



## Social, Moral, Spiritual and Cultural Development at Cayton School (SMSC)

### Rationale

At Cayton School we recognise that the personal development of children, spiritually, morally, socially and culturally (SMSC), plays a significant part in their ability to learn and achieve.

At Cayton School we aim to deliver an education that provides pupils with opportunities to explore and develop their own values and beliefs. This can include spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

### Aims

- To ensure that everyone connected with the school is aware of our values and principles.
- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- To ensure that pupils know what is expected of them and why.
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To enable pupils to develop an understanding of their individual and group identity.
- To enable pupils to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

### **Implementation of Policy**

#### Principles of SMSC at Cayton School

- All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development.
- All adults should model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.
- The school community is a place where pupils can find acceptance for themselves as unique individuals, and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.
- Pupils learn to differentiate between right and wrong in as far as their actions affect other people.
- Pupils are encouraged to value themselves and others.
- Pupils understand the need for rules and the need to abide by rules for the good of everyone.
- School and classroom rules reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.
- All curriculum areas seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible.



## **Teaching and Organisation of SMSC**

At Cayton School development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle. All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

### **At Cayton School there will be opportunities to:**

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, e.g. bullying, death etc.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider others needs and behaviour.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging. Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally, e.g. empathy, respect, open mindedness, sensitivity, critical awareness etc.

### **At Cayton School curriculum areas provide opportunities to:**

- Listen and talk to each other.
- Treat all as equals.
- Agree and disagree.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

## **Links with the wider community**

- Visitors are welcomed into school.
- Links with the church are fostered through links with the local churches.
- The development of a strong home/school link is regarded as very important, enabling parents and teachers to work in an effective partnership.
- Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.

## **Spiritual Development**

At Cayton School we aim to provide learning opportunities that will enable pupils to:

- Sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought.
- Foster their emotional life and express their feelings.
- Experience moments of stillness and reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships.
- Reflect on, consider and celebrate the wonders and mysteries of life.



Children who are developing **spiritually** are likely to be developing some or all of the following characteristics:

- A set of values, principles and beliefs, which may or may not be religious, which inform their perspective on life and their patterns of behaviour.
- An awareness and understanding of their own and others' beliefs.
- A respect for themselves and for others.
- A sense of empathy with others, concern and compassion.
- An increasing ability to reflect and learn from this reflection.
- An ability to show courage and persistence in defence of their aims, values, principles and beliefs.
- An appreciation of the intangible - for example, beauty, truth, love, goodness and mystery
- A respect for insight as well as knowledge and reason.
- An expressive and/or creative impulse.
- An ability to think in terms of the 'whole'- for example, concepts such as harmony, interdependence, scale, perspective.
- An understanding of feelings and emotions and their likely impact.

## **Moral Development**

At Cayton School we aim to provide learning opportunities that will enable pupils to:

- Recognise the unique value of each individual.
- Listen and respond appropriately to the views of others.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others.
- Show respect for the environment.
- Make informed and independent judgements.

Children who are developing **morally** are likely to be developing some or all of the following characteristics:

- An ability to distinguish right from wrong, based on a knowledge of the moral codes of their own and other cultures.
- A confidence to act consistently in accordance with their own principles.
- An ability to think through the consequences of their own and others' actions.
- A willingness to express their views on ethical issues and personal values.
- An ability to make responsible and reasoned judgements on moral dilemmas.
- A commitment to personal values in areas which are considered right by some and wrong by others.
- A considerate style of life.
- A respect for others' needs, interests and feelings, as well as their own.
- A desire to explore their own and others' views.
- An understanding of the need to review and re-assess their values, codes and principles in the light of experience.

## **Social Development**

At Cayton School we aim to promote opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity.
- Begin to understand the Christian and other faiths' imperative for social justice and a concern for the disadvantaged.



Pupils who are becoming **socially** aware are likely to be developing some or all of the abilities to:

- Adjust to a range of social contexts by appropriate and sensitive behaviour.
- Relate well to other people's social skills and personal qualities.
- Work, successfully, as a member of a group or team.
- Challenge, when necessary and in appropriate ways, the values of a group or wider community.
- Share views and opinions with others, and work towards consensus.
- Reflect on their own contribution to society and to the world of work.
- Show respect for people, living things, property and the environment.
- Benefit from advice offered by those in authority or counselling roles.
- Exercise responsibility.
- Appreciate the rights and responsibilities of individuals within the wider social setting.
- Understand how societies function and are organised in structures such as the family, the school and local and wider communities.
- Understand the notion of interdependence in an increasingly complex society.

## **Cultural Development**

At Cayton School we aim to promote opportunities that will enable pupils to:

- Recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society.
- Recognise Christianity as a worldwide faith.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

Pupils who are becoming **culturally** aware are likely to be developing some or all of the following characteristics:

- An ability to recognise and understand their own cultural assumptions and values.
- An understanding of the influences which have shaped their own cultural heritage.
- An understanding of the dynamic, evolutionary nature of cultures.
- An ability to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, thereby challenging racism and valuing race equality.
- An openness to new ideas and a willingness to modify cultural values in the light of experience.
- An ability to use language and understand images/icons, for example, in music, art, literature which have significance and meaning in a culture.
- A willingness to participate in, and respond to, artistic and cultural enterprises.
- A sense of personal enrichment through encounter with cultural media and traditions from a range of cultures.
- A regard for the heights of human achievement in all cultures and societies.
- An appreciation of the diversity and interdependence of cultures.

**This policy is to be read in conjunction with the Curriculum Statement Policy**

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