



St James & Emmanuel
Academy Trust

Didsbury CE
Primary School 

West Didsbury CE
Primary School 

St Wilfrid's CE
Primary School 

Didsbury CE 
Primary School

West Didsbury CE 
Primary School

SMSC Development Policy

(Spiritual, Moral, Social + Cultural)

Spiritual, Moral, Social and Cultural Development

Date	Review Date	Coordinator	Nominated Governor
9/2/17	2020	S/Ball DH/H Large AHT	Chair of LGB

We consider the children's spiritual, moral, social and cultural development to be at the centre of our School ethos and the responsibility of the whole curriculum. Obviously, as a faith designated Anglican school we will promote the Christian ethos in all we say and do and more specifically through ensuring opportunities for daily reflection, prayer and Worship

We strive to provide and maintain for our pupils an education that provides opportunities so that they can explore and develop their own values and beliefs, 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.

We believe spiritual, moral, social and cultural development is promoted through the school ethos, the climate of the School, collective worship, all curriculum areas, the School behaviour code, extra-curricular activities and circle time activities.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a School community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

Aims

- To encourage pupils to develop their own beliefs and values about life and religion.
- To promote an appreciation of alternative individual and shared beliefs.
- To develop appropriate personal and social behaviour in response to other cultures and environments.
- To develop an awareness of oneself in terms of thoughts, feelings, emotions, responsibilities and experiences and the development of self-respect.
- To recognise and value the worth of individuals, developing a sense of community and the ability to build relationships with others.

- To promote curiosity in order to make sense of the world.
- To work with other schools to share good practice in order to improve this policy.
- To promote British Values (see Policy on British Values for further information)

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to the Headteacher to ensure all School personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the School complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- nominated a link governor to visit the School regularly, to liaise with the Headteacher and the coordinator and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher

The Headteacher will:

- ensure all School personnel, pupils and parents are aware of and comply with this policy;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy

Role of the Nominated Governor

The Nominated Governor will:

- work closely with the Headteacher;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the School is aware of this policy;
- annually report to the Governing Body on the success and development of this policy

Role of the Coordinator (Assistant Head Teacher)

The coordinator will:

- lead the development of this policy throughout the School;
- work closely with the Headteacher and the nominated governor;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises
- keep up to date with new developments and resources;
- undertake risk assessments when required;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy

Spiritual Development

We see spiritual development as the way children acquire personal beliefs and values, especially on questions about religion, whether life has purpose, and basic personal and social behaviour.

We try to help children make sense of these questions through the curriculum, collective worship, the School ethos and climate.

We see spiritual development as an important element of a child's education and fundamental to other areas of learning.

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 satisfying relationships;
- reflect on, consider and celebrate the wonders and mysteries of life

Moral Development

We believe that pupils' moral development involves:

- pupils acquiring an understanding of the difference between right and wrong and of moral conflict;
- a concern for others and the will to do what is right;
- pupils reflecting on the consequences of their actions;
- learning how to forgive themselves and others;
- pupils developing their knowledge, skills, understanding, qualities and attitudes in order for them to make responsible moral decisions and to act on them.

We aim to provide learning opportunities that will enable pupils to:

- tell the truth;
- keep promises;
- respect the rights and property of others;
- act with consideration towards others;
- help those less fortunate than themselves;
- take personal responsibility for their actions;
- have self-discipline

Social Development

We believe social development is concerned with the skills and personal qualities necessary for individuals to live and function effectively in society.

We aim to provide learning opportunities that will enable pupils to:

- develop an understanding of their individual and group identity;
- learn about service in the School and wider community;
- begin to understand social justice and a concern for the disadvantaged
- to promote British Values of democracy, upholding the Law, respect for other peoples, tolerance and harmony of different cultural traditions and a balanced presentation of opposing views which precludes the promotion of partisan political views in teaching any subject in the school.

Cultural Development

We believe pupils' cultural development involves pupils acquiring:

- an understanding of cultural traditions;
- and an ability to respond to a variety of aesthetic experiences

We want our pupils to acquire:

- a respect for their own culture and that of others; in so doing further tolerance and harmony between different cultural

traditions by enabling all pupils to acquire an appreciation of and respect for their own and other cultures

- an interest in others' ways of doing things and a curiosity about differences

We want our pupils to develop:

- knowledge, skills, understanding, qualities and attitudes that they need to understand, appreciate and contribute to culture

We aim to provide learning opportunities that will enable pupils to:

- recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society;
- develop an understanding of their social and cultural environment;
- develop an understanding of Britain's local, national, European, Commonwealth and global dimensions

Organisation

We believe spiritual, moral, social and cultural development takes place across all curriculum areas and within activities that provide opportunities to allow pupils to:

- talk about personal experiences and feelings;
- express and clarify their own ideas and beliefs;
- speak about difficult events;
- share thoughts and feelings with other people;
- explore relationships with friends, family and 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 attributes that enable them to develop socially, morally, spiritually and culturally

Role of School Personnel

School personnel will:

- comply with all aspects of this policy;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

Role of the School Council

The School Council will be involved in:

- organising surveys to gauge the thoughts of all pupils;
- helping in reviewing the effectiveness of this policy with the Governing Body

Role of Pupils

Pupils will:

- be aware of and comply with this policy;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- support the School's expectations of good behaviour to ensure the smooth running of the School;
- liaise with the School Council;
- take part in questionnaires and surveys

Role of Parents and Carers

Parents and Carers will:

- be aware of and comply with this policy;
- be asked to take part in periodic surveys conducted by the School

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School website
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- School events
- meetings with School personnel
- communications with home such as newsletters
- reports for example reports to the Governing Body
- information displays

Training

We ensure all School personnel have equal chances of training, career development and promotion.

Periodic training will be organised for all School personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this School.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)

Headteacher:		Date:	
Chair of Governing Body:		Date:	

