

Spiritual, Moral, Social and Cultural Development Policy

We derive our SMSCD Policy from our Mission Statement 'Roots to Grow, Wings to Fly, Faith to Flourish.' We aim to give every child the skills and knowledge to develop and fulfil their potential and understand how Christian Faith and Values enable them to flourish.

Education is not only about academic achievement. Although it is important to enable each child to realise their potential, it is also about developing children who are understanding, tolerant and caring individuals. Therefore, the Spiritual, Moral, Social and Cultural Development of the child should be part of every curriculum area – 'it encourages and develops the excellence within each child in a happy and secure environment'.

The school sets out to plan provision for these areas of development, but we expect many unplanned opportunities to occur and encourage staff to take advantage of these occasions.

Spiritual Development

Tatham Fells CE (VC) Primary School sets out to promote spiritual development within a context of Christian beliefs, values and worship, and seeks to provide pupils with opportunities to wonder at the beauty of the world around them.

The school's curriculum aims to develop in pupils:

A set of personal beliefs and values by which to live.

- An awareness of order, pattern, meaning and purpose in the world.
 - A capacity for awe, wonder and mystery; an awareness of uncertainty and paradox.
 - A sense of personal identity and self-worth.
 - An awareness of others, and to care about them.
 - Self-knowledge, and an awareness and growth of feeling and emotions and imagination.
 - An awareness that life involves choices.
 - An understanding of the Christian belief of Jesus as Saviour.
 - An ability to consider the Christian beliefs in relation to God and the World.
 - An awareness of other beliefs and faiths to which others may adhere in the wider world.
- The school sets out, therefore, to provide opportunities in collective worship and throughout the curriculum and life of the school for pupils to:
- Be quiet and reflect on life and the world.
 - Become familiar with traditional forms of Christian prayer and worship.
 - Use a variety of prayer forms and techniques; use their own prayers.
 - Question, explore, discuss and give an account of their own beliefs.

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- Understand and evaluate Christian and some other interpretations and responses to life.
 - Use their gifts of imagination and creativity.
 - Explore and express feelings and emotions.
 - Develop respect for others as independent, thinking, feeling people.
 - Face problems or difficult situations in a context of caring teaching and support.
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- It is important that spiritual development is seen in the context of the growth of the whole child.

Moral Development

- The school aims to develop in pupils a clear understanding of the values of justice, peace, love, truth, compassion and forgiveness and to enable them to put these into practice in life in and out of school. The school code of conduct affirms these values. The school will seek to ensure that adult relationships in the school set the best possible example.
- The school aims to provide opportunities for pupils through the curriculum and school life to:
 - Develop an understanding of right and wrong.
 - Develop an understanding of the need for shared values and accepted rules of conduct in school and community.
 - Develop self-discipline and a loving concern for others.
 - Understanding links between behaviour and beliefs, including the teachings of the Gospel.
- In order to achieve this, the children need to develop the following behaviours and skills:
 - Appreciate the feelings and concern of others.
 - Develop and sustain relationships.Reflect on questions of right or wrong and on their own values.
 - Discuss their own beliefs and feelings.
 - Listen with respect to the views and opinions of others.
 - Discuss and debate issues rationally and sensitively.
 - Exercise care and responsibility for others.
- The school seeks to recognise and affirm good conduct, commitment and serve to others through praise and celebration and a sense of personal achievement by the child.

Social Development

- The school seeks to help children understand the value and importance of working and playing together co-operatively and taking mutual responsibility for their actions.

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- The school seeks to avoid a predominance of groupings based on a single sex or interest, or social or ethnic background. It sets out to offer a wide range of education, social and sporting activities, and in the latter, there will be a balance of individual and team activities, both competitive and non-competitive.¹
- The school aims to develop social skills and insights through the full range of activities in school involving children and adults, and by giving pupils the opportunity to relate to visitors to the school with increasing politeness, confidence and empathy. School meals play a very important part in the social aspects of school life. All pupils are encouraged to share in a midday lunch cooked on the premises. The quality of food served and ingredients used are closely monitored. Children do not have free choice in where they sit, but are frequently rotated so that they meet and interact with all pupils of all ages in the school. At lunchtime, children are taught good table manners and more unusual skills such as how to eat spaghetti and how to use chopsticks.
- Children are encouraged to participate in the life of the Church and community through Easter, Harvest, Christmas and Mothering Sunday Services, participating in the village sports, playing team sports against other schools and becoming involved in a variety of performances.
- The school's policy of encouraging pupils (through the School Council) to organise their own fund-raising events contributes to developing the habit of care and support for those in need.

Cultural Development

- Cultural Development is concerned with 'teaching pupils to appreciate their own cultural traditions and the diversity and richness of other cultures'.
 - The school aims to broaden children's horizons by introducing them to a range of cultural activities and experiences, by building up an appreciation of their own cultural heritage and traditions, and introducing them to examples of the variety of human cultures, beliefs and ways of life.
 - The school aims to do this through:
 - An appreciation and respect for other cultures, faiths and ways of life through use of the R.E. scheme, and through the studying of Language, Art, Music, Geography and (food) Technology.
 - Educational visits to places of worship of other faiths, museums, art galleries, events and places of cultural and historical interest.
 - Exploring the cultures of the pupils who attend the school.
 - The school sets out activities to promote mutual respect and harmony between different racial and ethnic groups.
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- The celebration of specific cultures through special days – e.g. Diwali; Chinese New Year; Saints Day Festivals.

British Values

- Alongside our core values, we also promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.
- The Government set out its definition of British values in the 2011 Prevent Strategy, and these values were reiterated in 2014. At Tatham Fells CE (VC) Primary School, these values are reinforced regularly and promoted across the curriculum and daily life of school.

Here is our Vision for our Global Citizens:

We are committed to equipping our pupils to succeed in a globalised world by delivering effective teaching and learning about development and global issues. We aim to further develop our curriculum to ensure that our pupils develop the skills, knowledge and values of responsible global citizens.

Through participation in the Global Learning Programme and in partnership with a cluster of schools, we will develop global learning across the curriculum, share best practice and further develop an ethos that promotes tolerance, fairness and respect.

Our school is an inclusive school and we are committed to ensuring that **all** pupils have equal access to all aspects of the curriculum.

The progress and implementation of the policy will be discussed informally, including any proposals for staff development or resourcing, or with implications for the SDP.

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Signed (Headteacher):

Signed (On behalf of the Governing Body):

Date: February 2018

Review date: September 2021