



Kernow Learning
Building Excellent Schools Together

Social, Moral, Spiritual & Cultural Policy

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Meeting your communication needs:

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DEFINITIONS

Spiritual development

Understanding of self and others is at the heart of spiritual development and is not linked solely to a particular doctrine or faith. Spiritual development is, therefore, accessible to everyone. All areas of the curriculum should contribute to children's spiritual development.

Moral development

Is concerned with children's ability to make judgements about how they should behave and act and the reasons for such behaviour. It refers to their knowledge, understanding, values and attitudes in relation to what is right or wrong. Moral development, based on Christian principles, should enable children to become increasingly responsible for their own actions and behaviour.

Social development

Refers to the development of abilities and qualities that children need to acquire if they are to play a full and active part in society. It also relates to the growth of knowledge and understanding of society in all its aspects. Children learn to lead, use their own initiative and to use individual skills and strengths when working together towards a common goal. The ability to be led, to support others and to recognise the different skills of other group members can be developed when children work cooperatively.

Cultural development

At the heart of cultural development lies the necessity to develop a sense of personal identity, whilst at the same time, acquiring awareness, understanding and tolerance regarding the cultural traditions of others.

At St Merryn 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 gives children opportunities to explore and develop:

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

SMSC plays a significant part in ability to learn and to achieve. All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development.

Christian values, principles and spirituality will be explored in the curriculum, especially in RE and collective worship. The integrity and spirituality of other faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and children will be given access to alternative views.

All adults will model and promote expected behaviour, treating all people as valuable individuals and showing respect for children and their families. 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 will reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate children's work and achievements.

All curriculum areas will use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teachers' planning and learning resources.





School assemblies play a key part in promoting SMSC throughout the school. The school promotes and develops social awareness and emotional literacy through our PSHE curriculum which is divided into three areas Relationships, Health and Wellbeing and Living in the Outside World.

AIMS OF SMSC

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 issues through the curriculum and the ethos of the school.

To ensure that a child's education is set within the context that is meaningful and appropriate to their age, aptitude and background.

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.

To ensure the school meets the legal requirements for a daily act of collective worship which is broadly Christian in character.

SCHOOL ASSEMBLIES/COLLECTIVE WORSHIP

A daily assembly of children will be offered, either as a whole school or in phases. Assemblies will:

- provide a daily act of collective worship
- develop a community spirit
- be broadly Christian in nature
- promote the school's culture, values and expectations
- explore important moral and social themes
- promote care for the planet
- provide important notices and information
- celebrate children's successes and achievements both in and out of school
- share the school curriculum with parents/carers
- share and celebrate world culture, religions and festivals
- promote racial harmony and respect for all
- welcome visitors to lead assemblies and share experiences, values and beliefs.

Assemblies may be led by any member of staff or invited visitor.

Elements of these assemblies will be broadly of a Christian nature and includes religious and moral themes, praise and moral songs and prayers/quiet reflective times.

Withdrawal

Parents carers will be;

- offered the right to withdraw their children from the act of collective worship and their wishes will be respected.
- invited to talk to the Headteacher if they require further information about the daily act of collective worship and/or wish to consider withdrawing their child.
- asked to inform the school in writing if they wish to withdraw their child from the act of collective worship (or parts thereof), outlining exactly what they wish their children to be withdrawn from.





- Staff have a freedom under the 1944 Education Reform Act not to have to lead or attend collective worship. The school will respect this right, but will expect staff to attend parts of an assembly when collective worship is not taking place, eg the giving of notices, celebrating pupil achievements, class assemblies.

LEARNING AND TEACHING

Spiritual Development – as a school we aim to provide learning opportunities that will enable children to:

- sustain their self-esteem in their learning experience
- develop their capacity for critical and independent thought
- foster their emotional life and express their feelings
- experience moments of stillness and reflection
- discuss their beliefs, feelings, values and responses to personal experiences
- form and maintain worthwhile and satisfying relationships
- reflect on, consider and celebrate the wonders and mysteries of life.

Moral Development – as a school we aim to provide learning opportunities that will enable children to:

- recognise the unique value of each individual
- recognise the challenge of religious teaching particularly that of Jesus
- listen and respond appropriately to the views of others
- gain the confidence to cope with setbacks and learn from mistakes
- take initiative and act responsibly with consideration for others
- distinguish between right and wrong
- show respect for the environment
- make informed and independent judgements.

Social Development – as a school we aim to promote opportunities that will enable children to:

- develop an understanding of their individual and group identity
- learn about service in the school and wider community
- begin to understand the need for social justice and a concern for the disadvantaged.

Cultural Development – as a school we aim to promote opportunities that will enable children to:

- recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society
- recognise Christianity as a world wide faith
- develop an understanding of their social and cultural environment.

Through classroom discussions we will give the children opportunities to:

- talk about personal experiences and feelings
- express and clarify their own ideas and beliefs
- speak about difficult events, eg bullying, death etc
- share thoughts and feelings with other people
- explore relationships with friends/family/others
- consider the needs and behaviour of others
- 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 eg empathy, respect, open-mindedness, sensitivity, critical awareness etc.





