

# Crosslee Community Primary School



## **Spiritual, Moral, Social and Cultural Development Policy**

Rights Respecting  
Articles 2,3,12,13,14,24,28,31

**February 2020**

## **Overview**

All staff and governors at Crosslee Primary School recognise that our individual pupils' spiritual, moral, social and cultural development plays a significant role in their overall education and their ability to learn and achieve. We therefore aim to provide all pupils with positive experiences through a planned a coherent curriculum and through interactions with teachers, other adults and the local wider community.

Staff will ensure that there are planned opportunities through the curriculum for pupils' spiritual, moral, social and cultural development with consideration to Rights, Respecting Values, British Values, School Values and Healthy Schools curriculum and ethos.

Values will be explored throughout the curriculum, especially in RE and collective worship. There will be regular opportunities for discussion and personal reflection, including through Philosophy for children. The integrity and spirituality of pupils' own faiths and backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and all pupils will be given opportunities to discuss alternative views.

## **Definitions**

Spiritual development focuses on beliefs which inform pupils' perspective on life. It is about a sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.

Moral development focuses on the ability to recognise the difference between right and wrong and pupils' readiness to apply this understanding in their own lives. It helps pupils to understand the consequences of their actions.

Social development focuses on using a range of social skills in difference contexts with people from different backgrounds. It teaches pupils to participate in a variety of social settings, to cooperate well with others and to be able to resolve conflicts effectively.

Cultural development focuses on having an appreciation of the wide range of cultural influences that have shaped their own and others' lives. It teaches pupils to have a willingness to participate in, and respond to a range of artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.

## **As a school we will ensure pupils have opportunities to:**

- reflect on beliefs and values for themselves and others;
- use their imagination and creativity and to develop curiosity in their learning;
- develop and apply an understanding of right and wrong in their school life and life outside school;

- take part in a range of activities requiring social skills, including using P4C techniques and strategies, and the Rights Respecting core values;
- develop an awareness of and respect towards, diversity in relation to age, race, religion or belief, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, sex, or sexual orientation;
- gain a well-informed understanding of the options and challenges facing them as they move through the school and on to the next stage of their education and training;
- overcome any barriers to their learning;
- respond positively to a range of artistic, sporting and other cultural opportunities;
- develop the skills and attitudes to enable them to participate fully and positively in their community, with reflection on and understanding of British Values;
- understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life.

### **Monitoring and evaluation**

Provision and impact of SMSC development is monitored and reviewed on a regular basis by:

- monitoring opportunities for SMSC in teaching and learning
- work scrutiny by subject leaders, SLT and governors.

### **Mental Health**

The mental health of children and adults in school, parents and carers and the wider whole school community will impact on all areas of development, learning, achievement and experiences. All children have the right to be educated in an environment that supports and promotes positive mental health for everybody. All adults have the right to work in an environment that supports and promotes positive mental health for everybody.

Crosslee offers a learning environment that promotes and enhances positive mental health. A consistent approach means that the school environment and school ethos all promote the mental health of the whole school community.