LANGDON

PRIMARY SCHOOL

Spiritual, Moral, Social and Cultural Education Policy

Created Spring 2025

Agreed by the Governing Body 18.3.25

Due for review Spring 2027

Spiritual, Moral, Social and Cultural Policy

Rationale

Maintained schools have obligations under the Education Act (2002) which requires schools, as part of a broad and balanced curriculum, to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.

The National Curriculum requires that, 'All state schools are also required to make provision for a daily act of collective worship and must teach religious education to pupils at every key stage . . .'

Meeting requirements for collective worship, establishing a strong school ethos supported by effective relationships throughout the school, and providing relevant activities beyond the classroom are all ways we ensure pupils' SMSC development.

Pupils must be encouraged to regard people of all faiths, races and cultures with respect and tolerance.

It is expected that pupils should understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The school's ethos and teaching supports the rule of English civil and criminal law.

The school, acting upon guidance from the DfE, is obliged to promote democracy and to promote fundamental British values. As such we will challenge opinions and behaviours that are contrary to such values. As detailed in the Teachers' Standards, we will ensure that we uphold public trust in the teaching profession by maintaining high standards of our personal ethics and behaviour, both within and outside of school. This includes not undermining fundamental British values.

Introduction

The ethos of our school is such that all people who come into our school, whether staff, pupil, parent or visitor, are valued as individuals in their own right.

They should set, and be entitled to expect from others, good standards of behaviour, marked by respect and responsibility.

All adults will act as role models and promote high standards of behaviour in order to set an effective example for our children.

However, we must recognize that the children's development will be

affected by many factors other than those which the school itself provides.

These include maturity, personality, gender, family, peer group, ethnicity, cultural background and more generally the moral, spiritual and cultural climate of our society and of the communities to which they belong.

Through our curriculum, in particular religious education and aspects of collective acts of worship, children will be introduced to a wide range of opinions and beliefs. They will be provided with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive and caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures. They will be encouraged to value other people's opinions and develop a questioning mind.

The integrity and spirituality of pupils from other faith backgrounds will be respected. The diversity of spiritual traditions will be recognized and explored and pupils will be given access to alternative views.

It is important that children are given clear guidance as to what is and what is not acceptable behaviour, so that they can develop a moral code that is socially acceptable. Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules, rewards and sanctions will reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' achievements.

Social Development

We will provide opportunities for pupils to develop an understanding of their individual and group identity. We will ensure that they understand their role in school, the locality and in the wider community and that they know that their actions can have a positive impact upon the community. We will ensure that all children begin to understand the importance of social justice and a concern for those who are disadvantaged.

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

Moral Development

We will discuss with our 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 environment 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 will be done through assemblies, in class, or through thinking sessions.

We are interested in the development of the whole child and will endeavour to raise the children's self esteem through praise, rewards and other means which highlight both academic and social achievements.

We also value the families that the children come from and our 'open door' policy to parents encourages children to see that we are working in co-operation with their parents.

Cultural Development

We will endeavor to develop cultural understanding in children by starting with an awareness of the child's own culture and associated traditions and beliefs. Through the curriculum and in acts of collective worship we will introduce the children to other cultures, traditions and beliefs in order to facilitate awareness, understanding, tolerance and respect for other cultures both in this country and across the world.

Spiritual Development

We will provide opportunities for children to discuss their beliefs, feelings, values and responses to personal experiences as well as those of others. We will ensure that children are able to talk about their emotional life in order to address anxieties or concerns and build their self esteem and feelings of self worth. We will allow time within the curriculum and in acts of collective worship for stillness, reflection and celebration of the wonders and mysteries of life. We will encourage the formation and maintenance of positive and meaningful relationships with others in learning time and social time. We will broadly recognize and reflect Christian approaches to spiritual development but ensure that children are aware of the similarities between this approach and that of other religions and beliefs.

Links with the wider community

Where relevant and appropriate we will work with other agencies and forums to provide support for the children's SMSC development. We will invite speakers into the classroom to inform learning through the curriculum and also into acts of collective worship and whole school or group meetings to share information, celebrations, worship and reflections. Our links with community groups in the immediate environment, such as parents and churches, or other organizations will be developed, maintained and used to enhance provision and outcomes for our children.