature and the creative arts from different cultures;
- exploring the diversity of Christianity worldwide with particular reference to the diversity of the Anglican community;
- considering the relationship between British and European culture and Christianity;
- appreciating the diversity of cultures within Britain.

**Taken from The National Society Excellence and Distinctiveness Guidance on RE in Church of England Schools document (2005).**

**Provision of Opportunities:**

Spiritual, moral, social and cultural development does not take place in any one aspect, in isolation of other aspects of school life.

## **Ethos:-**

At Hovingham & St Hilda's, Ampleforth CE VC Primary Schools we aim to create a welcoming, secure community in which children can develop to their full potential and experience the richness of educational opportunity within the National Curriculum.

We endeavour to provide an environment and ethos, in which children and adults can grow and develop in spirituality and where positive attitudes and consistency together with a very strong staff team provide children with good role models, and similarly, older children are expected to demonstrate good behaviour to younger children. All children are valued equally whatever their stage of development, and are entitled to maximum success. The ethos encourages safe, sensible behaviour incorporating good manners, consideration, courtesy and respect for others whilst encouraging imagination, inspiration and reflection.

## **Within R.E, Collective Worship and PSHCE, the School will:-**

- Allow pupils to investigate and reflect upon their own beliefs and values.
- Provide opportunities for pupils to share what is meaningful and significant to them, including the 'darker' side of life.
- Provide opportunities for prayer/reflection/silence, the exploration of inner space.
- Encourage a balance of music, speech, silence and the creative arts when exploring spiritual development.
- Explore the use of symbol, image, allegory and metaphor in the curriculum
- Explore what commitment means.
- Emphasise the Christian moral perspective whilst also offering models of morality in other faiths.
- Promote respect for people and property
- Build the School Community.
- Promote an understanding of the difference between right and wrong.
- Help pupils understand how their actions affect others.
- Praise good behaviour positively and reward publicly.
- Provide opportunities to discuss and explore differences, similarities, equal rights, peer pressure and discrimination.
- Promote a sense of justice.
- Provide opportunities to acquire and develop those skills, values and attitudes which enhance willingness to participate, to work co-operatively and help others.
- Learn about society including the family, the local community, the world of work and the social, legal, religious, economic and political aspects of life.

### **Within the Curriculum, the School will: -**

All subjects contribute to the spiritual, moral, social and cultural development of pupils by:

- Exploring an imaginative approach to the world
- Developing a sense of enquiry and open-mindedness
- Developing an awareness of order and pattern in the world
- Creating an atmosphere that enables pupils and staff to speak about their beliefs
- Fostering a sense of respect for the integrity of each person
- Encouraging pupils to develop a personal view on ethical questions raised in science
- Developing responsibility in learning and setting personal targets
- Listening to the view points and ideas of others
- Acquiring a code of behaviour when visiting a place of worship
- Learning about another culture presented through a cross-curricula approach (see guidance)

### **Beyond the Formal Curriculum, the School will:-**

- Encourage pupils in personal conversations and during discussions in lessons, to express such feelings as wonder, change, unease, injustice or inequality whilst listening carefully to others' questions and responses
- Treat pupils, staff and governors with respect, regardless of personal feelings
- Invite close involvement with the church, and regular participation in church services
- Set high expectations through formal discussion that will lead to raised awareness of high moral standards inside and outside the classroom
- Provide pastoral care from all staff giving pupils the chance to see caring in action
- Provide opportunities to welcome or give a vote of thanks to visitors and visits from outside school culture.

There are various out of school activities and community links and these reflect the importance Hovingham and St Hilda's, Ampleforth CE VC Schools put on these opportunities to develop children's interests, talents and abilities whilst supporting and enhancing the curriculum.

Out of school activities across the Federation vary between the schools and across the school year and include; Sports, Music, Cricket, Green Gang (Environmental Club & St Hilda's)

The School supports various charities including:

Children in Need, Comic Relief, Sports Relief, Candlelighters, Poppy Appeal, NSPCC, Children's Society, International Appeals, Foodshare

School Events include:

- Comic Relief
- Parent Assemblies
- Leavers' Service
- Coffee afternoons
- Harvest Service at church
- Nativity
- Community Police Visits
- Sports Day
- World Book Day
- Children in Need
- Federation Christingle Service
- Bikeability

Visitors to school:-

Clergy, police, health professionals, fire brigade, parents, dancers, musicians, sports coaches, sports personality

Links with Local Community:-

- Churches – All Saints (Hovingham) & The Church of St Hilda (Ampleforth)
- Harvest Festivals
- Christingle Service
- Hovingham Market
- Hovingham Village Newsletter

Links with other schools:-

- Y6/7 Transfer – children visit secondary school and some staff from secondary visit school. Most children transfer to Ryedale School however we also have links with Malton School and several independent schools
- St Alban's Centre, Ampleforth (Swimming)
- Ryedale Sports Partnership
- Howardian Small Schools Alliance
- Esk Valley Teaching Schools Alliance

Visits vary from year to year but have included:-

Countryside Day at Duncombe Park, Robin Hoods Bay, Ryedale Folk Museum, Scarborough Pantomime, Bradford Mosque, York Minster (KS2), Crucial Crew (Y6), Ryedale Book Festival, Chocolate Story, Thackray Medical Museum, Residential visits to Edinburgh and Bewerley Park (alternate years)

The SMSC co-ordinator, Mr James Pynn will:

- Advise colleagues on resources, policies and information
- Ensure that the policy for SMSC reflects the aims of the school and takes into account guidance offered by the Diocese and LA.
- Involve all staff in decisions and policy making
- Attend relevant in service and disseminate information to staff

Links with other policies:

Other policies closely linked to SMSC development include:-

- Collective Worship Policy
- R.E Policy
- Bullying Policy
- Behaviour Policy
- Equal Opportunities Policy
- Personal, Social and Health Education and Citizenship Policy

Author /Signed	James Pynn
Adopted by	Governing Body  Signed _____ Date _____ (Chair of Governors)
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