

**LAWLEY
PRIMARY SCHOOL**



**SPIRITUAL, MORAL, SOCIAL and
CULTURAL DEVELOPMENT POLICY,
including Promoting British Values**

Spiritual, Moral, Social and Cultural Development Policy

Aim

At Lawley Primary School we want our pupils to be successful, confident learners and responsible citizens. We recognise the importance of both the academic and personal development and well being of every child in our school. This includes recognising the importance of providing our pupils with a range of opportunities that support their spiritual, moral, social and cultural development.

Our Values: Happiness, Courage, Respect, Friendship, Responsibility

At Lawley Primary School, our values link to our SMCS policy. These are displayed in each classroom and outside our school and referred to by all staff as we encourage our pupil's Spiritual, Moral, Social and Cultural development. We have a focus on each value each half term to encourage the use of the language, and how we can demonstrate each value within our roles within school.

Spiritual, Moral, Social; and Cultural development (SMSC) at Lawley

Whilst each dimension is outlined separately there is a great deal of overlap between the four areas.

Spiritual Development:

Pupils' spiritual development is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life & their interest in & respect for different people's feelings & 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

We are committed to:

- ❖ celebrating the religious and non-religious beliefs and values that our pupils bring as part of their family/cultural heritage and to building an awareness of and respect for others' spiritual and religious beliefs
- ❖ fostering common human values and building spiritual capacities to promote self-worth
- ❖ self-esteem and a valuing of others
- ❖ helping our pupils to come to an understanding of themselves as unique individuals and encouraging them to reflect on ultimate questions
- ❖ developing our pupils' curiosity, imagination, creativity and promoting a sense of awe and wonder.

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
- respect for the needs, interests, feelings and beliefs of others

We are committed to encouraging our pupil's 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 good behaviour
- ❖ recognising and 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, etc.

Teachers always discuss a code of conduct for the classroom with their classes, 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 collective worship, circle time, Social Skills groups and RHE/Circle Time sessions.

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, BLP and other means that highlight both academic and social achievements (see Behaviour Policy).

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, working successfully as a member of a team and being able to resolve conflicts effectively

- interest in, and understanding of, the way communities and societies function at a variety of levels
- ability to adapt to a range of social contexts by appropriate and sensitive behaviour
- willingness to share views and opinions with others
- ability to resolve conflicts maturely and appropriately
- ability to reflect on their own contribution to society
- respect for people, living things, property and the environment

We are committed to:

- ❖ fostering the skill and qualities of team building through the development of self-confidence, co-operation, sensitivity to others, reliability, initiative and understanding
- ❖ providing an environment where pupils can take responsibility for themselves and others in school and the wider society
- ❖ 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 and other forms of equality
- ❖ 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, team building activities, residential experiences, school productions
- ❖ helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, 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
- ❖ providing opportunities for pupils to exercise leadership and responsibility
- ❖ providing positive and effective links with the world of work and the wider community

We use the social and emotion aspects of learning programme to support our pupils' social development (see RHE/RSE policy).

Cultural Development:

Children should be made aware of the diversity of other cultures both within modern Britain and throughout the world.

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

We value and celebrate the cultural diversity of our school, our society and the world by:

- ❖ promoting an appreciation of our own cultural tradition/s and encouraging an appreciation of other people's cultural traditions
- ❖ extending pupils' knowledge and use of cultural imagery and language
- ❖ encouraging them to think about special events in life and how they are celebrated
- ❖ recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
- ❖ reinforcing the school's cultural links through displays, posters, exhibitions, etc. As well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits

In the light of this we will ensure that the SMSC development of our pupils is promoted across the curriculum and in the wider life of the school by:

- providing an appropriate range of effective teaching and learning strategies that enable pupils to reflect on and respond to the issues of SMSC importance and concern
- maintaining a positive climate in school in which all are valued and respected and expected to make a positive contribution
- encouraging teachers to plan for and respond to opportunities to development SMSC development and to ensure subject leader have an understanding of SMSC education in their subject
- recognising the importance of our collective worship programme in supporting and encouraging SMSC development
- reviewing the effectiveness and impact of our policy and practice as part of our cycle of school development
- auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum in collaboration with the subject leaders of RHE, RE, MFL, ECO & School Council

Promoting British Values

At Lawley Primary School we agree with the Department for Education's five part definition of British Values:

- **Democracy**
- **The rule of law**
- **Individual liberty**
- **Mutual respect**
- **Tolerance of those of different faiths and beliefs**

We believe it is incredibly important that these British Values permeate through every school in the country. At Lawley Primary you will encounter these values throughout our everyday school life and, in particular, through our promotion of Spiritual, Moral, Social and Cultural understanding and through our school values - Happiness, Courage, Respect,

Friendship and Responsibility. The British Values are linked to our weekly Picture News which is shared within classes and the RHE scheme of KAPOW also refers to British Values links in the relevant lessons.

Below is just a snap shot of how we promote these values in our school community:

Democracy

- Pupil voice plays a big part in life at Lawley Primary School. Our School Parliament plays a strong role in our school; they are democratically elected by their class peers and are involved in making Lawley Primary School a better place to learn.
- Pupil questionnaires and interviews are also conducted throughout the year. We know that the formation of the School Parliament and the active participation of our pupils will sow the seeds for a deeper understanding of democracy in the future.

The Rule of Law

- Our pupils will encounter rules and laws throughout their entire lives. We want them to understand that whether these laws govern the class, the school, the neighbourhood or the country; they are set for good reasons and must be adhered to. This understanding of the importance of rules will be consistently reinforced through assemblies and our curriculum.
- The involvement of our pupils in the creation of the school rules helps them to understand the reasons behind rules and the consequences if rules are broken. Our School Parliament and Children's Safeguarding Team, which are both pupil led, provide pupils with the responsibility to make mature choices about suitable consequences for the negative behaviour of their peers. We allow opportunity to debate and discuss the reasons for laws so children can recognise the importance of these for their own protection.
- Throughout the year we welcome visits from members of the wider community including the police, war veterans, the fire brigade and many more. We believe that clear explanations and real life stories emphasise the importance of the Rule of Law for our pupils.

Individual Liberty

- We invest a lot of time in creating a positive culture in our school, so that children are in a safe environment where choices and freedoms are encouraged. In lessons we encourage children to choose appropriate ways of tackling problems and tasks giving them more freedom to determine their own learning.

- We offer a range of clubs which pupils have the freedom to choose from, based on their interests. Through our E-Safety and RHE sessions, we educate children on their rights and personal freedoms, as well as supporting them in recognising how to exercise these freedoms safely. At Lawley Primary School we believe that valuing choice and freedom in daily school life will foster a value for individual liberty as the children embark upon their adult lives.

Mutual Respect

- Our school mission is to provide an environment in which every child can be cared for spiritually, morally, socially, culturally, intellectually and physically, allowing everyone to be the best that they can be!

Our school has a growing number of different languages and ethnic groups and our pupils learn together with absolute respect for each other. Mutual respect is at the core of our school life.

Tolerance of those of different faiths and beliefs

- We offer a culturally rich and diverse curriculum in which all major religions are studied and respected. Parents and leaders of different faiths are welcomed to the school to share their beliefs, while we also visit numerous places of worship. At Lawley Primary School we strongly believe that tolerance is gained through knowledge and understanding. Through our curriculum and the routines of our daily school life, we strive to demonstrate tolerance and help children to become knowledgeable and understanding citizens who can build a better Britain for the future.

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