



Hamsey Green
Primary School



Hamsey Green Primary School

Policy for the Development of Spiritual, Moral, Social and Cultural Awareness in Children

Review Date: September 2025

By: Nikki Mace

To be Reviewed: September 2027

HAMSEY GREEN PRIMARY SCHOOL

POLICY FOR THE DEVELOPMENT OF SPIRITUAL, MORAL, SOCIAL AND CULTURAL AWARENESS IN OUR CHILDREN

We are a school where:

- Opportunities for academic, social and spiritual success and growth are fully maximised, celebrated and shared.
- We strive to ensure that all children have opportunities to learn and develop skills, attitudes and understanding in order to prepare them for continuing education and the evolving adult society in which they are likely to live.
- We recognise the importance of promoting and developing Spiritual, Moral, Social and Cultural understanding in order to support children as they grow up, make decisions and aspire to be the best they can be.

Our school values are integral to learning at Hamsey Green Primary and Acorns Nursery and we are confident that SMSC provision is strongly enhanced through our curriculum and purposeful learning experiences. Children learn to articulate their feelings and justify them in both informal and formal settings and are given responsibility and trust to develop their confidence.

We strive to provide a 'value-based' curriculum with opportunities for development in these areas evident throughout the school day and year. These are not 'bolt-on' extras but a strong undercurrent of school life. We believe that the development of these values can be rarely measured. Sometimes they are easy to identify and plan for but often opportunities happen spontaneously in the context of stimulating discussions or lessons. Staff need to be confident to recognise and 'seize the moment' and take time to reflect with the children on the learning that is taking place.

The four areas can be defined thus:

SPIRITUAL DEVELOPMENT: relates to an awareness of mystery through reflection. Pupils acquire insights into their own personal being and their place in the world.

MORAL DEVELOPMENT: refers to a pupil's understanding, attitude and behaviour to what is right and wrong. **SOCIAL DEVELOPMENT:** refers to a pupil's progressive acquisition of the competencies and qualities needed to play a fully part in society.

CULTURAL DEVELOPMENT: refers to a pupil's developing understanding of beliefs, values and customs in social, ethnic and national groups different to their own.

SPIRITUAL DEVELOPMENT

- Giving pupils the opportunity to explore values and beliefs, learning tolerance, including religious beliefs and the way in which they impact on people's lives (RE, Assembly, PSHE, History) and British Values
- Giving pupil's the opportunity to understand human emotions and feelings, the way they impact on people and how an understanding of them can be helpful (RE, PSHE, Assembly, English, Dance, Music, Art, Drama)
- Developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected (School and Council system)
- Offering pupils the opportunity to appreciate the beauty and wonder of the natural environment (school grounds, visits to Riddlesdown Common)
- Accommodating difference and respecting the integrity of individuals (School and Council system and 'Golden Boot')
- Promoting teaching styles that:
- Value pupil questions and give them space for their own thoughts, ideas and concerns (Pastoral Lead)
- Enable pupils to make connections between aspects of their learning
- Encourage pupils to relate their learning to a wider frame of reference – for example, asking 'why', 'how', and 'where' as well as 'what'. (Teaching and Learning Policy)
- **Willingness to reflect on their experiences.**

Spiritual Development is also promoted through:

- Assemblies
- Religious Education Curriculum
- cross curricular links - especially science
- whole school reflection
- the use of learning partners
- the 'Awe and Wonder'
- our grounds

MORAL DEVELOPMENT

- Providing a clear moral code for behaviour which is promoted consistently through all aspects of the school (Behaviour Policy)

- The ability to recognise the difference between right and wrong, readily apply this understanding in their own lives, and in so doing, respect the civil and criminal law of England
- Showing an understanding of the consequences of their behaviour and actions
- Promoting racial, religious and other forms of equality (Equality Policies)
- Giving pupils opportunities to explore and develop moral concepts and values throughout the curriculum e.g. truth, justice, equality of opportunity, right and wrong (PSHE, RE, History, Literacy, Assembly, Drama) and British Values
- Developing an open and safe learning environment in which pupils can express their views and practise moral decision making (School Councils, Drama, Voice Box)
- Rewarding expressions of moral insights and good behaviour (Raffle tickets and postcards home)
- Modelling through the quality of relationships and interactions the principles we wish to promote e.g. fairness, integrity, respect for persons, pupil welfare, respect for minority interests
- Recognising and respecting the codes and morals of different cultural groups represented in the school and the wider community
- Encouraging children to take responsibility for their actions e.g. respect for property, care of the environment and code of behaviour (Behaviour Policy)
- Providing models of moral virtue through the curriculum (English, History, RE, PSHE, Assembly, Drama)
- Reinforcing the school's values by displays etc. (PSHE, Special Focus Weeks)
- Show interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues

Moral Development is also promoted through:

