Brampton Primary School

Spiritual, Moral, Social and Cultural Development Policy

The school plays a very influential part in the personal development of our pupils. A climate or ethos should be developed within which all pupils can grow and flourish, respect others and be respected. We need do all we can to help our pupils develop into self-assured, confident, happy, positive young people who are developing their self-knowledge.

Desired Outcomes

The list below describes the kinds of behaviour, abilities and understanding that can be expected of pupils as a result of good SMSC development.

- Respect for themselves and for others and an awareness of their own and others' beliefs, feelings, and values;
- Develop a set of values, principles and beliefs, which may or may not be religious, which inform their perspective on life and their patterns of behaviour;
- Ability to articulate their feelings and justify them through discussion, debate, and presentations to others;
- Readiness to question things that could limit their self-knowledge, self-esteem, and self-confidence – for example, lack of aspiration, discrimination (such as sexism, racism, etc.), injustice, bullying, and so on;
- Acquire the skills to be self-reliant and work independently or in a team;
- A readiness to take on responsibility for their own actions;

- Value a non-material dimension to life and consider the questions at the heart of existence (such as who am I, where am I going?);
- An appreciation of the intangible – for example, beauty, truth, love, goodness, order – as well as for mystery, paradox, and ambiguity;
- An increasing ability to reflect, and to learn from this reflection.

Spiritual

Pupils' **spiritual development** is shown by their:

- beliefs, religious or otherwise, which inform **their perspective on life** & their **interest in** & **respect** for **different people's feelings & values**;
- 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**.

Examples of resources that support spiritual development: Reflective practice before and after a topic, a visitor, an educational visit etc. SEAL assemblies, PSHE read-aloud books, poetry, P4C sessions, self-evaluation, mantle of the expert experiences, participation in a year group assembly etc.

Moral

Pupils' **moral development** is shown by their:
- ability to **recognise** the difference between **right** and **wrong** and their readiness to **apply** this understanding **in their own lives;**
- understanding of the **consequences of their actions;**
- **interest in investigating**, and offering **reasoned** views about, **moral** and **ethical issues.**

Examples of resources to support moral development: resolving conflict; anti-bullying week, assemblies, PSHE read-aloud book, P4C sessions etc.

Social

Pupils' **social development** is shown by their:
- **use** of a range of **social skills** in **different contexts**, including **working** and **socialising** with pupils 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;
- **interest in**, and understanding of, the way **communities** and societies **function** at a variety of levels.

Examples of resources to support social development: speaking and listening activities; meeting children from another school; play-leaders and mediators, team games; PE lessons, achievement assemblies etc.

Cultural

Pupils' cultural development is shown by their:
- understanding and appreciation of the wide range of cultural influences that have shaped their **own heritage;**
- **willingness** to **participate** in, and **respond to**, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural **opportunities;**
- 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.**

Examples of resources to support cultural development: access to literacy books from a range of cultures, in–the-news assemblies, the creative curriculum, Black History Month etc.