



## Spiritual, Moral, Social and Cultural Policy

### Rationale

The Educational Reform Act of 1988 describes a balanced and broadly based curriculum as one that promotes... 'the spiritual, moral, social and cultural development of pupils'.

At Sandal Primary School we consider the pupils' spiritual, moral, social and cultural development to be at the heart of our school ethos and the responsibility of the whole school curriculum.

### Aims

- To know and understand what is meant by British Values and what these look like in everyday life.
- To encourage pupils to develop their own beliefs and values about life and religion.
- To promote an appreciation of alternative individual and shared beliefs.
- To develop appropriate personal and social behaviour in response to other cultures and environments.
- To develop an awareness of oneself in terms of thoughts, feelings, emotions, responsibilities and experiences and the development of self-respect.
- To recognise and value the worth of individuals, developing a sense of community and the ability to build relationships with others.
- To promote curiosity in order to make sense of the world.
- To encourage a sense of awe and wonder as the pupils become more aware of deeper meanings in the natural world and their experience of it.

At Sandal Primary School, Spiritual, Moral, Social and Cultural development is promoted through the school ethos and climate of the school, which promotes British Values and broadly Christian values and attitudes.

It is also developed through Collective Worship; all curriculum areas; the school behaviour code; extra-curricular activities, and circle-time activities.

Collective Worship affirms the ethos and values of the school community, opportunities for awe and wonder, time for reflection and celebration of personal and group achievements.

Religious Education, literacy, drama, numeracy, music, art and science provide rich resources for exciting exploration and discovery of values in terms of appreciating the wonder of diversity, pattern, design, colour, sound, etc. They access the world of emotions and feelings in challenging ways. History, geography and technology can aid pupils to focus on cause and effect and the interdependence of all creation. Pupils develop a questioning, investigative approach to life and the world around them.

Extra-curricular activities including school visits and visitors, book fairs, sports events and after school clubs promote a sense of belonging to a group and provide an outlet for emotions and help develop tolerance towards others.

Circle time activities are used as appropriate to promote a safe and supportive environment where personal, topical and gender issues can be discussed and explored.

Opportunities for Spiritual, Moral, Social and Cultural development are given by encouraging pupils to:

- Discuss their feelings and beliefs openly.
- Explore open-ended issues involving opinions and listening to the views of others.
- Express themselves in a variety of ways including art, dance, drama, language work.
- Foster a sense of respect for the integrity of others, regardless of personal feelings.
- Respond to the wonder and beauty of the natural world.
- Have opportunities for prayer, reflection and silence.
- Participation in national and international events such as Comic Relief, Refugee Week and OBON Day.

At school, we offer pupils opportunities to know and understand what is meant by British Values and to reflect on their own identity, to develop self-respect and a sense of community. We provide opportunities to reflect not only on their own experiences but also the experiences of others. We encourage personal insight and understanding as to cause and effect, action and consequence.

### **Review Procedure**

The policy for SMSC Education will be reviewed in 2024, by the PSHE Coordinator, Headteacher, nominated Governor and Adviser.

### **Links to other policies**

Anti Bullying Policy  
Behaviour Policy  
Collective Worship Policy  
Curriculum Policy  
Equality Policy  
PSHE Policy  
Safeguarding Policy  
Teaching and Learning Policy

Date policy written: June 2014

Date approved by the SS Committee: June 2021

Date to be reviewed: Summer 2024

