Social, Moral, Spiritual and Cultural Development

This policy was agreed and signed by the Governing Body and Head Teacher:

<table>
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<tr>
<th>Author /Contact:</th>
<th>Stephanie Coombe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved by:</td>
<td>Chair of Governors and Head Teacher</td>
</tr>
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Definitions

**Spiritual Development**

Pupils’ spiritual development is shown by their:

- Beliefs, religious or otherwise, which inform their perspective on life and their interest in, and respect for, different people’s feelings and values
- Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- 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 their readiness to apply this understanding in their own lives
- Understanding of the consequences of their actions
- Interest in investigating, and offering reasoned views about, moral and ethical issues

**Social Development**

Pupils’ social development is shown by their:

- Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- Willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- Interest in, and understanding of, the way communities and societies function at a variety of levels
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**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
- Willingness to participate in, and respond, to for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- Interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

**Aims**

At Eleanor Smith School, the children and their learning are at the very heart of every decision made. We aim to develop learners who are passionate, take ownership of their learning and are proud of their achievements.

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. The Behaviour Policy reinforces the development of SMSC in students.

The school will help the students develop an inner discipline and will encourage pupils to not just ‘follow the crowd’ – they will make up their own minds and be ready to accept responsibility for what they do. They will grow through making choices and holding to the choices they have made. They will want to be honest with themselves and others.

**Planning**

In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural (SMSC) needs. A vast majority will be delivered through cross curricular activities as well as specific PSHE, Jigsaw, RE and Circle Time activities, along with during Reflection time and in achieving
Individual Learning Plan targets (specifically, behaviour targets, informed by the Thrive programme).

At Eleanor Smith School, we develop pupils socially, morally, spiritually and culturally through a variety of ways; the curriculum, school events (within the school and in the wider community), verbally, modelling, target setting and progress reviews, for example.

At ESS, the school’s code of Rights and Responsibilities requires aspects of SMSC for all as a learning community through its very ethos.

**Spiritual Development**

Planned opportunities for spiritual development in all subjects can be seen across the school. Children are given opportunities to reflect upon the meaning of spiritual experiences.

Examples of experiences commonly regarded as spiritual include:
- Curiosity and mystery
- Awe and wonder
- Connection and belonging
- Heightened self-awareness
- Prayer and worship
- Deep feelings of what is felt to be ultimately important
- A sense of security, well-being, worth and purposefulness

The school will develop a climate or ethos within which all pupils can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals.

These can occur during any part of the school day, e.g. when listening to music, discussing the care needed for animals, exercising empathy of creativity, how we live, contemplating the future, and so on.
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Our school develops spiritual development in pupils through:

- Participating in Newham's Places of Worship Week
- Thought for the Week
- Time to reflect/pray silently at the beginning of the school day and assemblies
- Caring for others and putting others’ needs before their own – celebrated by Citizen of the Week/Month
- The school having a “family atmosphere” feeling, as reported by pupils and parents, where they feel they belong
- Opportunities to reflect on themselves through individual and class discussions, Reflection time and one to one support programmes, such as Thrive counselling

Moral Development

At Eleanor Smith School we believe that a morally aware pupil will develop a wide range of skills. These can include the following:

- Distinguish right from wrong, based on knowledge of the moral codes of their own, and others’, cultures
- Develop an ability to think through the consequences of their own, and others’, actions
- Have an ability to make responsible and reasoned judgements
- Ensure a commitment to personal values
- Have respect for others’ needs, interests and feelings, as well as their own
- Develop a desire to explore their own and others’ views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience

Our school develops pupil moral development by:

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- Promoting racial, religious and other forms of equality
Giving pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong

Developing an open and safe learning environment in which pupils can express their views and practice moral decision making

Rewarding expressions of moral insights and positive behaviour

Recognising the respecting the codes and morals of the different cultures represented in the school and wider community

Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour, providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the school’s values through images, posters, classroom displays and monitoring the success of pupils’ measured progress.

