



# Yarrells School & Nursery

## SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT (SMSC) POLICY

Policy Lead (Position (and Initials)): **Head of Pastoral Care (TL)**

Date of latest update: **May 2021**

Date of Next Review: **July 2022**

Yarrells is a happy school, where children learn and achieve in all areas in a safe, caring environment. Our aim is for each child to achieve his/her maximum potential and to socially mature in preparation for their next step on the academic ladder and to have a varied, well-balanced and stimulating time at school, which they should enjoy.

Our school values the individuality of all of our children. We are committed to giving each one every reasonable opportunity to achieve the highest of standards. We offer a broad and balanced curriculum, and have high expectations for all pupils. The achievements, attitudes and well-being of all our children matter. Yarrells promotes the individuality of each child, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

### **The main aims at Yarrells are to:**

- educate pupils intellectually, socially, morally, aesthetically, physically and spiritually
- give instruction in the basic skills, namely reading, numeracy, oracy and literacy, by the most effective methods available to us
- encourage the development of all pupils: to encourage respect for other people; to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of Yarrells as well as to society more widely
- enable pupils to develop their self-knowledge, self-esteem and self-confidence
- instil in pupils a sense of decency, commitment, self-reliance, responsibility, respect for others and healthy self-esteem
- enable pupils to distinguish right from wrong; to encourage respect for democracy and support for the democratic process and to respect the civil and criminal law of England
- enable pupils to acquire the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- To preclude the promotion of partisan political views, and ensure that pupils are always presented with a balanced set of opposing views in both school lessons and extra curricular activities
- create an atmosphere that is relaxed but purposeful, and facilitate the achievement of these aims by forming the best possible relationships between teachers, children, parents and others involved
- To further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures

## **Values and precepts**

We want our pupils to achieve their full potential and to become positive members of the community by embracing, with us all, the following precepts:

- to tell the truth
- to respect the rights and property of others
- to act considerately towards all living things
- to help those who are weaker and less fortunate than ourselves
- to take personal responsibility for all our actions
- to develop self-discipline.

The values underlying these precepts are reflected also in school rules:

- to be polite towards adults and towards other pupils
- to try our best in everything we do
- to respect and care for other people and their property
- to be proud of our school and to take care of it
- to be honest and truthful.

## **The Nature of Spiritual, Moral, Social and Cultural Development (SMSC)**

Spiritual, Moral, Social and Cultural Development is concerned with relationships with other people and, for those who have a faith, with God. It concerns the search for individual identity and our responses to challenging experiences, such as death, suffering, beauty; and encounters with good and evil. It is also concerned with the search for meaning and purpose in life and for values by which to live.

### **Spiritual Development**

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.

Children's spiritual development can be seen in terms of:

- **Feelings and Emotions:** The sense of being moved by beauty or kindness; hurt by injustice or aggression; a developing awareness of when it is important to control emotions and feelings, and how to learn to use such feelings as a source of growth.
- **Creativity:** Expressing innermost thoughts and feelings through, for example, art, music, literature and crafts; exercising the imagination, inspiration, intuition and insight.
- **Self-knowledge:** Awareness of oneself in terms of thoughts, feelings, emotions, responsibilities and experiences; a growing understanding and acceptance of individual identity; the development of self-respect.
- **A sense of awe, wonder and mystery:** Being inspired by the natural world, mystery, human achievement or acts of generosity and selflessness.
- **Search for meaning and purpose:** Considering aspects of hardship or suffering; reflecting on the origins and purpose of life; responding to challenging experiences of life such as beauty, suffering and death.
- **Relationships:** Recognising and valuing the worth of each individual; developing a sense of community; making a difference with those near them and in the wider and more distant community; and the ability to build relationships with others.
- **Beliefs:** The development of personal beliefs, including religious beliefs; an appreciation that people have individual and shared beliefs and developing an understanding of how beliefs contribute to personal identity.

- Experiencing feelings of transcendence: Feelings which may give rise to belief in the existence of a divine being, or the belief that one's inner resources provide the ability to rise above everyday experiences.

## **Moral Development**

Children's moral development can be seen in terms of:

- The will to behave morally as a point of principle which is fundamental to Moral Development.
- Knowledge of the codes and conventions of conduct agreed by society, in terms of norms and acceptable behaviour, as well as those prescribed by law.
- Knowledge and understanding of the criteria accepted as a basis for making responsible judgments on moral issues.
- The ability to make judgements on moral issues, as they arise by applying moral principles, insights and reasoning.

## **Social Development**

- Pupils will develop an understanding and rights of being members of families and communities (local, national and global) and an ability to relate to others and to work with others for the common good.
- They will display a sense of belonging and an increasing willingness to participate.
- They will develop the knowledge, skills, understanding, qualities and attitudes they will need to make an active contribution to the democratic process in each of their communities.

## **Cultural Development**

- Pupils will acquire an understanding of cultural traditions and an ability to appreciate and respond to a variety of aesthetic experiences.
- They will learn to respect their own culture and that of others.
- They will develop an interest in others' ways of doing things and curiosity about differences.
- They will develop the knowledge, skills, understanding, qualities and attitudes they will need to understand, appreciate and contribute to culture.

## **Implementation**

In terms of the ethos of the school and the day to day situations that arise, children will be taught:

- To distinguish between right and wrong;
- To articulate their own attitudes and values;
- To take responsibilities for their own actions;
- To recognise the moral dimension to situations;
- To understand the long and short-term consequences of their actions for themselves and others;
- To develop for themselves a set of socially acceptable values and principles, and set guidelines to govern their own behaviour;
- To recognise that their values and attitudes may have to change over time;
- To behave consistently in accordance with their principles

All children, regardless of ability, gender or cultural background will receive the same teaching with consideration of their views and needs.

At Yarrells, we realise the potential for spiritual development is open to everyone and is not confined to a particular faith. To limit spiritual development in this way would be to exclude from its scope the children in our school who do not come from overtly religious backgrounds.

### **Contexts for Promoting Spiritual, Moral, Social and Cultural Developments**

In addition to the day to day opportunities that arise to promote SMSC, it is possible to identify different contexts where suitable occasions for promoting SMSC arise, such as:

- Religious Education, PSHCEE and other subjects timetabled at school
- School Assemblies
- Visits to places of worship
- Teaching and learning strategies
- The quality of relationships between staff and pupils and between pupils
- Teachers and support staff as role models
- The ethos and values of the school, as promoted and lived out through the school charter, the rewards and sanctions structures and the promoting good behaviour policies
- Offsite visits, visitors, clubs and extracurricular activities