Brampton Primary School
Spiritual, Moral, Social and Cultural Development Policy

Aim
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 and 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.