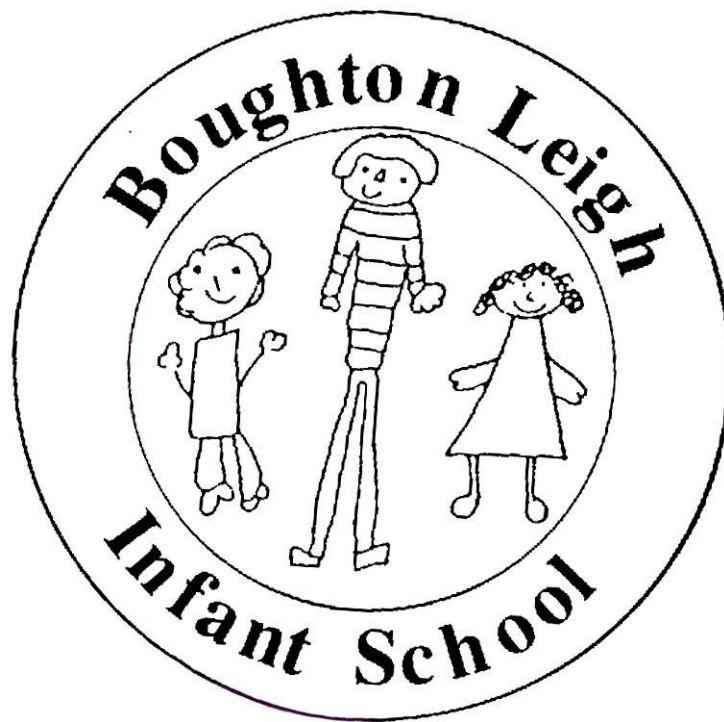


Boughton Leigh Infant School

Spiritual, Moral, Social and Cultural Policy



Signed by Chair of Governors:

Date:

April 2019

Review: April 2023

Policy for the teaching of Spiritual, Moral, Social and Cultural Development.

Values, ethos and aims

Boughton Leigh Infant School makes every effort to provide a happy, well-ordered environment where all members of our school community can learn and develop as people. We believe that children gain from experiences both within and beyond the classroom and we provide a broad curriculum that encourages both.

We share our Starfish values:

Sportmanship

Tolerance

Aspiration

Respect

Friendship

Inquiry

Sensitivity

Honesty

We aim to promote self-esteem, respect for others and responsibility towards each other and to expect high standards, fulfil potential and celebrate achievement.

These simple values are premised on the basis that all of our stakeholders have both a part to play and something to gain from being part of Boughton Leigh Infant School. The School aims to strengthen its links with the local community so that it becomes fully integrated and supports a policy of lifelong learning.

In relation to the development of SMSC the school has specific aims which link closely with other policies on Special Educational Needs and Disability. The school aims to ensure inclusion; belief in the dignity of the individual; providing a safe learning environment; and acceptance, understanding and tolerance of others'

Key Principles/Aims/Objectives:**The Legal Framework for SMSC**

The statutory requirement that schools should encourage students' Spiritual, Moral, Social and Cultural Development (SMSC development) was first introduced in the 1988 Education Reform Act.

The Act states that the curriculum for a maintained school must be a balanced and broadly based curriculum which:-

Promotes the spiritual, moral, social and cultural development of students at the school and of society; and

Prepares students for the opportunities, responsibilities and experiences of adult life.

The Revised National Curriculum stressed the importance of ensuring SMSC development is explored through other curriculum subjects.

Race Equalities Statement

Boughton Leigh Infant School is committed to fulfilling its requirements under the Race Relations (Amendment) Act by:

- demonstrating respect for all people
- promoting staff awareness of culture, ethnicity and religion
- creating an ethos of cultural diversity
- generating a culture in which everyone can participate in the environment.

Equal Opportunities Statement

All children regardless of their special educational needs, physical disabilities, gender, ethnicity or religion will be encouraged to work to their full potential through planned activities and with as wide a variety of media and materials as resources allow.

Social, moral, spiritual and cultural development is concerned with the following ideas, beliefs and values.

Spiritual development concerns:

- That which moves people;
- Feelings, experiences, emotion;
- A sense of purpose;
- A sense of awe, wonder and mystery;
- Insights into personal existence which are of enduring worth;
- Valuing a non-material dimension to life;
- The relationship between belief and behaviour;
- A sense of being part of a greater whole;
- A search for meaning and purpose;
- The attribution of meaning to experience.

Moral development concerns:

- Knowledge of the codes and conventions of conduct agreed by society;
- Having the will to behave morally as a point of principle;
- Being able to articulate attitudes and values;
- Recognising the moral dimensions to situations;
- Developing a socially acceptable set of values and principles;
- Recognising that values and attitudes change over time;
- Making judgements on issues by applying moral principles, insights and reasoning;
- Taking responsibility for ones' own actions;
- Behaving consistently in accordance with principles;
- Understanding the consequence of actions for self and others;
- Recognising the greater needs, which extend beyond self-interest.

Social development concerns:

- The progressive acquisition of the competencies and qualities needed to play a full part in society;
- Understanding of the institutions, structures and processes of society;
- Understanding of how individuals relate to each other;

- Being able to adjust to a range of social contexts by appropriate and sensitive behaviour;
- Being able to make a personal contribution to the well-being of the group;
- The ability to exercise responsibility and initiative;
- Being able to participate cooperatively and productively in society;
- Knowing how societies function and are organised;
- Understanding how what is learnt in the curriculum relates to life in society;
- Being able to take on the roles of team leader and team worker.

Cultural development concerns:

- Understanding of beliefs, customs, values, knowledge and skills which form the basis for identity and cohesion in society;
- Recognition of and respect for the rights of others to exercise a cultural influence;
- Knowledge of the nature and roots of cultural traditions;
- The key features of major cultural groups within society;
- Personal response and accomplishment;
- The capacity to relate what is learnt to an appreciation of wider cultural aspects of society;
- Developing and strengthening the cultural interests of students;
- Exposing students to a breadth of stimuli in order to allow them to develop new interests;
- Extending horizons beyond the immediate to the highest artistic, musical and literary achievements;
- Understanding the diversity of religious, social, aesthetic, ethnic and political traditions and practices;
- Being able to evaluate the quality and worth of cultural achievements.

Links to other policies:

- Learning and Teaching Policy
- Special Educational Needs/Inclusion Policy
- Equal Opportunities Policy
- Behaviour Policy

Monitored and Evaluated:

- Quality and Assurance evidence
- Inclusion information including IEPs / Education Health Care Plan Reviews
- Learning Reviews - documentation sampling
- Lesson Observations
- Children's Voice

Signed: _____ Date _____

Head Teacher

Signed: _____ Date _____

Chair of Governors