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# Lanesend Primary School

## Spiritual, Moral, Social and Cultural Policy

Signed: ..... Date:  
(Headteacher)

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(Chair of Governors)

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**Reviewed By:** Progression Team and Teaching and Learning Group

# Lanesend Primary Spiritual, Moral, Social and Cultural Policy

At Lanesend Primary School, we recognise that the personal development of children, spiritually, morally, socially and culturally (SMSC) plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides children with opportunities to explore and develop:

- their own values and beliefs,
- spiritual awareness,
- high standards of personal behaviour,
- a positive, caring attitude towards other people,
- an understanding of their social and cultural traditions
- and an appreciation of the diversity and richness of other cultures.

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 Lanesend Primary 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.

## Guidelines

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum.

All adults will model and promote expected behaviour, treating all children as unique and valuable individuals and showing respect for children and their families. The school community will be a place where children can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.

Children should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Children should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate children's work and achievements.

All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teacher's planning and purchasing decisions.

## **Our Aims**

- To ensure that everyone connected with the school is aware of our values and principles.
- To ensure a consistent approach to the delivery of SMSC through the curriculum and the general life of the school.
- To ensure that a child's education is set within a context that is meaningful and appropriate to them.
- To ensure that children know what is expected of them and why.
- To give each child a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To enable children to develop an understanding of their individual and group identity.
- To enable children to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.
- To give each child the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

## **What is Spiritual, Moral, Social and Cultural Education?**

### **The Spiritual Development of children is shown by their:**

- ability to be reflective about their own beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings, values and faiths.
- 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

### **The Moral Development of children is shown by their:**

- ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives. To have a respect for the civil and criminal law of England
- understanding of the consequences of their behaviour

- interest in investigating, and offering reasoned views about, moral and ethical issues. Able to accept, respect and appreciate that others may have a different viewpoint.

### **The Social Development of children is shown by their:**

- use of a range of social skills in different contexts, including working and socialising with children from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- willingness to volunteer
- interest in, and understanding of, the way communities and societies function at a variety of levels
- acceptance and engagement with the fundamental British Values of democracy, the rule of law, respect and tolerance of those with differing faiths and beliefs. Their attitudes towards these British values allows the children to participate fully in and contribute positively to life in modern Britain.

### **The Cultural Development of children is shown by their:**

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- understanding and appreciation of the wide range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- 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.

### **Planning**

In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. A vast majority will be delivered through cross-curricular activities as well as specific PSHE, RE and Circle Time activities.

## How we make provision for children’s Spiritual, Moral, Social and Cultural Development across the school

Spiritual Development	
Provision	How it is evidenced
Religious Education curriculum Assemblies Opportunities for quiet reflection Outdoor education Whole school Values based on yearly themes	RE curriculum plans, include a multi-faith approach based upon the Hampshire SACRe document – one curriculum day per term Visiting places of worship Whole school assemblies and celebrations of values Outdoor learning Residential visits Harvest, Christmas and Easter celebrations Nurture groups Visits from faith groups Time to reflect upon learning and experiences Opportunities that arise both yearly and on Anniversaries of specific events

Planned opportunities for spiritual development in all subjects can be seen across the school.

Children are given opportunities to reflect upon the meaning of spiritual experiences. Examples of experiences commonly regarded as spiritual include:

- Curiosity and questions
- Awe and wonder
- Connection and belonging
- Self-belief
- Reflection
- Church Assemblies
- A sense of security, well-being, worth and purposefulness

The school has developed a climate within which all children can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals.

Moral Development	
Provision	How it is evidenced
School Behaviour Policy and Code of Conduct	Regular reviews of behaviour Nurture groups Celebration of children

Religious Education curriculum	Anti-bullying activities and Anti-bullying Ambassadors
Child Voice	E-Safety teaching
Philosophy for Children	Whole school Assemblies and the explicit discussion of school values being developed throughout the year and communicated to families through newsletter
Taking part in Charitable projects	Weekly school Values certificates to children in assembly and published in school newsletter
	Circle times
	Child participation in a range of child groups: School Council, Anti-bullying ambassadors
	Charity appeals
	Singing at local establishments

We support children to:

- Distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures
- Develop an ability to think through the consequences of their own and others' actions
- Have an ability to make responsible and reasoned judgements
- Ensure a commitment to personal values
- Have respect for others' needs, interests and feelings, as well as their own
- Develop a desire to explore their own and others' views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience

Our school develops moral development in children by:

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- Promoting racial, religious and other forms of equality
- Giving children opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
- Developing an open and safe learning environment in which children can express their views and practice moral decision making
- Rewarding expressions of moral insights and good behaviour
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community

