"Together we build understanding"

Rationale
At Unsworth Primary School the personal development of our children is a fundamental part of the academic and pastoral work of the school. To this end, we want to develop students spiritually, morally, socially and culturally and ensure that they are treated and respected as individuals, regardless of race, religion, nationality, ethnicity, disability, gender, gender identity and sexual orientation (LGBT).

We aim to deliver spiritual, moral, social and cultural education through all aspects of school life; curriculum, extra-curricular activities, the pastoral system, assemblies as well as our enquiry themes and special events. In order to promote the personal development of our young people effectively we work in partnership with our parents and the wider community, in order to develop their cultural capital.

Definitions
To achieve the desired outcomes within SMSC for our children we need to ensure that we fully understand what is meant by each of the terms which come under this umbrella.

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 a major vehicle for the delivery of spiritual matters.

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 within 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.

Planning
In planning lessons teachers are aware of the need to plan for opportunities in spirituality and reflection as well as for thinking skills and the key learning skills.

Spiritual Development
Planned opportunities for spiritual development in all subjects can be seen across the school. Children are given opportunities to reflect upon the meaning of spiritual experiences. Examples of experiences commonly 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

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 acceptable. With this in mind each class works together at the beginning of each academic year to create a Class behaviour reward system and class charter.

Our School Values (Respect, Friendship, Learning, Happiness and Honesty) are actively reinforced by all members of the school community so that all children are encouraged to:
- Tell the truth
- Keep promises
- Respect the rights and property of others
- Act considerately towards others
- Help those less fortunate and weaker than ourselves
- Take personal responsibility for one's actions
- Self-discipline

Teachers always discuss with their classes a code of conduct for the classroom based on the values held by the school. We will teach the children to be aware of their own actions, take responsibility for their own bodies and encourage independence. We will help the children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable. This is done through collective assembly themes, circle time, Social Skills groups and PATHs sessions (PSHE).

We are interested in the development of the whole child and will endeavour to raise their self-esteem through various means that highlight both academic and social achievements (please refer to our Behaviour Policy).

Cultural Development

Children should be made aware of the diversity of other cultures both within modern Britain and throughout the world. This can be done through music, PE, art and many other curriculum areas. This is shown in our curriculum plans.

When children first come into school a lot of time is spent in learning to co-operate together. This continues through the whole school, learning through play activities, a variety of groupings, controlled activities and by observing the way that the staff work together.

We also value the family from which the children come from and our strong links with parents encourage the child to see that we are working in partnership with them. 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.

Date of Policy: May 2019
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Policy written by: T Ali
Reviewed by: A Rhodes

APPENDIX 1: SMSC DEVELOPMENT ACROSS THE CURRICULUM

The curriculum provides ways of promoting the students' spiritual development by:

1. Encouraging students to consider their own values, beliefs and attitudes and those of others.
2. Encouraging reflection on questions about religion and the meaning of life
3. Reflecting on human experiences
4. Developing a sense of awe and wonder
5. Promoting understanding of ways that beliefs contribute to individual and group understanding and identity
6. Promoting awareness of the value of a non-material dimension to life, the search for truth and the possibility of a Divine Being
7. Considering ways that people have sought to explain the universe and the purpose of life
8. Providing opportunities for problem-solving and discovery
9. Developing student's capacity to think, reflect and express themselves on spiritual matters
10. Exploring the beliefs that are central to religious traditions
11. Promoting respect for their own and other people's religious beliefs
12. Recognition of the multi-faith society in which we live

The curriculum provides ways of promoting the students' moral development by:

1. Encouraging students to formulate and review their own values
2. Developing students' sense of right & wrong and integrity by examining motives for actions (ie: the link between beliefs/values and actions) and taking responsibility for their actions.
3. Challenging hypocrisy
4. Developing students' awareness of the needs of others and the need to show consideration to others
5. Promoting discussion of ethical issues
6. Exploring issues of evil and suffering
7. Providing opportunities for students to consider equal opportunities

The curriculum provides ways of promoting the students' social development by:

1. Encouraging students exposure to a range of social issues (some controversial) and to a variety of points of view.
2. Developing the capacity to discuss reasonably matters about which they feel strongly
3. Promoting good relations between individuals and groups regardless of race, religion, nationality, ethnicity, disability, gender, gender identity and sexual orientation (LGBT).
4. Developing/understanding ways in which communities function and are organised
5. Promoting equal opportunities and an understanding that everyone has equal worth and that all students have different abilities and talents
6. Recognising the need to live harmoniously in society and developing the ability to cope with conflict and differences of opinion.
7. Writing for a range of purposes and audiences
8. Providing opportunities for exercising responsibility, showing initiative and to contribute to the life of the school and/or community

The curriculum provides ways of promoting the students' cultural development by:

1. Exploring relationships between religion and culture
2. Enabling discussion from different cultural perspectives and enabling students to question from the security of their own cultural/family traditions and practices
3. Challenging racism and cultural elitism
4. Providing learning opportunities through links to other cultures: enabling students to encounter people/representatives and visit exhibitions/peformances from other cultures develop positive attitudes to them
5. Recognizing the contribution of many cultures in the development of curriculum resources and school materials
6. Developing openness towards the literature, music, performing arts and dance of other cultures