- The school and class rules with a focus on understanding why we have them
- class reward systems and effort marks
- Head Teacher awards
- activities/events linked to E-safety, anti-bullying, fire safety and child line awareness
- giving children responsibilities - Play Leaders, Lunch Monitors, Sports Ambassadors, Safety Ambassadors, Eco Reps, School Council Reps
- whole school SMSC display
- themed days, workshops
- school subscription to 'First News'
- Sex and Relationship education
- Drugs education including alcohol and tobacco
- PSHE lessons
- class debates
- celebration/Achievement assemblies

SOCIAL DEVELOPMENT

- Using a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- A willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- Through acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.
- Fostering a sense of community with common, inclusive values (Assembly, Inclusion Policy, Home School Agreement)
- Promoting racial, religious and other forms of equality (Racial, Inclusion, Equal Opportunities Policies)
- Encouraging children to work co-operatively (Green Hamsey, Pupil Premium)
- Encouraging children to recognise and respect social differences and similarities e.g. where they live, different kinds of family models, age issues
- Providing positive corporate experiences e.g. special curriculum events, productions, assembly, school council, Enterprise events
- Help pupils develop personal qualities which are valued in society e.g. thoughtfulness, honesty, respect for differences, moral principles, independence, inter-dependence, self-respect
- Help children relieve tensions between their own aspirations and those of the wider group
- Provide opportunities to participate in the democratic process and participate in making community decisions (the school elections, School Council)
- Providing children with opportunities to exercise leadership and responsibility (Council Leaders, Club Leaders, Team Leaders, Head Pupils, Prefects)
- Making members of the wider community welcome in our school and keeping them informed of developments (Reading Volunteers, Newsletter, Warlingham Carol Singing, Class Assemblies, Book Week, Twitter, Lantern festival, Charity events such as MacMillan and Red Nose Day)

Social development is also promoted through:

- pupil questionnaires
- visits from authorities such as the Police and the Fire Service
- class behaviour systems that are aligned to a set of rules which have been agreed with the children

- a safe and supportive learning environment
- children who are encouraged to become good and valued citizens; this is particularly promoted through guiding children in becoming independent learners
- opportunities for children to plan, lead and evaluate assemblies
- the School ethos and behaviour policy
- developing an awareness about famous British figures through the history curriculum, 'Celebration of British Events' themed days
- community and sports events
- celebrating 'European Day of Languages'
- opportunities like the Olympics and the World Cup are used to study and learn about life and culture in different countries
- class assemblies and school productions
- the 'PhysiFun scheme
- Visits/presentations from the Road Safety Team, Feet First and Bikeability Training
- opportunities for children's social skills to be developed during day and residential trips and school sleepovers

CULTURAL DEVELOPMENT

- Providing children with opportunities to explore their own cultural assumptions and values
- Celebrating, understanding and appreciation of the range of different cultures within school the attitudes, values and traditions of diverse cultures and further afield as an essential element of their preparation for life in modern Britain
- (Geography, RE, Multi-Cultural events, History, English, Assembly, Art, Dance, Music)
- Recognising and nurturing particular gifts and talents (after school clubs, attending special events)
- A willingness to participate in and respond positively to artistic, sporting and cultural opportunities, developing partnerships with outside agencies and individuals to extend pupil's cultural awareness e.g. Theatre, music and dance groups, museum and art galleries visits
- Reinforcing the school's cultural values through displays, website and photographs
- Using ICT and the world-wide web to extend partnerships with those from other cultural backgrounds
- Providing pupils with opportunities to engage with the fundamental British values knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain and to develop skills and attitudes that allow them to participate fully in and contribute positively to life in modern Britain
- Show an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Cultural development is also promoted through:

- themed events
- drama activities
- the teaching of historical events through the history curriculum
- displays
- assemblies
- class trips
- creative curriculum
- charity work
- extra curricular activities
- diversity is promoted through the choice of music from different cultures that the choir sing and the opportunities that the children have to sing with children from different cultural backgrounds, such as the Young Voices Concerts.

ASSEMBLIES

Assemblies are an ideal opportunity to foster and promote the development of the four areas. Whole School assemblies are organised Monday, Wednesday, Thursday, and Friday. Friday's Assembly has a focus of British Values which links to Protected Characteristics/Rights of the Child.

Assemblies provide the children with the opportunity to:

- Worship God in a child-friendly way
- Consider spiritual and moral issues
- Explore their own beliefs in a time of reflection and/or prayer
- Participate in drama and responsive activities
- Develop a sense of community
- Share a common ethos and values and have positive attitudes reinforced
- Explore the Christian faith and faiths of other religious traditions through story and music often with a moral

point

- Celebrate the achievements of themselves and others

Regular visitors to Assembly include the local vicar.

1. Enter Assembly quietly, proud walking- and listen to the music
2. Listen, watch and think carefully
3. Always put your hand up to answer questions
4. Enjoy!
5. Leave the hall by proud walking, quietly

Governors have an open invitation to Celebration Assemblies, parents are invited to share in special assemblies and invited to Value Assemblies weekly if their child has been nominated.

Parents are entitled to withdraw their child from assembly in discussion with the Headteacher. The school will make alternative arrangements for the supervision of the child during that period.

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