- Encouraging children to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour
- Providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the school's values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided

<b>Social Development</b>	
<b>Provision</b>	<b>How it is evidenced</b>
PSHE Curriculum Working together in teams Child Voice Extra-curricular activities The Arts Curriculum Outdoor Education PE curriculum Cross phase working	Implementation of Family Links through class circle times Child Groups including: School Council, Anti-bullying ambassadors, Residential visits in year 4 and 6 Educational visits Afterschool clubs Drumming across the school Participation in Music events: I Transition visits Sports leaders Class Buddies Participation in Charity support: Charity enterprise project, Children in Need, Red Nose Day Participation in Sporting events

At Lanesend Primary School, we recognise that children who are becoming socially aware are likely to be developing the ability to:

- Adjust to a range of social contexts by appropriate and sensitive behaviour
- Relate well to other people's social skills and personal qualities
- Work successfully, as a member of a group or team
- Share views and opinions with others
- Resolve conflicts maturely and appropriately
- Reflect on their own contribution to society
- Show respect for people, living things, property and the environment
- Exercise responsibility
- Understand how societies function and are organised in structures
- Understand the notion of interdependence in an increasingly complex society

Our school develops child social development by:

- Identifying key values and principles on which school and community life is based
- Fostering a sense of community, with common, inclusive values
- Promoting racial, religious and other forms of equality
- Encouraging children to work co-operatively

- Encouraging children to recognise and respect social differences and similarities
- Providing positive experiences to reinforce our values as a school community - for example, through assemblies, team building activities, residential experiences and school productions
- Helping children develop personal qualities, which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and awareness of others' needs
- Providing opportunities for engaging in the democratic process and participating in community life
- Providing opportunities for children to exercise leadership and responsibility
- Providing positive and effective links with the world of work and the wider community

<b>Cultural Development</b>	
<b>Provision</b>	<b>How it is evidenced</b>
School Visits Participation in the Arts Arts Curriculum MFL	School visits to museums, galleries, theatre visits Meeting authors and author visits Arts awards project Partnership Dance workshops Opportunities to take part in school performances Drumming across the school Music assemblies Visiting musicians Global Rock Opportunities for individual instrumental lessons Visits from people of different cultures MFL teaching Afterschool clubs Sports Day

Children learn about and experience the diversity of other cultures both within modern Britain and throughout the world.

Children who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- An ability to reflect on important questions of meaning and identity
- An interest in exploring the relationship between human beings and the environment

Our school develops cultural development by:

- Extending children' knowledge and use of cultural imagery and language
- Encouraging them to think about special events in life and how they are celebrated



- Recognising and nurturing particular gifts and talents; providing opportunities for children to participate in literature, drama, music, art, crafts and other cultural events and encouraging children to reflect on their significance
- Reinforcing the school's cultural links through displays, posters and exhibitions. As well as developing partnerships with outside agencies and individuals to extend children' cultural awareness, for example, theatre, museum and gallery visits

## **Teaching and Organisation**

Development in SMSC will take place across all curriculum areas, within activities that encourage children to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle. Teachers will inspire children through the enthusiasm for and modelling of learning. Teachers at Lanesend Primary will use creative strategies and challenging questions to engage children in their learning and relate it to their own experiences.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

*Class discussions, circle time and debates will give children opportunities to:*

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, e.g. bullying, death etc.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider others needs and behaviour.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable children to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open mindedness, sensitivity, critical awareness.

*Many curriculum areas provide opportunities to:*

- Listen and talk to each other.

- Learn an awareness of treating all as equals, and accepting people who are physically or mentally different.
- Agree, disagree and debate
- Take turns and share equipment.
- Work co-operatively and collaboratively.

### Extra-Curricular Activities

Personal development is also enriched through a wide range of extra-curricular activities (Global Rock, Sport, Drama, Art) which provide opportunities for SMSC and for inspiring children to broaden their experience and horizons.

### Child Voice

The term 'Child Voice' describes how children give their input into what happens within the school and classroom. Our desire is for children to know that their expertise, ideas and opinions are valued in all aspects of school life. Child Voice permeates all levels of our work together from children participating in small group classroom conversations to establishing procedures, events and contributing to the overall ethos of the school. Further information can be found in our Child Voice Policy.

### Links with the wider community

- Visitors are welcomed and encouraged into school.
- The development of a strong home-school link is regarded as very important, enabling parents, teachers and the wider community to work in an effective partnership to make sure that we give our children the best possible environment in which to grow, flourish and learn.
- Children will be taught to appreciate their local environment and community and to develop a sense of responsibility to it.

**This policy is to be read in conjunction with other relevant policies. Please see the school website for a list of current policies.**