Many curriculum areas provide opportunities to:

- listen and talk to each other
- learn an awareness of treating all as equals, accepting people who are different because of physical and learning difficulties.
- agree and disagree
- experience good role models
- take turns and share equipment
- work co-operatively and collaboratively.

Practical activities to develop SMSC may include:

- working together in different groupings and situations
- encouraging the children to behave appropriately at meal times
- taking responsibility eg class monitors, lunch monitors, register monitors, assembly monitors, cloakroom monitors, delivering messages and looking after younger children
- encouraging teamwork in PE and games
- appreciation of and respect for the work and performance of other children regardless of ability
- hearing music from different composers, cultures and genres e.g. composer of the month
- meeting people from different cultures and countries
- participating in a variety of different educational visits
- participation in live performances
- use of assembly themes to explore important aspects of our heritage and other cultures, eg festival days, the patron saints and national celebrations
- studying literature and art from different cultures supported by visits from writers and artists and participating in workshops
- opportunities for the children to hear and see live performances by professional actors, dancers and musicians
- participation in traditional English country dancing as well as dance from other cultures
- opportunities to make and evaluate food from other countries
- opportunities in music to learn songs from different cultures and play a range of instruments
- studying the contributions to society that certain famous people have made

LINKS WITH THE WIDER COMMUNITY

- Visitors are welcomed into our school.
- Links with the local churches are fostered.
- Visits to places of worship of other faiths will be arranged to support the understanding of different cultures.
- The school supports the work of a variety of charities.
- The development of a strong home-school agreement is regarded as very important, enabling parents and teachers to work in an effective partnership to support the children.
- Children will be taught to appreciate and take responsibility for their local environment.
- Liaison with local secondary schools to support the primary curriculum and effective transition, takes place regularly.

MONITORING AND EVALUATION

Provision for SMSC is monitored and reviewed on a regular basis. This is achieved by:

- monitoring of RE and PSHE&C teaching and learning
- regular discussions with staff, governors and pupils (recorded heads reports to governors)
- audit of policies





- RE/PSHE&C development and, when relevant, inclusion in the SIP
- collation of evidence of children's work/experience in a school portfolio.

IMPLEMENTATION OF POLICY

The implementation of this policy and the planning and teaching of SMSC is the responsibility of all staff.





St. Merryn Spiritual, Moral, Social & Cultural Development		
		What we do
S P I R I T U A L	Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life.	Reflections during RE lessons Reflection time during collective worship Reflection questions in RE books
	Knowledge of, and respect for, different people's faiths, feelings and values.	RE lessons- teaching of many world religions across all year groups using Understanding Christianity. Sharing of beliefs during lessons and Collective Worship
	Sense of enjoyment and fascination in learning about themselves, others and the world around them.	Big questions used in RE lesson such as Why is Easter important to Christians? Children plan and lead some collective worship RSHE lessons
	Use of imagination and creativity in their learning.	Lots of drama activities within RE lessons as well as creative activities such as Art and DT.
	Willingness to reflect on their experiences.	Big questions are being asked at the beginning of each topic and a reflection of this at the end of a topic.
M O R A L	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.	St. Merryn virtues and expectations for the children. Children have an input in the class rules to identify what is important to them and why. Teaching of the British values through everyday life and activities. Pupil voice groups act as role models to the younger children; e.g. learning ambassadors school councillors
	Understanding of the consequences of their behaviour and actions.	Clear behaviour expectations in place applied consistently for all. Clear expectations of all adults. Clear and consistent consequences. Individual Behaviour Plans were required as part of SEND provision
	Interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.	In our collective worship assemblies where we look at current world issues and discuss them and share prayers. School Council Discussion time in RE lessons and RSHE lessons





S O C I A L	Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.	RSHE lessons and RE lessons focus on different religions. We fully participate in all community events. Our curriculum highlights different religious, ethnic and socio-economic backgrounds
	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.	Participation in many fundraising activities for the community.
	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.	School council, British values are being discussed and taught in RSHE lessons. The British values are strongly integrated in our daily lives and are being discussed on a daily basis.
C U L T U R A L	Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.	Cornwall Kernewek focuses on cultural, economic, environmental and linguistic life of Cornwall.
	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.	Through teaching of different religions and world beliefs and comparing them with their own. We celebrate different cultural festivals and show how they link into life in modern Britain. We emphasise the diverse range of cultures that make our country great. History lesson-reflections of now and then.
	Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.	Children run our school council. Our Yr 6 children visit Parliament in the spring term to discuss issues with our local MP. Our RE, history and geography lessons highlight the links between subjects. Daily collective worship informs children of key events.
	Willingness to participate in and respond positively to artistic, sporting and cultural opportunities.	We take every opportunity to take part in artistic, sporting and cultural opportunities, especially in the local area. We maximise





		participation in all inter school competitions, festivals and art projects.
	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.	Through our RE lessons children learn different world religions. One of our key virtues is respect. Our collective worship highlights the different festivals celebrated at different times of the year.

