



How Spiritual, Moral, Social and Cultural Development (SMSC) is promoted at Rownhams St John's CE Primary School



Spiritual Development - What this looks like at Rownhams St John's CE Primary School

Spiritual development is concerned with developing the non-material aspects of life, focusing on personal insight, values, meaning and purpose. Beliefs that help provide perspective on life may be rooted in religion, but equally may not. This refers to children's beliefs, religious or otherwise, which inform their perspective on life and their interest in, and respect for, different people's feelings and values. This is developed by:

- Explicit teaching about spirituality either in phase or in family groupings using the "Ricketts' model" to help understand that spirituality is all about relationships – relationship with self (mirror moments); relationship with others (door moments); relationship with the world (window moments) and relationship with the beyond (candle moments). Opportunities for spiritual development are planned for and progressive across the school.
- Giving pupils the opportunity to explore values and beliefs, including religious beliefs and the way in which they impact on people's lives. This is done, for example, through collective worship, RE, PSHCE, Philosophy for Children (P4C) sessions and History.
- Giving pupils the opportunity to understand human emotions and feelings, the way they impact on people and how an understanding of them can be helpful; for example, through PSHCE, P4C, RE, Literacy, Drama, Music and Dance.
- Developing a climate, or ethos, within which all pupils can grow and flourish, respect others and be respected; for example: growth mindset work with staff and children; leadership opportunities such as Young Governor groups, peer mentors, class ambassadors, house team leaders and celebration assemblies.
- Offering pupils the opportunity to appreciate the beauty and wonder of the natural environment; for example going on educational trips and residential; Ground Force club; environmental science; worship focus; art week
- Accommodating difference and respecting the integrity of individuals; for example, Young Governors, Bronze Ambassadors, Playtime pals, RRR lessons, eg collective worship themes of diversity and specialness, Anti-bullying week; Global learning opportunities in the curriculum and Global Learning Programme

Promoting teaching styles that:

1. Value pupil questions and give them space for their own thoughts, opportunity to articulate thinking, ideas and concerns.
2. Allow children to take ownership of and lead their learning
3. Enable pupils to make connections between aspects of their learning.
4. Encourage pupils to relate their learning to a wider frame of reference; for example, asking 'why', 'how', and 'where' as well as 'what'.



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Moral Development - What this looks like at Rownhams St John's CE Primary School

Moral development is largely about making choices, behaviour and how you live your life. It is also about personal and societal values, understanding the reasons for them and airing and understanding disagreements.

Moral Development refers to a pupil's understanding, attitude and behaviour to what is right and what is wrong. This is developed by:

- Providing a clear moral code for behaviour which is promoted consistently through all aspects of the school; for example, Behaviour Policy; Class charters; lunchtime and playtime rules; Anti-Bullying Week, E-Safety week.
- Promoting equality relating to; gender, faith, ethnic origin, sexual orientation, age, disability, SEN, through Inclusion policy, Single Equality Scheme, policies, PSHE teaching; P4C; SRE; book studies
- Giving pupils opportunities to explore and develop moral concepts and values throughout the curriculum; for example, truth, justice, equality of opportunity, right and wrong (PSHCE; RE; History; Collective Worship; Drama; Young Governors; Community Police officer visits).
- Developing an open and safe learning environment in which pupils can express their views and practise moral decision making (PSHCE, P4C, Circle time sessions, Young Governors and other pup leadership groups; Drama; Safeguarding policy and practice).
- Rewarding expressions of moral insights and good behaviour (Celebration Assembly; class reward systems; dojo system).
- Modelling through the quality of relationships and interactions the principles we wish to promote; for example, fairness, integrity, respect for persons, pupil welfare, respect for minority interests, resolution of conflict keeping promises and contracts (living our core Christian values of love, joy and responsibility in everything we do; whole school charity events; British Values; Celebration Assemblies; collective worship themes; Enterprise week; Art week).
- Recognising and respecting different cultural groups represented in the school and the wider community (celebration of religious festivals and newsletters, visitors and workshops, themed worship, values certificates)
- Encouraging children to take responsibility for their actions; for example, respect for property, care of the environment and code of behaviour (Behaviour Policy; worship themes, values certificates).
- Providing models of moral standards through the curriculum (Literacy; History; RE; PSHCE; Collective worship; Drama).
- Reinforcing the school's values through the use of posters, displays etc.



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Social Development - What this looks like at Rownhams St John's CE Primary School

Social development shows pupils working together effectively, relating well to adults and participating in the local community. Social Development refers to a pupil's progressive acquisition of the competencies and qualities needed to play a full part in society and become informed citizens of the future. This is supported by:

- Fostering a sense of community with common, inclusive values (collective worship; Home-School Agreement; FORCE events including Christmas and Summer fairs)
- Promoting equality relating to; gender, religion, ethnic origin, sexual orientation, age, disability, SEN
- Promoting racial, religious and other forms of equality (Single Equality Scheme).
- Encouraging children to work co-operatively (PSHCE, Playtime Pals, House system; Attendance Awards, Value Awards, learning in family groupings, educational trips and residentials, art week, enterprise week)
- Encouraging children to recognise and respect social differences and similarities; for example, where they live, different kinds of family models, age issues (PSHCE; RE; Literature, Collective worship).
- Providing positive corporate experiences; for example, Pop UK, special curriculum events such as Winter Warmers, phonics and maths workshops, End of year productions and nativities, Young Governors, "Rownhams Got Talent", Class Assemblies, learning outcomes presented to parents; Enterprise week and Art week
- Helping pupils develop personal qualities which are valued in society, for example, thoughtfulness, honesty, respect for differences, moral principles, independence, inter-dependence, self-respect through teaching of PSHCE curriculum and within all teaching
- Helping children to relieve tensions between their own aspirations and those of the wider group
- Providing opportunities to participate in the democratic process and participate in making community decisions (elections for Young Governors, class ambassadors, House Team Leaders).
- Providing children with opportunities to exercise leadership and responsibility (House Team Leaders, Young Governor groups, Peer Mentors, Cloakroom monitors; YR Buddies, Bronze Ambassadors, Playground Pals, Class Ambassadors; JRSOs)



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Cultural Development - What this looks like at Rownhams St John's CE Primary School

Cultural development is about understanding and feeling comfortable in a variety of cultures and experiencing a range of cultural activities (art, theatre, travel, concerts). Understanding and tolerance regarding the cultural traditions and beliefs of others.

Cultural development refers to pupils developing their understanding of beliefs, values and customs in social, ethnic and national groups different to their own. This is supported by:

- Providing children with opportunities to explore their own cultural assumptions and values (P4C, global learning opportunities in the curriculum, RE, PSHE, worship time)
- Celebrating the attitudes, values and traditions of diverse cultures (Global Learning Programme; Geography; RE; P4C; MFL History; Literacy; Library; Collective Worship; Art; Dance; Music; celebrating festivals and promoting EAL within the school)
- Recognising and nurturing particular gifts and talents (Local Events with other schools: Sports Competitions; Choir competitions, Singing at West Quay; Performing Arts group, Rabbit crew, after school clubs)
- Developing partnerships with outside agencies and individuals to extend pupil's cultural awareness (Expert Centre for the Global Learning Programme, Drama, music and dance groups, links with Local Community)
- Reinforcing the school's cultural values through displays and photographs.
- Using ICT and the world-wide web to extend partnerships with those from other cultural backgrounds (links with other schools including Ugandan School).