Mellor's Spiritual, Moral, Social and Cultural Development Policy

Rational
The spiritual, moral, social and cultural (SMSC) development of the child is recognised as being of fundamental importance for the education of all children by Governors, staff and parents of our school. It is taught through all subjects of the curriculum and in particular RE and PHSE. It supports all areas of learning and can contribute to the child's motivation to learn. The development of SMSC can enrich the individual's appreciation of life's experiences and their relationships with others.

Religious Education at Mellor provides opportunities to promote:

1. **Spiritual Development**
This includes discussing and reflecting upon key questions of meaning and truth such as the origins of the universe, life after death, good and evil, the being of God and values such as justice, honesty and truth. It also involves considering how beliefs and concepts in religion may be expressed through the creative and expressive arts and related to the human and natural sciences, thereby contributing to personal and communal identity. Spiritual development considers how religions and other world views perceive the value of human beings and their relationships with one another, with the natural world, and with God. It's about valuing relationships and developing a sense of belonging and developing their own views and ideas on religious and spiritual issues

1.1 In this way, spiritual development encourages

- Self awareness
- Reflection
- Reasoning
- A sense of enduring identity
- Good relationships
- Co-operation and empathy
- The formation of long term ideals

1.2 Mellor will promote spiritual development through:

- Enabling children to study the major religions of the world in depth. Each year group from Y2-5 is responsible for presenting a whole school special assembly on the following community faiths – Christian, Hindu, Muslim and Sikh. Other significant religious days are celebrated during key stage assemblies throughout the year. This way, children of all faiths or no faith gain a greater understanding of religious beliefs and practices.
• Fostering high self-esteem by encouraging children to take risks or face challenges in their learning within a secure and positive environment.
• Demonstrating its appreciation for work of the child’s imagination and provide opportunities for them to use their own creativity and imagination.
• Offering opportunities for aesthetic experience in art, music, dance, and literature.
• Making time for stillness and reflection which may lead to children coming to the threshold of prayer.
• Posing questions that encourage children to consider issues of meaning and purpose.
• Developing good listening skills in the children; the School will show that it is listening to the children through its response to issues raised, by them, via the School Council.
• Showing that it is not always possible to provide an absolute answer and at such times it is a positive experience to value a variety of interpretations and responses.
• Improving co-operation and understanding in relationships, providing opportunities such as group activities where children have constructive and enjoyable interaction with others; it is important that they sometimes work with those children who they would not normally choose as partners.
• Fostering emotional well-being by encouraging children to express their feelings and to have the ability to control their emotional behaviour.
• Developing the capacity for evaluative reasoning and critical thought by encouraging children to look beyond the surface.

2. Moral Development

Pupils' moral development involves pupils acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. They are able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge, skills and understanding, qualities and attitudes they need in order to make responsible moral decisions and act on them.

2.1 Mellor will promote the moral development of the child by;

• Showing respect to all children and adults in school.
• Having a consensus of values that are stated clearly and owned by everyone, especially the children and involving the child in the evaluation of these.
• Building up the self-esteem of the child.
• Encouraging everyone within the school to behave in an acceptable way towards one another.
• Training children in understanding the consequences of their actions.

2.2 At Mellor our moral code is underpinned by belief in:

• Being honest
• Respecting the rights and property of others
• Being considerate to one another
• Caring for those who are less fortunate
• Accepting responsibility for one’s own actions
• Self-discipline

3. Social development

Pupils’ social development involves pupils acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work with others for the common good. Children are given opportunities to investigate social issues from religious perspectives, recognising diversity of viewpoint within and between religions, as well as common ground between them. They display a sense of belonging and an increasing willingness to participate. They develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities.

3.1 At Mellor social development teaches:

• Skills and values that will determine their future lives as responsible citizens.
• Security and confidence in learning
• Support in facing difficulties
• A willingness to co-operate with other pupils by balancing individual and collective needs.
• A readiness to celebrate their own and others’ achievements either in class or during Key Stage assemblies
• An appreciation of the benefits that can result from supporting the School.
• A sense of how their lives and that of the School relate to the wider community it serves.
• Participation in community service and charitable activities.

4. Cultural Development

Development in this area allows the child to recognise that all cultural groups are distinctive. Culture is the embodiment of shared beliefs, knowledge, customs and values of that group. The child needs to appreciate the distinctive features of their own culture and those of others. This will help children to answer the questions “Who am I” and “Where do I fit in?” We need to remember that cultures are dynamic and are constantly being re-shaped. Therefore, cultural development will also promote racial and inter-faith harmony for all, combating prejudice and discrimination, contributing positively to community cohesion and
promoting awareness of how inter-faith co-operation can support the pursuit of the common good.

4.1 **Mellor will promote cultural development through:**

- Exposing children to a wealth of stimuli from their own culture and those of others. This will be taught through the whole curriculum in particular RE, Literature and Music. Visits out of school and visitors to the school will support this teaching
- Encouraging participation in and appreciation of the wealth of cultural traditions and the beliefs associated with these.
- Encouraging tolerance and appreciation of the beliefs, value and customs of different cultures

5. **Assemblies at Mellor**

5.1 At Mellor we hold daily acts for spiritual, moral, cultural and social reflection. This takes place every morning in the form of separate Class or Key Stage Assemblies.

5.2 We conduct our assemblies in a respectful and dignified way. We tell the children that assembly is a time of calm reflection. We regard it as a special time where we celebrate the achievements and learning of the children. We encourage children to participate by presenting their work and raising issues discussed in their classes. Assemblies provide an opportunity to reward children for their achievements both in and out of school. They also play an important part of promoting the ethos of the school.

5.3 **Religious Assemblies**

The school has submitted a request to the local authority religious board for a broadly non-Christian assembly focus. Based on this, children at Mellor have a weekly assembly, named Religions of the World, which focuses on the 6 main religions of the world (Hinduism, Islam, Christianity, Sikhism, Judaism and Buddhism). In these assemblies, pupils are given the opportunity to build their awareness of different faiths and develop a basic understanding about them.

5.4 Over the course of the year, the main community festivals are celebrated through whole school assemblies. All the children within the school, their parents/carers and members of the wider community are invited to attend. We encourage their attendance, as this promotes community spirit and inter-faith understanding. Governors’ attendance at our assemblies is always welcome.
5.5 Visiting Sacred Places of Worship

As part of the R.E Curriculum, children may visit different places of worship. During these visits, children do not undertake religious instruction. Visits to sacred places are important to reinforce positive attitudes towards different faith groups and to gain a better understanding of how other people worship.

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