



## Spiritual, Moral, Social & Cultural Cohesion Policy

Date Agreed	Approved by	Review Date
February 2016	Standards and Curriculum	February 2018

### Mission Statement

This policy is carried out within the context and spirit of the school's vision '*To inspire and encourage all children to: achieve their full potential; become happy, confident and independent life-long learners within a safe, secure and creative learning environment.*' It supports and reinforces the aims of Manor Fields, valuing all students equally and as individuals. All staff work together to create a happy, challenging, stimulating and caring environment in which students can enjoy their time at school and celebrate their achievement.

The school strives to build a community which encourages all its members to develop a healthy respect for each other – thereby promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

This policy relates to the whole life of the school and its role in promoting spiritual, moral, social and cultural development (SMSC) by the example set by adults in the school and the quality of relationships they build and promote.

### 1. Spiritual Development

#### Aim

This area relates to the beliefs, feelings and emotions through which students acquire worthwhile insights into their own lives. All areas of the curriculum may contribute to spiritual development. Although education and spiritual development are not synonymous, school experiences can make a significant contribution to spiritual development.

#### Objectives

At Manor Fields Primary School the students will be provided with opportunities to develop their spiritual understanding by experiencing a curriculum which will:

- Develop their self-esteem, self-knowledge and belief in themselves;
- Allow them to develop a range of personal values and beliefs based on a sense of curiosity and respect towards their own and other beliefs;
- Explore the spiritual values of others through stories, drama, music, art and religious education to name just a few;
- Allow them to express themselves in a variety of ways and give them time to reflect on their own experiences;
- Allow them to understand, express, use and control feelings and emotions as well as encouraging empathy in terms of relationships with others;

**In Practice** at Manor Fields Primary School this is delivered through:

- 1 Delivery of the SEAL programme which develops self-esteem and knowledge and an ability to reflect on and develop individuals' own spiritual values;
- 2 An assembly programme to address the spiritual aspect of quiet and reflection – in particular using past and present role models from the world and encouraging community participation;
- 3 Educational enrichment trips, creative partnerships and visiting speakers providing students with a range of experiences, which may promote a sense of awe and wonder about the world;
- 4 A reflective approach to learning through formative assessment techniques – students having ownership and understanding of where they are, where they need to get to and how they are to do it;
- 5 A rewards system developing student self-esteem through the Behaviour 'Rocket' system, celebration assemblies, merits and Headteacher's awards.
- 6 Displays of student work bring a sense of pride in the work students produce and therefore a sense of expressing the talents of the individual;
- 7 The use of school council to involve students in the life of the school.

## **Moral Development**

### **Aim**

Moral development refers to the students' knowledge, understanding, intentions, attitudes and behaviour in relation to what is right and wrong. The school has a well-established Behaviour Policy and staff promote a supportive approach to the management of challenging behaviours.

The Golden Rules are:  
Inside our school and in our playground we always try to:

- Be kind, friendly and polite
- Know when to talk and when to listen
- Move carefully
- Look after things
- Do our best
- Tell the truth

**In practice** – at Manor Fields Primary School this is delivered through:

- Clear models of good behaviour from staff and senior students and reinforcement of school and classroom rules both inside and outside of lessons
- PSHE programme for Yrs 1-6.
- Assembly themes on moral issues, developed and reinforced during class assembly time.
- Fund raising activities for nominated charities, in addition to national charity events which give rise to discussion around morality and more so during harvest distribution of parcels to local foodbanks in the community and the Christmas shoebox appeal.
- The use of students in teams across the school: School council; Prefect team (Head and Deputy Girl and Boy); Sports teams; House teams; Charity teams; and other clubs and societies run by the children for other students.
- Supervised and filtered access to the Internet together with a yearly program focused on the dangers of the internet and related issues. Trained mentors are used in school to help those who might suffer bullying or those who just need a little support in dealing with issues.
- Local, national and global incidents, in addition to existing programmes of study, give an opportunity for teaching about morality and behaviour during any lesson across the school and the demonstrates flexibility of our teaching programme.

## **Social Development**

### **Aim**

Social development relates to the skills and personal qualities necessary for individuals to live and function effectively in society.

### **Objectives**

Students will be encouraged to:

- Maintain and develop relationships within the school working successfully with other students and adults in the school community;
- Respond to the opportunities being offered, to show initiative and to take responsibility for their own learning in the school community;
- Gain an understanding of the wider society through their family and carers, the school, local and wider communities;
- Actively participate in the school community and beyond into the wider community outside of school.

**In Practice**, at Manor Fields Primary School we provide opportunities for students to:

- Interact with all staff in school and with external partners of the school in an appropriate and outstanding manner.
  - The use of students in teams across the school: School council; Prefect team (Head and Deputy Girl and Boy); Sports teams; House teams; Charity teams; and other clubs and societies run by the children for other students.
- Elected school council representative to feedback views, ideas and concerns to the senior leadership team.
- Experience, in programmes of study, the development of skills in speaking, listening and key reflective work where students have the ability to learn both with teacher interaction and support, but increasingly with more independent study.
- PSHE programme.

## **Cultural Development**

### **Aim**

Cultural development refers to pupils increasing understanding and response to those elements, which give societies, and groups their unique character. The school will promote the cultural traditions of our own area and the ethnic and cultural diversity of the world.

### **Objectives**

The students will be encouraged to:

- Appreciate, understand and respect aspects of their own and other cultural environments in terms of beliefs, values, attitudes, customs, knowledge and skills;
- Recognise that similarities and differences may exist between different societies and groups;
- Experience a range of cultural activities in terms of literature, music, technology, art and design, dance, drama, sport and other media;

**In Practice** at Manor Fields Primary School we encourage:

- Educational visits at home and abroad to experience other cultures and ways of life.
- Educational visits to places of interest such as: libraries; museums; galleries; theatres; places of worship and other educational establishments – in order to better understand other cultures and ways of life.
- Visiting artists, musicians, actors and authors as well as other leading professionals from a wide range of cultures.
- PSHE programme

- MFL/Historical visits to other countries such as France.
- Collective worship and assemblies – a themed approach that give rise to many opportunities to explore SMSC and cultural diversity. Other events are also celebrated with drama, art, dance and presentations along with specific services such as Remembrance, annual carol services and celebrations of Easter and other religious festivals: Divali, Hannukah.
- Topic work across the school which explores “culture” in all its various forms in relation to specific subject areas.
- Access to the Internet in order to explore cultures and activities as extension learning

### **Role of Senior Leaders and Key Staff**

- To undertake audits and observations of SMSC provision.
- To promote and facilitate enrichment events in school.
- To organise themes for the weekly focus in class assembly time linked to an assembly programme.
- To promote student “voice” opportunities in order to maximise student participation.
- To compile and update a portfolio (photographs and programmes) to record the school’s support for S.M.S.C.
- To oversee a database of student SMSC involvement both inside and outside of school
- To encourage staff and students to be involved in enrichment activities, which are spiritually, morally, socially and culturally engaging both inside and outside the classroom.

### **Expectations of stakeholders**

All stakeholders are expected to support and be engaged in the implementation of this policy through every engagement that they have with each other.

***"It's not just a question of sitting and teaching children about it. It's got to be more about how adults treat the children, how adults treat other adults, how we all behave towards one another."***