

LOUDWATER COMBINED SCHOOL

Spiritual, Moral, Social, and Cultural Development Policy

“Loudwater Combined School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. Please refer to our Safeguarding Policy.”

Rationale

In our School the ethos is founded on broadly Christian values and beliefs and in particular on the unique capacity and worth of each individual.

Spiritual development needs to be viewed as something fundamental to the human condition which is not necessarily experienced through the physical sense and/or expressed through everyday language. It has to do with relationships, with God for those who believe, and with other people. It has to do with the universal search for individual identity and with our responses to challenging experiences, the search for meaning and purpose in life and for values by which to live.

Moral development is principally about the pupils’ progressive acquisition of the competences and qualities needed to play a full part in society.

Social Development is about developing pupils’ understanding of their individual and group identity and learning about participating in and contributing to the school and wider community.

Cultural development is principally about pupils’ understanding of those beliefs, values, customs, knowledge and skills which taken together, form the basis of identity and cohesions in societies and groups.

SMSC is a dimension of the whole school experience, which makes the curriculum relevant, stimulating, creative and fun. It enriches each subject and the ethos of our school and is an essential ingredient of school success. The SMSC policy provides the school with the opportunity to meet our Public Sector Equality Duty (PSED) to

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

Through the spiritual, moral, social and cultural development of our pupils we will also explore and deepen their understanding of fundamental British values:

- democracy.
- the rule of law.
- individual liberty.
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

How will our pupils demonstrate their understanding of SMSC?

Spiritual Development

Pupils’ spiritual development is shown by their:

- beliefs, religious or otherwise which inform their perspective on life and their interest in as respect for different people’s feeling and values.
- Sense of enjoyment and fascination in learning about themselves, others and the world around them including the intangible.
- use of imagination and creativity in their learning,

- willingness to reflect on their experiences.

Moral Development

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong and the readiness to apply this understanding in the own lives.
- Understanding of the consequences of their actions.

Social Development

Pupils' social development is shown by their:

- Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- Willingness to participate in a variety of social settings, cooperating with others and being able to resolve conflicts effectively
- Interest in and understanding of, the way communities and societies function at a variety of levels

Cultural Development

Pupils' cultural development is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage.
- Willingness to participate in and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.
- Interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

Principles of Teaching and Learning

Spiritual, Moral, Social and Cultural development will be achieved through the whole curriculum which includes the subjects taught and the activities and experiences which make up the broader curriculum. The appendices illustrate how we currently promote this development and how we intend to extend this work.

The word 'development' suggests that the child can make progress. It is important to recognise that this is not necessarily a linear process but the following steps illustrate a possible path of progression:

- Recognising the existence of others as independent from oneself;
- Becoming aware of and reflecting on experience;
- Questioning and exploring the meaning of experience;
- Understanding and evaluating a range of possible responses and interpretations;
- Developing personal views and insights;
- Applying insights gained with increasing degrees of perception to one's own life.

Conclusion

The impact of this policy will be determined by viewing our children as they work and play in the school community. The quality of relationships and responses to the world around them will indicate the extent to which the school is fulfilling its aims.

This policy will be reviewed at least every three years.

Reviewed January 2024

Appendix 1

Provision for the development of spiritual values.

Pupils are reflective about beliefs, values and more profound aspects of human experiences, using their imagination and creativity, and developing curiosity in their learning.

Teaching includes	Evidence
<p>Opportunities to reflect on their own beliefs, religious or otherwise, which inform their perspective on life and their knowledge of and respect for different people's feelings and values.</p>	<p>Assembly foci and stories, British values displays in classes and entrance areas, value of the month. Pupil voice and dialogue in a range of contexts.</p> <p>Foundation Stage: children learn about different religious celebrations. Children share their news and through this find out about what is important in others' lives.</p> <p>RE topics include:</p> <p>Y1: Belonging, Special Things and Important Places.</p> <p>Y2: Special People, Special Stories and Our World.</p> <p>Y3: Worship in Christianity, Hinduism and Islam, Places of Worship and Religion in the Community.</p> <p>Y4: Symbolism, Sacred Texts and Festivals.</p> <p>Y5: Rite of Passage, Diversity in Religions and Pilgrimages.</p> <p>Y6: Founders & Prophets, The Natural World and Ethics & Moral Issues.</p>
<p>Promoting a sense of enjoyment and fascination in learning about themselves, others and the world around them including the intangible.</p>	<p>Art Exhibition, science week, local history and key anniversary celebrations (eg D-Day, VE Day), planting seeds, growing trees. Outdoor learning, science investigations – visits by Oxford Science and Chiltern Rangers. Fixed point photography highlighting seasonal changes. Values based approach.</p> <p>Foundation Stage: offering opportunities to explore new items and situations eg. different role play scenarios. Learning about our homes and others' homes, planting and growing and mini-beast observations.</p> <p>KS1 Geography: knowing the location and names of the UK countries and the 7 continents.</p> <p>Y1: Science: plants and trees, animals and their characteristics. Geography: Where we live and Holiday destinations.</p> <p>Y2: Science: conditions plants and trees need to grow, staying fit and healthy, animal habitats and food chains. Geography: Compass directions and different climates.</p> <p>KS 2 Geography: Developing knowledge of the continents and oceans and different zones on the globe. Making comparisons between different areas of the UK and other continents.</p> <p>Y3: Science: Forces and Magnetism, Functions of plants, Light and Sound.</p> <p>Y4: Science: States of matter, Classifying living things, the Digestive System and the Water Cycle.</p> <p>Y5: Science: Air and Water Resistance, Solar System and Electricity. Geography: Time Zones.</p> <p>Y6: Science: Light and Shadows, Circulatory system.</p>

