



COAST
ACADEMIES



Eden Park Primary School and Preston Primary School

Spiritual, Moral, Social and Cultural Policy

Key contacts for Coast Academies:

Executive Head	Ken Kies (Executive Head)
Heads of School	Ian Morgan (Eden Park). Scott Ord (Preston)
DSL (Designated Safeguarding Lead)	Deb Mawbey (Assistant Head, Eden Park)
Designated Academy Council and Board Members	Georgina Bastin ACT Carrienne Toms CLA
Pastoral Staff:	Deb Mawbey, Sue Killick, Jane Stead, Charlotte Griffin, Leanne Shone Carrol Stephens, Liz Thomas, Dee Bouyamourn, Kim Matthews

Definition

SMSC stands for **spiritual, moral, social and cultural** development. At Coast Academies, we recognise that the personal development of pupils plays a significant part in their ability to learn and achieve, allowing them to mature into well rounded people. Therefore, our development of these areas pervades all that we do.

Spiritual development:

Spiritual development focuses on an individual's own personal beliefs and values and their resulting behaviours. Through spiritual development, children are able to understand their own feelings and emotions and this enables them to reflect and learn.

Spiritual development allows pupils to:

- Explore beliefs and experience;
- respect faiths, feelings and values;
- enjoy learning about oneself, others and the surrounding world;
- use imagination and creativity;
- reflect.

We believe our core values of **Independence** and **Creativity** support the children with their spiritual development.

Moral Development

Moral development means exploring, understanding and recognising shared values and considering the issues of right and wrong.

Moral development allows pupils to:

- Recognise right and wrong;
- respect the law;
- understand consequences;
- investigate moral and ethical issues;
- offer reasoned views.



We believe our core values of **Respect** and **Independence** support the children with their moral development.

Social Development

Social development involves learners working effectively together and participating successfully in the school community as a whole. During a pupil's social development they gain interpersonal skills that allow them to form successful relationships and to become a positive team member.

Social development allows pupils to:

- Use a range of social skills;
- participate in the local community;
- appreciate diverse viewpoints;
- participate, volunteer and cooperate;
- resolve conflict;
- engage with the '[British values](#)' of democracy, the rule of law, liberty, respect and tolerance.

We believe our core values of **Teamwork** and **Respect** support the children with their moral development.

Cultural development

Cultural development enables learner's to develop an understanding of their own culture and other cultures locally, nationally and internationally. It also means learning to feel comfortable in a variety of cultures and valuing cultural diversity.

Cultural development allows pupils to:

- Appreciate cultural influences;
- appreciate the role of Britain's parliamentary system;
- participate in culture opportunities;
- understand, accept, respect and celebrate diversity.

We believe our core values of **Creativity** and **Respect** support the children with their cultural development.

Principles

- The school will ensure that the spiritual, moral, social and cultural development of our children is given paramount consideration when developing and delivering all school activities.
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to the development of SMSC.
- All staff, regardless of role, have an equal responsibility to ensure that the spiritual, moral, social and moral development of our children is central to their work.
- The school will have in place a range of policies and procedures that support the effective development of SMSC.
- The school will support the development of SMSC through a deliberate and purposeful promotion of our core learning and British values. This will be done at all stages of planning and delivery.
- At Coast Academies we work closely with all partner agencies to promote quality outcomes for children.



- We aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs; spiritual awareness; high standards of personal behaviour; a positive and caring attitude towards each other; an understanding of social and cultural traditions and an appreciation of diversity.

Teaching and Organisation

Development in SMSC will take place across all curriculum areas. Several subjects, including RE, PSHE, English, SEAL, the Arts and weekly core values assemblies are particularly strong vehicles for successful SMSC learning. Teachers will inspire in pupils an enthusiasm for learning. All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families. Teachers will use creative strategies and challenging questions to engage pupils in their learning and relate it to their own experiences.

This can be achieved through maximising both planned and spontaneous 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, belongings, equipment and feelings with other people, listening to others.
- Explore relationships with friends/family/others.
- Show empathy.
- Develop self-esteem and a respect for others, accepting and embracing difference.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – e.g. empathy, respect, creativity, sensitivity and critical awareness.
- Being able to agree and disagree.
- Providing opportunities to work together and alone.

Extra-Curricular Activities and links

Personal development is also enriched through a wide range of extra-curricular activities which provide opportunities for SMSC and for inspiring pupils to broaden their experience and horizons.

Visitors are welcomed into school.

The development of a strong home-school link is regarded as very important, enabling parents, teachers and the wider community to work in an effective partnership to make sure that we give our pupils the best possible environment in which to grow, flourish and learn.

Pupils will be taught to appreciate their local environment and community and to develop a sense of responsibility to it.

The policy links to the following policies and plans:

Attendance Policy
Whistle Blowing
Acceptable user agreement
Volunteer guide
E-safety
Safeguarding
Single Equality Policy

This policy will be reviewed in September 2017



COAST
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Preston
Primary School

OFSTED Evidence of SMSC

Appendix One

Spiritual, moral, social and cultural development is now referenced throughout [Ofsted's School Inspection Handbook](#). An 'outstanding' school will have a 'thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development'.

Spiritual development

Pupils' spiritual development is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning willingness to reflect on their experiences.

Moral development

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

Social development

Pupils' social development is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- 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
- 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; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Cultural development

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain



- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- 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.