Teachers always discuss with their classes a code of conduct for the classroom based on the values held by the school. We teach the children to be aware of their own actions, take responsibility for their own bodies 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 is done through Thought for the Week, Citizen of the Week (primary)/Month (secondary), Circle Time, PSHE/Jigsaw. We are interested in the development of the whole child and will endeavour to raise their self-esteem through praise, stickers, Star of the Week and Special Assemblies and Pupil Progress Days which highlight particular achievements; both academic and social and emotional progress.

We also use The Resilience Framework (a holistic, ecological model to support resilience in children and families, written by Hart, Blincow and Thomas, 2007) to develop a sense of community cohesion by supporting pupils to realise their responsibilities and obligations toward others. This is done in partnership with the local Children’s Hospice, Richard House, where pupils fundraise throughout the year, for example, to contribute money and toys to the hospice.
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Social Development

At Eleanor Smith School we recognise that pupils who are becoming socially aware are likely to be developing the ability 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
Share views and opinions with others
Resolve conflicts maturely and appropriately
Reflect on their own contribution to society
Show respect for people, living things, property and the environment
Exercise responsibility
Understand how societies function and are organised in structures such as the family, the school, their local and global communities
Understand the notion of interdependence in an increasingly complex society

Our school develops social development in pupils by:

Identifying key values and principles on which school and community life is based
Fostering a sense of community, with common, inclusive values
Promoting racial, religious, gender and other forms of equality
Encouraging pupils to work co-operatively
Encouraging pupils to recognise and respect social differences and similarities
Providing positive experiences to reinforce our values as a school community – for example, through assemblies, residential, outdoor team building experiences, school productions
Helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, and respect for difference, moral principles, independence, interdependence, self-respect and an awareness of others’ needs
Providing opportunities for engaging in the democratic process and participating in community life e.g. Class Representatives voted for in every class/Year group
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Providing opportunities for pupils to exercise leadership and responsibility e.g. Key Stage 3 and 4 pupils leading groups of younger pupils in whole school events such as the Fete and Science Week

Providing positive and effective links with the world of work and the wider community

Monitoring in simple, pragmatic ways, the success of what is provided

Cultural Development

Newham is a culturally diverse Borough. Pupils should be made aware of the diversity of other cultures both within modern Britain and throughout the world. This is done through music, PE, Food Technology, art, presentations in assemblies and reading the newspaper during Breakfast Club (secondary site).

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

- An ability to reflect on important questions of meaning and identity
- An interest in exploring the relationship between human beings and the environment

Our school supports pupils’ cultural development through:

- Educational Visits to museums and galleries
- Inviting outside agencies to
- Having an awareness of British history and how British society has been shaped by the past e.g. World War II topic
- Extending pupils’ knowledge and use of cultural imagery and language
- Encouraging them to think about special events in life and how they are celebrated e.g. Black History Month
- Recognising and nurturing particular gifts and talents, providing opportunities for pupils to participate in literature, drama, music, art, our after school club timetable, participation in holiday programmes and other cultural events and encouraging pupils to reflect on their significance
Reinforcing the school's cultural links through displays, posters and exhibitions e.g. annually entering pupils’ art work into the Borough Art Show at the University of East London

Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum in collaboration with Subject Leaders and the subsequent monitoring done of Subject Areas

Pupil Voice

We want pupils to know that their expertise, opinions and ideas are valued in all aspects of school life; this is OUR school that we share as a learning community. Pupil voice permeates all levels of school life, which can come in the form of; negotiating rules, electing Class Representatives, helping to plan and run events, and in-class discussions.

Promoting British Values

The very ethos of Eleanor Smith School promotes the British values of:

- Democracy
- Rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs

Any views or behaviours that are contrary to these values are actively challenged by the school through means such as reflection, discussions, debating, the curriculum (for example, Religious Education, exposing pupils to various faith’s beliefs and PSHE/JigSaw debating differing viewpoints), and events, such as attending Place of Worship Week in the Borough.

British Values are promoted through all the means that SMSC is throughout the school, as already written in this policy. Further support to instil these values in our pupils may be sought from partner agencies, such as the Police (well-being and safety), or theatre companies, as examples. Citizenship points are also earned at the secondary site whereby class groups earn one shared target that endorses SMSC and therefore, British Values. Successful achievement of these points result in pupils
sharing a celebration together – going to the park at the end of a half term for pizza and to play football, for example.