	Geography: Fairtrade.
Opportunities to use imagination and creativity in their learning	<p>Promoting creativity through the focus arts week and exhibition. Children in all year groups have sketchbooks where they can experiment with a range of techniques. Evident in displays and observations.</p> <p>Text based approach to English and writing provides opportunities for pupils to write letters, recounts, poems, instructions, character descriptions, diary entries, taking on different character roles and perspectives.</p> <p>Topics promote creativity and offer opportunities to role play and write as different characters eg Florence Nightingale (Y2), explorers who discovered the Mayan civilisation in the 19th century (Y6)</p> <p>Foundation Stage: Different ways of travelling in gym, dance linked to fireworks, retelling stories through dance and movement, using photography to create portraits, learning songs and dances from around the world, painting and sketching using Matisse's The Snail as inspiration. Continuous provision includes a creative area with a range of materials.</p> <p>The music curriculum starts with a song and provides opportunities to sing as part of a group, use tuned and un-tuned percussion, chant rhythmically, sing echo songs, create alternative lyrics, sing in rounds, ostinato and syncopated melodies.</p>
Opportunities and willingness to reflect on their experiences	<p>Reflecting on learning is a feature of every lesson in all classes – Feedback 3 or 5.</p> <p>All pupils know the next step in their learning for reading, writing and maths.</p> <p>Pupils complete skills chart to show their learning in different foundation subjects.</p> <p>Teacher feedback on learning with peer feedback becoming an increasing feature.</p> <p>Encouraging pupils to think about what they want to find out – with later reflection about this.</p> <p>Reflection in RE on beliefs studied and personal experiences.</p> <p>Being a reflective learner is recognised and rewarded in our termly achievement assemblies.</p>

Provision for the development of moral values.

Pupils develop and apply an understanding of right and wrong in their school life and life outside school.

Teaching includes	Evidence
Opportunities to explore the difference between right and wrong and to apply this understanding in their own lives and to recognise legal boundaries and respect the civil and criminal law of	<p>Assembly foci and stories; whole school focused. Evident in lesson planning esp PSHE lessons. Behaviour awards given in weekly achievement assemblies.</p> <p>Approach to behaviour management encourages reflection on day to day issues.</p>

England.	<p>Values led approach. Use of social stories for those children who experience particular challenges. Foundation Stage: on going modelling of appropriate behaviour – using stories with a moral dimension or theme. KS2: A range of moral dilemmas explored through history, geography and in reading material. Y5 PSHE topic ‘Finders Keepers’ exploring money and the law around found money.</p>
<p>Opportunities to consider and understand the consequences of choices, behaviours and actions.</p>	<p>There are school wide sanctions and rewards. Ongoing reflection and discussion in all classes. Behaviour for learning and positive relationships policy shared with children, all children sign up to anti- bullying charter. Class rules negotiated. School rules linked to those in wider society</p>
<p>Opportunities to investigate and offer reasoned views about moral and ethical issues as well as appreciating the viewpoints of others on these issues.</p>	<p>Thought provoking stories used in assemblies and classes to stimulate discussion. KS1: Stories often used to introduce issues eg Mr Wolf’s Pancake, The Good Little Wolf and The Two Monsters. Y3: Through class debates children understand both sides of an argument. Y4: Deforestation and global warming, ‘Cloud Busting’ used in English to promote thinking and discussion around the issue of bullying. Y6: Obesity and malnutrition, Evolution and inheritance in science, Ethics and Morals in RE.</p>
<p>Reference to the school’s values in relation to learning and behaviour</p>	<p>This is ongoing in assemblies and classes. It is reinforced through Building Learning Power, including the characters classes have chosen to focus on, class charters (rules) and school values in class and assemblies. Values of the month. Achievement assemblies offer rewards for good behaviour and efforts in learning, house points are given and totalled in assemblies. End of term assemblies are where awards for learning champions and BLP learners are awarded. All awards are shared with parents through the newsletter.</p>

Provision for the development of social values.

Pupils:

- take part in a range of activities requiring social skills.
- develop awareness of and respect for diversity in relation to, for example, gender, race, religion and belief culture, sexual orientation and disability.
- gain a well-informed understanding of the options and challenges facing them as they move through the school and on to the next stage of their education and training.

