

WENLOCK CHURCH OF ENGLAND JUNIOR SCHOOL

Learning and growing together within the love of God



SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT POLICY

October 2015

Introduction:

Spiritual, moral, social and cultural development are important to children since they enable personal fulfilment: they are about values and attitudes which contribute to making our school a happy, caring community, and our pupils good citizens of the future. They are not a body of knowledge to be imparted and tested, but rather their presence should be indicated by the behaviour exhibited by the children, both in relationships with their peers and also with adults. School, parents and society in general all have important contributions to make towards nurturing these qualities – it has to be an interdependent relationship if it is to achieve maximum success.

All maintained schools are required under section 78 of the Education Act (2002) to provide a broad and balanced curriculum to promote SMSCD. As of January 2015, British Values (tolerance, mutual respect between those of different faiths and beliefs, democracy, the rule of law and individual liberty) have been incorporated into the Ofsted handbook as part of the SMSCD guidance. These British Values are **not** considered an ‘add on’ but rather an integral part of Wenlock’s SMSCD policy.

Spiritual Development:

Children’s spiritual development is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths feelings and values.
- sense of enjoyment and fascination in learning about themselves, others and the world around them.
- use of imagination and creativity in their learning.
- willingness to reflect on their experiences.

[January 2015 Ofsted Handbook]

How Wenlock effects spiritual development:

The spiritual development of the children pervades all areas of the curriculum. This is done by:

- providing time for daily collective worship (see collective worship policy).

- providing space and time outside of collective worship where children can reflect.
- by encouraging children to reflect on their learning and behaviour and develop an understanding of how one person's actions can have wider global consequences.
- giving children the time to explore the main religions through timetabled RE and Values lessons (see RE policy and Values policy).
- encouraging children to analyse and discuss the different faiths, what they can learn, as individuals, from the faiths of others (AT2 RE) and to reflect on the similarities and differences found in the faiths that are represented in Britain today.
- providing a variety of teaching and learning experiences that allow children the opportunity to explore their perspective on life in a safe and stimulating environment.

All the above are designed to develop the self-esteem, resilience and confidence of the children. Furthermore, where children cannot access the curriculum then Wenlock has alternative provision for those children.

Moral development:

Children's moral development is shown by their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England.
- understanding of the consequences of their behaviour and actions.
- interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoint of others on these issues.

[January 2015 Ofsted Handbook]

How Wenlock effects moral development:

The moral development of the children is developed by:

- providing a curriculum that is based on Christian, British and human values (see MTP for curriculum) thus ensuring that moral development is an integral part of the curriculum.
- encouraging children to recognise and explore the difference between right and wrong according to the civil and criminal law of England.
- offering a safe learning environment for children to debate, reason and consider the moral and ethical issues of: equality, gender, racism, persecution and any other issues that the children feel are pertinent to their lives.
- a clear behaviour policy that allows for the implantation of rewards for expressions of moral understanding and good behaviour; and a clear understanding of sanctions for inappropriate moral behaviour (see behaviour policy).
- provide the children with time and space to understand and reflect on the consequences of their own actions through a behaviour policy that is based on the Christian values of love and forgiveness.

The above are designed to enable the children to distinguish between right and wrong, and by linking to their spiritual development, allow children the opportunity to consider their stance on local, national and global issues while respecting the rule of law in Britain.

Social development:

Children's 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 background.
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.
- acceptance and engagement with the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

[January 2015 Ofsted Handbook]

How Wenlock effects social development:

The social development of children is developed by:

- timetabling lessons that rotate through 24 values offering the children the opportunity to explore social concepts in a safe learning environment.
- promoting the many clubs that Wenlock run before, during and after school that encourage the development of self-esteem, resilience and moral judgement through socialising with pupils across the year groups thus allowing development of social skills that enhance the cooperation of working with others from different ethnic and socio-economic backgrounds.
- the use of 'learning partners' during class time to offer children the opportunity to implement their social skills of tolerance, acceptance and working cooperatively with other pupils from different religions, ethnic and socio-economic backgrounds.
- by providing a behaviour policy that allows conflicts to be resolved effectively and provide time for reconciliation (see behaviour policy).
- through the teaching of timetabled RE lessons that allow the children to learn about and from different faiths(see RE curriculum).
- by offering children the opportunity to engage with different faiths either through school trips or by inviting representatives from different faiths to meet with the children at school.
- by providing focus days to consider British Values allowing children the opportunity to consider how they can contribute in a positively to life in modern Britain.

The above are designed to allow children to acquire social skills that will allow them to play a full part in society in modern Britain. These skills are an on-going journey and Wenlock acknowledge this by allowing for issues to be considered more than once during the children's school career, thus encouraging each child to reach their full potential at any given time.

Cultural development:

Children's cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities.
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

[January 2015 Ofsted Handbook]

How Wenlock effects cultural development:

The cultural development of children is developed by:

- promoting tolerance and harmony between different cultural traditions by encouraging children to acquire an appreciation and respect of their own and other cultures.
- promoting links with schools in different cultures so the children have an opportunity to explore the cultural influences that shape their own culture and the culture of others.
- addressing discrimination on the grounds of race, religion, gender, culture or equality via a clear behaviour policy and RE and Values teaching and learning.
- providing opportunities for the children to visit outside agencies (museums and places of worship) to investigate different cultures and compare to their own.
- extending the children's understanding of symbolism and imagery associated with different cultures and faiths.
- engaging the children in democratic processes to embed their understanding of British democracy and its parliamentary system that impact on the criminal and civil law of Britain.
- providing a safe learning environment whereby the children can explore different faiths and cultural diversity and how this diversity can be celebrated thus promoting tolerance within the school, the local community, nationally and globally.
- engaging in sporting, cultural and artistic events that celebrate the diversity of faiths and cultures in and around the Wenlock community and Britain.

All the above allows the children at Wenlock, who come from a variety of cultural and religious backgrounds, to work together in harmony, showing a respect for and understanding of each other. Because staff, governors and parents at Wenlock work together the children are able to discuss and debate local issues of racism and intolerance as needed.

Conclusion:

Each strand of the SMSCD policy is important and integral to the children fulfilling their potential as they grow. However, all the strands are inter-dependent and they cannot be taught, discussed, learnt or modelled as separate entities. As teachers we need to be aware of opportunities to build on children's experience of modern Britain to enhance the overall development of all our children.

At Wenlock C of E Junior School we give regular thought to how values can be used to support the child as a reflective learner and promote equality through quality teaching and learning. The school recognises and values all individuals no matter what their ethnicity, gender, disability and special educational need and social background.

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