

The Royal Borough of Kingston upon Thames

**Malden Parochial C of E  
Primary School**



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

Agreed: Spring 2018

Review: Spring 2020



## **Ethos Statement**

This is a Church of England Primary School. As such, its ethos derives from the Christian Gospel. In all that it does or aspires to achieve, the school is informed and strengthened by Christian belief and practice.

At the heart of the school's ethos is the conviction that God loves each person: that God desires the best for each person; that God longs for each person to develop their potential as human beings.

## **Mission Statement**

In accordance with the Ethos Statement, our school will aim to provide high quality education to the children of the local community within a safe, happy and stimulating environment

*Love, Learn, Live!*

## **Introduction**

As a Church of England school the context of our Spiritual, Moral, Social and Cultural Policy lies in Christian values.

The school takes an active and reflective approach to the development of our pupils' spiritual, moral, social and cultural education. This policy statement reinforces other policies particularly those concerned with behaviour, equal opportunities, personal social and health education and citizenship.

## **Definitions**

The following definitions are used within the context of this policy: -

***Spiritual development*** - This can be defined as personal development relating to the spirit or soul and the intangible. It does not necessarily relate to physical nature or matter and is not synonymous with religious education – although religious education and collective worship can be major vehicles for the delivery of spiritual matters. The spirituality we promote is Christian in nature.

***Moral development*** - This can be defined as personal development relating to human behaviour; especially the distinction between good and bad, right and wrong.

***Social development*** - This can be defined as a personal development concerned with living in a community rather than alone.

***Cultural development*** - This can be defined as personal development concerned with the total of inherited ideas, beliefs, values and knowledge which constitute the shared basis for social action.

## **Aims**

The ethos of our school is such that all people who come into our school, whether staff, pupil, parent or visitor, are valued as individuals in their own right. They should set, and be entitled to expect from others, good standards of behaviour, marked by respect and acceptance of responsibility.

The role model standards will be set by the Headteacher and practiced by all staff in order to set an effective example for the children in our care. Many factors outside of school will affect each child's spiritual, moral, social and cultural development. Major factors include gender, personality, position in the family and maturity of the child as well as their ethnicity and cultural background. The spiritual, moral and cultural climate of the community to which a child belongs also exerts a major influence on their life.

Through religious education and acts of Collective Worship, children will be introduced to a broad spectrum of beliefs. They will be encouraged to value other people's opinions and develop a questioning mind across a wide area of the curriculum.

## **Planning**

Our Units of Work make reference to opportunities for spiritual, moral, social and cultural development. Whilst planning lessons teachers are aware of the need to plan for opportunities to cover SMSC as well as focussing on the development of knowledge and skills.

## ***Spiritual Development***

Planned opportunities for spiritual development in all subjects can be seen across the school. Our children are given opportunities to reflect upon the meaning of spiritual experiences.

Examples of experiences generally regarded as spiritual include:

- Curiosity and mystery
- Awe and wonder
- Connection and belonging
- Heightened self-awareness
- Prayer and worship
- Deep feelings of what is felt to be ultimately important
- A sense of security, well-being, worth and purposefulness

These can occur during any part of the school day, for example, when listening to music, discussing the care needed for animals, friends and family. When exercising empathy or creativity, thinking about how we live, contemplating the future, etc.

## ***Moral/Social Development***

It is important that children are given clear guidance as to what is not acceptable behaviour, so that they can develop a moral code of their own that is socially and morally acceptable.

Each class works together at the beginning of the academic year to create Class/Golden Rules based on the agreed code of conduct. All members of the class, including adults, sign a Code of Conduct and it is referred back to throughout the year. We teach children to be aware of and take responsibility for their own actions and encourage the development of independence. We will help children to identify their feelings and think these through so that they are expressed in behaviour that is socially and morally acceptable.

## **Malden Parochial values every member of our school community:**

- Telling the truth
- Keeping promises
- Respecting the rights and property of others
- Acting in a considerate manner towards others
- Helping those less fortunate and weaker than ourselves
- Taking personal responsibility for one's actions
- Demonstrating self-discipline

These values are achieved through all aspects of school life and more particularly through collective worship, religious education, circle time, social skills groups and PSHCE sessions.

We are interested in the development of the whole child and will endeavour to raise their self-esteem through praise, Class Stars, Good Work Bags, congratulations cards sent home, merit

points and other means that highlight both the academic and social achievements of our children.

(please refer to our Behaviour Policy).

### **Cultural Development**

Children will be made aware of the diversity of other cultures both within modern Britain and across the world. This can be achieved through all areas of the curriculum and most particularly through English, geography, music, art and design technology. Cross-curricular links are shown on our Units of Work and are further developed through our planning.

By starting with a pupil's own culture and recognising our own traditions it is hoped that as they are introduced to other beliefs and cultures each pupil will respect and value them.

When children first start school time is spent encouraging children to co-operate with each other. This continues throughout the primary school years as children learn to work and play in a variety of groupings. They also learn by observing how staff work together.

We also value the families from which the children come and our strong links with parents and carers encourage each child to see that we are working in co-operation.

### **Monitoring and Evaluation**

Provision for the Spiritual, Moral Social and Cultural development of our pupils is monitored and reviewed on a regular basis.

This is achieved through:

- Observation of teaching and learning and work scrutiny by the Headteacher and Deputy Headteacher.
- Observation of teaching and learning and work scrutiny by the subject leaders for RE and PSHCE.
- Discussions in CPD for staff and governors.
- Regular reviews of the coverage of our Schemes of Work.
- Regular audit of policies to ensure inclusion of SMSC.
- Sharing of good classroom practice and work samples.