- develop the skills and attitudes to enable them to participate fully and positively in democratic modern Britain.

Teaching includes	Evidence
<p>Opportunities to develop a range of social skills in different context including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds</p>	<p>Inter-school events: massed choir performances, inter school sports events, school sports day (carousel activities), class assemblies, Christmas productions, Y6 leavers' production.</p> <p>Foundation Stage: These are both a big part of ongoing practice through all activities carried out in class. Adults model appropriate social behaviour in a range of situations</p> <p>Range of grouping used in classrooms in different curriculum areas, these are mixed ability.</p> <p>Paired reading with other classes in the school.</p> <p>Teams in sports day</p>
<p>Opportunities to participate in a variety of communities and social settings including by volunteering, cooperating well with others and being able to resolve conflicts effectively.</p>	<p>Paired reading sessions. Children have the opportunity to play with others on the tyre park and web explorer.</p> <p>Evidence in classrooms and children playing together at break and lunchtimes. Range of groupings operate in classrooms.</p> <p>School trips: Amersham Field Centre, Chiltern Open Air Museum, Green Park, Hazard Alley, Living Rainforest.</p> <p>Problem solving and enquiries part of maths and science curriculum</p> <p>Seasonal changes.</p> <p>Foundation Stage: The layout of the learning areas promotes socialising with a range of pupils often chosen by the child.</p> <p>Y1: RE focus on Friends and Families</p> <p>Y6: Residential visit, transition programme.</p> <p>Periodic collections for the One Can Trust (food bank)</p>
<p>Opportunities to engage with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect of those with different faiths and beliefs.</p>	<p>Class charter and Anti-bullying charter.</p> <p>School values and Fundamental British values.</p> <p>School council elections</p> <p>House captain applications</p> <p>Use of the internet and e-safety</p> <p>Foundation Stage: Role play activities, Exploring friendships, telling the truth and codes of behaviour.</p> <p>Through the PSHE curriculum: What can we do with money (Y1), Looking after each other and our world (Y1), Friendships (Y2, Y3 & Y6), What is bullying (Y2), What jobs do people do/would we like to do (Y2 & Y5), What makes a community and Religion in the community (Y3), How can we help in an accident or emergency (Y4), How can our choices make a difference to others and the environment (Y4), How can we manage risk in different places? (Y4), How can drugs common to everyday life affect health? (Y5), How can the media influence people? (Y6), What will change as we become more independent (Y6).</p>

	In terms of different societies this is also touched on through History (eg Mayans and Ancient Greeks) and Geography (eg. Holiday destinations and Fairtrade)
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Provision for the development of cultural values.

Pupils:

- develop an appreciation of theatre, music art and literature
- respond positively to a range of artistic, sporting and other cultural opportunities
- understand and appreciate the range of different cultures within school and further afield as an essential element for their preparation for life.

Teaching includes	Evidence
Opportunities to explore the wide range of cultural influences that have shaped their own heritage and that of others	Historical foci: Local history week, Key anniversary commemorations eg remembrance, D-Day, VE Day, Art Exhibition, Great Fire of London (Y2), Legacy of the Romans (Y3), Shakespeare week, Roald Dahl Day. Exploring the local history of their home town (Y4) Inspirational people focused on each month Using a range of stories and literature, class focus author. Eg Friend or Foe, Home learning tasks sometimes involve research about pupil's personal history and heritage of family Stories from other cultures, Special People (Y2 RE)
Opportunities to understand and appreciate the range of different cultures in the school and further afield as an essential element for preparation for life in modern Britain.	Benjamin Zephaniah poem – The British (serves 60 million) – focused on in KS 2. Texts focused on in reading and writing curriculum.
Opportunities to recognise and value the things we share in common across cultural, religious, ethnic and socio economic communities.	Evident in the approach taken to RE teaching and the PSHE curriculum
Opportunities to develop knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values and in continuing to develop Britain.	School council elections, voting for Citizens of the month, applying for house captain roles
Opportunities to participate in and respond positively to artistic, musical, sporting, mathematical, technological, scientific or cultural opportunities	Music concert, Art exhibition, Science focus weeks, Mini Enterprise (Y6), Perform workshops, Inspirational people, Schemes of Learning provide evidence for this. Foundation stage: on going through all areas of the curriculum, particularly Expressive Arts and Understanding the World ELGs.
Opportunities to explore, develop understanding of and respect for different faiths, cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, shown by their respect and attitudes towards different religious, ethnic and	Historical foci: Local history week, Art Exhibition, FS & KS1 Christmas Nativity, attending Christmas service, assemblies, including harvest celebrations. Different beliefs studied in RE and festivals discussed in assemblies. Topics focus on different cultures Discussion of global issues Y1 & Y4 Rabbi visit

socio-economic groups in the local, national and global communities.	Y6 & Y5: Show Racism the Red card workshops
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