

St Matthew's Bloxam Church of England (VC) Primary School



Social, Moral, Spiritual and Cultural (SMSC) Policy

December 2024

Let Your Light Shine

“In the same way, let your light shine before others that they may see your good deeds and glorify your father in heaven”

Matthew Chapter 5 Verse 16

We aim for forgiveness and reconciliation in safe surroundings. We seek experiences to spark confidence to nurture and show delight. We want to illuminate hopes, dreams and aspirations and to build humanity through relationships inspired by the glow of others. We value everyone through thoughts and actions.



Rationale

Provision for pupil's spiritual, moral, social and cultural development links four aspects of personal development in which schools have an important part to play.

At St. Matthew's Bloxam, we strive to be a place which encourages all in it to relate positively to each other, and to be a secure 'base' and foundation for all the children, where together we can work to foster and nurture the spiritual, moral, social and cultural development of all the pupils. The success of this is virtually impossible to measure in concrete terms. It is vital that we create a framework and an atmosphere, or 'ethos' which can be the secure bedrock that supports the pupils' spiritual, moral, social and cultural development,

In the original Greek 'ethos' has the meaning of 'common' or 'what is shared', but in Church of England schools it has acquired an evasiveness of its own, encompassing spiritual and moral development, yet being extremely difficult to define. 'Ethos' has all the features of the yeti - it is never really observed, but leaves footprints to reveal its presence and has a life, and a reality, of its own. (Moral Education Ainsworth and Brown)

Aims

- To provide pupils with knowledge and insights into values and beliefs which enables them to reflect on their experiences in a way which develops the spiritual awareness and self knowledge;
- To teach the principles that distinguish right from wrong;
- To encourage pupils to relate positively to others, take responsibility, participate fully in the community, and develop an understanding of citizenship;

- To teach pupils to appreciate their own cultural traditions and the diversity and richness of other cultures.

These aims will be achieved mainly through Collective Worship, Religious Education and Personal, Social and Health Education.

Spiritual Education (see spiritual policy)

What is Spirituality?

Whilst the concept of spirituality is difficult to define, here at SMB, our shared definition sees the concept as central to what makes us truly human. There is an understanding that there is much awe and wonder in the world, along with a sense that we are all part of something greater. As breathing is essential to living, spirituality is viewed as the breath within our school, giving life and inspiration to all that we do. We acknowledge that spirituality is deeply personal and so we afford individuals the space and opportunity to develop along their own spiritual journey.

Aims

Sense feelings and emotions around events and encounters
 Human relationships based on belonging to a community
 Imagination, curiosity and creativity are encouraged
 Nurturing environment gives space and opportunities to grow
 Experience connectedness to the world and appreciate our place in it

Moral Education

What is Moral Education?

Moral education is concerned with developing a child's ability to distinguish right from wrong, to make appropriate choices and to act upon them from conviction. Personal morality combines the beliefs and value of the individual, those of the social, cultural and religious groups to which he/she belongs and the laws and customs of the wider society.

Aims

- To develop moral behaviour, based on principles and choices.
- To develop an understanding that the children have a responsibility for their own actions.
- To develop self discipline.
- To develop respect for other people and their property.
- To develop an understanding that a community needs rules and that as the children get older they should act on them from conviction, rather than from fear of getting into trouble.
- To develop knowledge of the conventions of conduct agreed by society.
- To develop the ability to learn from their experiences and to question their own reactions to these experiences
- To develop a secure value system based on personal views, experience and self-knowledge.

Social Education

What is Social Education?

Through social education we create opportunities for children to gain an understanding of the communities in which they function – the family, the school and the wider community to lead them to an understanding of the structures and processes of society.

Aims

- The children accept that there are group rules to which they need to conform
- For the children to set themselves in the community in a way that allows them to relate to others, and to learn that other people are also important in the community.
- To accept that they have a social responsibility, and to understand that their actions can have an effect on the community.
- To understand that other people have attitudes and opinions that may be different from their own, but these deserve their respect.
- To learn social interaction with other people is an enjoyable activity,
- To be aware that in the wider community there can be potential dangers
- To develop the ability to identify stereotypical attributes in themselves and others.

Cultural Education

What is Cultural Education?

Cultural development in schools is concerned with the participation in and appreciation of cultural traditions, which can help children develop wider and more balanced insights. Different societies, with diverse aesthetic contributions, customs and artistic skills, have all contributed to make our society what it is. It is important that children appreciate the part that different cultures have had in enriching the experiences that are available to them. They also need to appreciate the contribution of their own culture to these experiences.

Some of our children will have access to a wider cultural diversity than others, and so we must attempt to create cultural, aesthetic and stimulating activities which will allow all of our children the opportunity of cultural development.

Aims

- To develop an understanding and knowledge of their own culture and traditions
- To develop an understanding and knowledge of the way other cultural traditions are expressed.
- To develop an understanding and knowledge of the contribution that different cultures over a period of time have made to the artistic, musical and the wider aesthetic heritage that is available to them.

Opportunities for Spiritual, Moral, Social and Cultural Development

The notion that children can develop spiritually, morally, socially and culturally raises the expectation that these are areas in which pupils can make progress which can then be measured and assessed. It should be possible to measure the acquisition of knowledge, and to come to a judgement about a child's response to a particular situation, and to observe their behaviour in different social contexts. However, there are times when to try and assess progress in any of these areas could be intrusive and counter-productive. In many of these areas 'progress' cannot be objectively or subjectively measured as 'It is only with the heart one can see rightly; what is essential is invisible to the eye' (Antoine de Saint Exupery). The progress of all the pupils to a large extent can be seen in the 'ethos'.

At St. Matthew's Bloxam, we feel that the role of the school is: -

- to create opportunities for development in collective worship, links with the church and the community
- to be actively involved in developing and maintaining the ethos of the school

- to provide opportunities for development of these areas within the whole planned curriculum of the school; in history, geography, art, music, R.E., P.E., English, maths and science, design and technology, computing and PSHE.
- to continue to develop the school behaviour code
- to offer as many opportunities for children to reflect on their experiences
- to continue to create opportunities for children to take responsibilities that are appropriate for their maturity and experience
- to continue to develop a consistency in the way the school deals with all matters that reflect the aims of the policy, administrative, personnel, financial and managerial.
- to aim to include all members of the school family within the policy, children, all adults, parents and governors

Monitoring and Review

Responsibility for monitoring and evaluating the effects of this policy, including the standards of children's work and the quality of teaching is the responsibility of the SLT.
Regular reviews are fed into the SEF.

This policy will be reviewed every 3 years.

Next review: Autumn 2027